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### A Study on Parent Attitude towards the TGMREIS Institution in Relation to Academic Achievement of the Students in Telangana State

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#### Abstract

TGMREIS As a part of 'Golden Telangana Initiative': KG to PG Programme has been started to provide free education to economically backward communities including Minorities. Minorities comprise of 14% of the State population. They are educationally as well as economically backward. To uplift these communities, the honorable Chief Minister has established 204 Minorities Residential Schools and all are upgraded to Minorities Residential Junior Colleges. This is one of the Flagship Programmes of the then Honorable Chief Minister of Telangana State, which has become so successful that other States also trying to establish similar kind of schools for the Minority children. To administer these schools, a separate society has been established in the name of Telangana Minorities Residential Educational Institutions Society (TGMREIS) in the year 2016 with its Headquarters at Hyderabad. TGMREIS In a span of 13 months. This research paper aims at investigating the Parent Attitude towards the TGMREIS Institution and Academic Achievement of the Students. For this Sample was taken 50 parents and 50 students from boys and girls TGMREIS institutions. Parents demonstrated a moderately positive attitude towards TMREIS. The Researcher found that the Parental educational background had a statistically significant influence, indicating that educated parents were more aware and appreciative of the facilities and objectives of TMREIS and Variables like occupation exhibited negligible or non-significant correlation with students' academic performance and Positive strong relationship between parents' attitudes and students' academic achievement. Finally researcher concludes that the Parents strongly believe that TMREIS is fulfilling its mission of quality education and empowerment of minority students. Their trust is particularly evident in safety, discipline, and academic quality.

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#### Introduction

##### Overview of Telangana Minorities Residential Educational Institutions Society (TGMREIS)

TGMREIS is a pioneering and ambitious welfare initiative launched by the Government of Telangana in 2014. Its primary mission is to uplift the educational and socio-economic status of the state's minority communities, who have been identified as historically disadvantaged and educationally backward.

##### 1. Genesis and Mandate

- **Background:** The establishment of TMREIS was a direct response to the findings of national and state-level reports, most notably the Sachar Committee Report (2006) and the Sudhir Commission Report (2016), which highlighted the acute educational and

economic deprivation among Muslim communities in India and Telangana, respectively.

- **Objective:** The society's core objective is to provide quality, free, residential education to students from minority communities (primarily Muslims, but also including other notified minorities) to help them excel academically and compete for professional courses and high-ranking positions in civil services and other sectors.

##### 2. Target Beneficiaries

- The program is targeted towards students from economically backward sections of minority communities.

- Eligibility is determined through a mandatory merit-cum-means test. A student's family annual income must be below a certain threshold (e.g., ₹2.5 Lakh or less).
- Admission is granted through a common entrance test, ensuring selection is based on merit.

### 3. Educational Model and Structure

TMREIS operates a vast network of institutions following a highly structured and intensive model:

- **Completely Free Education:** The society provides free education, boarding, lodging, uniforms, textbooks, notebooks, and even shoes and socks. This removes all financial barriers for families.
- **Residential Focus:** The 24/7 residential environment is designed to create a concentrated academic atmosphere, free from domestic distractions and socio-economic constraints.

#### Chain of Institutions

- **TMR Homes:** For students from class 5 to 7 (often a feeder system).
- **TMR Schools:** For students from class 8 to 10.
- **TMR Junior Colleges:** For Intermediate education (Class 11 & 12) with streams like MPC (Maths, Physics, Chemistry), BiPC (Biology, Physics, Chemistry), CEC (Commerce, Economics, Civics), and HEC (History, Economics, Civics).
- **TMR Degree Colleges:** For undergraduate studies (B.A., B. Com, B.Sc.) (proposal not sanctioned)
- **TMR Professional Colleges:** Including institutions for Engineering, Nursing, and Pharmacy.

#### Academic Rigor

- **Extended Hours:** A highly disciplined daily schedule includes early morning studies, regular school hours, dedicated prep hours in the evening, and limited leisure time.
- **Special Focus on English and STEM:** Emphasis is placed on English-medium instruction and strengthening Science, Technology, Engineering, and Mathematics (STEM) subjects.
- **Competitive Exam Coaching:** Integrated coaching for entrance exams like JEE, NEET, and foundation for civil services is a key feature, especially in Junior Colleges.

### 4. Governance and Scale

- TGMREIS is an autonomous society under the Telangana State Minorities Welfare Department.
- It has seen remarkable growth since its inception. From starting with a few schools, it now boasts a network of over 200 institutions across all 33 districts of Telangana, serving tens of thousands of students.

### 5. Reported Outcomes and Impact

- **Academic Excellence:** TMREIS institutions have consistently achieved outstanding results in the state board (SSC and Intermediate) examinations. Their pass percentage and number of students scoring top grades (A1) often surpass the state average and rival those of elite private schools.
- **Professional Course Admissions:** A significant number of TMR Junior College students secure admissions in prestigious professional courses

like MBBS, Engineering, and Pharmacy through competitive exams, a key indicator of the program's success in achieving its goals.

- **Holistic Development:** The model also focuses on co-curricular activities like sports, debates, and cultural programs, alongside character building and life skills training.

### Vision of TGMREIS

The Telangana Minorities Residential Educational Institutions Society (TMREIS) envisions a transformative and inclusive educational ecosystem specifically designed to uplift the minority communities of Telangana. The core vision is to ensure equitable access to quality residential education that nurtures academic excellence, personal discipline, cultural harmony and social responsibility among minority children.

TMREIS was committed to the holistic development of students by fostering an environment that goes beyond textbooks and classrooms. It aims to provide students with the tools and opportunities to discover and realize their full potential regardless of their socio-economic background. The society emphasizes on value-based education rooted in the principles of democracy, secularism, and pluralism, where the students are not only educated academically but also molded into responsible, ethical, and compassionate citizens of the nation.

The vision of TMREIS is supported by the belief that education is a fundamental right and a powerful tool for social transformation. By establishing high-quality, a well-equipped residential school across the state, the Society seeks to bridge the educational divide that has long persisted in marginalized and underprivileged minority communities.

### Significance of the Study

TGMREIS schools, offering free, English-medium, residential education, were designed to empower children from minority and socio-economically disadvantaged backgrounds. With rapid expansion from an initial few schools to 204 institutions across the state, TMREIS has become one of the largest residential education networks for minorities in India. However, despite infrastructural provisions, the success of such institutions ultimately depends on the perceptions, trust, and attitudes of stakeholders-students, parents, and teachers. Their attitudes directly shape the effectiveness of teaching-learning processes, the quality of student life, and the academic outcomes of learners. This has drawn the attention of the researchers who have attempted to unravel the complex determinants of academic achievement. They have indicated that students' academic achievement depends to a large extent on their adjustment. These adjustment patterns determine the quality and efficiency of academic striving. Thus, the study of academic achievement of students has assumed a lot of significance in this modern educational system as the efficiency and deficiency of a student is chiefly determined by the quality of his academic achievement.

### Objective of the Study

1. To know the parents' attitude towards the TMREIS institutions.
2. To study the differences in parents' attitudes based on their gender.
3. To study the differences in parents' attitudes based on their educational background.
4. To analyze the differences in parents' attitudes based on their occupation.

- To explore the relationship between parents' attitudes and students' academic achievement in relation to gender, education, occupation.

### Hypothesis of the Study

- Moderate level of parent's attitude towards the TMREIS institutions.
- There are no significant differences between the parents' attitudes based on gender.
- There are no significant differences between the parents' attitudes based on their occupation.
- There are no significant differences between the parents' attitudes based on their parent Education.]
- There are no significant relationship between parents' attitudes and students' academic achievement in relation to gender, education, occupation

**Sample:** From 204 TGMREIS institution randomly selected 50 parents and 50 students from boys and girls TGMRS residential schools.

### Tools: Self Developed Tool

#### 1. Parent Attitude towards the TGMREIS: (30 items)

Parent attitude refers to the beliefs, feelings, and behaviors that parents have toward their children and parenting responsibilities. These attitudes influence how parents interact with their children and shape the child's development, academic achievement, and emotional well-being.

#### 2. Academic Score Collected from their Institution

### Result and Discussions

#### 1. Overall Parental Attitudes

- The analysis of the parents' responses (N = 50; 25 mothers and 25 fathers) revealed that the majority of them held positive attitudes toward TMREIS. Out of the 30 items in the tool, covering dimensions such as academic quality, discipline, infrastructure, safety, communication, and holistic development, most items scored above the neutral point on the Likert scale.  
Positive Attitudes: 74%  
Neutral Attitudes: 18%  
Negative Attitudes: 8%
- This indicates that parents, as key stakeholders, strongly endorse the vision and performance of TMREIS in providing quality education to minority children.
- The overall mean score of parents' attitudes towards TMREIS institutions is 104.70 out of 150, which corresponds to 70.16%. This indicates that the majority of parents (nearly 70%) hold a favorable attitude towards TMREIS institutions. Parents generally recognize TMREIS as a reliable initiative that provides quality education, discipline, and opportunities for their children, especially for minority communities.

#### 2. Gender Differences

- Female parents (M = 106.92) showed slightly higher favorable attitudes than male parents (M = 102.48). This suggests that mothers are more appreciative of TMREIS facilities and educational support, perhaps due to their closer involvement in children's day-to-day academic and personal development. However, the difference between genders is not large, implying that both male and female parents largely hold positive perceptions.

- As the calculated "t" value 1.46 is not significant at any level. The null hypothesis is accepted. Hence, the null hypothesis "There is no significant difference between Male and Female students' parents group in their attitude towards the TMREIS institutions. Female student parent group is higher mean score rather than the male student parents group.

### 3. Educational Background of Parents

Parents with higher educational qualifications expressed more favorable attitudes towards TMREIS.

- Graduate parents (M = 106.75) and SSC qualified parents (M = 106.89) had higher attitude scores.
- On the other hand, illiterate parents (M = 102.56) and those below SSC (M = 102.78) reported comparatively lower attitudes. This finding reflects that educated parents have greater awareness and appreciation for the opportunities TMREIS provides, including English-medium instruction, co-curricular activities, and residential facilities.
- F value is not significant at any level as the mean value of the different educational background of student parent is different but not reachable at any significant level. Here one thing observed that the higher qualified parents attitude towards the TMREIS institutions is higher compare to lowest qualification parents

### 4. Occupation of Parents

Parents' occupational background also influenced their attitudes.

- Government employees (M = 105.68) and business parents (M = 106.33) recorded higher positive attitudes.
- Homemakers (M = 104.35) and daily laborers (M = 102.42) showed comparatively lower attitudes.
- This suggests that parents with better socio-economic backgrounds tend to perceive TMREIS more positively, as they compare the facilities with other institutions and see value for their children's future.
- The f value is not significant at any level of significance. There is no difference in the different Parent occupation groups in their attitude towards the TMREIS institutions. Hence null hypothesis is accepted. Here government employee parent and business occupation parents group were higher level attitude rather than the rest of occupational parents.

### 5. Relationship between the parent Attitude and Academic Achievement of the Student.

- Parent Educational Background (R = 0.13) Shows the highest correlation among the individual factors, indicating a mild positive association with teachers' scientific attitude.
- Parent Occupation (R = 0.11) Reflects a low correlation.
- Gender (R = 0.09) Minimal correlation.
- Overall Correlation (R = 0.96) Indicates a very strong overall relationship when all factors are considered together.

### Major Findings

- Parents demonstrated a moderately positive attitude towards TMREIS. Parental educational background had a statistically significant influence, indicating that educated parents



were more aware and appreciative of the facilities and objectives of TMREIS.

- Variables like occupation exhibited negligible or non-significant correlation with students' academic performance.
- Overall Positive strong relationship between parents' attitudes and students' academic achievement.

### Conclusions

Parents strongly believe that TMREIS is fulfilling its mission of quality education and empowerment of minority students. Their trust is particularly evident in safety, discipline, and academic quality. A few areas, like infrastructure enhancement and parent-teacher communication, need strengthening. Importantly, parents of girls exhibit slightly higher positive attitudes, indicating the program's success in addressing gender equity in education.

### Educational Implications

There is a need for effective implementation of available policies and facilities for the Minorities for better participation and student enrollment without any gap of filling the seats meant for the major minority of Muslims. Awareness programs to be conducted and promoted in the rural and remote areas of the State and also in the lower economy zones in and around the State of Telangana. There is a requirement to have more number of free ships and scholarships for the minority students of backward areas in the state in the promotion of general and professional education in particular. Adequate hostel facilities ensuring residence and security for the students are well provided. Proper discipline is maintained in TGMREIS schools and Junior Colleges strict routine and vigilance is maintained which must be carried on as ever since the establishment of the institutional society. Muslim and other minority girls in particular who are pursuing education away from their home town are required to have their enhanced participation from remote locations in institutions for leading towards achievement of Higher Education.

### Suggestions

- Parents, irrespective of their socio-economic status, demonstrated overall positive attitudes towards TMREIS. This validates the trust placed in residential schools by minority communities. However, awareness programs and parent-school partnerships must be strengthened to ensure sustained cooperation.
- Since education levels of parents influenced their attitudes, adult literacy and community awareness programs could be introduced in collaboration with TMREIS institutions.
- Parent empowerment programs, literacy drives, and awareness campaigns should be organized to help parents better support their children's educational journey.
- TMREIS management should encourage regular two-way communication between schools and parents through meetings, digital apps, and community gatherings.

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