



Parental And Community Involvement In Government Primary Schools Of Khawai District, Tripura, India

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Abstract

The objective of study is to find out the Parental and Community Involvement in Government Primary Schools of Khawai District, Tripura, India. The descriptive survey method was used. The data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 90 Government primary schools (Parents and communities) of Khawai district of Tripura. Data were analyzed through simple percentage method, bar charts .The findings of the study were twofold: first, parental involvement in government primary schools of Khawai District, and second, community involvement.In case of parental involvement, in parent teacher meeting, 54.4% parents attended PTM regularly whereas 6.2 parents attended occasionally and 39.4% attended rarely. It also reveals that they helped their children's homework, 49.3% parents regularly helped whereas 8.8% parents helped Occasionally and 41.9% helped rarely. It can also be seen that they communicated with their schoolchildren, 54.4% parents regularly communicated whereas 15.6% parents communicated occasionally and 30% parents communicated rarely. Lastly Community Involvement, 25% community members attended school events in highly whereas 47.5% average and 27.5% low attended. It also reveals that 21.3% community members involved in school decision-making processes highly whereas 48.7% average and 30% involved in low. It can also be seen that they rate the level of community support for school initiatives, 22.5% highly whereas 50% average and 27.5% low. Suggestions of the study are to establish a structured framework that facilitates collaboration and communication between parents, community members, and school administrators to enhance parental and community involvement in government primary schools of Khawai District.

Keywords: Parental , Community, Involvement, Government,Primary Schools, Khawai District.

I. Introduction

Parental and community involvement is a crucial aspect of a successful education system. When parents and the community are actively engaged with schools, it can lead to improved academic performance, better attendance, and a more supportive learning environment. In the context of government primary schools in Khawai District, Tripura, parental and community involvement is particularly important due to the unique challenges faced by these schools. Parental and community involvement can have a significant impact on the quality of education in government primary schools. When parents are involved in their child's education, they can provide support and encouragement, which can lead to better academic performance. Community involvement can also bring in additional resources, expertise, and perspectives, which can enhance the overall learning environment. Moreover, parental and community involvement can

help to build trust and accountability between the schools and the community, leading to better governance and management of the schools. Despite the importance of parental and community involvement, the current scenario in government primary schools in Khawai District, Tripura, is mixed. While some schools have active parent-teacher associations and community engagement initiatives, others lack meaningful involvement from parents and the community. This can be due to various reasons, including lack of awareness, limited resources, and cultural barriers. Research by Alex and Devis (2023) stressed the importance of community-school collaborations in human capital cultivation, particularly in challenging environments. Their findings suggest that such partnerships can compensate for limited resources. Choge, F., & Edabu, P. (2023) study found that parental involvement is linked to the academic progress of a learner through engagement in diverse activities such as assisting the learners in undertaking assignments, attending the learner's school mentorship programs, connecting between teachers and learners, and attending teacher-parent meetings. Ibrahimu Maalim Kadau (2023) investigated challenges to parental involvement in implementing the Competence-Based Curriculum (CBC) in Tanzania. The study highlighted the need for effective strategies to engage parents in curriculum implementation. A study in Chisamba District, Zambia, by Beatrice Banda (2024) revealed that parents participate in PTA meetings, help with schoolwork, attend disciplinary cases, and engage in school projects. This involvement improves school attendance, behavior, and overall academic performance. Research by Chisom Eden and Adeniyi (2024) identified limited knowledge of children's learning needs, time constraints, low confidence, and financial challenges as barriers to parental involvement. They suggested that schools should practice and champion parental involvement in policies and actions. In a study of primary schools in Mbarara District, researchers Okee Jill Margaret and Kirwisa Matovu (2024) found a significant relationship between parental involvement and student performance. Their research showed that parents' education level positively influences their involvement in their children's academic activities. Rajput, H., & Rind, Z. ulabdin. (2024) findings of the study, it is concluded that parents are not fulfilling their roles in childrens' primary education.

II. Need of the study

The involvement of parents and the community in the education of children is a crucial aspect of a child's academic success and overall development. In the context of government primary schools in Khawai District, Tripura, there is a need to study the level of parental and community involvement in these institutions. Community engagement is essential for the overall development of children, and this study can help identify ways to promote community involvement. The findings of this study can inform policy decisions related to parental and community involvement in education. By identifying ways to promote parental and community involvement, this study can help improve academic outcomes for students in government primary schools in Khawai District, Tripura. The study can help identify ways to promote community engagement and involvement in the education of children.

III. Objective of study

To find out the Parental and Community Involvement in Government Primary Schools of Khawai District, Tripura, India.

IV. Delimitation of study

The study was delimited to 90 Government primary schools (Parents and communities) of Khawai District of Tripura, India.

V. Research methodology

The descriptive survey method was used. The data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 90 Government primary schools (Parents and communities) of Khawai district of Tripura. Data were analyzed through simple percentage method, bar charts.

VI. Results and discussions

Table no.1 Parental Involvement

Ctegories	Regularly	%	Occasionally	%	Rare	%
How often do they attend parent-teacher meeting?	49	54.4	6	6.2	35	39.4
How often do they help their children's homework?	44	49.3	8	8.8	38	41.9
How often do they communicate with their children's teacher?	49	54.4	14	15.6	27	30

Table no. 1 reveals that parental involvement in parent teacher meeting, 54.4% (49) parents attended PTM regularly whereas 6.2 (6) parents attended occasionally and 39.4% (35) attended rarely. It also reveals that they helped their children's homework, 49.3% (44) parents regularly helped whereas 8.8% (8) parents helped Occasionally and 41.9% (38) helped rarely. It can also be seen that they communicated with their schoolchildren, 54.4% (49) parents regularly communicated whereas 15.6% (14) parents communicated occasionally and 30% (27) parents communicated rarely.

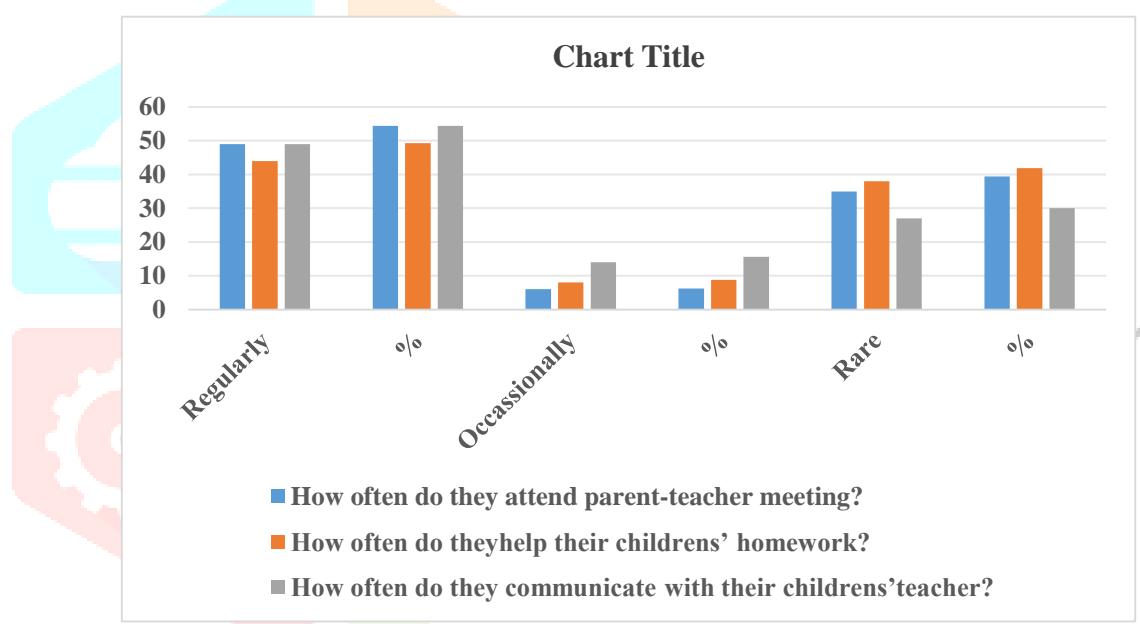


Figure:1. Parental Involvement

Table 2 .Community Involvement

Categories	High	%	Average	%	Low	%
How often do community members attend school events?	23	25	43	47.5	25	27.5
Are community members involved in school decision-making processes?	19	21.3	44	48.7	27	30
Would they rate the level of community support for school initiatives?	20	22.5	45	50	25	27.5

Table no. 2 reveals that Community Involvement, 25% (23) community members attended school events in highly whereas 47.5% (43) average and 27.5% (25) low attended. It also reveals that 21.3% (19) community members involved in school decision-making processes highly whereas 48.7% (44) average and 30% (27) involved in low. It can also be seen that they rate the level of community support for school initiatives, 22.5% (20) highly whereas 50% (45) average and 27.5% (25) low.

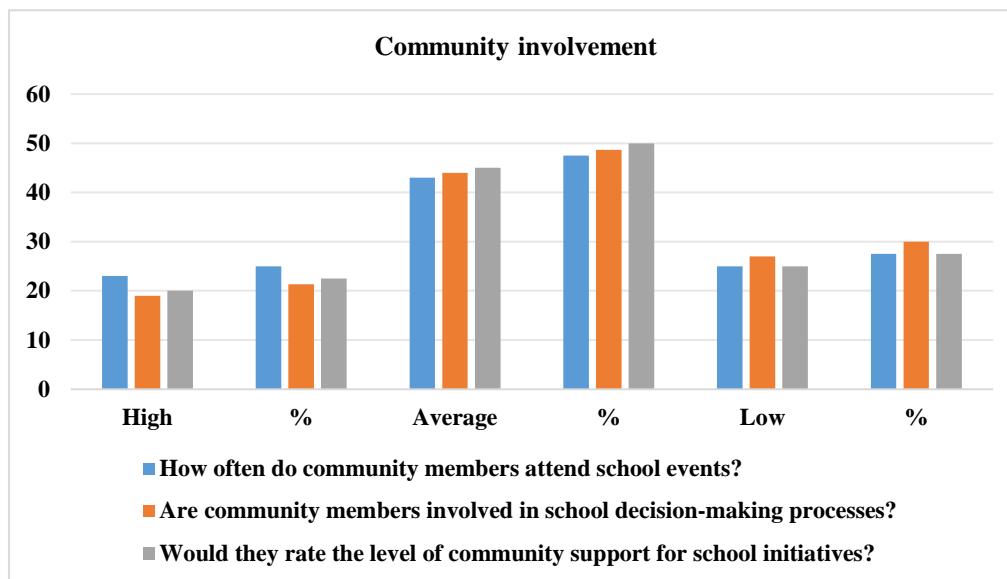


Figure:2 Community Involvement

VII. Suggestions and Recommendations

Suggestions

1. Regular Parent-Teacher Meetings: Organize regular meetings between parents and teachers to discuss student progress and address concerns.
2. Volunteer Opportunities: Encourage parents and community members to volunteer in schools, such as assisting with events or mentoring students.
3. Community Engagement Activities: Develop activities that promote community engagement, such as cultural events, sports tournaments, or educational workshops.
4. Parental Involvement in Decision-Making: Involve parents in decision-making processes, such as school management committees or parent-teacher associations.
5. Communication Channels: Establish effective communication channels between parents, teachers, and the community, such as newsletters or social media groups.
6. Parent Education Programs: Offer educational programs for parents, such as workshops on child development or parenting skills.
7. Community Resources: Leverage community resources, such as local businesses or organizations, to support schools and students.
8. Student-Led Projects: Encourage students to lead projects that involve parents and the community, such as environmental initiatives or community service activities.
9. School-Community Partnerships: Foster partnerships between schools and local community organizations, such as libraries or museums.
10. Recognition and Rewards: Recognize and reward parents and community members for their involvement and contributions to schools.

Recommendations

1. Develop a Parental Involvement Policy: Create a policy that outlines the importance of parental involvement and provides guidelines for schools to follow.
2. Provide Training for Teachers: Offer training for teachers on how to effectively engage with parents and the community.
3. Increase Funding for Community Engagement: Allocate funds to support community engagement activities and initiatives.
4. Improve Communication Infrastructure: Invest in communication infrastructure, such as technology or transportation, to facilitate communication between schools and the community.
5. Foster a Sense of Community: Encourage a sense of community among parents, teachers, and students through events and activities.
6. Address Language Barriers: Address language barriers that may prevent parents and community members from getting involved in schools.
7. Provide Opportunities for Feedback: Provide opportunities for parents and community members to provide feedback and suggestions on school policies and initiatives.

8. Develop Partnerships with Local Businesses: Develop partnerships with local businesses to provide resources and support for schools.
9. Increase Parental Involvement in School Governance: Increase parental involvement in school governance, such as through school management committees or parent-teacher associations.
10. Monitor and Evaluate Progress: Regularly monitor and evaluate the effectiveness of parental and community involvement initiatives.

VIII. Conclusion

The study on parental and community involvement in government primary schools of Khawai District highlights the significance of collaborative efforts in enhancing student learning and development. By fostering a sense of community and promoting parental involvement, schools can leverage local resources and support to improve academic outcomes and overall educational experiences for students. Effective implementation of strategies to encourage parental and community involvement can lead to improved student performance, increased community engagement, and a more supportive learning environment.

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