

Moderating Impact of Parental Financial Status in the Relationship between Parental Attitudes and Children Secondary Level Education Performance in Negombo Sea Belt, Sri Lanka

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Abstract


This research identifies parental attitudes towards the secondary level educational performance of students in the Negombo sea-belt, Sri Lanka. Based on the information collected from 288 questionnaire surveys and 10 face-to-face interviews with parents (mothers-fathers dyad), aged between 25 years and 60 years old. In order to measure the progressive-democratic or traditional-authoritarian attitudes of the parents towards child education, it has been used the Parental Modernity Scale of Child Educational Performance. The findings showed that the overall attitude of the respondents was moderately favorable but positive towards education. Furthermore, parental traditionalism was more favorably positive towards education than parenting progressivism for secondary level education. In the interviews, no positivity was demonstrated by parents towards providing more attention in terms of decisions for traditional fishing than their children's academic future. It is, therefore, a key component of national educational policies and early childhood programs. No plans have been made for the future implications of the policy formulation as well as for further research.

Keywords: Socially marginalized Parental attitudes, secondary level education, fisher folk children.

I. Introduction

Family is the most pivoting and influential social entity in socializing a child when they learn social roles, which values are passed down from generation to generation (Tan & Baloglu, 2013). 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-income minority families' mothers with higher education had greater expectations for their children's education performance. Research on parenting also has shown that parent education is related to a warm, social climate in


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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.

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 educational 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 76 percent male literacy and 66 percent female literacy rate but were considerably higher than those of other working groups from urban and rural areas. Ragavan et al. (2015) have suggested that three major reasons for low levels of education, such as relatively higher income with independence, 80 percent of active fishers have attended only primary schools and most fishermen (82%) were with primary educational level. The same 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. Some other reasons which were identified by researchers on higher educational motivation are the number of young dependents in a family (Arunatilake & de Silva, 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 et al., 2005).

Weinger and Lareau (2003) reported 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. 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 results of learners in this area has shown that there is a notable difference between the fisher folk communities and the rest of the urban and semi-urban communities.

Hence, this research explores "Moderating impact of parental financial status in the relationship between parental attitudes and children secondary level education performance in Negombo sea belt, Sri Lanka". 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 etcetera (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).

Gaps in Previous Literature

This research is premeditated to use the theory of parental attitude in explaining secondary level educational performance of fisher - folks' children of Negombo sea belt, Sri Lanka. The researcher observes that previous literature during the last few years indicates the impact of parental attitude on education performance for socially marginalized unprivileged communities and to address this issue which has affected much uproar in the recent past in the society. It is encouraging to note that as a researcher how important to find out the gaps in literature as well as empirical world to find the answer to problem statement "moderating impact of parental financial status in the relationship between parental attitudes and children secondary level education performance in Negombo sea belt, Sri Lanka". The relationship between parental attitude and financial capital is still unpersuasive and sometimes contradictory (Sabatini, 2007). Author delineated three areas of weaknesses of parental attitude. First, there is a lack of research in local context to measure moderating role of financial status of parents in the relationship between parental attitude on secondary level education performance. Second, no approved agreement

on the positive relationship between parental attitude and secondary level education performance is existed. Third, even when a positive relationship is established in previous research, doubts remain on the casual connection between parental attitude and its outcomes. Empirical studies on parental attitude suffer from lack of uniformity with regard to indicators and approaches used to measuring aspect of parental attitude, different researchers used different indicators.

Local authorities have not implemented strict norms to follow this issue which has drawn a considerable attention in the society. Therefore, it is encouraging to note that as a country now we have to pay much attention to impact of parental attitude and moderating effect of financial state stake pride in adaptations to win the confidence of Negombo fisher folk children to get embedded to public of the surrounding villages and communities. Despite the gains of recent decades, secondary level educational performance in the Negombo fisher folk children is very low and has even widened across no education. While there are many factors that influence academic success, here the researcher wants to focus on parental attitude, defined as the information obtained from the known people and understanding how to apply this information. Based on the researcher's experience as a principal in both rural and urban communities for 10 years, discovered that the Negombo and National Examination Council examination results of urban schools' learners were better than their counterparts in rural schools. This discovery has motivated the researcher to expression into the factors that could be answerable for their parental attitude, financial states and adaptations imbalances in the education performance of rural and urban learners in the Negombo sea belt, Sri Lanka.

Experience gaps of the researcher generally refer to discrepancies in grades, high school dropout rates, test scores, course content, and college entrance and completion rates, across community students. Partly as a result of policies to desegregate public schools and create smaller class sizes, in 1990's and 2020's there is a socially marginalized and unprivileged gaps in school performance contracted (Ragavan et al., 2017). Thriving to persuade educational goals is another problem that these communities have. Most of them think in traditional terms. Therefore, their expected level of education is limited and terminated in primary level. This is proven when analysed the number of children in the ordinary level and advanced level classes compared to primary classes (Jayasuriya et al., 2006). Sometimes the numbers are restricted three students to five students in upper grades in secondary school compared to primary classes. The drop out reason is not attended by anyone instead many church authorities and authorities in education have taken it for granted that it is the tradition of fisher folks' families. Therefore, there is a performance gap in their interest in educational success in secondary level. An understanding of how social capital operates across different communities of society can help the researcher to find targeted levers with which to close the experience gap. It is helpful to know, for instance, how parents plumb their connections to learn about or in some cases, are even told by strangers about good afterschool programs, and then use this information in the enrolment process. Educational leaders can marshal such knowledge to craft communication strategies and programs that fit the specific needs of parents.

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

Turnbull and Winton (1983, p.4) has identified four basic parental roles - 'parents as educational decision makers'; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so crucial, it is important that the home and school operates together at the same time. The phrase "attitude" can be defined as "an opinion that includes an evaluative and emotional component" (Aronson, 2008, p.114). In regard to the existing research, the term traditional parental attitudes refer to the way they feel or think in terms of their child's schooling, and how these feelings affect the amount and types of involvement the parent participates in. Larocque et al. (2011) describe traditional parental attitude as family involvement, defining it as "parents or traditional family related caregivers" investment in the education of their children". Shute et al. (2011) grouped the specific aspects that refer to traditional 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. Traditional parental 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.

Gap 2: Exploring the mechanisms connecting progressivism (progressive attitude) to secondary level education performance, regarding conceptual disparities, it is necessary to revisit the conceptual understanding of relationship between parental progressivism and secondary level education performance. The relationship between parental attitude and secondary level education performance may not be static or constant across time. Therefore, it is necessary to conduct research in parental progressivism studies based on Primary data to fulfil the gap in empirical research.

Examining the growing debate on how parental attitude impact on secondary level education performance of children is still contradictory, ranging from positive to negative or statistically insignificant. Therefore, a key question is still open for researchers to identify relationship between both factors under the present situation. However, knowledge of the topic is still limited and not culminated to allow a unified theory to emerge. To some extent results are isolated and findings are conflicting findings as positive, negative, mixed or not conclusive. Considering the absence of a study on the impact of parental attitude on education performance the present study examines the same relationship with special reference to rural and urban learners in the Negombo sea belt, Sri Lanka.

Gap 3: Exploring the mechanisms connecting parental attitude to secondary level education performance, regarding conceptual disparities it is necessary to revisit the level of parental attitude in the Sri Lankan context.

An empirical gap is the type of gap that deals with gaps in the prior research. This conflict deals with the research findings or hypothesis need to be evaluated or empirically verified (Ridder et al., 2014). For example, the empirical gap often addresses conflicts that no study to date has directly attempted to evaluate a subject or topic from an empirical approach (Muller & Ellison, 2001).

Income level of fisher folk families has also becoming progressively influential in determining who attend school education. More than half of young people from families in the highest income bracket have fishermen by the time they are 16, compared to less than 5 percent of those from the educated bracket (Amarasinghe et al., 2002). Diamond and Gomez (2004) highlight that parental income matters in children's achievement and better off parents are able to enroll their children in better schools. This uniqueness and exclusive nature are due to their unique cultural, religious, educational, job orientations and social taboos and moreover their traditional community exclusiveness (Tsai & Ghoshal, 1998). This exclusive and closed background has kept them away from linking to external communities and therefore these communities tempt to lose SC and social status as well which restrict their attitudes and their educational level. Most of the adults who are engaged in Negombo traditional jobs as fisher folks have not got a formal secondary level of school education. The attitude and interest for formal education especially in the secondary level for those fisher folks remain low. Therefore, they finish their education at the primary level and drop out from schooling and leave for fishing industry which will lead to financial gain over educational goals. This gap has not been addressed by researchers and educational policy makers or social organizations.

Weinger and Lareau (2003) reported 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. 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 results of learners in this area has shown that there is a notable difference between the fisher folk communities and the rest of the urban and semi-urban communities. Wagner (1995) 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.

Gap4: Conceptual and theoretical issues related to the body of research on parental attitude and secondary level educational performance is highlighted henceforth. A systematic appraisal of these issues reveals that the concept of moderating effect of parental financial status is not yet empirically grounded in Sri Lankan context for fisher folk families.

Let us presume that it is easier to access parental attitude that most of the children have endowed to them. While gaining their financial benefits we must not misjudge their tendency to be uneducated or unruly. On the other hand, what a community believes to be necessary is what they want and thus there is a natural tendency to consider it to be their destiny. Nevertheless, what many consider standard in the process of socialization, and when there is a global acceptance and a benchmark, one cannot eliminate such beliefs either. But the ethical consideration here is whether our belief must be theirs or whether their taboos must be ideal for their society since the change of parental traditionalism and progressivism is considered as attitudes. Education is evidently a key for building a peaceful, democratic society and is crucial for promoting global security. School secondary level education is an important component in the educational system of a country which provides instructions and personality formation to enable social and economic progress of the community. Secondary level education is considered as a pre-requisite for the economic development of a nation.

II. Literature Review

Theoretical Basis for the Study

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 that the theory basically formulated to explain the academic achievement of different levels in society which encompasses with 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 and Ndirangu, 2014). Four different systems affect a developing person. Uri Bronfenbrenner discussed four systems which are affecting people in the developing person's immediate environment namely called microsystem, mesosystem, exosystem and macrosystem. In the same thesis the author further elaborates that the activities related to microsystem consists of the activities, roles, face-to-face relationships, and the most immediate settings the child experiences, including the child's home, school, or peer group. 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 be focused 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). Finally, the macrosystem takes into consideration, Suizzo et al., (2012) define cultural models as "the interrelated ideologies, values, goals, and strategies shared by members of a community and passed on through generations" (p. 535). This theory is associated to accomplish the differences in an individual's knowledge, development and competence through the assistance, support, and formation of the society in which they live. Connections between members of overlapping ecosystems involve a person substantially, and parents and teachers should work together to educate children, which will then integrate into the mesosystem. In this research parental attitudes are associated to accomplishment of a relationship between microsystems. A child's immediate environment and another setting not faced by the child immediately, but it could still be affected by them. Based on this theory, it is expected that more parents will be involved in the academic achievement and will be assisted, encouraged, advised and persuaded to involve themselves fully in the educational work of their children. This will in the long run eradicate regional disparities leading to national development in Sri Lankan socially marginalised families.

Relationship between two sub-dimensions of parental attitude and secondary level school performance

Turnbull (1983, p.4) has identified four basic parental roles - 'parents as educational decision makers'; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so crucial, it is important that the home and school operates together at the same time. The phrase "attitude" can be defined as "an opinion that includes an evaluative and emotional component" (Aronson, 2008, p. 114). In regard to the existing research, the term parental attitudes refer to the way they feel or think in terms of their child's schooling, and how these feelings affect the amount and types of involvement the parent participates in. Larocque et al. (2011) describe parental involvement 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. Tocu (2014) elaborates that democratic parent attitude as progressive belief or attitude towards their children. 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) concluded that a democratic parent attitude is the best attitude for character development and Baldwin (1995) found that a democratic attitude had a positive impact on a child's development (Ersoy & Ugur, 2015).

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 and Ugur, 2015). Tocu (2014) elaborates that Authoritarian parent attitude as traditional belief or attitude towards their children. However, most researchers argue that in both cases the child is full of hatred and fear. Kuzgun (1972) discussed that an authoritarian attitude avoids a child from recognizing about themselves. 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 and Ugur, 2015). Authoritarian attitudes hinder children's independent character development and influenced by outside inspections. Further 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

Level of socially marginalize parental attitudes towards secondary level of education

Ogunsola et al. (2014) elaborated, how parental factors influence students' academic achievements and the theory of human capital in education is opened equally to everyone. But the secret behind the success of education is parental involvement with student attainment. 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, 1986; Bandura, 2001). Individuals are capable of learning not only from their own experience but also from the experiences 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).

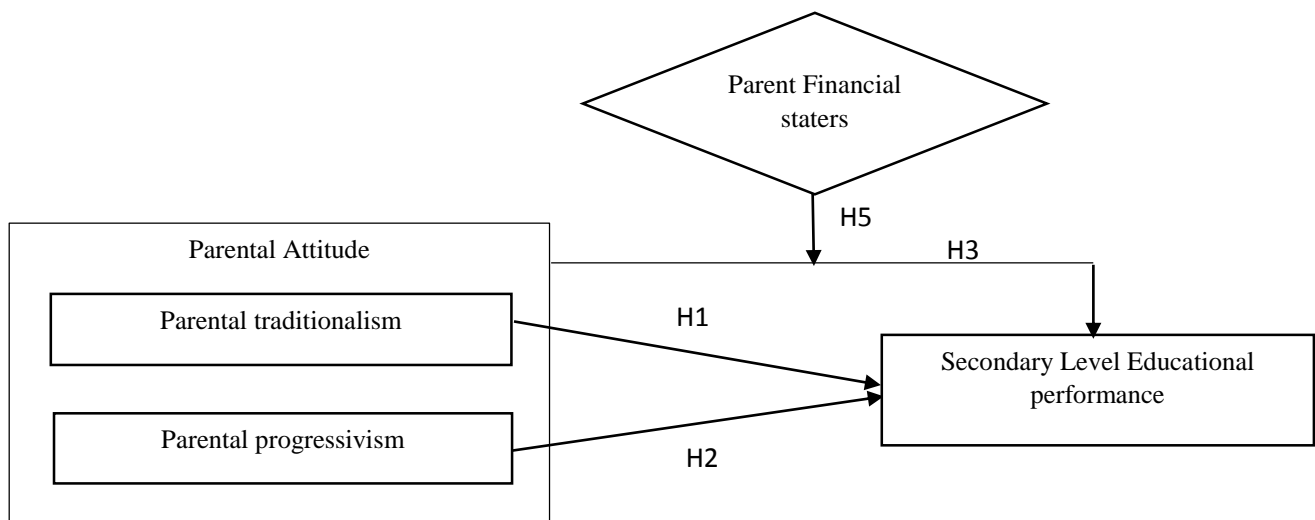
Moderation effect of parental financial status and secondary level education performance

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). 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. 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.

Theoretical Model and Development of Hypotheses

This aim of the present study was to examine the relations between Parental attitude and secondary level educational performance with the moderating effect of financial status. In addition to the main hypothesis, it is possible to test three relevant hypotheses to study the relationship between secondary level school performance and each dimension of parental attitude. These are shown as H1, H2, H3 and H4 below,

- H1: A greater level of traditional parental attitude lead to a greater level of secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka.
- H2: A greater level of parental progressive attitude lead to a greater level of secondary level educational performance of fisher-folk's children in the Negombo sea belt in Sri Lanka.
- H3: A greater level of parental attitude lead to a greater level of secondary level educational performance of fisher-folk's children in the Negombo sea belt in Sri Lanka.
- H4: The level of parental attitude is not high among fisher-folk children in Negombo sea belt in Sri Lanka (H4: $\mu > 4$).
- H5: Parental financial status do not moderate the relationship between parental attitude and secondary level school performance.



H4: Level of parental attitude

Figure 1: Research Model

III. Research Methodology

This research was descriptive analysis which examined the effects parental attitude has on the child's academic performance using qualitative and quantitative paradigms.

Research Design

This research adopted a mixed method of applying quantitative research in the form of a cross-sectional study in which data was collected across a population through sampling and qualitative in-depth face-to-face interviews. The study questionnaires were administered to two hundred and eighty-eight parents who were selected applying the stratified cluster sampling technique. The questionnaire on the parents' financial staters and secondary level education performance is a self-developed questionnaire and parental attitudes related to Parental Modernity Scale and some demographic details. The first section was about basic demography relating to parental characteristics, i.e., gender, occupation, educational level, social status, annual income, etc. The second part looked at parents' attitudes towards children's education, third section looked parental financial staters followed by the last section investigating how parents were involved in their children's educational expectations. The face-to-face interview was designed to triangulate information collected from a questionnaire survey, and to deepen understanding of the Negombo fishing community parental attitudes.

Population, sampling and data collection strategy

This research focuses on the communities living in this area, as 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. It holds a population of 10000 families, which belongs to 5 clusters, namely Pitipana Veediya 500, Duwa 2000, Pitipana 4000, Mankuliya 1000, and Kuttiduwa 2500 families. With a lower rate of school enrolment and high rate of dropout 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. Findings obtained in the Negombo's sea belt fisher folk children's educational performance, could be generalized to a broad range and added into the literature for better understanding of the Negombo fishing community parental attitudes and the Sri Lankan Sea belt social and cultural practices.

In this study, a stratified cluster sampling method was utilized to collect data from five ethnic groups around the Negombo sea-belt. Data was collected through the distribution of questionnaires to 288 parents with children studying in secondary level education. After clarification by the criterion of having an education level not less than 8 years, and family annual income more than 10 000 in Sri Lankan rupees, parents of them, 6 mothers and 4 fathers, were randomly selected to undertake the face-to face interviews. In each community, among parents who consented to participate in the study, 5 parents, 10 in total, were randomly selected to undertake the interview. All parents were pleased to do the face-to-face interviews, at Sri Lankan time and in places nominated by parents with maximum one hour. To keep with the ethical rules, before interviews started, assurance was given to the parents that the information they provided would be confidential; and avoided the personal and school identities.

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 parents, and the results of the data collection can be generalized for the parents who are living with their children in Negombo sea belt.

Questionnaire to elicit relevant information about the demographic data of the parents, parental attitudes and academic performance were used. In the selected parents' child academic performance were measured through interviews three hours a day, 2 days in a week for randomly selected parents to assess the academic background of the students. 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 discussion. This research is limited to the parents whose children are at Negombo fishing community.

Instrumentation and Validation of Constructs

The study instruments used for the purpose of this study included were interviews and questionnaire. Five separate but equivalent structured three section questionnaires were prepared to collect data from the five ethnic groups of parents. 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 scale and child education. The third part focused on student academic performance scale respectively. In order to assess the progressive-democratic or traditional-authoritarian attitudes of the parents towards child secondary level education performance, study has been used the Parental Modernity Scale of Child Rearing and Educational Beliefs (PMS) developed by Schaefer and Edgerton (1985). Tocu (2014) explained that according to PMS parental attitudes have two subscales: author categorized first variable as traditional beliefs, namely "parental rules must conduct their children's behaviour" and it included 22 items to measure the sub dimension of authoritarian attitudes. Furthermore, progressive belief namely democratic as second sub-dimension in this research (child's self-directed behaviour) with 8 items ("children understand well by doing things themselves than attending to the others"). Parents evaluate their attitude toward those statements on a Likert-type scale ranging from 1 to 5, where 1 represents "I strongly disagree" and 5 "I strongly agree". Following the PMS administration, two scores corresponding to two subscales can be calculated, which represent the traditional and the progressive beliefs, to which the score of the total value of the traditional-authoritarian attitudes are added. The interviews were conducted to give a clear picture of what was expected of the parents' attitudes of their children academic performances is concerned.

A face validity of the test items was done by the experts in the field to ascertain the reliability of the questionnaire. Prior to approval, necessary corrections were made by the experts. Further to determine valid and reliable results the pilot administration was done to see the possible problems which might occur.

Method of Data Analysis

Simple percentage is used to analyse the data collected. This section focuses on hypotheses testing. As explained in the Literature review, hypotheses testing in this study is involved with univariate statistics (H3), bivariate statistics (H1 and H2), and multivariate statistics (H4). Bivariate statistics involve with testing the correlations and multivariate statistic involve in testing moderation and establishing the full model. Researcher used SPSS Package and Smart PLS to run the analysis by coding both parental attitude and education performance as 'Strongly agree 5, Agree 4, neutral 3, Disagree 2 while strongly disagree was coded to be 1.

Participants

288 parents who are living in Negombo sea belt were selected in this study. All these participants were the mothers' father or the gradient of the children. Table 1 demonstrates the ages and the careers of the participants. Before start to fill the questionnaire all participants were notified that each of them was under strict safeguard from unveiling their identities. The parents were assured that their responses were meticulously remained secret and served a research purpose only.

Table1: Parents ages and Careers

| Parents | Age | Career |
|-----------|----------|---|
| 78 | 30-35 | Housewife, fisherman, clerical staff, church members, daily pay workers. |
| 127 | 35-40 | Housewife, fisherman, clerical staff, church members, daily pay workers, government employees, Industrial zone employees (worker and staff category). |
| 56 | 40-45 | Housewife, fisherman, clerical staff, church members, daily pay workers, Industrial zone employees (worker and staff category) |
| 27 | Above 45 | Housewife, fisherman, clerical staff, church members, daily pay workers, Industrial zone employees (worker and staff category). |
| Total=288 | | |

- No missing data were found

IV. Findings and Discussion of Quantitative and Qualitative Data Analysis

i. Quantitative Analysis

Demographic characteristics of Sample

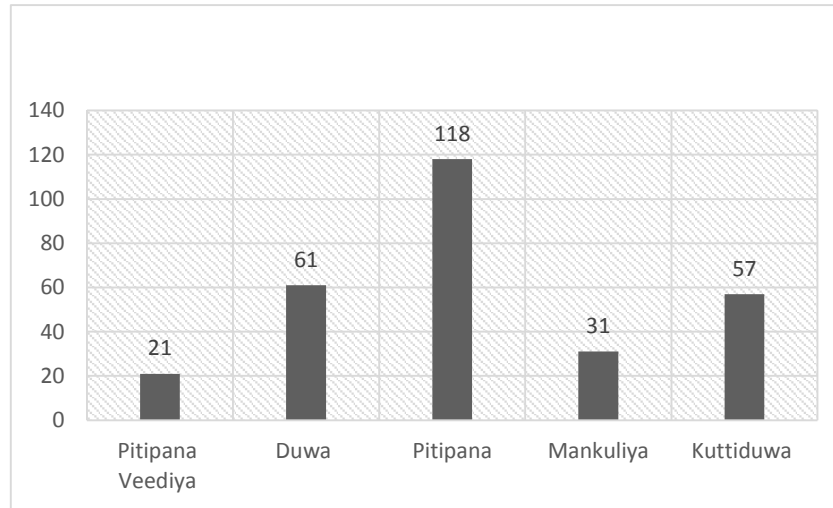


Figure 1. Number of Parents Respondents According to Clusters in Negombo sea belt

This research was carried out among 288 parents who live in Negombo sea belt. The distribution of parents classified by clusters is shown in Figure1. The highest number of 118 are the parents from Pitipana, 57 parents from Kuttiduwa, Duwa 61, Mankuliya 31 and Pitipana Veediya followed by 21. On average, the parents' age is around 44.53 years old, mean=44, standard deviation=4.812 (see Table 2).

Table 2. Descriptive of Parents' Age

| | Minimum | Maximum | Mean | Median | Standard deviation |
|-------------|---------|---------|------|--------|--------------------|
| Parents age | 31 | 61 | 44 | 44.53 | 4.812 |

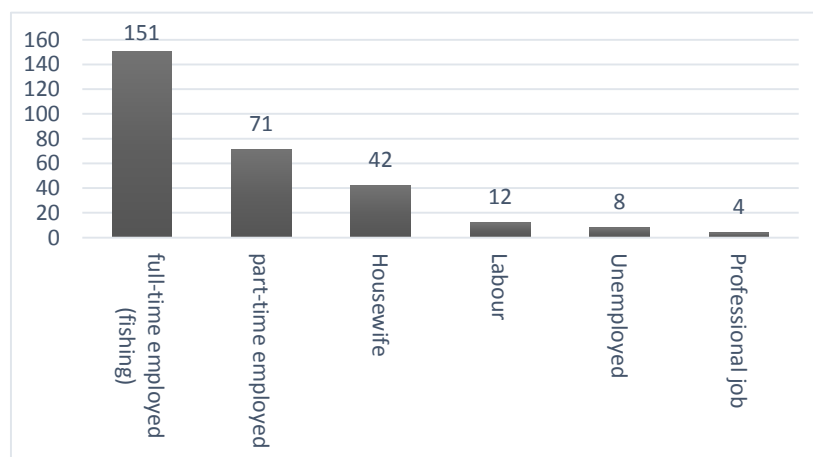


Figure 2: Distribution of occupation

In terms of occupation (Table 3 and figure 2), majority of the parents (52%) are full-time fishing and/or housewife, only a small amount of them is professional (1%). Figure 2 further depicts that part time employed (mostly fishing related) and labour who made up 25 percent and 4 percent respectively. While another 3 percent are among them unemployed, and 15 percent are housewife. About 221 parents (77%) of the respondents live in lower middle class or working class, while 14.5 percent live in middle class and only 8.7 percent of the respondents live in upper middle class. Unfortunately, no one in upper class (Figure 3).

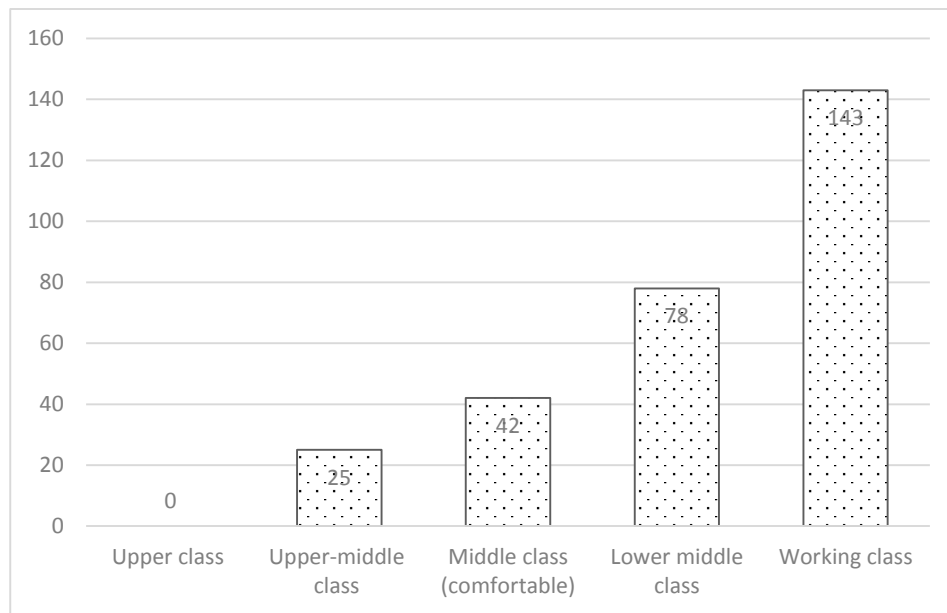


Figure 3: Distribution of living condition

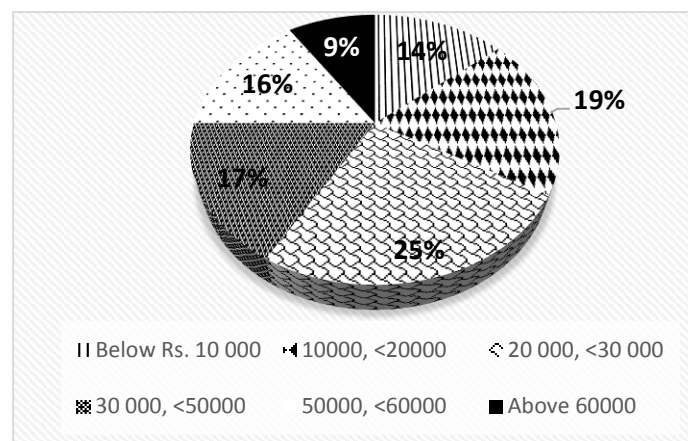


Figure 4: Distribution of family monthly Income

In Table 3, 34 percent of the parents have total number of dependents of three followed by four (23%), two (33%), one (5%) and five (5%) in their households. There are no parents have more than six or six dependents in the household.

In terms of income, about two-third (61%) of the parents earn moderate monthly income which is Rupees 10000-30000. While 14 percent earn less than Rupees 10000. The percentage of parents earning more than Rupees 30000 is 39 percent. At the same time 9 percent is made up for parents who earn more than 60000 per month (Figure 4). On the other hand (see Figure 4) portray that more than (85) 30 percent of the respondents' fathers, (93) 32 percent mothers or guardian complete only secondary education or primary education. 12 fathers or male guardian and 7 mother or female guardian were only completed the secondary education. In addition, about 7 percent of the mothers are started secondary school but did not complete it and 19 percent fathers also have the same aspect. The most important facts that depicts in here is the only 3 percent parents are began or not complete the further education.

Table 3: Summery of Demographic Characteristics of participants (N=288)

| Variable | | Number | Percentage, % |
|----------|-----------------------------|--------|---------------|
| Gender | Mother (or female guardian) | 160 | 56% |
| | Father (or male guardian) | 128 | 44% |
| | Information missing | 0 | 0% |
| Age | 25-35 | 41 | 14% |
| | 36-45 | 99 | 34% |
| | 46-55 | 86 | 30% |
| | 56-65 | 48 | 17% |
| | Above 65 | 14 | 5% |
| | Information missing | 0 | 0% |
| | Information missing | 0 | 0% |
| Children | One | 13 | 5% |
| | Two | 95 | 33% |
| | Three | 99 | 34% |
| | Four | 67 | 23% |
| | Five | 14 | 5% |
| | Six or more than that | 0 | 0% |
| | Information missing | 0 | 0% |
| | Total | 288 | |

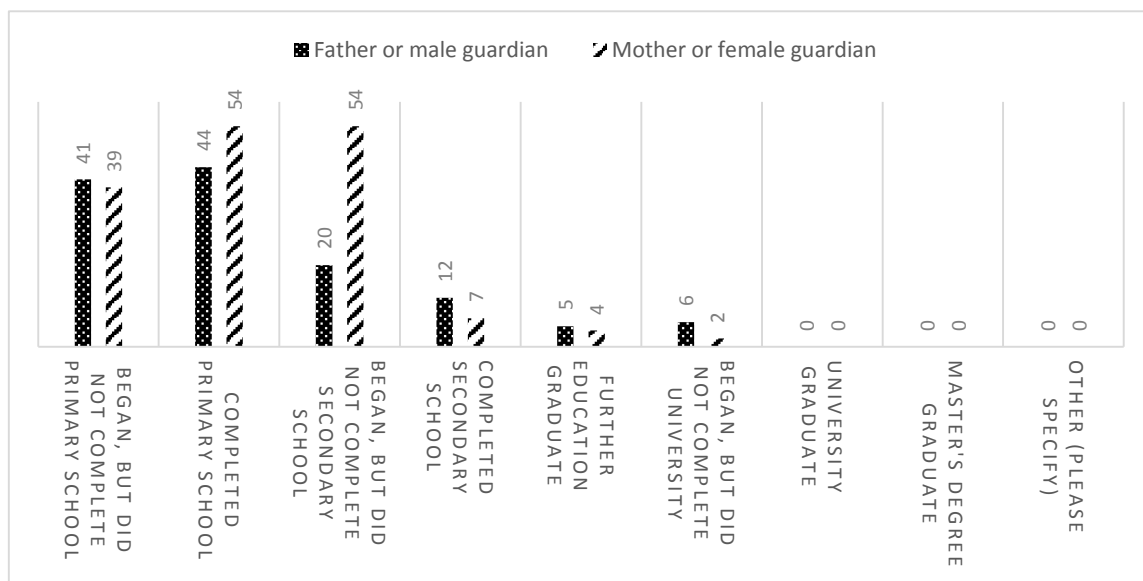


Figure 4: The highest level of education of father/male guardian and your mother/female guardian

In terms of gender, 56% percent of mothers participated with the research and 128 fathers (44%) also contributed to the questionnaires. Considering to the parents age it was depicted that more than 14% of parents were aged between 25-35, and 34 percent parents were aged 36-45. It is important to consider about the number of children in the family in the fisher folk community as it will further elaborate parental attitudes towards education. Parents who have three children in the family was 34% and only one child in 5% of families. At least three or more children were counted in more than 72% of families. There are 95 families only having two children.

Table 4: The distribution of highest level of education of father/male guardian and your mother/female guardian

| Description | Father or male guardian | Mother or female guardian |
|--|-------------------------|---------------------------|
| Began, but did not complete primary school | 41 | 39 |
| Completed primary school | 44 | 54 |
| Began, but did not complete secondary school | 20 | 54 |
| Completed secondary School | 12 | 7 |

| | | |
|--|-----|-----|
| Further Education Graduate | 5 | 4 |
| Began, but did not complete university | 6 | 2 |
| University Graduate | 0 | 0 |
| Master's Degree Graduate | 0 | 0 |
| Other (please specify) | 0 | 0 |
| | 128 | 160 |

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. Correlation analysis is conducted on both sub dimensions in order to identify the relationship between sub dimensions and secondary level education performance. The bivariate procedure using SPSS 20 is conducted to test each relationship in order to test the Hypotheses H1 and H2.

Descriptive statistics two sub dimensions and secondary level education performance

This section will analyse data related to attitude of parental traditionalism and secondary level education performance. The parental traditionalism referring to the attitudes towards child education was assessed with Parental Modern Scale (PMS) for which it has been obtained a coefficient of internal consistency of .81. The normality concept is used to describe a symmetrical, standard bell-shaped curve and has the greatest frequency of scores approximately in the middle with smaller frequencies towards the tail (Pallant, 2010). The data needs to be normally distributed so that parametric test can be conducted by using various statistical, numerical, and graphical techniques. It is important to understand whether the data is following the normal distribution for each variable, (univariate normality) before carrying out the multivariate analysis for the data collected.

Table 5: Descriptive Statistics of two dimensions of Parental attitude and secondary level education performance

| Variable | N | N* | Mean | SE Mean | St Dev | Minimum | Q1 | Median | Q3 | Maximum |
|----------|-----|----|--------|------------|--------|---------|--------|--------|--------|---------|
| IVD1 | 288 | 0 | 3.7835 | 0.0341 | 0.5791 | 2.0833 | 3.4167 | 3.7917 | 4.3229 | 4.8333 |
| IVD2 | 288 | 0 | 3.3788 | 0.0274 | 0.4647 | 2.1000 | 3.0000 | 3.4000 | 3.7000 | 4.3000 |
| DV | 288 | 0 | 3.8601 | 0.0309 | 0.5250 | 2.4286 | 3.5714 | 3.8571 | 4.1429 | 5.0000 |

According to the data in table 5, it is apparent that Parent Traditionalism (IVD1) is having the highest mean compared to Parental Progressivism (IVD2). The arithmetic mean of the parents' scores in the Parental Traditionalism Attitude Scale was calculated to be $X = 3.7835$, the standard deviation was calculated as $ss = 0.5791$ and the standard error of the mean was calculated to be $Shx = 0.0341$. This study indicated that parents' points from the parental attitude sub-dimension of parental traditionalism is calculated as $X = 3.7835 \pm 0.58$. As similarly, points from progressivism attitude sub-dimension is calculated as $X = 3.3788 \pm 0.4647$, and points from education performance questionnaire is calculated as $X = 3.8601 \pm 0.5250$. Further considering education performance, mean score values are less than four (3.86) in five-point Likert scale. It is also discernible that secondary level education performance is a challenge in the schools which has shown a marginal poor mean score. Standard deviation of dimension related to educational performance is relatively higher compared to parental attitude dimensions and it was 0.5250. This explains that the educational performance levels among students in the Negombo sea belt vary noticeably from the mean value and is not constant. Parental attitudes in the fisher folk community have not been sufficiently developed in order to promote a strong secondary level education performance among students. This is also noticeable from the lower mean of current sub dimensions. This explains that the parental attitude amongst fisher folk parents varies substantially, and some attitudes have evolved with the education performance slightly and some have not (progressivism parental attitude = 3.3788). Therefore, the traditional attitudes of parents who form the sample of this study is assessed, it is observed that students mostly perceive their parents' attitudes as traditional and when the education performance of students is evaluated. Based on these results, it is concluded that the parents as traditionalism will have a motivation towards secondary level education compared to progressivism.

Table 6: Descriptive Statistics of overall Parental attitude and secondary level education performance

| Variable | N | N* | Mean | SE Mean | St Dev | Minimum | Q1 | Median | Q3 | Maximum |
|----------|-----|----|---------|------------|-----------|---------|---------|---------|---------|---------|
| IV | 288 | 0 | 3.58115 | 0.03075 | 0.5219 | 2.09165 | 3.20835 | 3.59585 | 4.01145 | 4.56665 |
| DV | 288 | 0 | 3.86010 | 0.03090 | 0.5250 | 2.4286 | 3.57140 | 3.8571 | 4.14290 | 5.00000 |

The primary processing of data found after the running of PMS was done to calculate the two scores corresponding to PMS scales: the overall score of parental attitudes was calculated to be $X = 3.58115$, the standard deviation was calculated as $ss = 0.5219$ and the standard error of the mean was calculated to be $Shx = 0.03075$. Standard deviation of dimension related to educational performance is relatively higher compared to overall parental attitude dimensions and it was 0.5250. This explains that the educational performance levels among students in the Negombo sea belt vary noticeably from the mean value and is not constant. An individual is deemed to demonstrating the more traditional beliefs the more the value of those two scores which evaluate them is high, but parental attitudes in the fisher folk community have not been sufficiently developed in order to promote a strong secondary level education performance among students.

Relationship between two sub dimensions of parental attitude and secondary level education performance

The most fundamental assumption in multivariate and bivariate 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. Other ways to assess normality are by using graphical or visual methods like histogram, quantile-quantile plot (QQ PLOT), box-plot and stem-and-leaf plot. However, visual methods are insufficient to provide conclusive evidence on the normality assumptions (Razali and Wah, 2011). During this study the normality is tested visually using the histogram and the normal probability plot (see Figure 7,8,9 and 10). Normal probability plot compares the cumulative distribution of the actual data values with the cumulative distribution of a normal distribution (Hair et al., 2014).

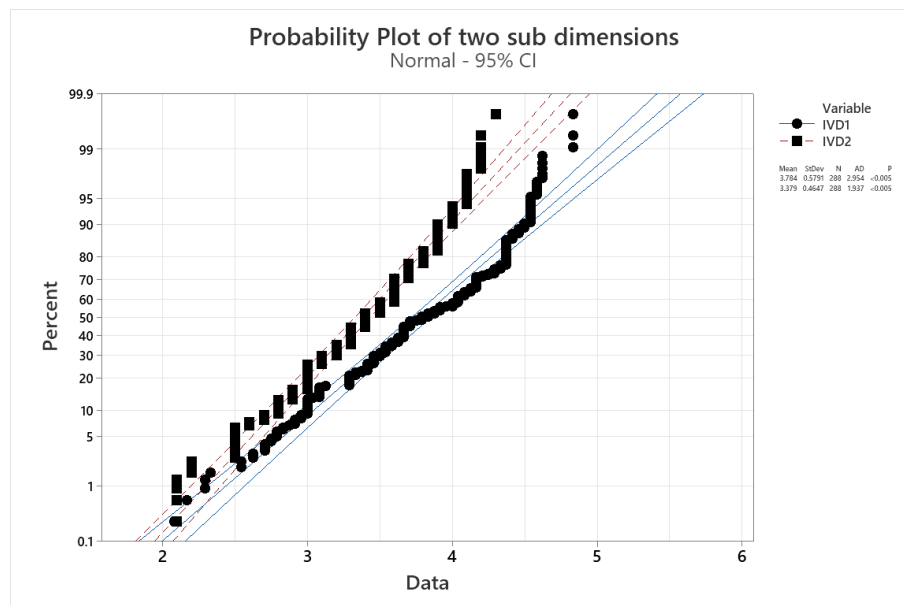


Figure 6: Probability plot of two sub dimensions of parental attitude

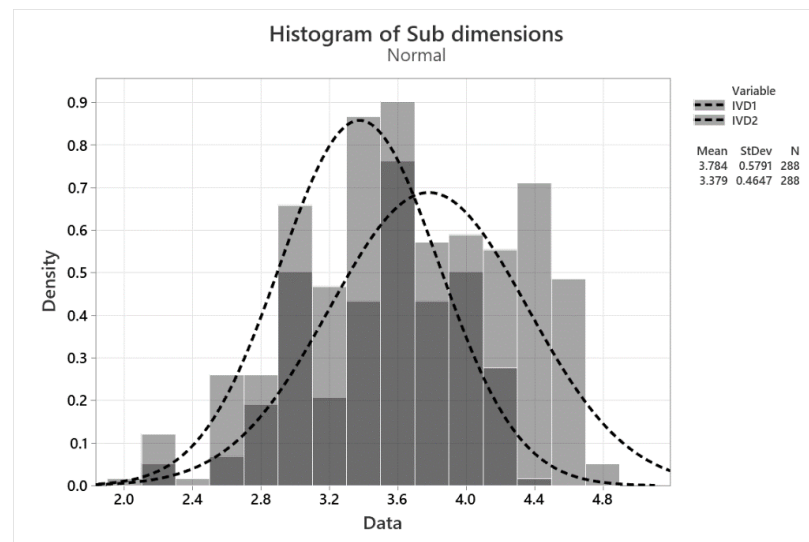


Figure 7: Histogram of two sub dimensions of parental attitude

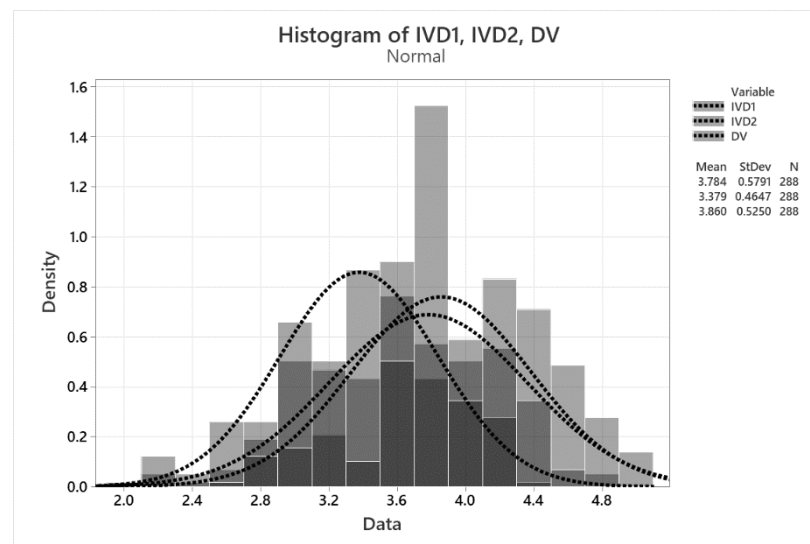


Figure 8: Histogram of two sub dimensions of parental attitude and secondary level education performance

Table 7 shows the results of the correlation analysis between the dimensions measuring parental attitude and secondary level school performance. SPSS is used and is subjected to two-tailed test of statistical significance (see Table 7). Correlation is considered as significant at $P < 0.05$ probability level.

Table 7: Paired samples test values for sub dimension of parental attitude and school performance

| | | Paired Differences | | | | | t | df | Sig.(2-tailed) |
|--------|---------|--------------------|------------------------|-----------------------|-----------------|---------|--------|-----|----------------|
| | | Mean | Std. Deviation n | Std. Error Mean | 95% Confidence | | | | |
| | | | | | Interval of the | | | | |
| | | | | | Difference | | | | |
| | | Lower | Upper | | | | | | |
| Pair 1 | IV – d1 | -0.0766 | 0.5649 | 0.0341 | -0.1421 | -0.0111 | -2.30 | 288 | 0.022 |
| Pair 2 | IV – d2 | -0.4813 | 0.4941 | 0.0291 | -0.5386, | -0.4240 | -2.765 | 288 | 0.000 |
| Pair 3 | IV | -0.2789 | 0.4714 | 0.0278 | -0.3336 | 0.2243 | -10.04 | 288 | 0.000 |

$\mu_{\text{difference}}$: population mean of (IVD1 - DV)

Null hypothesis

H_0 : difference

Alternative hypothesis

H_1 : difference $\neq 0$

Table 8: Correlation Value for Parental attitude two dimensions and secondary level school performance

| Variables | IV-d1 | IV-d2 | IV |
|---------------------|-------|-------|-------|
| Pearson Correlation | 0.480 | 0.570 | 0.552 |
| Sig. (2-tailed) | 0.022 | 0.000 | 0.000 |

Correlation is significant at 0.05**

According to table 7 and 8, Pearson Correlation Coefficient analysis was conducted to determine whether there was a significant correlation between the scores from the sub dimensions of parental attitude scale. The Significance Value (P) for traditionalist (democratic) parental attitude is 0.022 ($P < 0.05$). 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 ($r=+.480$; $p<.005$). Hence, the relationship between traditionalistic parental attitude and education performance is confirmed. Hence, the null hypothesis (**H2o**) is rejected, and the alternative hypothesis (**H2a**) is accepted. The Pearson Correlation of value 0.480 shows that traditionalistic parental attitude has a moderately positive relationship to education performance. As the traditionalistic attitude scores increase in a family, the education performance scores increase. In other words, an increase in the amount of parents' traditionalistic attitude results in decrease in a student's education performance. In addition, progressivism ($r=0.570$, $p=0.000$), also demonstrate the positive moderate relationship towards education.

Relationship between parental attitude and secondary level education performance

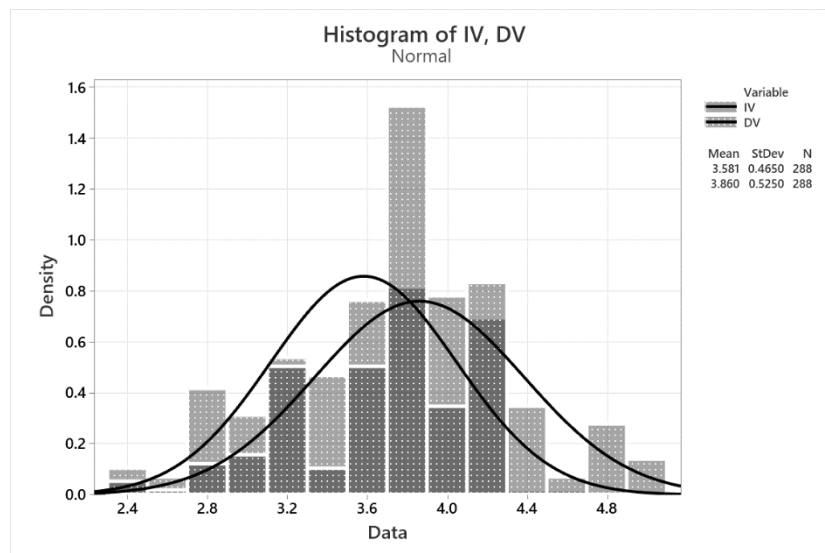


Figure 9: Histogram of parental attitude (IV) and secondary level education performance (DV)

Table 9: Paired samples test values for parental attitude and secondary level school performance

| | | Paired Differences | | | | | t | df | Sig.(2-tailed) |
|--|----|--------------------|------------------------|-----------------------|---|------------------------|-----------------------------|-----|----------------|
| | | Mean | Std. Deviation n | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 3 | IV | -0.2789 | 0.4714 | 0.0278 | -0.3336 | 0.2243 | -10.04 | 288 | 0.000 |
| $\mu_{\text{difference}}$: population mean of (IVD1 - DV) | | | | Null hypothesis | H_0 : difference | Alternative hypothesis | H_1 : difference $\neq 0$ | | |

Table 10: Correlation Value for Parental attitude and secondary level school performance

| Variables | IV |
|---------------------|-------|
| Pearson Correlation | 0.552 |
| Sig. (2-tailed) | 0.000 |

Correlation is significant at 0.05**

Table 11: R Squared value for parental attitude

| Model | R | R Square | Adjusted Square | R | Std. Error for the estimate | P value | VIF |
|-------|--------------------|----------|-----------------|----------|-----------------------------|---------|-----|
| 1 | 0.552 ^a | 0.3049 | 0.3025 | 0.438484 | 0.0000 | 1.000 | |

(a): Predictors (constant)- Parental attitude

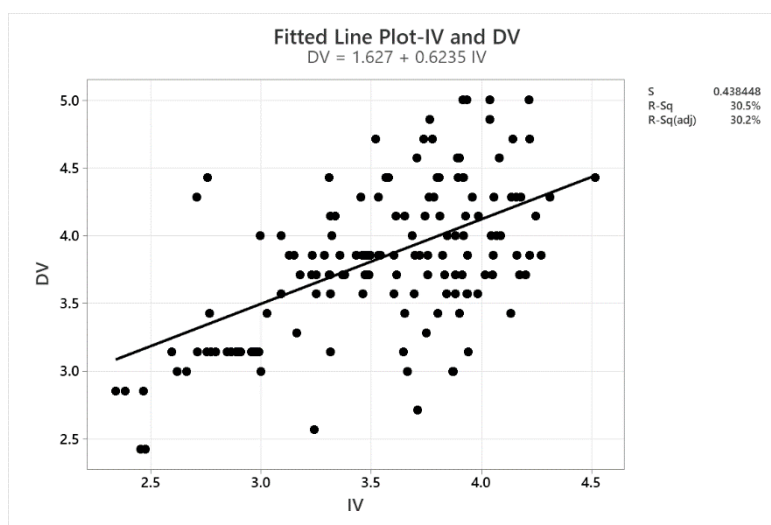


Figure 10: Regression analysis for parental attitude and secondary level education performance

Pearson Correlation Coefficient analysis was conducted to determine whether there was a significant correlation between the scores from the parental attitude scale. The Significance Value (P) for parental attitude is 0.000 ($P < 0.000$). The null hypothesis (**H3o**) is rejected, and the alternative hypothesis (**H3a**) is accepted. Parental attitude scale, and the scores from educational performance scale indicated a positively significant correlation between the variables ($r = +.552$; $p < .001$). Hence, the relationship between parental attitude and academic performance is confirmed. The Pearson Correlation of value 0.552 shows that parental attitude also has a moderately positive relationship to educational performance. As the parental attitude scores increase in a family, the educational performance scores increase. In other words, an increase in the amount of parents' attitude results in a decrease in a student's educational performance. R^2 value of 0.3050 indicates that the contribution of Parental attitudes towards education performance is 30.5%.

Level of parental attitude in Negombo sea belt for student education

Hypothesis 4 assumes that the level of parental attitude ($H4: \mu > 4$) is greatly impact on secondary level education performance among 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.

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 288. The critical value in student's t distribution table is 0.3510 (Levine et al., 2010, p.617). Table 12 depicts the outcome of the SPSS test.

Table 12: One sample t-test result

| Variable | Hypothesis | Mean | T-test result | df | Critical value | Hypothesis |
|-------------------|------------|--------|---------------|-----|----------------|------------------------|
| Parental attitude | H4 | 3.5812 | 0.3570 | 288 | 0.3510 | Reject null hypothesis |

According to the results (see Table 12), null hypotheses for H4 cannot be accepted. Therefore, the level of parental attitudes is claimed as high towards secondary level education performance in schools in Negombo sea belt Sri Lanka.

Therefore,

- H1: A grater level of traditional parental attitude lead to a greater level of secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka-Supported through findings in this study.
- H2: A grater level of progressivism parental attitude lead to a greater level of secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka-Supported through findings in this study.
- H3: A grater level of parental attitude lead to a greater level of secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka-Supported through findings in this study.
- H4: The level of parental attitude high among fisher-folk children in Negombo sea belt in Sri Lanka-supported through findings in this study.

Findings of the parental financial staters (moderator variable)

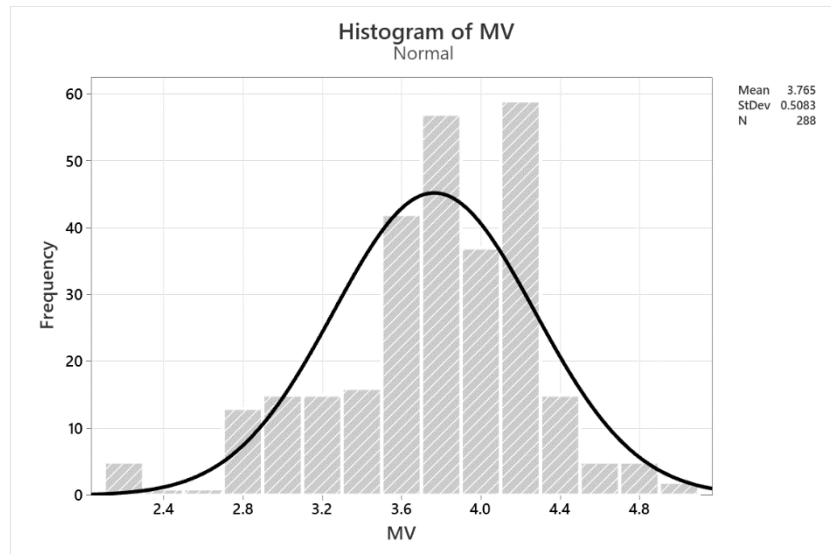


Figure 11: Histogram of parental financial staters

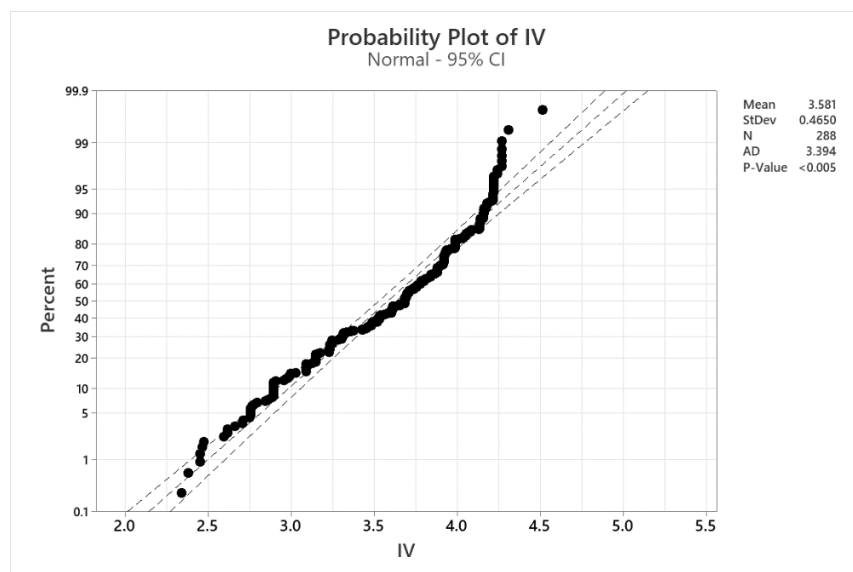
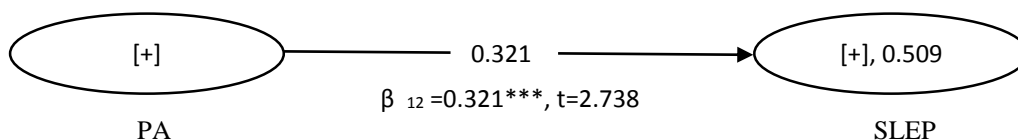


Figure 12: Probability plot of parental financial stater

In order to test the moderation, effect the relationship between the parental attitude and school performance is tested first. As per Figure 13 the path coefficients are significant, and the Table 12 shows the statistical significance of the direct relationship. Figure 14 shows the path analysis with the moderating variable and path significance results are depicted in Table 13.



PA: Parental attitude, SLEP: Secondary level education performance and PFS: Parental financial stater

Figure 13: Direct Relationship between PA and SLEP

Table 13: Significance of the Direct Relationship between PA and SLSP

| Path | Path Coefficient | Sample mean | Standard deviation | t statistic | P value |
|-----------|------------------|-------------|--------------------|-------------|---------|
| PA → SLEP | 0.321 | 3.581 | 0.4650 | 2.738 | 0.000 |

According to the results, there is a significant moderating effect and the direct effect of school governance and school performance has significantly increased from 0.321 to 0.481. Further, the change in the magnitude of the effect that the independent variable has on the dependent variable is 0.802 (0.481+0.321). This is equal to the product of coefficient (0.481*1.66735) hence, moderation effect is clearly identified.



Figure 14: Moderation of Parental financial stater on Parental attitude and Secondary level education performance

Table 14: Significance relationship between PA, PFS and SLSP

| Path | Path Coefficient | Sample mean | Standard deviation | t statistic | P value |
|-------------------|------------------|-------------|--------------------|-------------|---------|
| PA- - ➔ SLEP | 0.481 | 0.0567 | 0.0712 | 0.652 | 0.000 |
| PA*PFS - - ➔ SLEP | 1.66735 | 1.1213 | 0.9831 | 0.452 | 0.000 |

According to the bootstrapping t-test results shown in Table 14, direct path is not significant after introducing the moderation. Therefore, it is possible to identify a full moderation effect that parental attitude has on the secondary level school performance after controlling for the moderation effect of parental financial staters. All the tests conducted are supporting the moderation. Hence, H5 is supported. Accordingly, it is possible to confirm that parental financial staters moderate the relationship between parental attitude and school performance in fisher folk children in Negombo sea belt, Sri Lanka.

Table 15: Significance relationship between PA, PFS and SLSP

| Path | Path Coefficient - α | Sample mean | Standard deviation | t statistic | P value | Decision $\alpha=0.05$ |
|-------------------|-----------------------------|-------------|--------------------|-------------|---------|------------------------|
| PA- - ➔ SLEP | 0.481 | 0.0567 | 0.0712 | 0.652 | 0.000 | H3 Supported |
| PA*PFS - - ➔ SLEP | 1.66735 | 1.1213 | 0.9831 | 0.452 | 0.000 | H5 Supported |

Hence, this section directly presents the path coefficients based on 5000 bootstrap statistics in Smart PLS3. Further, this section looks at R^2 , effect size (f^2), significance of path coefficient estimates using bootstrap t-statistics and predictive relevance (Q^2 values) using blindfolding in Smart PLS to evaluate the structural model (Ringle and Sarstedt, 2013). According to the results, it is possible to establish the direct effect of parental attitude on to secondary level school performance. Further, the moderation of parental financial staters into the relationship between parental attitude and secondary level school performance is well supported. Values within construct symbols in Figure 15 represents R-square values of corresponding endogenous variables (Garson, 2016). This explains the overall effect size measure for the structural model, as in regression, indicating that 81 percent of the variance in the secondary level school performance is explained by the model (Garson, 2016). R^2 values of over 0.75 are substantial hence the structural model can be described as substantial model (Hair, Ringle and Sarstedt, 2011). It is also important to understand that 80 percent of the variance in the school performance is also explained by the final model. Further, path coefficients and t- statistics are significant. Furthermore, all the effect sizes (f^2) show moderate and strong effects (Hair, Ringle and Sarstedt, 2013).

ii. Qualitative Analysis

This section discusses the results obtained from the qualitative analysis based on the interview data. The demographic profile of the respondents is summarised in table 16. Next, the issues and some points of discussion from the interviews, as well as inquiries, are described. This includes the importance of good parental attitude and parental financial staters, as well as their interaction in influencing secondary level school performance. Finally integrates the results gathered from the quantitative analysis with the qualitative analysis. The profiles of the respondents are shown in Table 16. Due to confidentiality, the names of the respondents and their confidential information are removed to ensure anonymity. The respondents were assigned identifier-based numbers, i.e. R1 indicates Respondent 1, R2 indicates Respondent 2, and so forth. Table 16 shows that most of the respondents were more than 30 years old with the oldest board parent 42 years old. All of them had working experience with fishing, except R9. However, three of the respondents had two children, while the rest (seven respondents) had three or more than three children.

Table 16: Profile of the Interview Respondents

| Respondent | Age | Children | Fishing | Marital Status | Education | Cluster | | | | | Gender |
|------------|-----|----------|----------|----------------|-------------------------------|---------|-----|-----|-----|-----|--------|
| | | | | | | PW | P | D | M | K | |
| R1 | 42 | 4 | Non | Yes | Completed A/L | | Yes | | | | Male |
| R2 | 34 | 3 | 9 years | Yes | Primary | Yes | | | | | Female |
| R3 | 37 | 2 | 8 years | Yes | Secondary completed | | Yes | | | | Female |
| R4 | 41 | 2 | 27 years | Separate | Primary | | | Yes | | | Male |
| R5 | 48 | 4 | 35 years | Yes | Primary | Yes | | | | | Male |
| R6 | 36 | 3 | 26 years | Yes | Secondary, not completed | | | | Yes | | Female |
| R7 | 34 | 3 | 22 years | Divorce | O/L Pas | | Yes | | | | Female |
| R8 | 32 | 3 | 27 years | Yes | Completed primary education | | Yes | | | | Female |
| R9 | 40 | 5 | 28 years | Yes | Not attend school | | | | | Yes | Male |
| R10 | 41 | 4 | 20 years | Yes | Completed secondary education | | | Yes | | | Male |

- PV: Pitipana Veediya; P: Pitipana; D: Duwa; M: Mankuliya; K: Kuttiduwa

The first issue raised during the interviews was the importance of parental attitude in sustaining child education performance in a school. The most important reason given by the respondents is financial issues. Five respondents (R3, R4, R5, R9, and R10) highlighted this factor. The other important reason why secondary level education is important is that it ensures children future (R1 and R3) and safeguards the children in community (R2 and R3). The second issue refers to the responsible parents to establish good parental attitude and positive home background for education. Seven respondents (R2, R3, R4, R5, R8, R9, and R10) suggested parental attitude were not enough for education and their expectation always being in fishing. The third issue investigated in this qualitative research had been the avenue and means of parents to develop and establish a good parental attitude in the house. Five respondents (R2, R3, R4, R5, and R8) agreed that and rest of the others were not agreed due to lack of finance and number of siblings in the family. One classic issue investigated in this study is the influence of traditionalists parental attitudes more than progressivism on the performance of the child secondary school performance (agreed R5, R6, R7 and R9) others are disagreed with the comments. Nonetheless, this study found that all respondents agreed that parental traditionalists attitude was indeed important and is one of the critical factors to sustain school performance. The most important reasons given by the respondents (R2, R3, R4, and R8) were parental democratic attitude served as a check-and-balance mechanism that efficiently monitored the performance of the school in secondary level than authoritarian behaviour (progressivism).

During the interview, the respondents were asked to choose which parental attitude, in their opinion, were the most important in contributing to the sustainable performance of the secondary level education in schools. The result showed that traditionalists parental attitudes was voted the highest important principles critical for school performance. While progressivism did not directly contribute to the good performance of the school, they had strategic importance in the long, term and hence, could improve school performance. The next issue investigated in this research was the interaction between parental financial status will impact on relationship between parental attitude and education. A majority of five respondents (R2, R4, R7, R8, and R10) agreed to this assertion, while three respondents (R3, R5, and R6) disagreed, and one (R1) neither agreed nor disagreed. For those who agreed, the majority of them posited that good behaviours of parents could lift weak education performance up to the required secondary level achievement. The first group of ranking was chosen by 8 respondents (R2, R4, R5, R7, R8, R9, and R10). This ranking placed high parental attitude as important with the ability to overcome weak school performance in secondary level. Next, the second group of ranking was chosen by only two respondents (R1, R2 and R3). This ranking was the opposite of the first ranking, i.e. good parental attitude was superior to secondary level education commitment. The result of this survey confirmed the related issues examined in that provided evidence on the importance of good parental attitude, which were more essential for education performance of a child. Morally a child education will ensure that every cent generated for the revenue of the parents comes from economical sources and activities.

Discussion

Previous researchers have proposed that perceived parental support and some control over children's activities strongly impact on academic performance. "The connection that flows between families' lifestyles and school success is articulated by individual learners' lifestyles, seriousness and readiness, for example, motivation or self-concept" (Fan, 2012). The attitude of parents and their school involvement have a crucial impact on a child's

motivation. The impact of parents' contribution on academic achievement is a distinguished point among curriculum designers who tries to increase parents' participation in wider education policy schemes (Gottfried, Fleming and Gottfried, 1994). In research work conducted the education of school learners whose families are illiterate, whether they live in rural or urban areas, can be observed as insufficient. These families, among others, do not place a high value on their children's home studies (Maina, King and Settle, 1989). The relationship between the home environment and pupils' academic achievement Bloom (1984) demonstrates that parents' actions at home are reflected in the children's academic ability (Monzini, 2007). Learners' academic morale will not be boosted if parents fail to encourage or stimulate action. The home environment has a relatively stronger influence than the learning environment (Bradley, 1985).

Democratic parents' attitude gets as progressive belief or attitude towards their children. Children that 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 behavior more rationally and recognize them as individuals to develop independent personalities (Arunthavarajah, 2013). Democratic parental attitude is the most beneficial approach for a child to realize about themselves (Ben Hador, 2017). The relationship between students' self-esteem and parental attitudes were studied in Turkish society. A democratic parent attitude is the best attitude for character development and a democratic attitude had a positive impact on a child's development (H Kara, 2014).

Functional 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 favor 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 behavior (Burney and Beilke, 2008). (Individuals are capable of learning not only from their own experience but also from the experiences of those who are around them. This is observational learning, and it has four sub-functions: attention processes, retention processes, production processes and motivational processes) Burney and Beilke, 2008. (Family circumstances can play a major role in parental attitudes towards children's education. The longitudinal study revealed that students who reported to have parents with more positive attitudes towards science tended to have higher educational and occupational science aspirations) Putnam, 1995.

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 (Gelderblom, 2018). (Some of the variables that define parental involvement or attitude found in the literature were: parenting style, parental expectations and aspirations, home rules and parental supervision, communication between parents and children, children's home activities, and parental attitude towards school) Arunthavarajah, 2013. (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) Portes, 2000.

VI. Conclusion and Recommendations

Parents' involvement was found to be a positive and influential foundation towards the achievements of educational success. The study concludes that parents of the Negombo sea belt in Sri Lanka specifically have moderate expectation in the secondary level education performance of their children and are willing to make traditional contributions and other sacrifices for their children's lives for fishing as a future. Although the finding is quite positive in two sub dimensions of parents' attitude in educational performance, awareness of the importance of education needs to increase among parents of the Negombo fishing community for development of socially marginalized unprivileged children in the Negombo sea belt. Parental financial status is positively favorable towards parental attitude and secondary level education performance.

A parental attitude perspective will be exceptionally productive for policy making in helping communities at risk of social exclusion, supporting transitions through embeddedness, and promoting community development efforts. Therefore, it is important to find out if fisher folk communities in Negombo Sri Lanka are they provides the backdrop for lack of parental engagement for education, and to suggest some programs or policies to improve the educational level of youth. To make this concept practicable for policy purposes regulatory authorities and other relevant agencies need to enhance their efforts, both on promoting a strong policy framework. 'Outside-in sensing' –'inside-out scenarios' –how these trends apply to their policy framework and operating models, what new opportunities they create and what risks they need to avoid, such as enhancing education instead of fishing, low interest rates education loan for children, enhance new innovation by encouraging students through

technological side, develop new facilities or funds raising projects for community development, encourage church to allocate scholarship programs to good schools, etc.

Therefore, it is important to find out if fisher folk communities in Negombo Sri Lanka are they provides the backdrop for lack of engagement for education, and to suggest some programs or policies to improve the educational level of youth. To make this concept practicable for policy purposes regulatory authorities and other relevant agencies need to enhance their efforts, both on promoting a strong framework to measure social capital at the same time providing stern reminders on the repercussion of the society. ? 'Outside-in sensing' – Policy makers need to understand how the socially marginalize communities around them is changing and how that will impact their services to the society. Next, they will need to run 'inside-out scenarios' – taking all of the information they gathered from their outside-in sensing (both on line and off line) and running what scenarios to identify exactly, how these trends apply to their policy framework and operating models, what new opportunities they create and what risks they need to avoid, such as enhancing education instead of fishing, low interest rates education loan for children, enhance new innovation by encouraging students through technological side, develop new facilities or funds raising projects for water community development, encourage church to allocate scholarship programs to good schools, etc. Finally, fishing community need to develop a simple yet translate social strategy into operating model tactics –socially embedded communities. This does not mean that governments should pursue a grand strategy to develop a socially marginalize communities' that complement with other variable to arrange a policy framework and target any social capital-related interventions accordingly.

Recommendations

Therefore, in order to increase students' educational performance, families might be advised to exhibit progressive attitudes. In order to measure the progressive-democratic or traditional-authoritarian attitudes of the parents towards child education, it has been used the Parental Modernity Scale of Child Educational Performance. The findings showed that the overall attitude of the respondents was moderately favorable but positive towards education. Furthermore, parental traditionalism was more favorably positive towards education than parenting progressivism for secondary level education. 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.

Implications

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 and 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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