

# Parental Involvement and Home Environment of Scheduled Caste and Scheduled Tribe Students of Class XII in Government Schools of Sarguja Division, Chhattisgarh: A Comparative Study

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## Abstract:

The present study investigates parental involvement and home environment among Scheduled Caste (SC) and Scheduled Tribe (ST) students studying in class XII in government schools of Sarguja division, Chhattisgarh. Education is an important instrument for social empowerment and economic upliftment, particularly for marginalized communities. Family support, parental participation, and home environment significantly influence students' academic performance, motivation, and personality development. The study adopted a descriptive survey method. A sample of 40 students (20 SC and 20 ST students) from higher secondary schools of Sarguja division was selected through stratified random sampling. Standardized tools namely the Parental Involvement Scale and Home Environment Inventory were used for data collection. Statistical techniques such as mean, standard deviation, and t-test were employed for data analysis. The findings revealed significant differences between SC and ST students regarding parental involvement and home environment. SC students reported comparatively better parental involvement and more supportive home environments than ST students. The study emphasizes the need for educational awareness, parental counseling, and special educational support programs in tribal and rural regions of Sarguja division.

**Keywords:** Parental involvement, home environment, Scheduled Caste, Scheduled Tribe, Sarguja division, higher secondary students, comparative study.

## Introduction:

Education is regarded as the foundation of social development and national progress. It plays a vital role in reducing social inequalities and empowering disadvantaged communities. In India, Scheduled Castes (SCs) and Scheduled Tribes (STs) have historically faced educational deprivation due to socio-economic backwardness, poverty, illiteracy, and lack of educational resources. Parental involvement is one of the most important factors influencing students' academic success. It includes parents' participation in school activities, supervision of homework, educational encouragement, communication with teachers, and emotional support. Similarly, home environment refers to the physical, emotional, social, and educational atmosphere available to children at home. A supportive home environment motivates students to develop confidence, discipline, and positive attitudes toward learning.

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Sarguja division of Chhattisgarh is predominantly tribal and rural in nature. Many students in the division belong to economically weaker sections and face educational disadvantages. Illiteracy among parents, inadequate educational facilities, and poor socio-economic conditions often affect students' academic development. Therefore, it becomes essential to study parental involvement and home environment among SC and ST students studying in class XII in Sarguja division.

**Need and Significance of the Study:** The educational development of Scheduled Caste (SC) and Scheduled Tribe (ST) students remains a major concern in India, particularly in tribal and rural areas such as Sarguja division of Chhattisgarh. Many students from these marginalized communities face challenges such as poverty, low parental literacy, lack of educational resources, and inadequate home support, which negatively affect their academic progress. In this context, the present study is significant as it examines and compares the parental involvement and home environment of SC and ST students studying in class XII. The study helps in understanding the educational difficulties faced by these communities and provides useful insights for teachers, administrators, and policymakers to develop effective educational support programs. It also promotes awareness among parents regarding their important role in their children's education and overall development.

**Statement of the Problem:** Parental Involvement and Home Environment of Scheduled Caste and Scheduled Tribe Students of Classes XII in Government Schools of Sarguja division, Chhattisgarh: A Comparative Study.”

#### **Objectives of the Study:**

1. To study the level of parental involvement among SC and ST students of class XII.
2. To examine the home environment of SC and ST students.
3. To compare parental involvement between SC and ST students.
4. To compare home environment between SC and ST students.
5. To examine the influence of parental literacy on students' educational support.
6. To study differences in educational facilities available at home.

#### **Hypotheses of the Study:**

H<sub>01</sub>: There is no significant difference in parental involvement between SC and ST students of class XII.

H<sub>02</sub>: There is no significant difference in home environment between SC and ST students.

H<sub>03</sub>: There is no significant difference in educational resources available at home between SC and ST students.

#### **Review of Literature:**

Several researchers and educational organizations have emphasized the importance of parental involvement and home environment in students' academic achievement and overall development. Joyce L. Epstein (2001) found that parental involvement positively influences academic achievement, school attendance, discipline, and educational adjustment among secondary school students. Similarly, James Coleman (1988) and Urie Bronfenbrenner (1979) highlighted that family background, parental support, and healthy parent-child interaction play

a significant role in shaping students' personality, behavior, and educational success. Studies conducted by P. Sharma and S. Venkatesan (2016), M. Patel (2017), and K. Devi (2017) also revealed that supportive home environments improve students' confidence, emotional stability, study habits, and academic performance. These studies further indicated that parental encouragement and emotional support motivate students toward better learning and classroom participation.

A number of studies have also examined the impact of socio-economic conditions and parental literacy on students' educational development. R. Kumar (2018), N. Das (2019), and S. Mishra (2016) found that parental literacy, parental monitoring, and educational facilities at home positively influence students' academic motivation, discipline, and educational adjustment. Likewise, R. Singh (2018) and P. Yadav (2021) reported that availability of study materials, learning resources, and proper study space at home significantly improve academic achievement. In contrast, studies by A. Verma and M. Singh (2020), B. K. Panda (2014), and T. Lakra (2019) revealed that poverty, parental illiteracy, social isolation, and lack of educational resources negatively affect students' educational progress and may contribute to school dropout.

Reports and surveys conducted by NCERT (2021), UNESCO (2020), and Ministry of Education (2022) highlighted that students from rural and tribal regions face educational challenges such as poor infrastructure, language barriers, lack of parental awareness, and limited educational opportunities. These studies emphasized the need for parental awareness programs, community-based educational support, and improved educational facilities in disadvantaged regions. Similarly, L. Ekka (2020) found that students from remote areas of Sarguja district face difficulties in accessing educational resources and parental guidance. Overall, the reviewed literature clearly indicates that parental involvement and home environment are crucial determinants of students' academic achievement, personality development, and educational adjustment, particularly among students belonging to rural and economically weaker communities.

## Methodology

**Research Method:** The present study employed the descriptive survey method.

**Population:** The population of the study consisted of all SC and ST students studying in class XII in government secondary and higher secondary schools of Sarguja division, Chhattisgarh.

**Sample:** A sample of 40 students was selected using stratified random sampling.

Category	Boys	Girls	Total
SC Students	10	10	20
ST Students	10	10	20
Total	20	20	40

**Area of the Study:** The study was conducted in selected government schools of the districts of Sarguja division. The Surguja division, located in the northern part of Chhattisgarh, currently comprises six districts. This division holds significant importance from social, cultural, and

tribal perspectives. The districts included under Surguja Division are Surguja, Manendragarh-Chirmiri-Bharatpur, Korea, Balrampur, Surajpur, and Jashpur. These districts are largely tribal-dominated regions where various educational, social, and developmental programs are implemented to promote overall growth and upliftment of the population.

**Tools Used: In this study the 2 tools used for the collecting the data:**

Tool no.	Name	Reliability
1	Paretal Involvement Scale	0.89
2	Home Environment Inventory	0.84

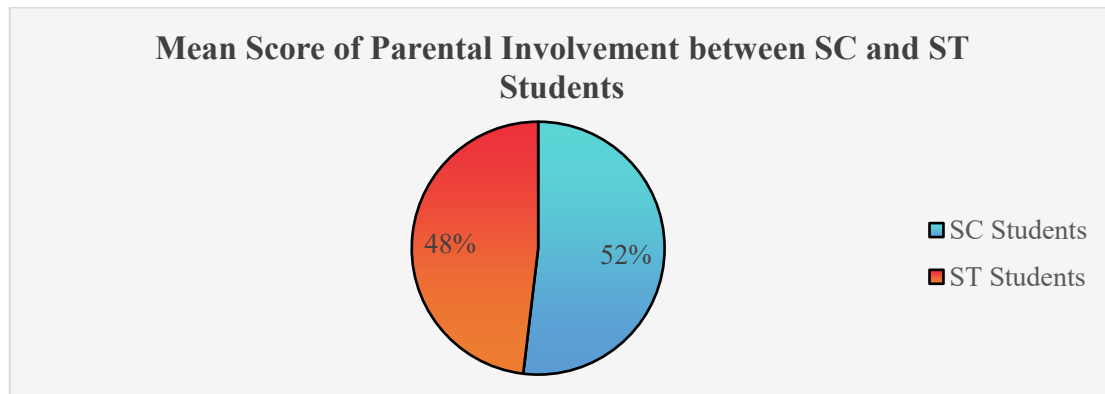
**Statistical Techniques:** The collected data were analyzed using:

- Mean
- Standard Deviation
- t-test
- Percentage analysis

**Data Analysis and Interpretation**

**Table 1: Comparison of Parental Involvement between SC and ST Students**

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Level of Significance</i>
<i>SC Students</i>	20	74.62	7.95	3.24	Significant
<i>ST Students</i>	20	69.18	8.41		

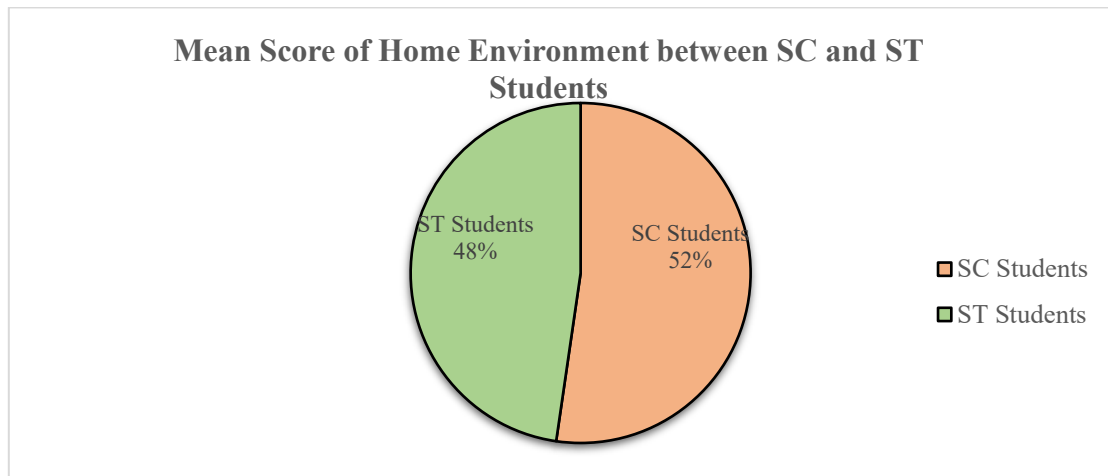


**Interpretation:** The calculated t-value (3.24) is greater than the table value at the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates a significant difference in parental involvement between SC and ST students. SC students showed comparatively higher parental support and educational encouragement.

**Table 2: Comparison of Home Environment between SC and ST Students**

<b>GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>SD</b>	<b>T-VALUE</b>	<b>LEVEL OF SIGNIFICANCE</b>
<b>SC STUDENTS</b>	20	77.35	8.12	3.87	Significant

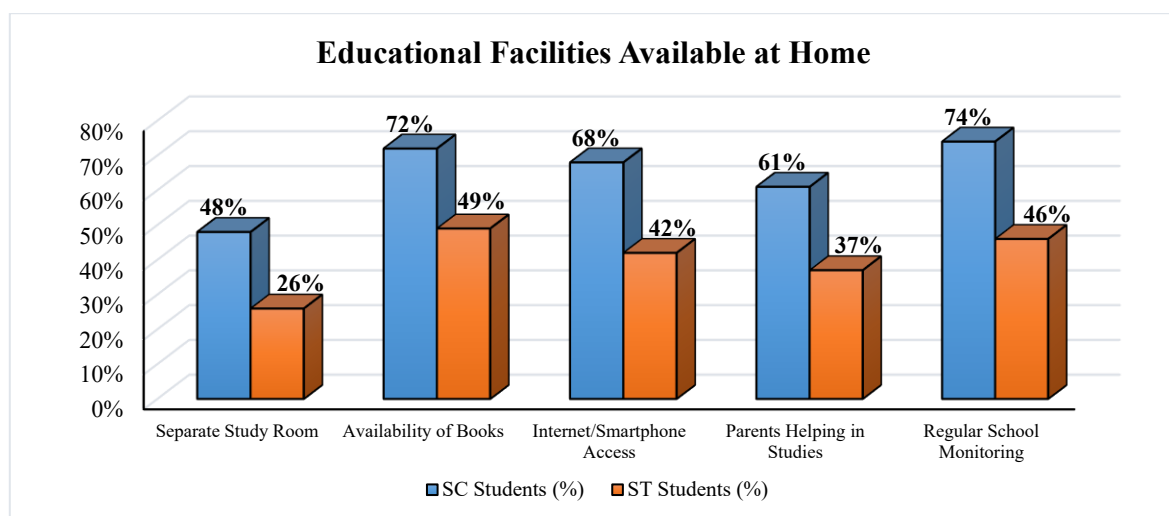
<b>ST STUDENTS</b>	20	70.54	8.67		
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**Interpretation:** The obtained t-value (3.87) is significant at the 0.05 level. Hence, the null hypothesis is rejected. SC students were found to have a more supportive and better home environment compared to ST students.

**Table 3: Educational Facilities Available at Home**

<i>Educational Facilities</i>	<i>SC Students (%)</i>	<i>ST Students (%)</i>
<i>Separate Study Room</i>	48%	26%
<i>Availability of Books</i>	72%	49%
<i>Internet/Smartphone Access</i>	68%	42%
<i>Parents Helping in Studies</i>	61%	37%
<i>Regular School Monitoring</i>	74%	46%

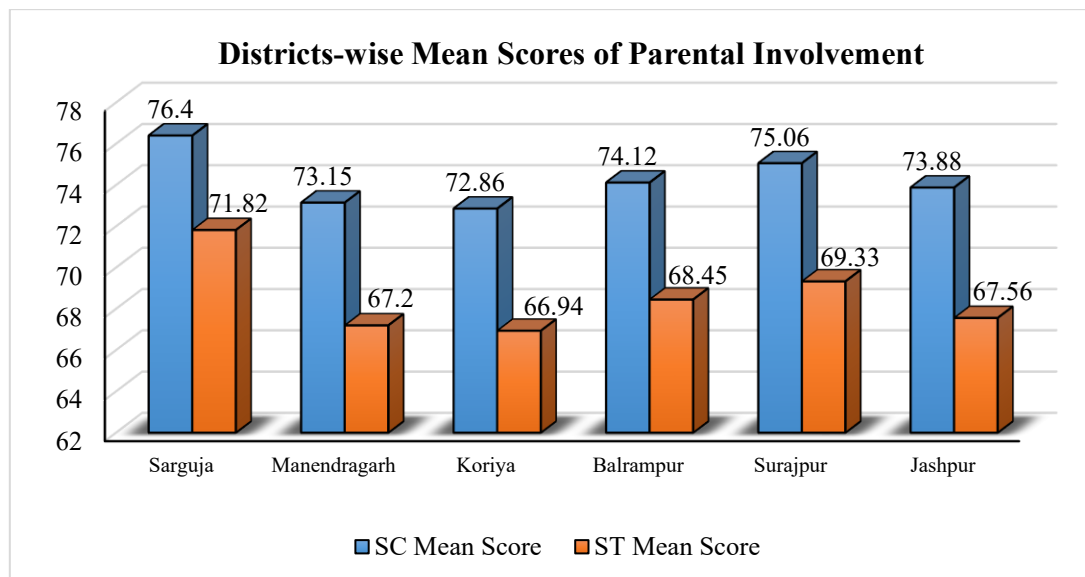


**Interpretation:** The data indicate that SC students had comparatively better educational facilities at home than ST students. ST students were found to have lower access to study space,

learning materials, and parental academic support.

**Table 4: Districts-wise Mean Scores of Parental Involvement**

<i>Districts</i>	<b>SC Mean Score</b>	<b>ST Mean Score</b>
<i>Sarguja</i>	76.40	71.82
<i>Manendragarh</i>	73.15	67.20
<i>Koriya</i>	72.86	66.94
<i>Balrampur</i>	74.12	68.45
<i>Surajpur</i>	75.06	69.33
<i>Jashpur</i>	73.88	67.56



**Interpretation:** The above table shows the districts -wise mean scores of parental involvement among SC and ST students across different districts of the Surguja Division. It is observed that SC students consistently obtained higher mean scores than ST students in all the selected districts, indicating comparatively greater parental involvement in their education. Among all the districts, Sarguja districts recorded the highest mean score for SC students (76.40), followed by Surajpur (75.06), whereas the lowest was observed in Koriya (72.86). Similarly, for ST students, the highest mean score was found in Sarguja (71.82) and the lowest in Koriya (66.94).

The data clearly indicate that parental involvement is relatively higher in SC students compared to ST students across all districts of the Surguja Division. It also reflects some variation in parental involvement across different geographical areas, where comparatively better scores are seen in more developed or accessible districts , while lower scores are observed in relatively remote or less developed tribal regions.

**Major Findings:**

- SC students demonstrated higher parental involvement than ST students.

- SC students had a more supportive home environment.
- ST students faced greater educational disadvantages due to poverty and low parental literacy.
- Educational resources at home were more available to SC students than ST students.
- Urban districts showed better parental involvement than remote tribal districts.
- Parental literacy and awareness significantly influenced students' educational support.

**Educational Implications and Suggestions for Further Research:** The findings of the present study have important educational implications for improving the academic development of SC and ST students, especially in rural and tribal areas. Schools should organize regular parental awareness programmes to enhance parents' understanding of their role in children's education. Teachers must maintain continuous communication with parents regarding students' academic progress and performance. The government should strengthen educational infrastructure in remote tribal regions to provide better learning opportunities. In addition, counselling programmes for parents should be arranged to motivate and guide them toward active participation in their children's education. The establishment of community libraries and digital learning centres in villages can further support students' learning, while scholarships and other educational assistance programmes should be expanded, particularly for ST students, to reduce educational disparities.

For further research, similar studies may be conducted at the college level to understand parental involvement in higher education. Comparative studies between government and private schools may also be undertaken to identify differences in home environment and academic support. Researchers may focus on gender differences in parental involvement and their impact on learning outcomes. Longitudinal studies can be conducted to examine changes in parental involvement and home environment over time. Additionally, future studies may explore the relationship between home environment and academic achievement in greater detail to provide deeper insights into student development.

### **Conclusion:**

The present study clearly highlights the important role of family background in shaping students' educational development. The findings reveal that SC students have comparatively higher parental involvement and a more supportive home environment than ST students across the selected districts of the Surguja Division. This difference indicates that socio-economic conditions, parental literacy, and availability of educational resources at home significantly influence students' academic support and learning experiences. The study further concludes that students who receive greater parental attention, guidance, and emotional support tend to perform better in their studies and show improved academic adjustment. In contrast, students belonging to disadvantaged tribal backgrounds often face challenges such as limited parental education, poor home learning facilities, and lack of academic guidance, which negatively affect their educational progress. Effective implementation of such measures can contribute significantly to improving educational equity and ensuring better academic outcomes for students in rural and tribal regions of Sarguja district.

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