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The Influence Of Parents And Communities On Education In Nagaland: A Case Study Of Dimapur District

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ABSTRACT

The aim of education is to foster responsible citizens who can contribute positively to their country. Inclusive education aims to achieve this by involving parents and communities in promoting education. By encouraging collaboration and partnership between schools, families, and communities, inclusive education fosters a supportive and conducive learning environment that empowers students to become responsible and engaged citizens. The National Education Policy (NEP) 2020 underlines the significance of engaging parents and the community in education. The policy's overarching objective is to establish a more equitable, inclusive, and participatory education system that involves parents, community leaders, and Yuva/Mahila Mandals. In line with this objective, the NEP 2020 recommends the establishment of School Management Committees (SMCs) to facilitate community participation in schools' governance and management. The NEP 2020 also envisages the creation of vibrant and dynamic neighborhoodschools that serve as hubs of community engagement and activity. The current study aims to investigate the various ways in which parents and the community can support their children's education, beyond just providing financial assistance. The data was gathered from a sample of 100 parents residing in Dimapur District, Nagaland. The study discovered that parents are actively involved in their children's education by providing additional tutoring for challenging subjects, helping them complete homework and projects, monitoring their academic progress. Additionally, the community also need to play a crucial role in imparting life skills such as dancing, singing, and teaching religious scriptures to shape the younger generation.

Key words: National Education Policy – 2020, Parents, Community, School Management Committees and Life skills.

Introduction

The primary aim of education is to develop responsible citizens who can make a positive contribution to society. Inclusive education plays a crucial role in achieving this goal by involving parents and communities in the learning process. It fosters collaboration and partnership among schools, families, and local communities, promoting a supportive and conducive learning environment. Inclusive education empowers students to become engaged and responsible citizens, enabling them to participate meaningfully in society. The National Education Policy (NEP) 2020 recognizes the importance of community participation and emphasizes the need for engaging parents, community leaders, and organizations in educational initiatives. The policy advocates for the establishment of School Management Committees (SMCs) to facilitate community participation in the governance and management of schools. It also envisions the creation of vibrant neighborhood schools functioning as centers for community engagement and activity. The current study aims to explore the various ways in which parents and communities can support their children's education beyond providing financial assistance. It highlights the importance of active involvement in educational governance, extracurricular activities, and holistic development initiatives. Family members can play a vital role in encouraging and supporting their child's learning by helping them practice the skills they learn from school. This support can help develop a more positive attitude towards the school, teachers, and the learning system.

Role of Parents in Education

Parents play a crucial role in ensuring their children with disabilities have a successful learning journey. Here's a detailed breakdown of how this support manifests:

- a) **School Fees and Educational Costs:** Parents ensure their children can access quality education by covering tuition and other school fees. This financial commitment allows their child to benefit from the school's resources, teachers, and curriculum.
- b) **Required Learning Materials:** Providing essential textbooks, learning tools, assistive technology, and adapted materials empowers the child to participate actively in class and complete assignments effectively.
- c) **Specialized Tutors:** Many parents invest in specialized tutors who understand the specific learning needs associated with their child's disability. These tutors can provide individualized instruction, address learning gaps, and help develop effective learning strategies.
- d) **Transportation:** Parents ensure reliable transportation to and from school, therapy sessions, or other educational activities. This removes logistical hurdles and allows the child to focus on learning.
- e) **Fostering a Positive Learning Environment:** Parents act as powerful role models by demonstrating a positive and encouraging attitude towards their child's disability. This fosters a sense of self-belief, resilience, and a willingness to learn despite challenges.
- f) **Open Communication:** Maintaining open communication with teachers, therapists, and the school allows them to collaborate in developing a holistic learning plan that caters to the child's unique needs.

and strengths.

By providing a combination of financial support, targeted academic intervention, logistical assistance, and a positive learning environment, parents become their child's strongest advocates in their educational journey.

Role of Community in Education

The term 'community' has been used in different ways with varying interpretations. It is often employed to describe a group of individuals who reside in a particular geographic location. However, it's worth noting that not all social groups can be classified as 'community.' When people live together in a shared area, possess a sense of unity, and establish structured communication channels amongst themselves, it is referred to as the community spirit. The community, therefore, can be defined as a social group distinguished by a sense of communal spirit.

The National Education Policy 2020 has rightly emphasized the significance of decentralizing the planning and management of education at all levels and promoting people's participation in education. The state governments have taken commendable steps towards setting up structures for decentralized planning and management in line with the Policy and Programme of Action. It is expected that this decentralization would enable local communities, through appropriate bodies, to actively contribute towards enhancing the functioning of schools. The formation of participatory structures like Village Education Committees (VEC) is a testament to the constitutional commitment and policy recommendations aimed at promoting community involvement in education.

Review of Literature

The literature reviews that provide an overview of various studies and perspectives on education, with a specific focus on the context of India. The review covers multiple research papers that delve into different aspects of education. **Desforges and Abouchaar (2003)** conducted a study that highlighted a positive association between parental participation and academic achievement. Their conclusion posits that the active involvement of parents in their children's learning yields a notable enhancement in test scores and educational achievements. **Henderson and Mapp (2002)** emphasized the significance of familial engagement in the realm of education. They underscored the importance of parental involvement in institution events and assistance with homework, since it correlates with increased academic achievement among students. **Epstein (2001)** proposed a well-known conceptual framework that highlights the potential positive impact of these various forms of parental involvement on student behavior and attendance. **Hill and Tyson (2009)** conducted a study that investigates the impact of parental participation, namely intellectual socialization, on student behavior and attendance, aiming to understand the potential relationship between these factors. **Walker and Hoover-Dempsey (2006)** conducted a study that investigates the correlation between parental engagement and the social and emotional development of children. The findings indicate that when parents demonstrate support and active involvement in their child's education, there is a positive correlation with improved social and emotional results among pupils. **Lareau (2011)** conducted a study that delves into the examination of how varying approaches to parenting and levels of parental engagement can contribute to differences in

educational outcomes. This study emphasizes the significance of socioeconomic factors in relation to parental engagement. **Dearing, Kreider, Simpkins, and Weiss (2006)** examined a range of interventions aimed at enhancing parental involvement, including family literacy programs and parent-teacher collaborations. The study investigates the efficacy of these interventions in enhancing student performance. **Hill and Craft (2003)** conducted a study that investigates the potential impact of cultural and ethnic variables on parental engagement. This statement underscores the significance of employing culturally sensitive strategies to effectively involve families from varied backgrounds in the field of education. The study conducted by **Grolnick, Benjet, Kurowski, and Apostoleris (1997)** examines the enduring consequences of parental involvement on children's scholastic achievement and professional goals. The findings imply that early engagement of parents can provide long-lasting beneficial outcomes. In this study, **Kohl, Lengua, and McMahan (2000)** investigated the various obstacles that may impede parental engagement, including work schedules, language issues, and insufficient self-assurance in assisting with academic tasks.

Collectively, these studies provide a multifaceted understanding of parent and community support on children with disabilities in their learning endeavors and their interventions. **Statement of the Problem**

The education system in Nagaland is gearing up for the implementation of the National Education Policy 2020, which emphasizes the importance of inclusive education. This policy aims to ensure that every student, including those with disabilities, is treated equally. In this regard, schools play a crucial role, and the contribution of parents and the community can greatly encourage children to put in more effort to learn. The present study is conducted to assess the preparedness of parents and the community to support children in their learning endeavors, as well as to identify the various support systems that they provide.

Objective of the Study

Given the survey of literature and scope, the following objective established for the purpose of the study is:

To investigate **'the impact of parental and community support on children with disabilities in their learning endeavors'** in the Light of introduction of NEP 2020 in Nagaland.

Hypothesis of the Study

Given the survey of literature and scope, Objectives, the following hypothesis is considered for the study:-

H₁: There is no significant impact of **'Parent Support'** on **'Children with disabilities in their learning endeavors'** in the Light of introduction of NEP 2020 in Nagaland as perceived by the parents.

H₂: There is no significant impact of **'Community Support'** on **'Children with disabilities in their learning endeavors'** in the Light of introduction of NEP 2020 in Nagaland as perceived by the community members.

Methodology

A study was conducted in Dimapur District, Nagaland to assess the preparedness of parents and the community in supporting children's learning endeavors. The study surveyed a sample of 100 which include the parents with disability children and community members who have associated with

disability children in the region and asked for their opinions on various aspects of the support system they extend to their children in learning. The collected data underwent rigorous analysis to foster a positive attitude among parents and the community towards the education system. The insights gained from the study can provide valuable information towards improving the support system for children's education. The present paper is a new attempt in the light of implementing inclusive education as per NEP 2020.

Results and Discussions

This part reveals that impact of parents and community members support on Children with disabilities in their learning endeavors in the Light of introduction of NEP 2020 in Nagaland.

[1] Parent Support on Children Learning

	Mean	Std. Deviation	N
Children Learning	4.0560	.45492	100
Parent Support	3.7800	.51601	100

Source: Compiled from Survey Data

Table No.1 shows the mean values of Children Learning and Parent Support. Based on the observations, it can be inferred that the support for Children Learning is quite high with a mean value of 4.0560, while the mean value for Parent Support is 3.7800, indicating a high level of Parent Support. The relationship between the two variables is presented in the table below.

		Children Learning	Parent Support
Pearson Correlation	Children Learning	1.000	.465
	Parent Support	.465	1.000
Sig. (1-tailed)	Children Learning	.	.000
	Parent Support	.000	.
N	Children Learning	100	100
	Parent Support	100	100

Source: Compiled from Survey Data

Based on the results of the tests conducted, it can be deduced that there exists a moderate level of positive correlation between the degree of children's learning and the level of support provided by their parents. As a result, it can be concluded that parent support has a significant impact on the learning outcomes of children with disabilities, especially in the context of the introduction of NEP 2020 in Nagaland, as perceived by the parents. This finding is further elaborated upon in the subsequent regression model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.465 ^a	.216	.208	.40488	.216	26.986	1	98	.000	2.080
a. Predictors: (Constant), Parent Support										
b. Dependent Variable: Children Learning										

Source: Compiled from Survey Data

Table 3 presents the R and R² values, which provide useful insights into the relationship between the variables. The R value, which represents the simple correlation, is 0.465 (the "R" column), indicating a moderate level of positive correlation between the variables. Similarly, the R² value (the "R Square" column) reveals that 21% of the total variance in the dependent variable, Children Learning, can be explained by the independent variable, Parent Support, which is moderate. It is worth noting that the R² value is only 21%, indicating that there are other factors, accounting for 79% of the variance, that affect Children Learning besides Parent Support. Moreover, the significance value of 0.000 is lower than the table values of 0.05, hinting that the null hypothesis must be rejected, rather than accepted. This suggests that the impact of 'Parent Support' on 'Children with disabilities in their learning endeavors' is significant considering the introduction of NEP 2020 in Nagaland, as perceived by the parents. Finally, ANOVA analysis provides further insights into this observation, which can be explored in greater detail.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.424	1	4.424	26.986	.000 ^b
	Residual	16.065	98	.164		
	Total	20.489	99			
a. Dependent Variable: Children Learning						
b. Predictors: (Constant), Parent Support						

Source: Compiled from Survey Data

According to the results, ANOVA Table No: 4, it appears that the significant value is below 0.05. This suggests that the independent variable Parent Support can be considered as a significant predictor of the dependent variable Children Learning, with a confidence level of 95%.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
	1	(Constant)	2.507			.301		
	Parent Support	.410	.079	.465	5.195	.000	.253	.566

a. Dependent Variable: Children Learning

Source: Compiled from Survey Data

The common regression equation is

$$Y = a + bX$$

Table No: 5 show the regression equation of the effects of Parent Support on Children Learning. The regression model for the study can be written as follows:

$$\text{Children Learning} = 2.507 + 0.410 (\text{Parent Support})$$

Since the model established for the study fit, the null hypothesis can be rejected. Hence, The Parent Support on Children with disabilities in their learning endeavors in the Light of introduction of NEP 2020 in Nagaland as perceived by the parents.

[2] Community Support on Children Learning

	Mean	Std. Deviation	N
Children Learning	4.0560	.45492	100
Community Support	3.9580	.50316	100

Source: Compiled from Survey Data

Table No.6 shows the mean values of Children Learning and Community Support. Based on the observations, it can be inferred that the support for Children Learning is quite high with a mean value of 4.0560, while the mean value for Community Support is 3.9580, indicating a high level of Community Support. The relationship between the two variables is presented in the table below.

		Children Learning	Community Support
Pearson Correlation	Children Learning	1.000	.040
	Community Support	.040	1.000
Sig. (1-tailed)	Children Learning	.	.345
	Community Support	.345	.
N	Children Learning	100	100
	Community Support	100	100

Source: Compiled from Survey Data

Based on the results of the tests conducted, it can be deduced that there exists a low level of positive correlation between the degree of children's learning and the level of support provided by the community. As a result, it can be concluded that community support has a significant impact on the learning outcomes of children with disabilities, especially in the context of the introduction of NEP 2020 in Nagaland, as perceived by the parents. This finding is further elaborated upon in the subsequent regression model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.040 ^a	.002	-.009	.45687	.002	.160	1	98	.690	2.077
a. Predictors: (Constant), Community Support										
b. Dependent Variable: Children Learning										

Source: Compiled from Survey Data

Table 8 presents the R and R² values, which provide useful insights into the relationship between the variables. The R value, which represents the simple correlation, is 0.40 (the "R" column), indicating a low level of positive correlation between the variables. Similarly, the R² value (the "R Square" column) reveals that 2% of the total variance in the dependent variable, Children Learning, can be explained by the independent variable, Community Support, which is very low. It is worth noting that the R² value is only 2%, indicating that there are other factors, accounting for 98% of the variance, that affect Children Learning besides community Support. Moreover, the significance value of 0.690 is higher than the table values of 0.05, hinting that the null hypothesis cannot be rejected, rather than accepted. This suggests that the impact of 'Community Support' on 'Children with disabilities in their learning endeavors' is not significant considering the introduction of NEP 2020 in Nagaland, as perceived by the Community members. Finally, ANOVA analysis provides further insights into this observation, which can be explored in greater detail.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.033	1	.033	.160	.690 ^b
	Residual	20.455	98	.209		
	Total	20.489	99			
a. Dependent Variable: Children Learning						
b. Predictors: (Constant), Community Support						

Source: Compiled from Survey Data

According to the results, ANOVA Table No: 9, it appears that the significant value is higher than 0.05. This suggests that the independent variable Community Support cannot be considered as a significant predictor of the dependent variable Children Learning, with a confidence level of 95%.

Table – 10
Coefficients^a for Community Support and Children Learning

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	3.911			.364	
	Community Support	.037	.091	.040	.400	.690	-.145	.218

a. Dependent Variable: Children Learning

Source: Compiled from Survey Data

The common regression equation is

$$Y = a + bX$$

Table No: 10 show the regression equation of the effects of Community Support on Children Learning. The regression model for the study can be written as follows:

$$\text{Children Learning} = 3.911 + 0.037 (\text{Community Support})$$

Since the model established for the study does not fit, the null hypothesis cannot be rejected. Hence, The Community Support is poor on Children with disabilities in their learning endeavors in the Light of introduction of NEP 2020 in Nagaland as perceived by the Community members. **Findings and**

Recommendations

The study observed that

- Parent Support on Children with disabilities in their learning endeavors.
- But the Community Support on Children with disabilities in their learning endeavors need attention and positive attitude towards them.

The present study need recommend that the awareness need to created in the community to support children with disabilities in learning.

Conclusion

According to a recent study, parents are highly invested in their children's education and often provide additional support to help them tackle difficult subjects, complete assignments, and stay on track academically. This involvement can greatly benefit the child's academic success and overall well-being. However, it's not just parents who play a crucial role in shaping the younger generation. The community as a whole can also contribute by imparting important life skills such as dancing, singing, and teaching religious scriptures. By working together, both parents and the community can help ensure that children receive a well-rounded education that prepares them for a bright future.

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