



### A Comparative Study of Parental Involvement of Rural and Urban School Students of Chhattisgarh

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#### Abstract

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. There are many problems concerned with involvement. The number of solutions that can be used to improve parental involvement are substantial. The most important of these, however, is for the principal of the school to be totally committed. When these solutions are implemented the effects are great, especially for the student. Improved student achievement is the key objective. The present research is a comparative study of parental involvement of rural (boys and girls) and urban (boys and girls) school students of Chhattisgarh. **Objective** of the research is to do Comparative study of parental involvement of rural (boys and girls) and urban (boys and girls) school students of Chhattisgarh. For collection of data with respect to parental involvement, Parental involvement Scale (TPIS) was used for collection of data which is developed by Dr. Vijay Laxmi Chauhan and Mrs. Gunjan Ganotra Arora. A total number of 400 students comprise the sample for study, 100 students from urban schools and 100 students from rural schools. For analysis of data t-value was calculated. **Findings** revealed that there is no significant difference in parental involvement of rural (boys and girls) and urban (boys) and girls students of Chhattisgarh.

**Key Words-** Parental Involvement, Rural, Urban, Parental Involvement Scale

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### **INTRODUCTION**

“Parental involvement, in almost any form, produces measurable gains in student achievement” (Dixon, 1992, p. 16). The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned. However, it has been found that schools do not always know what the term parental involvement really means (Vandergrift & Greene, 1992). According to Vandergrift and Greene, there are two key elements that work together to make up the concept of parental involvement. One of these is a level of commitment to parental support. This includes such things as encouraging the student, being sympathetic, reassuring, and understanding. The other element needed is a level of parental activity and participation, such as doing something that is observable. “This combination of level of commitment and active participation is what makes an involved parent” (Vandergrift & Greene, p. 57).

Parent involvement actually declines as students grow older, so that it is less in secondary schools than in elementary (Stouffer, 1992). If parental involvement is so beneficial, why isn't it being used to a greater extent than at present? There are many reasons from the parent and also from the school for this lack of involvement. One of the reasons concerns the lack of understanding of nontraditional families on the part of the school system. The nontraditional family is struggling to deal with many factors that affect every member of the family. These can definitely affect the way that the family is able to be involved in the student's education. More than likely, there is a shortage of time. There just simply are not enough hours in the day to accomplish everything. If there has been a divorce or death in the family, there probably has been a change in the financial standing of the family. By the school not being sensitive to this change, the student/family could be embarrassed. The very nature of the

family structure is in a state of change causing confusion and insecurity (Duncan, 1992; Lewis, 1992; Wanat, 1992). The parents may be doing the very best that they can."Schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. They simply may not have the time, resources, or know-how to help out" (Wanat, p. 47). Parents often do not feel welcomed at school. They feel that what they may have to offer is unimportant and unappreciated. Also, parents may not believe that they have any knowledge that the school is interested in knowing. This is especially true when the parent may not have a great deal of education (Dixon, 1992; Vandergrift & Greene, 1992). It is also possible that the parent does not have a great deal of interest in the school or his child's education. The parent may not feel that education is important (Vandergrift & Greene). Another reason for lack of involvement is embarrassment. The parents may be illiterate or unable to speak English. This could make communication difficult if not impossible. Another source of embarrassment is memories of the parent's failure in school. The parent would not have much desire to return to a place that only served to remind him of his own failures (Brink & Chandler, 1993; Smith, 1991). There are many ways that a school can improve communications. One way is for the school to sponsor a parent/student fund raising. Parents and students working side-by-side gives them a chance to talk, and hopefully the teachers and schools will also be included in this important exchange. Also, parent/teacher organizations can be an avenue to reach parents. Parents who attend parent/teacher meetings are able to get to know their child's teachers better. Another avenue sometimes overlooked is inviting parents to volunteer. By doing this, the school is letting them know that they are wanted, needed, and welcomed at the school. Many parents are more than willing to share their knowledge of occupations, foreign travel, special skills and hobbies. They just want to be asked. Alumni events have been shown to be an excellent way to improve parent/community involvement and a way to raise needed money. Former students may appreciate the opportunity to return something to their school. One popular program is parent classes, which can help parents with parenting ideas/problems, homework/tutoring strategies, drug education, and improving communications skills. These classes can help the parent, student, and school. Invitational events can encourage people to get involved with the school that might not otherwise. One very important way that parents can become involved in their student's work is through the use of computers. This is a new world opening up for a lot of students as well as their parents. They can learn about this exciting world together. One thing that is necessary is to make sure the programs used are at the correct grade level and that there is a lot of variety (Rickelman & Henk, 1991).

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Results from the Arizona At-Risk Pilot Project suggest that the most effective means to involve parents are ones that (1) establish a personal rapport between someone from the school and the parent and (2) do not initially require high levels of commitment or participation (Vandergrift & Greene, 1992, p. 59). When parents, students, and the school work together, it is possible to accomplish great things at the secondary level. Everyone reaps the benefits! "When both parents and teachers work together, communicate and build a family and school partnership, parents, teachers and children benefit from the outcome" (Gelfer, 1991, p. 167).

### OBJECTIVE OF THE STUDY

- 1) To compare parental involvement on the basis of locale (urban) boys and girls school students.
- 2) To compare parental involvement on the basis of locale (rural) boys and girls school students.

### HYPOTHESIS OF THE STUDY

Ho<sub>1</sub>-There will be no significant difference exist in parental involvement on the basis of locale (urban) boy and girl school students.

Ho<sub>2</sub>- There will be no significant difference exist in parental involvement on the basis of locale (rural) boys and girls school students.

### DELIMITATION OF THE STUDY

The investigator has delimited the study in the following aspects

1. The study has been delimited to the schools of Bilaspur division situated in Chhattisgarh.
2. The study has been delimited to the urban and rural schools of durg divisions.
3. The sample for the study was drawn from the students of 9th grade with age limit 14 to 16 years.
4. The sample for the study consist of both boys and girls students.

### POPULATION

The population for the present study comprising of 200 Rural and 200 Urban School students.

### SAMPLE

The sample for the present study comprising of 100 (boys and girls) rural school students and 100 (boys and girls) urban school students Chhattisgarh.

**TOOL**

For any research work the designing and developing of appropriate test and techniques constitution important aspect. following tool used

The Parental Involvement Scale (TPIS)

This scale consists of 25 items

Developed by Dr. Vijay Laxmi Chauhan and Mrs. Gunjan Ganotra Arora

**CALCULATION AND CONCLUSION**

Ho<sub>1</sub>- There will be no significant difference exist in Parental involvement the basis of locale (urban) boys and girls school students

**TABLE 1**

Sample(urban)	N	M	sigma	t	Df
Boys	50	89.9	5.0085	0.29	0.05
Girls	50	88.4			Df=98

**Conclusion**

Through the table, we can reveal that, our t- value is 0.29 which is lesser then 1.66, 0.05 level (df=98), which shows that there will be no significant difference exist in Parental involvement on the basis of locale (urban) boys and girls. Therefore, our hypothesis is not rejected.

Ho<sub>2</sub>-There will be no significant difference exist in parental involvement on the basis of locale(rural) boys and girls school students.

**TABLE 2**

Sample(rural)	N	M	sigma	t	Df
Boys	50	90.72	79.64	0.02	0.05
Girls	500	92.34			df=98

**Conclusion**

Through the table, we can reveal that, our t- value is 0.02 which is less than 1.66, 0.05 level (df=98), which shows that there will be no significant difference exist in behaviour deviance on the basis of locale (urban) boys and girls. So our hypothesis is not rejected.

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