

Study of Parental Attitude and Involvement in Children's Education

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Abstract – The parents are the ones who have the biggest effect on the child's progress from infancy to maturity. Consistency is one of the core characteristics of parenting behaviour. When children mature, families continue to have a significant role to play in their learning. In deciding the attendance and academic achievement of the infant, the parents' positive attitude towards education of the children is significant.

Keywords – Infant, Education, Attitude, Parenting

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I. INTRODUCTION:

The term "Attitude", got from the Latin word "attitude" and the Italian "atto" (in Latin is actus or in English is act) was viewed as a theoretical mental idea, not exactly a century prior. Nerve, Borg and Nerve (1996) characterized demeanor as "an individual's perspective or manner towards a specific "object" (an individual, a thing, or a thought)". They consider mentality to an individual's method of seeing and responding to a social wonder, and affirm that it changes from individual to individual. From a mental perspective, disposition was first characterized as a psychological condition of preparation to react to something dependent on encounters and impacting back conduct toward a particular article (Allport, 1935). Henceforth, the disposition of a person towards instruction is a method of thinking about the cycle just as the result of training and the acknowledgment or estimation of training to him/her. All the intellectual capacities are reliant upon the individual's disposition towards the activity he/she is going to do. In this way, an inspirational disposition towards training is essential to get the achievement. Also, the guardians rouse the kids to be instructed and make all the game plans to make them taught. Consequently, the parental disposition towards training is the most extreme persuasive factor of the student's scholastic accomplishment. In, India the disposition towards training is additionally brimming with disparity because of the sexual orientation segregation and territory of the living arrangement. Till now, there is an absence of familiarity with ladies' instruction among the guardians till now.

II. FAMILY ATTENDANCE IN CHILDREN SCHOOLING:

Family attendance is the most significant indicator of school success for adolescents. The inspiration, interest, persistence in the activities, sensitive language skills, and bad behavior issues for children were closely relate to this factor. Family interest in schooling has been described as a supportive influence for the development of young children (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is also a central component of national curriculum initiatives and services for early childhood. A significant part of research into parent engagement has illuminated the connection to parent activities and child accomplishment in relation to the performance of infants. Parental interest in schools is related to higher achievements in mathematics and reading (Giffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996) (for example in classrooms and through close contact to teachers and administrators). Increased parent participation in the home education of their children has been linked with child improvements in reading and writing and higher grades of report card (Epstein 1991; Griffith 1996; Sui-Chu & Willms 1996; Keith et al. 1998). Their children often obtain a higher level of education and schooling (i.e. guidance and control, regular interactions in school). Other studies also shown that parental religions and perceptions of children's learning are closely associated with their values and attainment of children's skills (Galper, Wigfield, & Seefeldt, 1997). Parents with high levels of school interaction (class volunteering,

leadership sessions, holding policy meetings) had children who had more social skills than children with lower school connections (Parker et al., 1997). Home-based attendance is more closely related to improve learning performance and direct school-based interaction suggests lower levels of behavioural disorders. Home-based practices such as reading to the infant at home, giving a venue for educational activities and challenging an infant for school showed the greatest connection to future pre-school teaching skills. The behaviours contributed to children's teaching methods, in particular inspiration which attention / persistence, which were shown to be contributed to sensitive vocabulary.

The parents' stance means that the family encourages the education of their children. The mood of the parents can be pessimistic or optimistic. Parents' pessimistic attitudes towards education and schooling will impede the education of their children. In certain cases the optimistic attitudes of the parent can be helpful to their children and can represent better class outcomes, providing an interest for children to learn and stronger success in reading and writing, as well as a decreased amount of parental help in education, poor confidence and low self-esteem in adolescents.

A raising knowledge of schooling increases the importance of schooling to many families and promotes their children's education and careers. You become part of school decision-making and vote on the future of your children in the higher education sector. The degree of favorability in tribal societies should also be measured to ascertain the effectiveness of awareness campaigns and efforts surrounding the "Sarva Siksha Abhiyan" and/or compulsory elementary schooling.

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development.

Attitudes structure can be described in terms of three components.

- a) Affective: this includes the perceptions and desires of an individual about the object of attitude. "I'm terrified of spiders," for example.
- b) The aspect of the conative: how our mood determines how we behave or behave. "I'm stopping rumors and crying if I see it," for example.
- c) Cognitive component: this implies the belief / knowledge of a person regarding an object

of attitude. "I think spiders are dangerous," for example.

This model is referred to as the ABC attitude model. Typically the three parts are linked together. There is evidence, however, that the behavioural cognitive and affective aspects don't necessarily fit the behaviour. This can be seen in a LaPiere analysis (1934). Parents' behaviour may have a significant influence on children's social and educational development. This children have a huge difference whether the attitude and actions of parents represent actual needs or are pitiful or lacking in income. It's a behavioural determinant. Our actions depends on our mindset, and our confidence in some idea is positive and negative. Conative consists of mood. Both three components influence the approach of the parents to education of their children. If all three components are positive, then the child should have a positive behaviour, conviction and feeling for education. The conviction variable affects the function of the behaviour. If a human perceives something good then he / she must do something good. If the parents' confidence in education is helpful, it influences the aspect of their behaviour and must be constructive and helpful. Attitudes should serve the individual's purposes. In the practical areas Daniel Katz (1960) outlines:

- Attitudes to know-how offer life meaning (knowledge). The role of information refers to our need for a coherent and reasonably stable universe. This gives one a sense of power and a forecast of what will possibly happen. Attitudes will help us coordinate our perception and plan it. Knowing the mood of an individual allows one to anticipate their actions.
- Adaptive- If someone is socially appropriate, others will encourage them with recognition and social support. If someone is socially acceptable. Attitudes therefore require isolation from a social group and the behavioural mechanisms allow one to integrate into a social community. People are searching for people who express their own behaviours and build behaviours similar to those they want.
- The purpose of the ego-defense is to have behaviour which preserves our self-worth or excuses acts which make us feel liable. For example, optimistic attitudes toward us play a protective function to help us reserve our self-image (ego-defence function).

The central concept behind the functional approach is that action lets a person mediate between his or her internal needs (expression,

defence) and the external environment (adaptive and knowledge).

III. CONCLUSION:

The optimistic attitude of the parents toward children's education is critical for deciding their child's engagement in schools and academic achievements. Parent's approach to education is negatively influenced by the low socio economic status of the household and since tribal shape the marginalized group, household conduct towards tribal children is expected to be inappropriate to education. Positive attitudes towards schooling and education improve parental interest in current and future research. In deciding the attendance and academic achievement of the infant, the parents' positive attitude towards education of the children is significant.

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