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RESEARCH ARTICLE

TO STUDY THE PARENTAL INVOLVEMENT AMONG RURAL AND URBAN ADOLESCENTS.

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Abstract

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents”.

Jane D. Hull

Children learn by copying what they see other people do. They are most influenced by the people who spend the most time with them. Parents are effective role models for their children when they plan time with their children, encourage them and spend time, talking and listening to them about things that have meaning for both parent and child.

Many parents believe that as children approach the teen years, their influence drops significantly. While it is true that parental influence does diminish, parents who continue to stay engaged in the lives of their children are still seen as an important resource and influence in the life of the child.

Young teens need parents in their life more than admit (to the parents or themselves), although they may want parents to be present under different terms and conditions than they previously did. Some parents misread the signals that their children send and back off too soon. For children aged 9 about 75% of parents reported high or moderate involvement, but when children reach age 14, parental involvement dropped to 44% and continued to drop with age (U.S. Department of Education, 2003).

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Introduction:-

Parent involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives.

What does it mean to be an involved parent? A group of parents define parent involvement as: Involvement; being involved in their lives, at school, coaching them; Spend time together-doing activities, attending activities, listening to and talking with them, reading together, having meals together, going on vacation, and being there for them; Teach them/guide them/helping them with their education, help discern right from wrong, guiding through important decisions, teaching citizenship and life skill and developing their unique talents and abilities; Know them what is going on their lives, paying close attention to where they spend their time and with whom, and knowing their interests and passions; Have the right mindset being interested in the child's activities, and loving them

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unconditionally; and provide for them; food, clothing, shelter, give them a wide range of experiences. (Baumgardner, 2007).

Children learn by copying what they see other people do. They are most influenced by the people who spend the most time with them. Parents are effective role models for their children when they plan time with their children, encourage them and spend time, talking and listening to them about things that have meaning for both parent and child.

Many parents believe that as children approach the teen years, their influence drops significantly. While it is true that parental influence does diminish, parents who continue to stay engaged in the lives of their children are still seen as an important resource and influence in the life of the child.

Young teens need parents in their life more than admit (to the parents or themselves), although they may want parents to be present under different terms and conditions than they previously did. Some parents misread the signals that their children send and back off too soon. For children aged 9 about 75% of parents reported high or moderate involvement, but when children reach age 14, parental involvement dropped to 44% and continued to drop with age (U.S. Department of Education, 2003).

Lessening of adult authority due to maternal employment and a change of traditional family pattern increases problems for the youth. An adolescent who needs both educational and emotional support at this juncture is left unattended and unsatisfied. At the heart parent involvement seems to be open and effective communication.

Lebelle(2007)reported that although teenagers will make their own choices,a good home life can increase the odds that kids will avoid many of the pitfalls of adolescence.Particularly,akind,warm,solidrelationship with parents who demonstrate respect for their children,an interest in their children's activities, and set firm boundaries for those activities which may directly or indirectly lead to criminal activity,illegal drug and alcohol use,negative peer pressure delinquency,sexualpromiscuity,and low self-esteem.

There are three major areas that are crucial to the parent-adolescent relationship - connection,monitoring,and psychological autonomy.

First,a sense of connection between teenager and parent provides a backdrop against which all other interaction takes place.in addition to the sense of connectio between parent and teenager,the monitoring process is crucial to successful parenting.Finally,parents need to encourage the development of psychological autonomy in their teenage children.

The combination of connection,monitoring,and psychological autonomy may sound simple,but the simplicity of the directions can be frustrating to navigators when they are lost.

While it is true that one of the main development tasks of adolescence is to separate from parents,and that peer influence takes on greater importance during teen years,there is still no substitute for the parent-teen relationship.

Communication from parent to children and parental listening to the adolescent helps eliminate misunderstanding and fosters cooperation.when family communication breaks down ,adolescents may find parents to be unsympathetic and may generally unsatisfied(Dusek,1987).

Significance Of The Study:-

In a study of adolescent's relationships the most successful adolescent experiences occur in families in which interest involvement and intensity of interaction are at a moderate level.There is a thin line between sensitive,respectfulinvolvement and intrusive involvement that does not adequately respect adolescent need for separateness and independence(Hoffnung,1991).

Silman(2006) revealed that greater parent involvement,greater parent monitoring and better parent child communication results in fewer adolescent behavior problems.Adolescents are more likely to develop problematic behavior patterns when the opportunities to engage in those behaviours,are repeatedly made available through a lack of parental intervention.

Patterns of parental involvement were generally not associated with parent-offspring relationship quality at about adolescent age 13, but this earlier parent-offspring relationship quality moderated the associations between parental involvement and adolescent romantic experiences at about age 18 (Kan. et al. 2008)

Research indicates that parents contribute significantly to school effectiveness and to students' success. Especially parental involvement has been one of the most significant indicators of school effectiveness (Rosenblatt and Peled, 2002).

Fehrman et al. (1997) found that perceived parental involvement can help achieve higher grades through monitoring daily activities, by keeping close track of their school progress, and by working closely with them for planning post high school pursuits.

Keith et al. (2006), reported that parental involvement has a large and significant effect on students' grade point average in standard 10th. The pattern of influence of the variable was indistinguishable for boys and girls and had important effects for all ethnic groups.

Wang (2006) found that children of uninvolved parents were less likely to complete academic work than those with involved parents.

Gibson and Jefferson (2006) examined the effect of perceived parental involvement and the use of growth fostering relationship on self concept of 78 adolescents. Results support the influence of the family peers, mentors and involvement in community groups on adolescent self concept.

Furthermore, perceived maternal and paternal involvement contributes positively to the psychological wellbeing of adolescents (Flouri and Buchanan, 2003). The role of strong and positive adult influence appears to be important to adolescents' evolving self concept. Veneziano and Rohner, (2002), concluded that parental involvement was a significant indicator of psychological adjustment in children.

Teenage parenting is filled with emotional issues both for the society and the teens (Gladding, 1995) and a positive, constructive and sensitive parental involvement can play an effective role in it.

Statement Of The Problem

“To Study the Parental Involvement among Urban and Rural adolescents”.

Objectives:-

1. To study the Parental Involvement among rural and urban adolescents.
2. To study the Parental Involvement among rural boys and urban boys.
3. To study the Parental Involvement among rural boys and urban girls.
4. To study the Parental Involvement among rural girls and urban boys.
5. To study the Parental Involvement among rural girls and urban girls.

Hypothesis:-

- H01.** There is no significant difference between the Parental Involvement among rural and urban adolescents.
H02. There is no significant difference between the Parental Involvement among rural boys and urban boys.
H03. There is no significant difference between the Parental Involvement among rural boys and urban girls.
H04. There is no significant difference between the Parental Involvement among rural girls and urban boys.
H05. There is no significant difference between the Parental Involvement among rural girls and urban girls.

Delimitation:-

Delimitations are the boundaries of the study. The present study was undertaken in order to study the sex behaviour attitude among urban and rural adolescents.

- The research is delimited to Bilaspur District.
- The research is delimited to the intermediate students of Bilaspur only.

Methodology:-

The researcher has adopted the method of descriptive of survey type to study the sex behaviour attitude among urban and rural adolescents.

Sampling:-

In the present study researcher has applied random sampling technique for selecting from the population .For the purpose of present study,200 students of intermediate in Bilaspur District is selected in which 100 boys and 100 girls of Rural and Urban area School is selected.

Variables:-

Independent Variables- Parental Involvement

Dependent Variables –Urban and Rural Adolescents

Tool Used In The Study:-

The Parental Involvement Scale (TPIS)

(Dr. VijayaLaxmiChouhan Professor and Head Department of Psychology. College of Social Science and Humanities M.L.S.U., Udaipur(Raj). And (Mrs. GunjanGanotraAroraCounsellor and Psychotherapist Ahmedabad (Guj).

(TPIS) *English.* (The total 25 statements comprise of both Positive and Negative statements 14 positive and 11 negative. Age group 13-18yrs.)

Analysis And Interpretation Of The Data:-

H01. There is no significant difference between the Parental Involvement among rural and urban adolescents.

Table -1

V a r i a b l e s	N	M e a n	S D	S E D	t - t e s t	d f	S i g n i f i c a n c e L e v e l	I n t e r p r e t a t i o n
Parental Involvement Urban Boys	100	63.7	26.9	24.6	1.50	198	0.05 - 1.98	Accepted
Rural Girls	100	68.9	22.1				0.01 - 2.60	

Interpretation of the value of t- test

The above table shows that, the calculated 't'- value is 1.50 which is less than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 198 . Hence the hypothesis there is no significant difference between the Parental Involvement among urban and rural adolescents is accepted.

Result:-

There is no significant difference between the Parental Involvement among urban and rural adolescents.

H02. There is no significant difference between the Parental Involvement among rural boys and urban boys.

Table -2

V a r i a b l e s	N	M e a n	S D	S E D	t - t e s t	d f	S i g n i f i c a n c e L e v e l	I n t e r p r e t a t i o n
Parental Involvement Urban Boys	50	61.5	29.3	26.6	1.41	98	0.05 - 1.98	Accepted
Rural Boys	50	69.0	23.5				0.01 - 2.60	

Interpretation of the value of t- test

The above table shows that, the calculated 't' value is 1.41 which is less than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 98 . Hence the hypothesis there is no significant difference between the Parental Involvement among urban boys and rural boys is accepted.

Result

There is no significant difference between the Parental Involvement among urban boys and rural boys.

H03. There is no significant difference between the Parental Involvement among rural boys and urban girls.

Table -3

V a r i a b l e s	N	M e a n	S D	S E D	t - t e s t	d f	S i g n i f i c a n c e L e v e l	I n t e r p r e t a t i o n
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Parental Involvement Urban Boys	50	69.0	23.5	23.9	0.657	98	0.05 - 1.98	Accepted
Rural Girls	50	65.9	24.3				0.01 - 2.60	

Interpretation of the value of t- test

The above table shows that, the calculated t value is 0.657 which is less than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 98 . Hence the hypothesis there is no significant difference between the urban boys and rural girls is accepted.

Result

There is no significant difference between the Parental Involvement among rural boys and urban girls.

H04. There is no significant difference between the Parental Involvement among rural girls and urban boys.

Table-4

V a r i a b l e s	N	M e a n	S D	S E D	t- test	d f	Significance Level	Interpretation
Parental Involvement Urban Girls	50	68.8	20.8	25.4	1.43	98	0.05 - 1.98	Accepted
Rural Boys	50	61.5	29.3				0.01 - 2.60	

Interpretation of the value of t- test

The above table shows that, the calculated t value is 1.43 which is more than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 98 . Hence the hypothesis there is no significant difference between the Parental Involvement among rural girls and urban boys.

Result

There is significant difference between the Parental Involvement among rural girls and urban boys.

H05. There is no significant difference between the Parental Involvement among rural girls and urban girls.

V a r i a b l e s	N	M e a n	S D	S E D	t- test	d f	Significance Level	Interpretation
Parental Involvement Urban Girls	50	68.8	20.8	22.6	0.646	98	0.05 - 1.98	Accepted
Rural Girls	50	65.9	24.3				0.01 - 2.60	

Interpretation of the value of t- test

The above table shows that, the calculated t value is 0.646 which is less than the table value at 0.05 level i.e. 1.98 and .01 level i.e. 2.60 with df 98 . Hence the hypothesis there is no significant difference between the Parental Involvement among rural girls and urban girls.

Result

There is no significant difference between the Parental Involvement among rural girls and urban girls.

Conclusion:-

Research has shown that students achieve more in school when their parents are involved in their education. Parental involvement in a child's education is an advantage that money cannot buy. All parents, regardless of economic status, race, or primary language, can do simple things like asking a child about school or attending a parent-teacher meeting. Being involved in their child's education not only helps their child to achieve more academically, but it also lifts teacher morale and provides them with the satisfaction of making a difference in their child's education.

Tips for Being an Involved Parent

The following are some suggestions for parents who wish to get involved, or become more involved, with their children's education. It is important to remember that doing even one thing on the list can make a difference in their child's academic progress.

- Read with children and talk with them about the books and stories you read
- Help children work on homework assignments
- Organize and monitor a child's time
- Tutor a child with materials and instructions provided by teachers (or found on the internet)
- Attend and actively support school activities
- Volunteer in classrooms, on fieldtrips, or for special events
- Continue to be involved with child is in middle and high school
- Attend parent-teacher meetings
- Talk with child about school on a daily basis
- Be an advocate for child to make sure that the child's needs are being met
- If a problem arises, address it quickly by requesting a meeting with the teacher
- Advise the teacher of any issues at home that may affect the child's school performance
- Vote in school board elections
- Encourage children on successes and support them on poor performances
- Take classes at a community college or adult education program to demonstrate to the child that learning is important
- Participate in PTA or other parent organizations, school advisory councils, or committees
- If child's school does not have a program for reaching out to parents, become an activist and persuade the school or school district about the importance of parental involvement
- Consider involving grandparents, who may be retired and have more time, in their grandchildren's education

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