

# **PARENTS' ATTITUDE AND PERCEPTION TOWARDS PRIMARY EDUCATION: A STUDY IN RURAL WEST BENGAL OF INDIA**

*Mukhlesur Rahaman Gain, Subrata Biswas & Prasenjit Deb*

## **Abstracts**

The quality of primary education is not good in West Bengal. Accordingly it is not different at Nakashipara block. Here at Nakashipara along with government primary schools many private schools also came up with a short survival span. For the parents here are not economically sound and most importantly they have faith upon public schools. They clearly state that many of them have become successful whose alma mater had been public schools. At present, with the grace of Sarva Siksha Mission the school buildings are quite improved. Students are provided meals at schools through the MDM Scheme. Largely populated with minority students, the students here receive scholarships. Parents are anxious about their children's education. Those who cannot teach provide their children with private tuition. In spite of all these, the objective of the present study is to find out, why is the quality of education not adequate?

**Keywords: public schools, private schools, Mid-day Meal, scholarship, quality of education**

## **Introduction**

Parents are a kid's first teachers and so they learn comfortably the first things together at home. Parents tell them how exciting and meaningful a school life can be if they give out their best. They inspire them to learn novel elements in and out of school with friendly reminders and guidance<sup>1</sup>.

The role of basic education in the process of development and social progress is very wide and critically important. The capability to read and write and count has powerful effects on our quality of life: the freedoms leading us to have a better understanding of the world, to lead an

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<sup>1</sup><https://www.edsys.in/parents-play-role-education-children/>

informed life, to communicate with others, and to be generally in touch with what is going on. In a society, particularly in the modern world, where so much depends on the written medium, being illiterate is like being imprisoned, and School education opens a door through which people can escape incarceration.<sup>2</sup>

*“Mai bape likha parha karaini, boka chilo, murkha chilo, amio achhi... kintu ekhan din badlain gechhe, ekhan murkha thaikle aar sansare banchte parbek nai. (My parents did not educate me, they were foolish, they were illiterate, so am I. But now times have changed; now you can't survive in this world if you're illiterate.)”* This is the statement made by a 40-year old agricultural labourer of a village in Medinipur. For this man the education of his children is the first priority. *“Khate pai ba na pai (Even if we don't get to eat).”*<sup>3</sup>

Nakashipara block of the district of Nadia of West Bengal is largely populated by the minorities. It has a lower rural female literacy rate (58.6) than other blocks. The parents here want their children to become educated in life. To quote the guardian, jaggery manufacturer and seller by profession, of a class three student, “If one is literate no one can deceive him. I was deceived for not knowing much. A railway employee promised me a job for Rs One lakh in bribe. But never kept his promise.” He did not even know that it took someone to be educated to be employed. It has been acknowledged that education is required not only for employment but to lead a respectable life, to teach their children. The students who have educated parents tend to be more studious and have better career choices. Nowadays though, a discussion contrary to the above has been prevalent in the countryside that since there are very little job opportunities available, what benefits studying can provide.

A child starts learning at his/her home. His/her parents are his/her first teachers and their role in shaping the child's character is instrumental. The role of school and that of home in the education of the child should be complementary to each other. Her home and educational institution should inspire her from the beginning to the end of her education. Inspiration from parents plays a very important role in the child's success. The role of parents at home is not at all insignificant; they also participate indirectly in the functioning of the school. A large number of parents at Nakashipara are uneducated. Those who are educated, try to teach their children themselves. But those who are uneducated provide their children with private tuitions. Parents, largely, try to arrange all the elements needed in their children's education. School teachers also try their best to teach their students. Government provides MDM, scholarships, books, school dress and various other things. The Mid-day Meal scheme of the West Bengal government has been very important and quite helpful for all in general and the poor in particular. The marginal parents feel relieved for their children getting meals at school. For students' well being, hygienic food is essential.

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<sup>2</sup> Dreze J and A. K. Sen, (2014). The Centrality of Education, An Uncertain Glory: India and Its Contradiction.

<sup>3</sup> Rana et.al, (2004). Changing aspirations.

In spite of all these things, why the quality of education is inadequate-is the question the present study attempts to find out.

### Review of Literature

Parent-Teachers' Association (PTA) is a generic term for the group of parents and family that volunteer their time in order to support the school. There are other names these groups go by – Home and School, Friends of the School, School Support, and so on. They all have the same aim – to build a closer relationship between the school and home for the benefit of the children. Joining the PTA may give you a real sense that you are making a difference for your child's school and is a great opportunity to meet new people and make new friends<sup>4</sup>.

The difference of education and economic stability of the parents impact the educational achievements of their children. The parents who teach their children at home have higher quality while those who cannot have lower. One more thing to be mentioned, these two types of children have visible differences in quality even if they get private tuition. Because the educated can, to some extent, control private tuitions but the uneducated cannot even make out what their children are being taught there<sup>5</sup>.

The general level of interest in education among Indian parents is quite high, even in the lagging states covered by the PROBE survey. Many parents, in fact, clearly said that education was indispensable in modern society. Example of statements to that effect are: 'jo nahin padhega vo har ek tarike se nuksan mein rahega (an uneducated person will always be in trouble)', 'ghar mein padha-likha vyakti hai to koi chinta nahin rahti hai (if there is an educated person in the house, there is no need to worry about anything)<sup>6</sup>.

Our survey represents an image contrary to the widely prevalent stereotype that poor and illiterate parents have fewer expectations from their children. The eagerness of having school education can be witnessed in everyone. Therefore 96 per cent respondents have said that their son should receive basic education. 82 per cent respondents have pressed for basic education for their daughters. For those who have huge faith in education (84 per cent) said that basic education should be made compulsory<sup>7</sup>.

A recently published longitudinal study of the country's school meal programme highlights intergenerational nutrition benefits of the scheme by demonstrating that there is lower stunting among children with mothers who had access to school lunches. Therefore, the interruptions to

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<sup>4</sup> Kylie Valentine. (2019) The role of parents in education

<https://www.kiwifamilies.co.nz/articles/the-role-of-parents-in-education/>

<sup>5</sup> Rana. K. [Et.al.]. (2010). "Pratichi Sikshsha Pratibedan-II"

<sup>6</sup> The PROBE Team (1999), Public Report on Basic Education in India.

<sup>7</sup> Sen, A. (2012). 'Pachimbange Prathamik Siksha-2002', "Shishu Sikshar Bhumika"

schooling and to the midday meal scheme during the pandemic – the distribution of dry food-grains notwithstanding – are and will be hurting the nutritional health of this and the next generation as well<sup>8</sup>.

### **Statement of the Problems**

Most parents of government school students at Nakashipara block of Nadia district are either illiterate or semi-literate and hence they are unable to assist their children in their study. But it has been found out that wherever the quality of education is superior there is involvement of the parents along with teachers. Should the government leave it in its present form or take steps to solve this problem?

### **Significance of the study**

The present study will enable us to understand the role of parents as well as private tutors for the quality education of their children at primary level at Nakashipara block of Nadia district. Teachers will have clearer perceptions about their students.

### **Objectives**

- To study the role of parents in enhancing quality education of primary school students at Nakashipara block of Nadia district.
- To study the relationship between parents and teachers for enhancing quality education of primary school students at Nakashipara block of Nadia district.
- To study the role of private tutors in enhancing quality education of primary school students at Nakashipara block of Nadia district.

### **Scope of the Study**

The scope of the present study is to measure the role of parents in their children's education at primary level at Nakashipara block of Nadia district.

### **Method**

The primary data collected for the study were from the respective parents of primary school students whose wards (children) were also interviewed at the Nakashipara Community

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<sup>8</sup>Majumdar, M. (2021). Reimagining a Post-COVID School for India. The Wire. <https://thewire.in/education/reimagining-a-post-covid-school-for-india>.

Development Block of Nadia District in West Bengal from December 2020 to January 2021 with the help of the stratified random sampling method. 100 primary students both girls and boys, and their respective parents in total were included in the aforementioned method. The study used statistical methods to explore our target with the help of group statistics, correlation, mean, and Mahalanabis D-square analysis.

## Result and discussion

### Variables:

The following variables are used in this study:

### Dependent Variable

The perception level of parents on quality education at primary level (Y)

### Independent Variable

Age (X<sub>1</sub>), Education (X<sub>2</sub>), Occupation (X<sub>3</sub>), Bank A/C (X<sub>4</sub>), Housing Status (X<sub>5</sub>), Studying Place (X<sub>6</sub>), Economic Status (X<sub>7</sub>), Household Income(X<sub>8</sub>), Household Expenditure(X<sub>9</sub>), Education Related Expense(X<sub>10</sub>), School Choice (Public/Private) (X<sub>11</sub>), Sufficiency of Teachers (X<sub>12</sub>), Punishment (X<sub>13</sub>), Teaching with Plays (X<sub>14</sub>), Infrastructure (X<sub>15</sub>), Detention (X<sub>16</sub>), Teacher-pupil relation (X<sub>17</sub>), Public School Boys (X<sub>18</sub>), Public School Girls (X<sub>19</sub>), Private School Boys (X<sub>20</sub>), Who Readies the Child for School? (X<sub>21</sub>), Enquiring School Lessons (X<sub>22</sub>), Total Study Time(X<sub>23</sub>), Extra Domestic Activities (X<sub>24</sub>), Private Tuition (X<sub>25</sub>), MDM (X<sub>26</sub>), Other Amenities (Drinking water, Toilet and Fencing)(X<sub>27</sub>), School Level Managing Committee (SLMC) (X<sub>28</sub>), Parent-Teacher Association (PTA) (X<sub>29</sub>), Satisfaction with Child's Progress(X<sub>30</sub>), Expectations from School (X<sub>31</sub>), Expectations from Teachers(X<sub>32</sub>), Difference in the methodology of teaching (X<sub>33</sub>), Discussion on Quality Education (X<sub>34</sub>), Anxious about learning (X<sub>35</sub>), Why are you make your child to learning? (X<sub>36</sub>).

**Table - I:** Correlation analysis between the dependent variable viz. the perception level of parents on quality education at primary level (Y) and 36 casual variables.

Variable(s)	r Values
Age (X <sub>1</sub> )	0.100
Education X <sub>2</sub>	0.215*

Occupation X <sub>3</sub>	0.014
Bank A/C X <sub>4</sub>	-0.109
Housing Status X <sub>5</sub>	0.042
Studying Place X <sub>6</sub>	0.242*
Economic Status X <sub>7</sub>	-0.254*
Household Income X <sub>8</sub>	-0.64
Household Expenditure X <sub>9</sub>	-0.013
Education Related Expense X <sub>10</sub>	-0.076
School Choice (Public/Private) X <sub>11</sub>	0.081
Sufficiency of Teachers X <sub>12</sub>	0.042
Punishment X <sub>13</sub>	-0.093
Teaching with Plays X <sub>14</sub>	0.021
Infrastructure X <sub>15</sub>	0.040
Detention X <sub>16</sub>	-0.049
Public School Boys X <sub>18</sub>	-0.039
Public School Girls X <sub>19</sub>	0.011
Private School Boys X <sub>20</sub>	0.111
Who Readies the Child for School? X <sub>21</sub>	0.033
Enquiring School Lessons X <sub>22</sub>	-0.337**
Total Study Time X <sub>23</sub>	0.234*
Extra Domestic Activities X <sub>24</sub>	0.088

Private Tuition X <sub>25</sub>	-0.099
MDM X <sub>26</sub>	-0.027
Other Amenities	
(Drinking water, Toilet and Fencing)X <sub>27</sub>	-0.178
School Level Managing Committee (SLMC) X <sub>28</sub>	0.092
Parent-Teacher Association (PTA) X <sub>29</sub>	0.077
Satisfaction with Child's Progress X <sub>30</sub>	0.726**
Expectations from School X <sub>31</sub>	-0.231*
Expectations from Teachers X <sub>32</sub>	0.502**
Difference in the methodology of teaching X <sub>33</sub>	0.039
Discussion on Quality Education X <sub>34</sub>	-0.223*
Anxious about learning X <sub>35</sub>	0.397**
Why are you making your child to learn? X <sub>36</sub>	0.392**

Critical value (2-Tail, 0.05) = +or- 0.197 \*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256 \*\* Significant at 1% level

Education (X<sub>2</sub>) is found to have a positive impact. At Nakashipara one-third of the parents are illiterate, another one-third is educated not beyond upper primary level and the remaining have completed upper primary and above. The educated parents here teach their children at home. Studying Place (X<sub>6</sub>) has a positive impact. Most of the people here have a one room house which compels them to vacate the room and stay outside while their children are studying inside the room. It is evident that they regard education to be of utter importance. Economic Status (X<sub>7</sub>) has a negative impact. As the parents are less educated, around half of them are day labourers. Enquiring School Lessons X<sub>22</sub> has a negative impact, because although parents ask their children

about their daily school affairs, viz., Mid-day meal, falling out with classmates etc, they hardly ask them about their school lessons. They are so poor that having lunch at school plays an important part in their daily diet. Total Study Time  $X_{23}$  has a positive impact as it has been found that the students here study as long as eight hours(486.05 min) a day including their school hours (282.65 min) on an average. They spend about three and half an hour(204 min) in studies outside school, nearly one and half an hour (79min) at home and around two hours (108 min) a day in private tuitions, who (89% students) go to private tuitions. Satisfaction with Child's Progress  $X_{30}$  also impacts positively. For as most of the parents are not educated, they hardly manage to evaluate their children. Even if they know a little bit it is not that well so as to evaluate the progress of their children in a true sense. The parents have other reasons for their satisfaction as well they see their children spending long hours into studies. Expectations from School ( $X_{31}$ ) have a negative impact. Parents expect many things from school for their children but hardly any are met. Every student receives MDM, School dress, school bag, books and copies among others. Only minority students receive scholarships, not others. Expectations from Teachers,  $X_{32}$  has a positive impact because parents have high regards for teachers and they think that the teachers try their best to teach the pupils. But since the number of teachers is below the required strength, they can hardly manage to attend the students carefully. The state government has already reduced the role of the parents by making their inclusion in the school committee optional. Therefore discussion on Quality Education,  $X_{34}$  impacts negatively. The relationship between parents and teachers is not promising, therefore only 11% of parents talk to teachers about quality education. Unlike the past the role of the elected representatives has also been decreased. Since the parents, even if they are illiterate and poor, have shown much eagerness in their children's education, Anxiety about learning  $X_{35}$  has a positive impact. Why are you making your child learn?  $X_{36}$  impacts positively. The guardians want their children to get educated for a number of reasons. First of all, to make them good human beings, secondly, to ensure their livelihoods and lastly to make them competent enough to avoid the troubles they have faced themselves.



**Table-2: Multiple Regression Analysis**

Variable (s)	“ $\beta$ ” value	“t” value	Significance
Age (X <sub>1</sub> )	0.031	0.384	0.702
Education (X <sub>2</sub> )	-0.003	-0.034	0.973
Occupation (X <sub>3</sub> )	-0.074	-0.910	0.366
Bank A/C (X <sub>4</sub> )	-0.117	-1.198	0.236
Housing Status (X <sub>5</sub> )	-0.069	-0.930	0.356
Studying Place (X <sub>6</sub> ),	0.095	0.880	0.382
Economic Status ( X <sub>7</sub> ),	0.018	0.192	0.848
Household Income 8	0.069	0.603	0.549
Household Expenditure(X <sub>9</sub> )	-0.021	-0.144	0.886
Education Related Expense(X <sub>10</sub> )	-0.050	-0.533	0.596
School Choice (Public/Private) (X <sub>11</sub> )	-0.071	-0.669	0.506
Sufficiency of Teachers (X <sub>12</sub> )	-0.064	-0.538	0.593
Punishment (X <sub>13</sub> )	-0.114	-1.295	0.200
Teaching with Plays (X <sub>14</sub> )	0.051	0.534	0.595
Infrastructure (X <sub>15</sub> ),	0.073	0.741	0.461
Detention (X <sub>16</sub> ),	0.039	0.375	0.709
Public School Boys (X <sub>18</sub> )	0.053	0.531	0.597
Public School Girls (X <sub>19</sub> ),	0.090	0.879	0.383
Private School Boys (X <sub>20</sub> ),	-0.075	-0.798	0.428
Who Readies the Child for School? (X <sub>21</sub> )	-0.022	-0.281	0.780
Enquiring School Lessons (X <sub>22</sub> ),	-0.088	-1.012	0.315
Total Study Time(X <sub>23</sub> ),	-0.148	-1.617	0.111
Extra Domestic Activities (X <sub>24</sub> )	-0.008	-0.098	0.922
Private Tuition (X <sub>25</sub> ),	-0.025	-0.303	0.763

MDM (X <sub>26</sub> )	-0.116	-0.949	0.346
Other Amenities (Drinking water, Toilet and Fencing)(X <sub>27</sub> )	-0.031	-0.387	0.700
School Level Managing Committee (SLMC) (X <sub>28</sub> ),	0.113	1.347	0.183
Parent-Teacher Association (PTA) (X <sub>29</sub> ),	0.052	0.453	0.652
Satisfaction with Child's Progress(X <sub>30</sub> ),	0.586	6.139**	0.000
Expectations from School (X <sub>31</sub> ),	-0.049	-0.604	0.548
Expectations from Teachers(X <sub>32</sub> ),	0.342	3.469**	0.001
Difference in the methodology of teaching (X <sub>33</sub> ),	-0.042	-0.457	0.649
Discussion on Quality Education (X <sub>34</sub> ),	-0.101	-1.164	0.249
Anxious about learning (X <sub>35</sub> ),	-0.044	-0.499	0.620
Why are you making your child to learn? (X <sub>36</sub> )	0.129	1.359	0.179

Critical value (2-Tail, 0.05) = +or- 1.998 \*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.656 \*\* Significant at 1% level

Table II shows the Multiple Regression Weight, “ $\beta$ ” value and at the level at which “t” value is significant. The table shows the relationship between relative contributions of 36 casual variables. 36 casual variables were significant at 0.05 levels significant at 5% and 0.01 levels significant at 1% and the table also shows the relationship of 36 casual variables toward the perception level of parents on quality education at primary level (Y). From the values of the Beta (“ $\beta$ ”) value and “t” value for each variable, it is apparent that Satisfaction with Child's Progress(X<sub>30</sub>) and Expectations from Teachers(X<sub>32</sub>) have the highest contribution.

Multiple R =0.867  
 R Square =0.752  
 Adjusted R Square =0.617  
 Standard Error =1.41682

Analysis of Variance (ANOVA)

	DF	Sum of Squares	Mean Square
Regression	35	390.528	11.158
Residual	64	128.472	2.007

F = 5.558                  Signif F = 0.0000

From above, the contribution of all the variables (36 casual variables) has a multiple correlation (R) of 0.867 and an adjusted R square ( $R^2$ ) of 0.617. The combination of these variables explained standard error 1.41682 per cent of the variance in the perception level of parents on quality education at primary level as revealed by the coefficient determinant R square ( $R^2$ ) 0.752.

The above shows the ANOVA of the effect of all the variables (36 casual variables) to predict the perception level of parents on quality education at primary level yielded a coefficient of multiple regression ( $R^2$ ) of 0.752 per cent and adjusted R square ( $R^2$ ) of 0.617. The result indicates that analysis of variance of the multiple regression showed a significant F-ratio [F (35, 64) = 5.558].

**Table- 3:Step-down Regression Model**

Step I= Satisfaction with Child's Progress( $X_{30}$ ),

Multiple R	=0.726
R Square	=0.527
Adjusted R Square	=0.522
Standard Error	=1.58342

Step II= Expectations from Teachers( $X_{32}$ ),

Multiple R	=0.780
R Square	=0.608
Adjusted R Square	=0.600
Standard Error	=1.44746

Step III= Total Study Time( $X_{23}$ ),

Multiple R	=0.801
R Square	=0.642
Adjusted R Square	=0.631
Standard Error	=1.39055

Step IV= Bank A/C ( $X_4$ ),

Multiple R	=0.817
R Square	=0.668
Adjusted R Square	=0.654
Standard Error	=1.34760

Step V= Discussion on Quality Education ( $X_{34}$ )

Multiple R	=0.827
R Square	=0.684
Adjusted R Square	=0.667
Standard Error	=1.32069

From the variables in table III to the regression model of regression analysis, it is found that after step 5, seven variables– Satisfaction with Child's Progress( $X_{30}$ ), Expectations of parents from teachers ( $X_{32}$ ), Total Study Time( $X_{23}$ ), Bank A/C ( $X_4$ ) and Discussion on Quality Education ( $X_{34}$ ) had explained 68.4 per cent of the total effect. Therefore, the remaining 31 variables explain only about 6.8 per cent of the total effect.

Regarding the variable Satisfaction with Child's Progress( $X_{30}$ ), more than half of the parents (53%) are found satisfied with their children's education at school. They have valid reasons for their satisfaction. More than half of the children can read the text in their mother tongue, can

solve basic numeracy (43% students can solve basic numeracy. Although a few children do not even recognize Bengali and English letters, others are quite comfortable with alphabets.

Expectations of parents from teachers ( $X_{32}$ ) are found to be high. As they value the importance of education and as they are not very educated themselves, they expect the teachers to provide quality education at school. According to a guardian of a class four student, “The government school teachers are very responsible and teach very well. They teach even better than the private school teachers. We were students of government schools and with this background have become successful in life. So we have faith in the teaching at government schools.”

Total Study Time( $X_{23}$ ) at home solo or with parents is found to be nearly one and half an hour(79 min) a day. However, other than that they study at school and at tuition(s). But it has also been found that only those students who have educated parents to be taught under usually study at home, not others.

Regarding Bank A/C ( $X_4$ ), parents are found to be much aware. As Nakashipara is largely a minority populated block, most of the students receive scholarships through direct transfer of the amount to their bank accounts.

Although Discussion on Quality Education ( $X_{34}$ ) with the school is limited, most of the parents (83%) discuss this very important topic with their educated surroundings including their friends, kinsmen and other parents.

**Table-4: Mean and standard deviation**

Variables	Mean	Std. Deviation
Age ( $X_1$ )	40.8600	11.61071
Education ( $X_2$ )	4.5400	3.84660
Occupation ( $X_3$ )	3.0400	2.10300
Bank A/C ( $X_4$ )	1.0100	0.17379
Housing Status ( $X_5$ )	1.8100	0.59789
Studying Place ( $X_6$ ),	2.2400	2.10876
Economic Status ( $X_7$ ),	5.1600	2.93609

Household Income (8)	82207.2400	31252.22057
Household Expenditure(X <sub>9</sub> )	73386.3000	25813.51093
Education Related Expense(X <sub>10</sub> )	12117.5000	22932.68002
School Choice (Public/Private) (X <sub>11</sub> )	1.1700	0.37753
Sufficiency of Teachers (X <sub>12</sub> )	1.0300	0.22270
Punishment (X <sub>13</sub> )	1.1900	0.50642
Teaching with Plays (X <sub>14</sub> )	1.1400	0.37659
Infrastructure (X <sub>15</sub> ),	1.0700	0.43240
Detention (X <sub>16</sub> ),	1.1200	0.59084
Teacher-pupil relation (X <sub>17</sub> )	1.0000	0.00000
Public School Boys (X <sub>18</sub> )	0.5500	0.62563
Public School Girls (X <sub>19</sub> ),	0.5500	0.62563
Private School Boys (X <sub>20</sub> ),	0.0500	0.21904
Who Readies the Child for School? (X <sub>21</sub> )	2.2000	0.53182
Enquiring School Lessons (X <sub>22</sub> ),	1.1000	0.30151
Total Study Time(X <sub>23</sub> ),	174.4000	237.80274
Extra Domestic Activities (X <sub>24</sub> )	1.7200	0.47312
Private Tuition (X <sub>25</sub> ),	2.7900	0.74257
MDM (X <sub>26</sub> )	3.4000	1.32574
Other Amenities (Drinking water, Toilet and Fencing)(X <sub>27</sub> )	2.5500	0.55732
School Level Managing Committee (SLMC) (X <sub>28</sub> ),	2.0100	0.22451
Parent-Teacher Association (PTA) (X <sub>29</sub> ),	1.9300	0.29319
Satisfaction with Child's Progress(X <sub>30</sub> ),	2.2900	1.43051
Expectations from School (X <sub>31</sub> ),	2.4000	0.72474
Expectations from Teachers(X <sub>32</sub> ),	2.2200	0.81128

Difference in the methodology of teaching (X <sub>33</sub> ),	3.6500	1.43108
Discussion on Quality Education (X <sub>34</sub> ),	1.1700	0.37753
Anxious about learning (X <sub>35</sub> ),	2.6400	1.17654
Why are you making your child to learn? (X <sub>36</sub> )	1.6400	0.78522
VAR00037	9.3000	2.28963

Table IV indicates that the results as above give the mean score and standard deviation score. According to the mean score and standard deviation, the medium high is in between 0.0500 to 82207.2400. Data also showed that the mean score of Household income (X<sub>8</sub>) 82207.2400 is the highest and standard deviation is 31252.22057. The lowest item is Private school students (boys) (X<sub>20</sub>) with mean score of 0.0500 and standard deviation of 0.21904.

**Table- 5: Chi square test between dependent variables (Y) and 36 casual variables**

Variable(S)	Chi-Square	Asymp. Sig.
Age (X <sub>1</sub> )	147.04	0.000
Education (X <sub>2</sub> )	94.04	0.000
Occupation (X <sub>3</sub> )	48.82	0.000
Bank A/C (X <sub>4</sub> )	182.42	0.000
Housing Status (X <sub>5</sub> )	39.86	0.000
Studying Place (X <sub>6</sub> ),	189.4	0.000
Economic Status ( X <sub>7</sub> ),	80	0.000
Household Income 8	216.08	0.000
Household Expenditure(X <sub>9</sub> )	11.6	1.000
Education Related Expense(X <sub>10</sub> )	18.08	1.000
School Choice (Public/Private) (X <sub>11</sub> )	43.56	0.000
Sufficiency of Teachers (X <sub>12</sub> )	188.18	0.000
Punishment (X <sub>13</sub> )	194.96	0.000

Teaching with Plays (X <sub>14</sub> )	131.42	0.000
Infrastructure (X <sub>15</sub> ),	176.78	0.000
Detention (X <sub>16</sub> ),	165.68	0.000
Public School Boys (X <sub>18</sub> )	33.02	0.000
Public School Girls (X <sub>19</sub> ),	33.02	0.000
Private School Boys (X <sub>20</sub> ),	81	0.000
Who Readies the Child for School? (X <sub>21</sub> )	135.84	0.000
Enquiring School Lessons (X <sub>22</sub> ),	64	0.000
Total Study Time(X <sub>23</sub> ),	597	0.000
Extra Domestic Activities (X <sub>24</sub> )	80.18	0.000
Private Tuition (X <sub>25</sub> ),	182.72	0.000
MDM (X <sub>26</sub> )	162	0.000
Other Amenities (Drinking water, Toilet and Fencing)(X <sub>27</sub> )	46.82	0.000
School Level Managing Committee (SLMC) (X <sub>28</sub> ),	171.14	0.000
Parent-Teacher Association (PTA) (X <sub>29</sub> ),	150.38	0.000
Satisfaction with Child's Progress(X <sub>30</sub> ),	72.7	0.000
Expectations from School (X <sub>31</sub> ),	24.08	0.000
Expectations from Teachers(X <sub>32</sub> ),	42.56	0.000
Difference in the methodology of teaching (X <sub>33</sub> ),	79.5	0.000
Discussion on Quality Education (X <sub>34</sub> ),	43.56	0.000
Anxious about learning (X <sub>35</sub> ),	60.08	0.000
Why are you making your child to learn? (X <sub>36</sub> )	21.86	0.000
VAR00037	65.12	0.000



Table V depicts that since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is a significant relationship between dependent variables, the perception level of parents on quality education at primary level (Y) and 36 casual variables.

### **Findings**

One of the positive results to be considered is that educated girls can be married off to better grooms, and will be able to justify good and the evil; they will also have the ability to make right decisions among others. In the present survey, it has been found that Rimi Khatun, a class three student of Rajapur Primary Vidyalaya, wants to join the police force. She has her elder sister who is preparing for the police services, and is her idol.

Some educated guardians who teach their children at home think that the syllabus is a bit difficult in respect to the learning capabilities of the children. They have also claimed that the curriculum is also not very attractive. The English syllabus is not very catchy and the children do not enjoy reading it. The style of teaching particularly in the mentioned subject has also been complained about.

Regarding Mathematics, the difference in methodology observed at school and at tuition is the most controversial. Since a large number of parents cannot teach their children they usually send them to tuitions.

On both these occasions, an inequality has been found to have emerged among the children. Those with educated parents learn better than those with uneducated parents. If school completes the whole process of learning, this inequality among children can be reduced if not removed.

### **Conclusion**

Most of the parents here at Nakashipara are either illiterate or semi- literate. Hence, they send their children to private tuitions with the expectation of learning something better. Nowadays, teachers do not give homework to students. On the other hand, students' lessons are not completed at school. So, they are bound to study at home. The mentality of a large number of teachers has become something like the students will get their lessons learnt home and they will only evaluate whether the students have studied properly.

The parents do not hesitate to bring in all the essential elements for their children's study even if they are very poor. They have enough enthusiasm in their studies. The government should appoint the required number of teachers and bring back the parent teacher association which it brought down in 2012. It will open doors to parents and teachers to discuss the progress of the children. A number of parents who teach their children have complained that the English

curriculum for class III and class IV is hard and should be eased. They have also added that the difference in the methodology of Mathematics at school and at home is troublesome. They seek the old methods of their times be brought back. But they do not know that the procedure followed at schools at present is significantly scientific.

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