INTERPLAY BETWEEN PARENTING STYLE, EDUCATIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT: AN INVESTIGATION OF RURAL TRIBAL STUDENTS

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Preface

This study intends to measure the effects of various socio-demographic variables on parenting style (PS), educational adjustment (EA), and academic achievement (AA) of rural scheduled tribal students at higher secondary (HS) levels in West Bengal (WB), India. It also explored the combined effects and productiveness of PS and EA on AA of rural STSs. The entire thesis has six chapters (Chapters I to VI). Chapter I, entitled 'Context of the Study,' presents the theoretical and conceptual background of the study. Chapter- II, entitled 'Review of Related Literature,' analyzed a wide range of relevant literature exploring the research trends. Chapter III, entitled 'Problem Statement,' includes the rationale behind the study, knowledge gaps, problem statement, operational definition of the significant terms used, research questions, objectives, hypotheses, and study delimitations. Chapter IV, entitled 'Methodology of the Study,' includes the research method, population, sample, sampling techniques, significant variables, data collection and analysis procedures, tools, techniques, etc., adopted for the study. Chapter V, entitled 'Analysis and Interpretation of Data,' presents the results and their interpretations. Finally, Chapter VI, entitled 'Major Findings and Conclusions,' presents the significant findings and their discussion, educational implications, limitations, and suggestions for further studies. To properly visualise data and illustrate theories and concepts, I have attempted to go into great length on each issue and have included the pertinent figures and diagrams. In this present synopsis, the key points of the entire thesis are mentioned.

1.0 Chapter-I: Context of The Study

India is a diverse tapestry of indigenous communities, encompassing 705 distinct tribal groups that exhibit remarkable variations in culture, tradition, and ways of life (Mukherjee, 2009; Sujatha, 2002). Unfortunately, these communities, collectively known as "Adivasis," confront severe poverty and exploitation, relying on hunting, agriculture, and fishing for survival. The term "tribal" typically denotes a social group sharing common ancestry, culture, traditions, and often residing in specific geographic areas (Sujatha, 2002). Approximately 574 distinct tribal communities, speaking languages different from the majority in their states, hold special status under the Indian Constitution as Scheduled Tribes (ST) (Malyadri, 2012; Singh et al., 2023; Gautam, 2013). Despite constituting about 8.6% of India's population (Census of India, 2011), STs

frequently face marginalization (Sing et al., 2023). In West Bengal (WB), the ST population accounts for 5.8%, with 7.8% in rural and 1.5% in urban areas (Census of India, 2011; Sing et al., 2023). The literacy rate among tribal populations in WB stands at 57.92%, significantly lower than the overall rate of 77.08%, underscoring the pressing need for improved educational opportunities and governmental intervention to bridge disparities among tribal communities (Chakraborty, 2019). Various factors, including economic hardships, early marriages, lack of role models, unsafe environments, and societal perceptions, influence the education of rural tribal students (Hdyitulah & Aman, 2023). A comprehensive analysis of the educational and well-being outcomes among tribal students necessitates a focus on three key social and psychological factors: parenting styles (PSs), educational adjustment (EA), and academic achievement (AA) (Gangele, 2019; Sumitha & Prasadh, 2022; Nayak & Kumar, 2022). These interconnected factors significantly impact the academic progress, psychological adjustment, and socio-emotional well-being of tribal students within rural educational settings, highlighting the critical importance of examining parenting styles, educational adjustments, and academic achievements among rural tribal students in today's context.

2.0 Chapter-II: Review of Related Literature

This chapter provides a strong theoretical framework by supplying the researcher with the information they need to understand the results and approaches of previous studies. Producing dependable and trustworthy study results requires an understanding of the theoretical framework, methodologies, and applicability of the current investigation (Norman et al., 2015). The theoretical and conceptual foundation knowledge required to understand the relationships, academic achievement (AA), educational adjustment (EA), and parenting styles (PSs) of Schedule Tribe students is provided by an extensive literature review, like as the one that is offered here. For example, this study explores the impact of family approaches on the AA and EA of Schedule Tribe students in higher secondary education. It uses a variety of literature searches to build a thorough and critical justification and background information, readying the researcher to take on research challenges and interact with knowledge through methodical investigation.

2.1 Methodology of Literature Review

The literature review was conducted using a narrative and integrative literature review approach. Google Scholar, ProQuest, Science Direct, Scopus, and Shoodganga were among the databases used by the researcher. The researcher utilized numerous keywords when looking for this literature, including 'parenting style of schedule tribe,' 'educational adjustment,' 'academic achievement,' 'moderating role of academic achievement,' 'impact of parenting style on educational adjustment of schedule tribe pupils,' and so on. However, recently released material (from 2009 to 2023) has been determined in this regard.

The researcher retrieved 345 research articles and theses after scanning five databases, including Google Scholar, ProQuest, Science Direct, Scopus, and Shoodganga. Following an initial review of the titles and abstracts of these 345 research articles, the 110 works chosen for this chapter are most connected and relevant to the current research topic. Again, twenty of the 110 recognized research articles included only abstracts, but the entire document could not be found. As a result, twenty items were later removed. Finally, for this chapter, the researcher chose 90 articles. The distribution is shown in the table below for clarity, and the 90 identified publications and theses are briefly reviewed:

Table 2.1: Sources of Included Literature

Database	**Papers and theses downloaded**	**Final included**
Google Scholar	135	32
ProQuest	39	10
Science Direct	35	19
Scopus	130	43
Shoodganga	07	2
Total	345	110
Finally Selected		**90**

3.0 Chapter-III: Problem Statement

The present chapter, titled "Problem Statement," establishes the framework for the subsequent sections, preparing the ground for the investigation. Through an examination of the reasoning, identification of knowledge gaps, articulation of the problem statement, definition of key terms, formulation of objectives and hypotheses, and establishment of the study's delimitations, this chapter gives readers a comprehensive understanding of the study's purpose and its significance in adding to the body of existing knowledge.

3.1 Assumptions, Background, and Positionality of the Researcher in the Study

The researcher belongs to a tribal family and is an assistant teacher in an HS school in WB. As a member of the tribal community, he faced many problems throughout his academic life. Being a school teacher, he observed and experienced many issues and challenges with tribal students. Notably, his experience has exposed him to a variety of parenting approaches as well as the specific issues that tribal adolescents confront in secondary school. He chose this study because he wanted to learn more about these issues. In this connection, earlier, he did his M.Phil dissertation on the correlation between perceived parenting styles and social adjustment among ST students and gained preliminary ideas concerning the area. However, it had some limitations and was not in-depth. Based on all these earlier experiences, he wants to do extensive work on this issue to understand the scope of these issues thoroughly and, ultimately, to aid tribal teachers, students, parents, community members, and policymakers working on tribal students for their educational and overall well-being.

3.2 Rationale of the Study

Comprehending higher secondary (HS) level school students' parenting styles (PSs), particularly those of Scheduled Tribe (ST) students, is crucial for several reasons. It has a significant effect on their academic achievement (AA), social-emotional well-being, school adjustment, and their holistic development, as studies revealed that adolescent self-esteem, values internalization, social skills, family relationships, academic performance, and academic self-efficacy are significantly influenced by warmth, authoritative, and permissive parenting (Martinez et al., 2020; Parra et al., 2022; Said et al., 2020; Hadjicharalambous & Dimitriou, 2020). Parent-child relationship quality also influences students' school engagement, competence, and AA Murray (2009).

Authoritative parenting positively impacted academic outcomes and outperformed authoritarian and neglectful PSs (Joseph, 2015). Hence, the knowledge of PSs can assist in addressing the difficulties that ST students encounter, such as economic disadvantages, marginalization due to culture, and restricted access to resources. PSs have been studied extensively, with predominant authoritative and neglectful styles (Acosta et al., 2021). For instance, Joseph (2015) reported that most mothers followed authoritative parenting, while a smaller percentage followed authoritarian and neglectful styles. In contrast, permissive parenting was the most common, with smaller percentages following authoritative and negligent styles in the study of Bhuiyan et al. (2020). In the context of ST students, a low level of PSs was identified (Sing, 2016).

Few studies also explored the influence of various demographic factors on PSs. They identified significant associations between parents' age, gender, place of residence, education, family income, occupation, and number of children with PSs (Joseph, 2015; Hadjicharalambous & Dimitriou, 2020). Participants' gender, grade, residential area, family economic level, parental marital relationship, parental educational level, and number of siblings were significant factors for PSs (Zheng et al., 2022; Babu, 2015; Bhuiyan et al., 2020). Yang (2021) also showed that socio-economic status significantly influences high maternal levels of authoritative PS and different modes of fathering style. However, Sing (2016) found that gender, habitat, and family monthly income had no significant impact on PSs, fathering styles, or mothering styles, except for the number of siblings among ST students in WB.

For HS students from Scheduled Tribe (ST) homes, it is crucial to understand the pattern of educational adjustment (EA) and the factors that affect it, particularly demographic characteristics and parenting styles (PSs), for improving academic success and overall well-being in diverse educational settings. Tribal students show more adjustment-related issues than non-tribal students at the secondary school level (Akhtar, 2012; Actovin et al., 2023). They face difficulties in school adjustment due to various socio-demographic factors (Shelly, 2017), such as gender, family type, number of siblings, birth order, father's occupation and education, language, resources, educational level, cultural identity, ethnic and differences (Sing et al., 2023; Jenna et al., 2019; Shelly, 2017; Mistry, 2014). Several scholars revealed differences in gender and family structure in students' adjustment abilities (Barik & Dhara, 2019) while rural (Bhagat' 2017) and male students exhibited higher levels of EA at the secondary level (Bhagat, 2017; Kaur & Gupta,

2021). The study of Gill (2014) indicated that gender may not be an essential factor in school students' educational, social, and emotional adjustment levels. Several other factors, including teacher assistance, peer relationships, parental engagement, child characteristics, family life, and family dynamics, were also reported as playing significant roles in students' academic success, classroom and school social adjustment and adaptation (Ram & Madan, 2021; Ketsetzis et al., 1998; Van Geel & Vedder' 2011).

Further concerning the academic achievement (AA) of rural ST HS students, various studies revealed that demographic factors significantly influence it positively and negatively. Factors such as gender, age, urban/rural locality, family size, income level, self-concept, parental education, socio-economic status, personality traits, and emotional intelligence positively impact the AA of tribal students at the HS level (Jabbar & Zeb, 2011; Puhan & Nibedita, 2017; Khan, 2005; Das & Choudhury, 2016; Hanafi & Noor, 2016; John & Singh, 2015). On the other hand, poor infrastructural facilities, high student-teacher ratios, high levels of student attendance, indigenous status, and insufficient resources negatively contribute to the AA of tribal students (Basu & Chatterjee, 2014; Puhan & Nibedita, 2017; O'Connor et al., 2021). Several studies emphasized the complexity of the relationship between demographic factors and AA among rural tribal students at the HS level, highlighting the need for targeted interventions to address both positive and negative influences.

Concerning the effect of PSs on school adjustment of HS students, studies posit that different PSs significantly affected social adjustment (Muza & Muhammad, 2020), self-adjustment (Muarifah et al., 2022), behavioral adjustment (Slicker, 1998), and may play a significant role in HS students' coping mechanisms (Aunola, 1999). While family configuration impacted parenting practices (Bronstein,1993), Gong et al. (2020) maintained that family dynamics and parental practices affect children's internalizing, externalizing, general maladjustment problems, and overall adjustment. Parra et al. (2019) and Kaufmann (2000) emphasized the positive effects of authoritative parenting on children's adjustment. Mohanan and George (2022) found that authoritarian and permissive PSs indirectly influenced school adjustment through adolescent attachment and emotional regulation. Sayyadi et al. (2018) indicated that authoritative parenting improved school adjustment and less test anxiety than authoritarian and permissive PSs. Regardless of gender or education, supportive parenting styles were linked to positive school adjustment among Spanish-speaking teens, highlighting the importance of

parental involvement and acceptance (Fuentes et al., 2019). Parent self-evaluations were also significant predictors of children's school adjustment, with varying effects observed for mothers and fathers (Ratelle et al., 2016).

Several studies explored the relationship between PSs, school performance, motivation for AA, and AA and showed a positive link between them (Rizwan et al., 2021; Garcia & Serra, 2019; Mihret, 2019). Perceived father-child facial resemblance also influenced academic performance through fathers' caring parenting style (Mengjie et al., 2023). Parental involvement, monitoring, and support contribute significantly to children's positive academic and psychological development and social competency (Prevatt, 2003; Chen et al., 2005), while the controlling profile hinders autonomy development and impairs AA (Teuber et al., 2022). High academic achievers were perceived as socially competent and raised with positive parental practices (Sapienza et al., 2009). Most of the researchers claimed authoritative parenting positively is associated with various cognitive skills and development including AA, academic efficacy, and performance (Sadeghi et al., 2022; Prevatt, 2003; Yasmin & Kiani, 2015; Dehyadegary et al., 2012; Parsasirat et al., 2013; Tsela et al., 2022), while authoritarian parenting negatively causing lower achievement (Sadeghi et al., 2022; Tsela et al., 2022). Authoritative and persistent PSs were associated with higher pro-social behaviors, academic outcomes, and discipline (Carlo et al., 2017; Abd Algani et al. (2021), and authoritative parenting, parent involvement, and self-regulated learning significantly explained variance in AA variance (Amani et al. 2019). Dzever (2015) showed a positive relationship between permissive PSs and academic performance, whereas a negative correlation was observed in the work of Kiani, 2015 and Dehyadegary et al., 2012. Some studies reported mediated factors between parenting and AA, as well as predictive factors. For instance, Kim and Kim (2021) revealed that self-esteem and academic engagement mediate the relationship between positive PSs and AA. Positive PSs contribute to higher self-esteem and greater academic engagement, which, in turn, lead to improved AA. PSs, including harsh parental control, psychological control, neglectful, authoritarian, and permissive styles, were associated with lower AA with small effect sizes and moderated by child age, ethnicity, parenting, and AA quality in these relationships (Pinquart, 2015). Hayek et al. (2021) found self-efficacy and intention toward getting good grades mediate the relationship between parenting style and AA. Adolescents with authoritative parents are

more likely to develop self-efficacy, solid beliefs, and great intentions, leading to superior academic accomplishment than their peers with neglectful parents.

Attempts have been taken to explore the relationship between EA and AA (Sekar, 2016; Taviyadi & Patel, 2014; Gill, 2014). Some of these studies reveal a noteworthy relationship between emotional, social, and EA with AA of HS school students (Sekar, 2016), suggesting that overall adjustment may impact their academic performance (Taviyadi & Patel, 2014). Most of the scholars reported a positive significant relationship between EA and AA among rural ST school students, which means the students with higher AA adjust to school better than those with lower AA and vice versa (Arul & Arul, 2016; Lew, 2013; Chen, 2012; Willems et al., (2021); Pathak, 2022) and Kumar & Tankha (2020). Devi (2015), Winga et al. (2011), and Karimi et al. (2010) reported a low positive relationship between AA and EA among HS tribal students. On the other hand, Pathak and Tiwari (2015) reported a medium-level link between AA and EA for male and female adolescents living in urban and rural areas. Willems et al. (2021) found that EA influences AA more in professional programs at the HS level. Together, these results highlight the significance of EA in determining HS tribal students' AA. School adjustment can be better comprehended when aligned with AA goals (Shim and Finch, 2014). School adjustment difficulties mediate the relationship between parenting behaviors and adolescent problem behavior, and school adjustment is vital in shaping students' behavior (Wang et al., 2016).

Attempts have also been made to understand the relationship between PSs, EA, and AA. For instance, Yazedjian et al. (2009) argued that the quality of parental relationships can indirectly influence AA through school adjustment. Authoritative parenting, characterized by warmth, support, and clear expectations, is positively associated with EA and AA (Hickman & Crossland, 2004). A supportive and nurturing family environment, combined with authoritative parenting, fosters positive educational adjustment and ultimately enhances academic success. Conversely, autocratic, authoritarian, and permissive PSs, which involve strict or low levels of control and support, negatively impact children's behavioral adjustment and academic achievement (Nicoll, 1992). These children may struggle with EA, leading to lower AA. Additionally, emotional and social factors play significant roles in EA, highlighting the inter-relationship between PS, EA, and AA (Arul & Arul, 2016). These findings underscore the importance of supportive parenting practices in facilitating successful EA and AA in children and adolescents.

Based on the above discussion along with an extensive integrative literature review of 90 studies (Chapter-ii), the review Metrix (Appendix-F), and trend analysis, it is evident that an increasing interest in the areas of research on ST students, PSs, EA, and AA, particularly from 2009 to 2023. Despite the abundance of research, these fields still need the special attention of researchers. Concerning PSs, the distribution of studies across domains showed a significant emphasis on the significance of PSs, the prevalence of various PSs such as warmth, authoritative, authoritarian, permissive, caring, supportive and neglectful PSs, parental involvement, and control, etc. and their influence on students or children's various aspects of development were explored. However, no study comprehensively investigated parental warmth/involvement, parental strictness/supervision subscales of PSs, and authoritative, authoritarian, indulgent, and neglectful PSs.

Reported demographic factors influencing PSs are parents' age, gender, place of residence, family income, occupation, students' gender, grade, residential area, parental marital relationship, parental educational level, and number of siblings. However, studies on ST students reveal inconsistencies in the impact of gender, habitat, and family income on parenting styles. Even though few studies have been conducted on ST students, no study has analyzed perceived PSs among various ST subcastes. It has also been identified that while several studies have examined different types of localities, residences, or habitats as demographic variables, none have exclusively investigated ST students from rural settings. Further, few studies have examined parental education as a significant factor influencing PSs, with some focusing on either fathers' or mothers' educational levels. However, there have been limited efforts to consider paternal and maternal educational qualifications separately to understand their impacts on PSs. The same scenario is also observed in educational adjustment and academic achievement. Hence, extensive research is needed on the intricate interactions between demographic factors like gender, sub-caste, family income, parental education, and PSs, EA, and AA, exploring variations in PSs, EA, and AA across different subcastes and separately analyze the impact of paternal and maternal education on these variables within the rural ST HS students. Concerning studies on EA among ST HS students, it is noticed that mainly the impact of factors like gender, family type, residence, parental education, teacher assistance, peer relationships, parental engagement, and PSs on students' social, behavioral, school and self-adjustment and adaptation in general and their relationship

with other developmental outcomes including academic were the focused areas. However, no study has rarely investigated these factors, concentrating exclusively on the EA of rural tribal HS students. Research on AA of Scheduled Tribe (ST) HS students reveals that demographic factors like gender, age, locality, family size, income level, parental education, and infrastructure quality influence AA. However, though very few studies found where the impacts/influence of socio-demographic factors were measured separately on PSs or EA or AA of rural ST HS students, not a single study comprehensively studied the same altogether.

Research on children's adjustment has shown that family dynamics, parental practices, gender, location, and personality traits influence their academic performance and emotional, social, educational, and general adjustment. Research indicates a positive relationship between EA and AA among HS rural tribal students. Understanding EA is crucial for predicting and supporting academic success in HS rural tribal students, as school adjustment mediates the relationship between parenting behaviors and adolescent outcomes. Further research is needed to explore how cultural, socio-economic, and individual factors interact with EA to influence AA outcomes. Most studies claimed PSs significantly and positively impacted school performance, motivation for AA, AA, academic psychological development, social competency, academic efficacy, pro-social behaviors, and discipline, with substantial literature on AA; authoritative parenting benefits cognitive development, academic efficacy, and school adjustment.

Conversely, authoritarian and permissive styles correlate with lower achievement. Parental involvement, monitoring, and support are crucial for positive development. Despite the growth, there remains a knowledge gap concerning the specific contextual influences of PSs on EA and AA, particularly within diverse cultural and socio-economic settings like ST communities. More research is needed to understand specific parenting behaviors' effects across diverse contexts, exploring how cultural identity and socio-economic disparities influence parental practices and develop culturally sensitive interventions to promote positive EA and AA outcomes among ST students. A few studies investigated the influence of PSs through moderation analysis of specific factors on AA. The studies of gender influence on academic adjustment and achievement revealed contradictory results. No study found where attempts have been made to investigate the family-related influential factors of parenting, adjustment, and AA in a single study.

It is observed that though several studies were conducted on PSs, EA, and AA separately or on the relationship between any two of them, rarely any comprehensive attempt had been taken to explore the relationships among all three variables together, considering the demographics as background variables. No studies have investigated the impact of PSs on EA and AA, the association between Parental Involvement (PI), Parental Supervision (PSu), EA, and AA, the combined effects and predictive value of PI and PSu on the variation in EA and AA, the portion of AA variance influenced by EA, and the collective impact and potential predictiveness role of PI, PSu, and EA on AA variance among rural tribal HS students in WB. Most significantly, most of the studies were conducted abroad, and few studies were found in India, but no such research was found in the WB context. However, in most studies, the rural tribal HS link is missing. A critical knowledge gap exists in understanding cultural factors. That's the main reason the present researcher wanted to comprehensively study PSs, EA, and AA in connection with socio-demographic characteristics among rural tribal HS students of WB. Further research should explore nuanced relationships between PSs, AA, and EA, considering diverse demographic and cultural factors, for effective interventions and support strategies tailored to specific contexts and to provide insights for improving academic and social outcomes among ST HS students. In light of the recognized research trends and information gaps in the areas of PSs, EA, and AA among rural tribal students, the following research questions sprang to the researcher's mind:

1. What are the prevalence rates of PSs, EA, and AA of rural tribal students at the HS level?
2. How do demographics influence the PSs, EA, and AA of rural tribal students at the HS level?
3. How are PSs, EA, and AA interconnected, and how do they independently and collectively affect and predict each other among rural tribal students at the HS level?

Hence, a thorough investigation is required to examine the relationship between PSs, EA, and AA among HS level rural ST students in WB while taking into account a variety of socio-demographic characteristics to provide answers to the concerns raised above and close any information gaps that have been found.

3.3 Statement of the Problem

Based on the comprehensive literature review, research trends, research questions, researcher's assumptions and positionality, the above rationale, the identified research gaps, and research questions, the problem for the present study can be stated as "**Interplay Between Parenting Style, Educational Adjustment and Academic Achievement: An Investigation of Rural Tribal Students**."

3.4 Operational Definition of the Major Terms Used

Parenting Style: Parenting style is defined as parental efforts aimed at assisting their child in bringing out a child. Parents' parenting style is the strategy or method used to raise and nurture their children.

In the present study, parenting style is operationally defined as a combination of parental warmth or involvement and strictness or supervision among tribal parents using many aspects of child-rearing, such as discipline, communication, emotional support, etc.

Educational Adjustment: Adjustment generally balances an individual's needs and satisfaction (Bhagat, 2017). According to Bhagat (2017), educational adjustment refers to how students carry out their academic responsibilities and whether or not they achieve their goals.

In the present study, educational adjustment refers to the ability of rural tribal students to adapt and succeed effectively within an educational environment. This adaptability encompasses numerous aspects of a tribal student's academic and social experience, such as learning, social relationships, and overall well-being in the educational context.

Academic Achievement: Academic achievement (AA) refers to a student's level of success in academic pursuits, which is often measured by grades, examination results, and overall performance in educational activities. It reflects how well an individual has met an educational institution's learning objectives and requirements.

In the present study, AA refers to the academic marks obtained by rural tribal HS students in their last final summative evaluation.

Tribal Students: A Tribal is a social group of a simple kind, the members of which speak a standard dialect and act together for such everyday purposes as warfare; a tribal is a territorial human group that is bound together by commonness concerning locality,

language, social codes, and economic pursuits. Tribal students refer to the scheduled tribe school-going students studying at a higher secondary level and belonging to rural tribal areas.

3.5 Objectives of the Study

The present study was undertaken to meet the following objectives:

1.1. To determine the level of Parental Involvement (PI) and Parental Supervision (PSu) and the prevalent Parenting Styles (PSs) among the rural tribal Higher Secondary (HS) students in West Bengal (WB);

1.2. To compare PI and PSu among rural tribal high students in WB across demographics (gender, family type, sub-caste, Parental education, and family income);

1.3. To explore the influence of demographics (gender, family type, sub-caste, parental education, and family income) on PS among the rural tribal HS students in WB;

2.1. To examine the extent of Educational Adjustment (EA) among rural tribal HS students in WB;

2.2. To explore how various demographics (gender, family type, sub-caste, parental education, and family income) affect the level of EA among the rural tribal HS students in WB;

3.1. To investigate the level of academic achievement (AA) among rural tribal HS students in WB;

3.2. To examine variations in AA among rural tribal HS students in WB across demographics including gender, family type, sub-caste, parental education, and family income;

4.0. To scrutinize the interplay between PSs, EA, and AA among rural tribal HS students in WB;

4.1. To investigate the influence of PSs on EA and AA among rural tribal HS students in WB;

4.2. To explore the association between PI, PSu, EA, and AA among the rural tribal HS students in WB;

4.3. To determine the combined effect and potential predictiveness of PI and PSu on explaining the variance in EA among the rural tribal HS students in WB;

4.4. To determine the combined impact of PI and PSu in explaining the variance in AA among the rural tribal HS students in WB;

4.5. To assess the effect of EA in explaining the variance in AA among the rural tribal HS students in WB;

4.6. To determine the combined impact of PI, PSu, and EA in explaining the variance in AA among the rural tribal HS students in WB.

3.6 Hypotheses of the Study

In keeping with the problem formulated and objectives stated, the following hypotheses were proposed to be tested:

- **$H_0$1:** PI and PSu levels do not vary significantly across demographics (gender, family type, sub-caste, parental education, and family income) among rural tribal HS students in WB.
- **$H_0$2:** Demographics (Gender, family type, sub-caste, parental education, and familial monthly income) have no significant influence on the PSs of the rural tribal HS students in WB.
- **$H_0$3:** EA is not significantly affected by Demographics (gender, family type, sub-caste, parental education, and family income) of the rural tribal HS students in WB;
- **$H_0$4:** There is no statistically significant variation in AA among rural tribal HS students in WB across demographics (gender, family type, sub-caste, parental education, and family income).
- **$H_0$5:** PSs does not significantly influence the EA and AA of rural tribal HS students of WB.

- **$H_0$6:** PI, PSu, EA, and AA of the rural tribal HS students of WB are not significantly associated.
- **$H_0$7:** There is no significant combined effect of PI and PSu in explaining the variance in EA among rural tribal HS students in WB.
- **$H_0$8:** There is no significant combined effect of PI and PSu in explaining the variance in AA among rural tribal HS students in WB.
- **$H_0$9:** EA does not significantly explain the variance in AA among rural tribal HS students in WB.
- **$H_0$10:** The combined effect of PI, PSu, and EA does not significantly explain the variance in AA among rural tribal HS students in WB.

3.7 Delimitations of the Study

Due to time and other social constraints, the present study was limited to the following areas:

1. The geographical scope of this study is limited to the Jhargram district in WB.
2. The study is limited to four tribal communities (Santal, Munda, Bhumji, Lodha, Kora, and Borga) in WB.
3. This study's sample comprises only tribal students enrolled in HS levels (Class XI and XII).
4. The present study included only 623 rural tribal HS students as representatives.
5. The current study data were collected from only 16 schools within eight blocks in Jhargram district.
6. The study is limited to measuring the ST students' PSs, EA, and AA.
7. Bengali versions of the questionnaires were used for data collection.
8. Socio-demographic characteristics (independent variables) considered in the study include gender, sub-caste, types of family, family monthly income, father's educational qualification, and mother's educational qualification.

9. The study is limited to administering consent letters, socio-demographic profile sheets, and two questionnaires for collecting data.

10. The study is only limited to Bengali-medium schools under the WBCHSE board.

3.8 Conceptual Framework

Based on the theoretical and conceptual perspectives discussed earlier (Chapter I), the researcher developed a conceptual framework visually representing the interplay between PSs, EA, AA, and demographic factors among rural tribal students. Here's the conceptual framework for the study:

1. Independent Variables: Demographic Factors, PSs, EA

2. Dependent Variable: AA

3. Theoretical Links:

Baumrind's Parenting Styles Framework: Classifies parenting into authoritative, authoritarian, permissive, and neglectful styles, providing insights into how different parenting approaches influence children's educational outcomes.

Lamborn et al.'s Parenting Theory: Extension of Baumrind's parenting styles framework underscores the complexity and variability of parental behaviors and their implications for children's well-being.

Ecological Systems Theory: Examines how parenting styles (microsystem) interact with broader environmental factors (mesosystem, exosystem) to influence educational adjustment and academic achievement.

Social Learning Theory: Illustrates how perceived parental behaviors and attitudes are internalized by children, affecting their educational experiences and academic outcomes.

Bloom's Taxonomy of Education Objectives: Although not directly related to parenting styles, it is relevant for designing assessments and evaluating learning outcomes. It classifies educational objectives into levels of cognitive complexity (remembering, understanding, applying, analyzing, evaluating, and creating).

4. Hypothesized Relationships:

Demographic Factors → PSs, EA, AA: Demographic factors may influence PSs, EA, and AA.

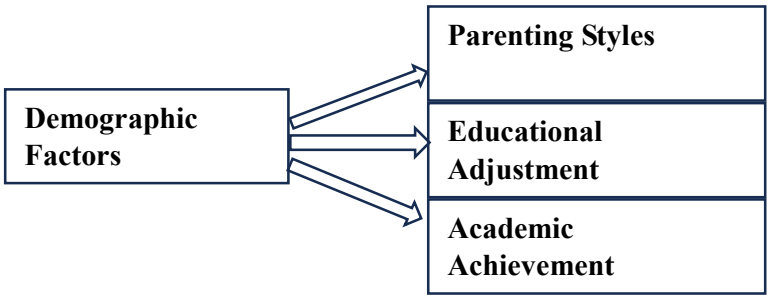
PSs → EA: PSs are hypothesized to influence EA.

PSs → AA: PSs are hypothesized to influence EA.

EA → AA: EA is expected to impact AA.

5. Visual Representation:

5.1. Demographic Factors → PSs, EA, AA



5.2. PSs → EA ⟷ AA

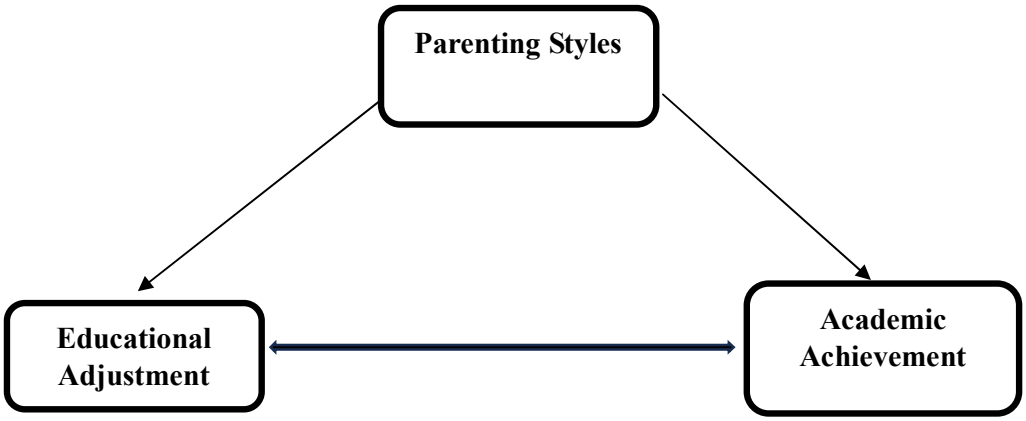


Figure No. 3.1.: Conceptual Framework of the study

By employing this conceptual framework, the researcher tried to systematically investigate the complex interactions between key variables and theoretical constructs in this study, providing valuable insights into the factors influencing educational adjustment and achievement among tribal students. This framework guided data collection, analysis,

and interpretation, facilitating a comprehensive understanding of the research phenomena.

4.0 Chapter-IV: Methodology of the Study

This chapter provides a comprehensive guideline for the methodology used in the current study. Its objective is to offer a detailed exposition of the research method, the target population, and sample and sampling techniques. Furthermore, it also describes the data collection instruments and process, data cleaning and mining, the statistical methods applied for data analysis, the tools utilized for analysis and writing, and the ethical considerations in this study.

4.1 Method of the Study

The present cross-sectional survey study examined the interplay between PS, EA, and AA tribal students. This research method is used in social science and other fields to simultaneously collect data from the specified target population (Lavrakas, 2008). A cross-sectional survey enables the researchers to generalize the findings to a large population (Creswell, 2014). As Lavrakas (2008) suggested, researchers employed this design to determine the prevalence or trends related to a common theme observed in the gathered data. Consequently, the researcher deemed this design the most suitable choice for the current study.

4.2 Population of the Study

The target population of this study comprises rural tribe students currently attending higher secondary (HS) schools in the Jhargram district. Jhargram is a district located in the state of West Bengal (WB), India. It was established on April 4, 2017, as the 22nd district of WB after being separated from the Paschim Medinipur district. The district spans an area of approximately 3,037.64 km^2. According to the Census of India (2011), Jhargram district had a population of 1,136,548, with 96.52% residing in rural areas and only 3.48% in urban areas. Among the population, 20.11% belonged to Scheduled Castes (SC), and 29.37% belonged to Scheduled Tribes (ST)—most tribal people live in rural areas in the Jhargram district. For this reason, the researcher chose the rural tribal population. However, according to the West Bengal Council of Higher Secondary

Education (WBCHSE), Bikash Vaban, the total number of ST students was 2658 in class XI and 3855 in class XII in the academic year 2023–24. Therefore, the study's total population is 6513 higher secondary ST students in the Jhargram district. Therefore, the Jhargram district is essential for studying ST students. So, the researcher selected ST students, who are studying at higher secondary levels in this district, as the population of the study.

4.3 Sample of the Study

The sample is a crucial representation of a larger population in survey research. The effectiveness and reliability of any survey research depend on selecting an appropriate representative sample, which presents a significant challenge to researchers. In this study, the researcher first determined the sample size and then carefully selected the sample.

4.4 Sample Size Determination

Sample size determination is necessary for any sample survey's known/unknown population. Using Krejcie and Morgan's (1970) formula, the researcher calculated the right sample size for the investigation. This method was adopted to ensure satisfactory representativeness and unbiasedness (Ezugu& Akimbo, 2014). The formula indicates that 363 should be the estimated minimum number of samples for this study's finite population (i.e., 6513). The researcher also cross-validated the sample size determined by Krejcie and Morgan method through the Raosoft sample size calculator [When the 5% margin of error, 95% confidence interval, assuming a response rate of 50% (Aliyu et al., 2019; Ahmat et al., 2018), and the population is 6513, the sample size should be 362] This online software is used because it is straightforward to use and give reliable and valid calculation. The Krejcia and Morgan (1970) formula for sample size determination has been given below.

Formula for determining sample size

$s = X^2 NP(1 - P) \div d^2 (N - 1) + X^2 P(1 - P)$

s = required sample size
X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)
N = the population size
P = the population proportion (assumed to be .50 since this would provide the maximum sample size)
d = the degree of accuracy expressed as a proportion (.05)

4.5 Sample and Sampling Technique

In this study, the researcher gathered information from 629 students currently enrolled in higher secondary education and the Scheduled Tribes category. These students were selected from sixteen schools in the Jhargram district of West Bengal. The district was chosen for data collection due to its notable ST population and various subcultures. Jhargram district is divided into eight community development Blocks, and the researcher randomly chose two schools from each for data collection purposes.

The researcher visited each selected school to gather data from classes XI and XII students. During this data collection phase, 629 data points were initially obtained from the 16 schools. However, after a thorough data cleaning process, six incomplete records were identified and subsequently removed from the dataset. As a result, the final sample for this study comprises 623 higher secondary students from ST backgrounds who attend schools in the Jhargram district.

Table No. 4.1. Sample Size of the Study

SL. No.	Block	School's Name	Learning stage	No. of students
1	Gopiballavpur-I	Chhatnasol S.C. High School (HS)	XI & XII	120
		Bansda S.C. High School (HS)	XI & XII	
2	Gopiballavpur-Il	Saria Tribal High School (HS)	XI & XII	107
		Dhansol Adibasi High School (HS)	XI & XII	
3	Nayagram	Patina SC High School (HS)	XI & XII	54
		Chandabile S.C. High School (HS)	XI & XII	
		Ektal D. M. High School (HS)	XI & XII	

4	Jhargram	Jhargram Banitirtha High School (HS)	XI & XII	57
5	Sankrail	Rohini C. R. D. High School (HS)	XI & XII	64
		Rohini Balika Vidyalaya (HS)	XI & XII	
6	Binpur-I	Binpur High School (HS)	XI & XII	72
		Banpukhuria Ahladi High School (HS)	XI & XII	
7	Binpur-II	Beipahari S.C. High School (HS)	XI & XII	81
		Bamundiha High School (HS)	XI & XII	
8	Jamboni	Chichra High School (HS)	XI & XII	68
		Dharsa Deshbandhu Adarsha Vidyamandir (HS)	XI & XII	
Total				623

Table No. 4.2. Sample Distribution of the Study

Sl.No.	Variables	Classification	Frequency(N)	Percentage (%)
1	Gender	Male	299	48.0 %
		Female	324	52.0 %
2	Sub-Caste	Santal	465	74.6 %
		Munda	108	17.3 %
		Bhumji	16	2.6 %
		Lodha	24	3.9 %
		Kora and Borga	10	1.6 %
3	Types of family	Joint family	87	14.0 %
		Nuclear family	536	86.0 %
4	Familial Monthly Income	Up to 10,000	553	88.8 %
		10,001 to 20,000	53	8.5 %
		Above 20,000	17	2.7 %
5	Father's Educational Qualification	Illiterate	136	21.8 %
		Class-I to IV	83	13.3 %
		Class-V to VIII	187	30.0 %
		Class-X to X	141	22.6 %
		HS and Above (Class-XI to XII or Graduate)	76	12.2 %

6	Mother's Educational Qualification	Illiterate	260	41.7 %
		Class-I to IV	87	14.0 %
		Class-V to VIII	183	29.4 %
		Class-Ix to X	72	11.6 %
		HS and Above (Class-XI to XII or Graduate)	21	3.4 %

4.6 Major Variables of the Study

A variable is a characteristic, attribute, or factor that can be measured, observed, or manipulated as part of an investigation (Peecher & Solomon, 2001). In this research, variables can be divided into two broad categories, i.e., Sociodemographic Variables (Independent Variables) and Measured Variables (Dependent Variables). A comprehensive description of these variables is presented below.

4.6.1 *Sociodemographic Variables*

In the current study, it is essential to note that some demographic variables are treated as independent variables. Independent variables are influential factors that can affect the dependent variables. The following independent variables have been considered in this study. Below is a thorough explanation of each of the independent variables.

1. **Gender:** Gender is considered independent and influences dependent variables. It has been categorized into two groups: Boys and Girls.
2. **Sub-caste:** Sub-caste is an independent variable representing subdivisions within more prominent tribal castes. It is divided into five categories: Santal, Munda, Bhumij, Lodha, and Kora & Borga.
3. **Types of Family:** Family type is included as an independent variable and classified into two categories: joint and nuclear family.
4. **Parent Educational Qualification:**
   - 4.1. **Fathers' educational qualifications:** The father's educational qualifications are considered an independent variable and classified into five categories: Illiterate, Class I to IV, Class V to VIII, Class IX to X, and Class XI to XII or Graduate.
   - 4.1. **Mothers' educational qualification:** Similarly, the mother's academic qualification is considered an independent variable and classified into five

categories: Illiterate, Class I to IV, Class V to VIII, Class IX to X, and Class XI to XII, or Graduate.

5. **Family monthly income:** As an independent variable, family monthly income is categorized into three groups: up to 10000, 10001–20000, and above 20000.

4.6.2 *Measured Variables*

Measured variables are those variables that are evaluated through numerical values. Sometimes, these measured variables are also known as Dependent or Outcome Variables. The present study considered parenting style and its dimensions, educational adjustment, and academic achievement as the measured variables. Details of these measured variables are provided below:

1. **Parenting style:** In the current study, parenting style (PS) has two significant dimensions or subscales: 1) parental warmth/involvement (PI) and 2) parental strictness/supervision (PSu). PS and its dimensions (PI and PSu) are treated as dependent and independent variables. These variables served a dual role, functioning as both an independent variable during regression analysis and a dependent variable when assessing mean differences.
2. **Educational adjustment:** In this study, educational adjustment was treated as the independent variable (at the time of the regression analysis) and the dependent variable (at the time of testing mean difference).
3. **Academic achievement:** In the current study, Academic achievement refers to the marks obtained in participants' last academic test or examination (secondary and Class XI exams). This variable is treated as the dependent variable.

4.7.0 Tools for Data Collection

In the present study, the researcher employed four instruments to obtain primary data from the selected representatives, i.e., consent letter, sociodemographic profile sheet, and two questionnaires designed to assess parenting style (for both fathers and mothers) and educational adjustment. All participants were kindly asked to respond to each component of these instruments. Detailed descriptions of each instrument are provided below:

4.7.1 Consent Latter

The researcher gave participants a consent letter with essential details about the study. This consent letter included the research title, the identities of the investigator and supervisor, the research objectives, background information, descriptions of the research tools, the target participants, brief instructions of the tools, the confidentiality of responses, and a request for voluntary participation in the study, as well as the provision of relevant data.

4.7.2 Sociodemographic Profile Sheet of the Participants

This sociodemographic profile sheet collected and recorded participants' sociodemographic and personal information. It consists of 16 items. The items are as follows- 1. Name, 2.Gender(male/female/others), 3. Age(year), 4. Class, 5. Sub-cast, 6.Habitat, 7.Family type (joint family/nuclear family), 8. Member of family, 9. Siblings, 10. Birthing order, 11. Father occupation, 12. Mother occupation, 13. Father educational qualification, 14. Mother educational qualification, 15. Marks obtained in the last examination, 16. Total marks of last exam, 17. Family income (less than 10000, 10001-20000, 20001-30000, 30001-50000,50001-80000, above80001).

4.7.3 Adjustment Inventory for the School Students

This inventory has been developed by Sinha and Singh (2013). It was a Likert-type scale comprising 60 items under three dimensions or sub-scales, i.e., emotional, social, and educational adjustment; each dimension has 20 items with three choices, viz. Always, Sometimes and Never. Of 60 items, 23 were negative, and 37 were positive. In the current study, the investigator used only educational adjustment to measure the educational adjustment of ST school students. The educational adjustment sub-scale had 20 items. Of 20 items, 10 were negative, and 10 were positive. For the 10 positive items with three choices, a score of 0 was assigned for always, 1 for sometimes, and 2 for forever. Scoring for the negative items was reversed. The researcher translated this sub-scale into the Bengali language. Completing this Scale takes only 15 minutes. In this tool, statements are given in simple sentences, and it is requested that the students to put a tick mark in the response box. A high score indicates unsatisfactory adjustment, and a lower score indicates better adjustment.

Table No. 4.3. Scoring System

Types of items	Always	Sometimes	Never
Positive	2	1	0
negative	0	1	2

4.7.3.1 Technical Information about the Scale

The researcher used a part of this tool to measure educational adjustment. The reliability coefficient of the original Scale (educational adjustment) was 0.96. Previous researchers also used this Scale and reported similar or higher reliability coefficients than the original study. While using the tool in this study, the researcher conducted a pilot study on 77 representatives to ensure the reliability and usability of the test. The results of the pilot study are given in the below table.

Table No. 4.4. Reliability Coefficient of the Tool

Tool	**Dimension of the Scale**	**Reliability coefficient**	
Sinha & Singh (2013).	Educational Adjustment	Split-half	0.96
		Test-retest	0.93
		K-R Formula-20	0.96
Pilot study	Educational Adjustment	Cronbach's Alpha	0.805
		Split-half	0.847

4.7.4 Parenting Style Scale

This scale was developed by Lamborn et al. (1991). The researcher used this Scale to measure the parenting style of ST students. The researcher and his supervisor translated and adapted the tool into Bengali. This Scale was a Likert-type scale consisting of 19 items. This Scale has two dimensions: parental warmth/involvement and Parental Strictness/Supervision. First, parental warmth/involvement constitutes items (i.e., items 1-10). Out of these ten items, the first 5 items have 2 choices (viz." usually true" and "usually false"), next3 items have 3 choices (viz. "never," "sometimes," and "usually"), and last 2 items having 4 choices, (viz., "almost every day," "a few times a week," "a few times a month," and "almost never"). Similarly, Parental Strictness/Supervision has 9 items (i.e., items no. 11-19). The out of 9 items, the first 2 items having 7 choices, (viz.

"Not allowed out," "Before 8:00", "8:00 to 8:59," "9:00 to 9:59," "10:00 to 10:59," "11:00 or later," and "As late as I want,") and then 2 items have 2 choices, (viz. “Yes” and “No”), following 3 items has 3 alternatives, (viz. are "Don't try," "Try a little," “Try a lot”). The last 3 items have 3 choices (viz. are "Don't know" Know a little," Know a lot").

There were each parent's level of involvement and supervision was measured using 10 items for involvement or warmth and 9 items for strictness or supervision. The fathers' involvement was calculated by adding up the scores from the 10 items related to their involvement, while their supervision score was derived from the 9 items assessing their supervision style. Similarly, the mothers' involvement score was obtained by summing up their scores on the 10 involvement-related items, and their supervision score was determined based on the 9 items evaluating their supervision approach.

The Parental Involvement score was calculated as the average of fathers' and mothers' involvement, while the Parental Supervision score was determined similarly using their supervision levels. These scores were divided into two categories based on median values: scores up to the median were considered as low involvement or low supervision, whereas scores above the median were labeled as high involvement or high supervision. These distinctions were used to identify four types of parenting styles based on the levels of involvement and supervision. Which are:

1. High involvement and high supervision indicate Authoritative Parenting Style.
2. Low involvement and high supervision indicate Authoritarian Parenting Style.
3. High involvement and low supervision indicate Indulgent Parenting Style.
4. Low involvement and low supervision indicate Neglectful Parenting Style.

Table No. 4.5. The Dimensions and their Respective Items and the Scoring Procedure for the Parenting Style Scale

Dimensions of Parenting Style Scale			
SL.NO.	Dimension of the Scale	Serial-wise item No.	No. of Items
I	Parental Warmth/Involvement	1,2,3,4,5,6,7,8,9,10	10
II	Parental Strictness/Supervision	11,12,13,14,15,16,17,18,19	9
		Total	19
Scoring Parental of Warmth/Involvement Items			
Scoring System for five responses			
Usually, true		Usually, false	

2	1

Scoring System for three responses		
Never	Sometimes	Usually,
1	2	3

Scoring System for two responses			
almost every day	a few times a week	a few times a month	almost never
4	3	2	1

Scoring Parental Strictness/Supervision items						
Scoring System for two responses						
Not allowed out	Before 8:00	8:00 to 8:59	9:00 to 9:59	10:00 to 10:59	11:00 or later	As late as I want
7	6	5	4	3	2	1

Scoring System for one response	
Yes	No
2	1

Scoring System for three responses		
Do not try	Try a little	Try a lot
1	2	3

Scoring System for three responses		
Don’t know	Know a little	Know a lot
1	2	3

4.7.4.1 Technical Information about the Scale

The original Scale's Cronbach's Alpha reliability coefficients were α =.72 for parental warmth/involvement and α =.76 for parental strictness/supervision. Various other researchers also used this Scale and reported similar or higher reliability coefficients than the original study. While using the tool in this study, the researcher conducted a pilot study on 77 representatives to ensure the test's reliability and usability. The results of the pilot study are given in the below table.

Table No. 4.6. Reliability Coefficient of the Tool

Tool	Dimension of the Scale	Reliability coefficient
Lamborn et al. (1991)	Parental Warmth/Involvement	Cronbach's α - 0.72
	Parental Strictness/Supervision	Cronbach's α - 0.76
Pilot study	Parental Warmth/Involvement	Split-half- 0.970
	Parental Strictness/Supervision	Cronbach's Alpha- 0.937

4.7.5 Academic Achievement

In the present study, AA refers to the marks obtained by students in the last academic end-term examination. The researcher did not conduct any academic achievement tests. He collected AA data as marks obtained and total marks of participants in the last academic examination using the 'Sociodemographic Profile Sheet of the Participants.' These marks are converted into the percentage for analysis. WBBSE and WBCHSE give the grading system for categories the AA score given below,

Table No. 4.7: Grading System of WBBSE and WBCHSE

Grading System for Secondary Education (Class-X)						
90-100%	80-89%	60-79%	45-59%	35-44%	25-34%	Below 25%
AA	A+	A	B+	B	C	D
Outstanding	Excellent	Very Good	Good	Satisfactory	Marginal	Unsatisfactory
Grading System for Higher Secondary (Class-XI)						
80-100%	60-79%		45-59%	30-44%	Below 30%	
A+	A		B	C	D	
Excellent	Very Good		Good	Satisfactory	Disqualification	

4.8 Data Collection Procedure

To gather data for this study, the researcher had to meet with potential volunteers in person and introduce themselves before outlining the goal and topic of the study. Upon obtaining their voluntary consent, participants were given a detailed consent letter, which

they were instructed to read thoroughly and sign. Subsequently, participants were handed questionnaires, including the Consent Form, demographic data sheet, Parenting Style Scale, and Educational Adjustment Inventory, with specific instructions to read and respond to each item carefully. The researcher converted these instruments for ease of use. Data collection commenced following approval from the Research Advisory Committee (RAC) and with a bona fide letter from the research supervisor. While 629 participants were approached, only 623 returned fully completed questionnaires. This comprehensive data collection process occurred between August 26, 2022, and October 27, 2022, adhering to ethical standards and ensuring high-quality data collection.

4.9 Storage and Protection of Data

4.9.1 Data Screening

In the research, the initial step involved evaluating participant responses to ensure the survey questionnaires were completed in full. The screening criteria included retaining responses that had completed consent and survey questions. Notably, declining to provide demographic information was not considered a reason to exclude participant responses. Following the data screening process, which involved data mining and cleaning, all collected data were consolidated into a single Microsoft Excel file. This file was securely stored on the researcher's personal computer. It is crucial to emphasize that the stored data were accessible exclusively to the present researcher.

4.9.2 Tabulation of Data

A systematic and sequential tabulation of data was carried out to facilitate further analysis and interpretation aimed at drawing meaningful inferences related to the study's objectives. The raw data collected from 623 higher secondary ST students was meticulously tabulated within an MS Excel spreadsheet. This structured method of tabulating data thoroughly examines the study objectives and is an essential starting point for the subsequent analysis phases.

4.10 Statistical Analysis

The researcher securely accessed the MS Excel spreadsheet stored on his computer during the statistical analysis phase. To analyze the data effectively, the researcher utilized SPSS-20 software. To achieve this, the data from the MS Excel spreadsheet was initially transferred into an SPSS data sheet. Subsequently, a wide range of statistical analyses were conducted using this software, with the guidance and assistance of the research supervisor. This collaborative approach ensured an accurate and comprehensive examination of the data for research purposes.

4.10.1 Outliers

The researcher first checked the normality of the data by running Skewness and Kurtosis statistics. Subsequently, to identify and review outliers, SPSS was utilized to calculate the interquartile ranges through Tukey's hinges output values. Boxplots were generated to identify data values outside the +1.5 and -1.5 interquartile ranges (outside the third and first quartiles, respectively) and extreme outliers with data values outside the +3 and -3 interquartile ranges. If any outliers were removed, they were communicated in the final analysis and report of findings.

4.10.2 Descriptive Data Analyses

Specific descriptions for the personal demographic profile of ST students at the higher secondary level, such as gender, grade, sub-cast, types of family, father educational qualification, mother educational qualification, and family income, are provided through frequencies, percentages, means, and standard deviations. Chapter V of the thesis presents descriptive information regarding the distribution of educational adjustment and academic achievement, the dimensions of parenting style, and their corresponding scores for higher secondary ST students.

4.10.3 Parametric Analysis

Parametric statistics, a specialized branch of inferential statistics, is employed in this study for hypothesis testing and drawing meaningful inferences. The parametric statistic consists of a combination of descriptive and inferential statistical analysis. Specifically, the researcher applied Pearson correlation analysis to examine the relationships between parenting style, educational adjustment, and academic achievement among higher secondary ST students. The significant mean differences in the dependent variables based

on the sociodemographic parameters were assessed using ANOVA and independent sample t-tests. Based on the results of the correlation study, regression analyses were also performed to look into the effects of parenting styles and educational adjustments on academic achievement among higher secondary ST students. These parametric analyses collectively contribute to testing the research hypotheses.

4.10.3.1 Parametric Assumptions

The parametric assumptions of data normality were assessed through Skewness and Kurtosis statistics. The outliers were also checked. The range accepted for skewness and kurtosis is ±2 and ±7, respectively (Bryne, 2010); Curran et al. (1996). Similarly, Kline (2005) considered Skewness and Kurtosis variation up to ±3 and ±10. Next, a secondary assessment of normality was conducted using the Shapiro-Wilk test, which was expected to yield no significant results to assume normality. After conducting the normality tests, a Q-Q plot displayed observed and expected values. A successful normality test should display values in a straight line. The homogeneity of the variance would then be observed with a histogram and a box-and-whisker plot to allow for outliers to be examined and addressed. At the significance level of 0.05, each hypothesis was tested.

4.10.4. Analysis Design of the Study

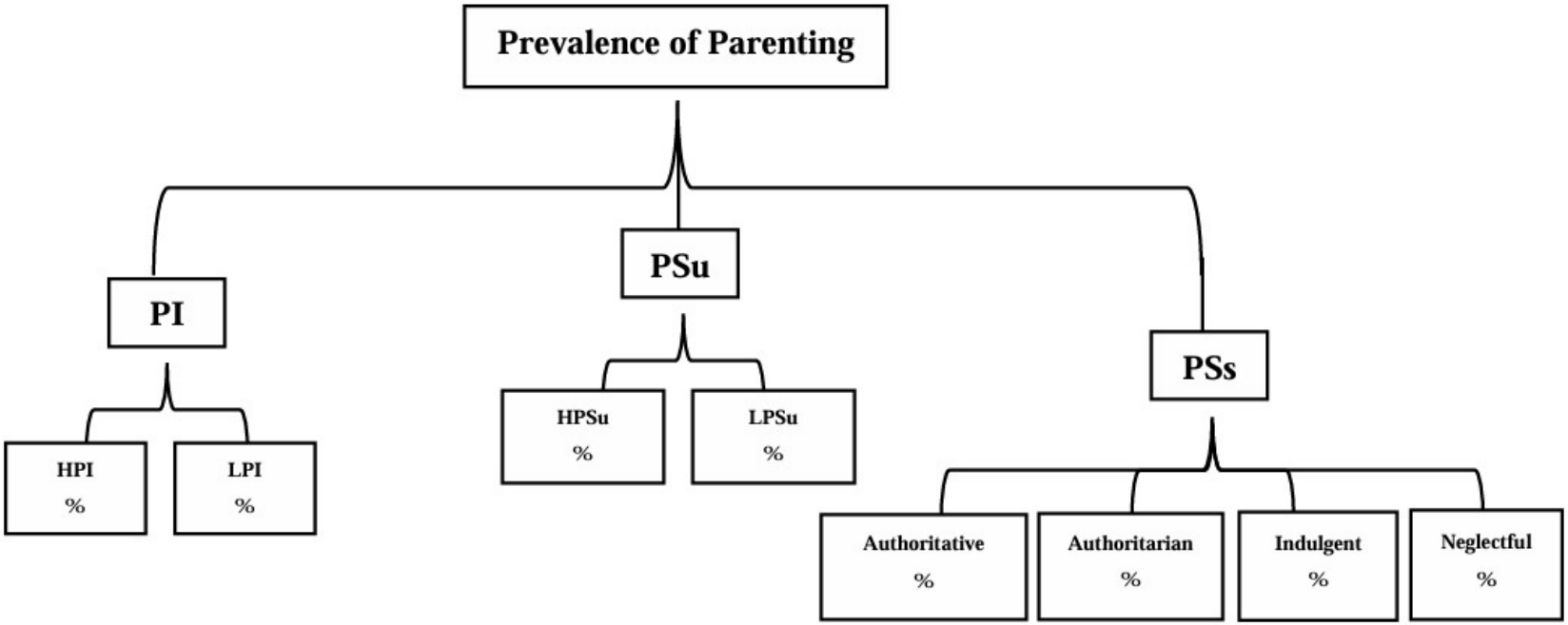


Figure 4.3: Analysis Design 1

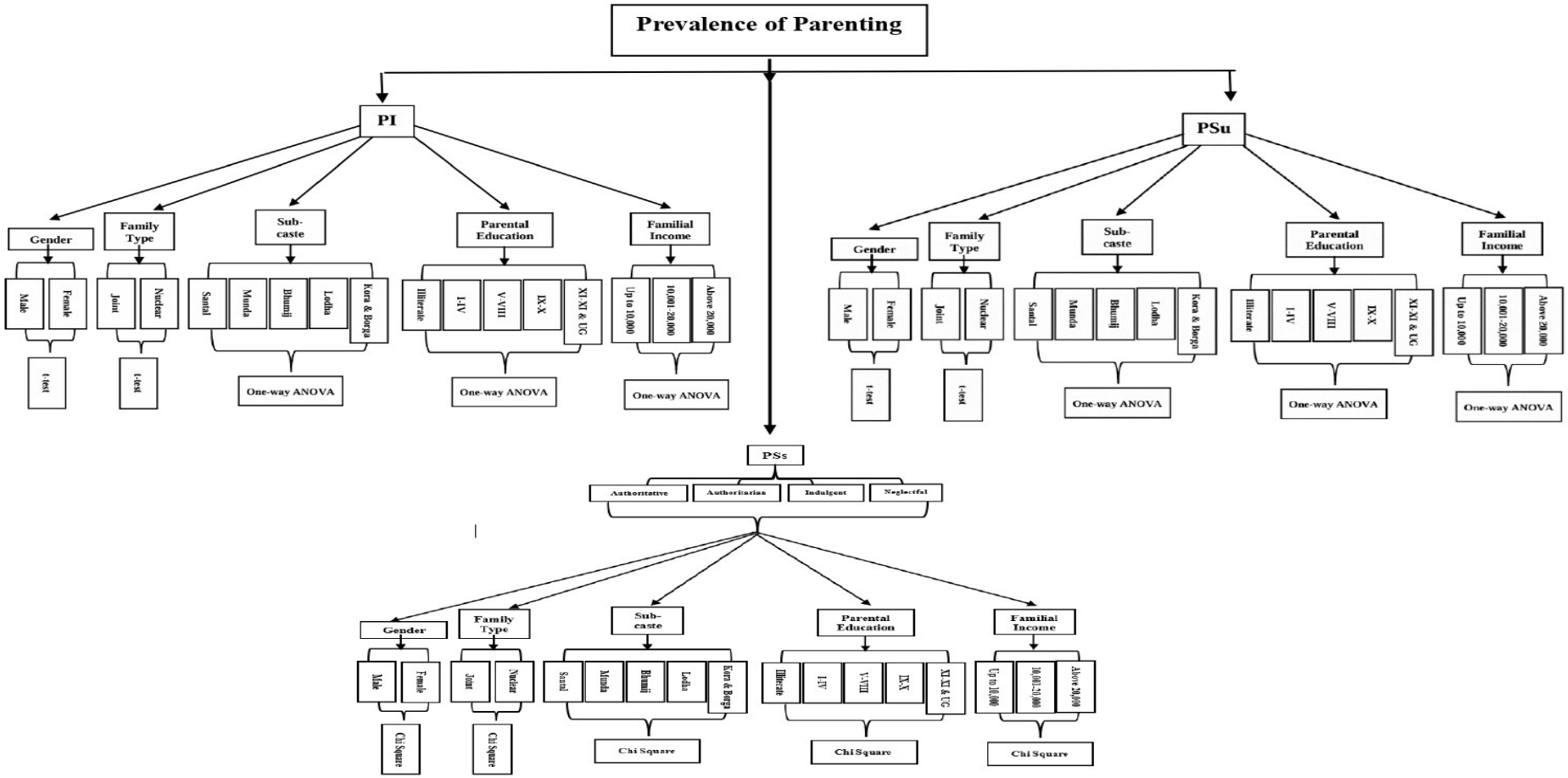


Figure 4.4: Analysis Design 2

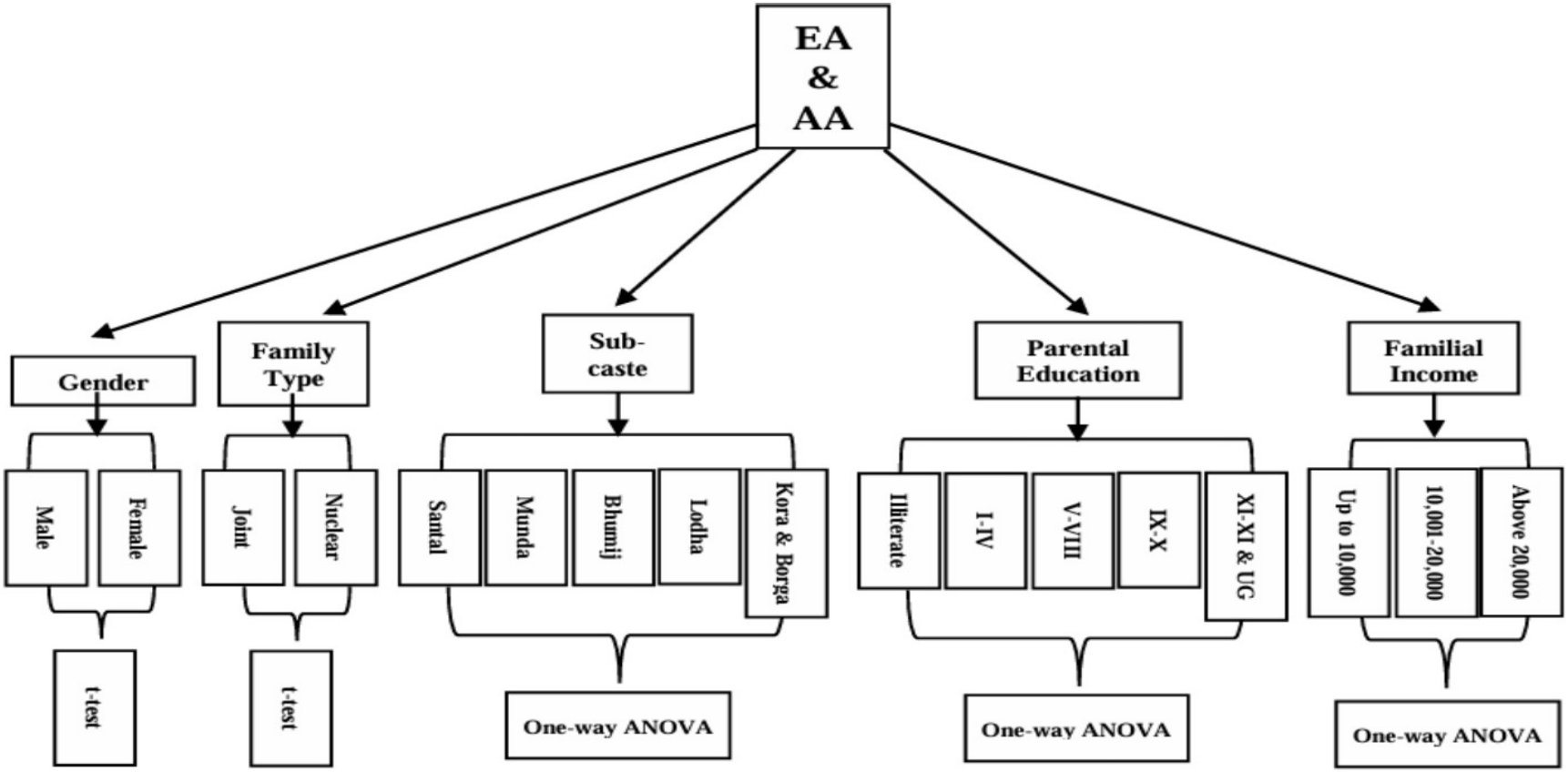


Figure 4.5: Analysis Design 3

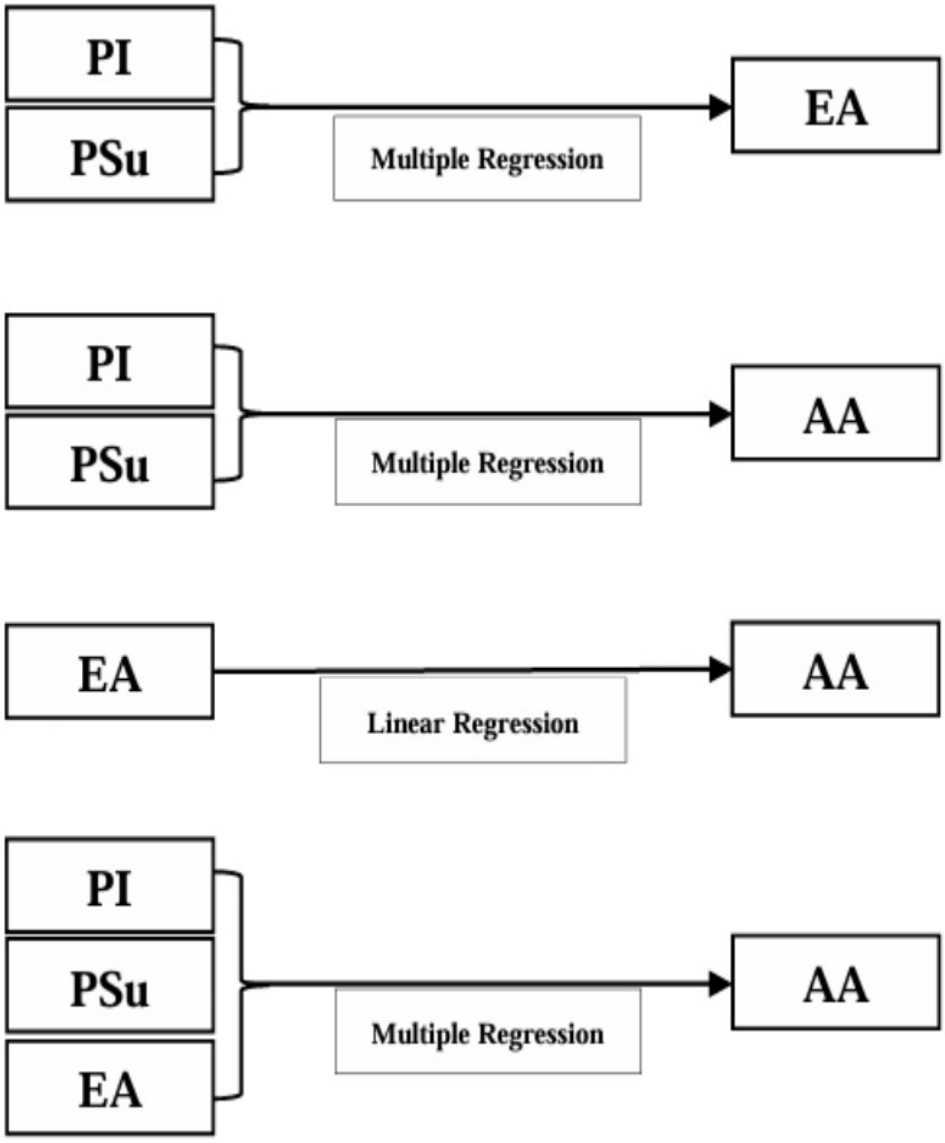


Figure 4.6: Analysis Design 4

4.11 Tools Used for Data Analysis and Report Writing

The researcher employed MS Excel 2021 to store and manage the collected data and create tables and graphs. Additionally, IBM SPSS-20 software was utilized for the analysis of the data. For writing the research report (thesis), he used MS Word 2021. He also used AI tools, i.e., Chat-GPT-3.5 developed by OpenAI, SciSpeace, Quillbot, Grammarly, etc., to enhance the language quality, generate, summarise, paraphrase, rewrite, concise the content, and remove grammatical mistakes and plagiarism.

4.12 Assumptions, Limitations, and Ethical Considerations

The assumptions, limitations, and ethical considerations have been discussed to communicate the study's validity. This encompasses factors such as input errors and data accuracy, along with any other potential obstacles and relevant information essential for guiding future research efforts. It is important to note that statistical assumptions for correlation analysis and normal distribution have been made in relevant sections within this document, specifically in the sections that delve into correlation and statistical methods.

4.12.1 Assumptions

One assumption underlying this study was that participants would provide honest, accurate, and friendly survey responses, correctly identifying themselves as Scheduled Tribe students at the higher secondary level. Additionally, it was assumed that this honesty and accuracy would contribute to protecting participants' personal information, encompassing demographic details and survey responses.

4.12.2 Limitations

This study relied entirely on self-reported responses from participants, assuming that these reports were accurate and impartial. Moreover, participants were exclusively contacted about the study, which may have limited the depth of data collected.

4.12.3 Ethical Considerations

Throughout this survey research, ethical principles were diligently upheld. The study aimed to enhance our understanding of the relationships between variables without

making causational claims. The correlational study commenced after obtaining approval from the Institutional Review Board (IRB) to ensure ethical compliance. In all communication with potential participants, we provided clear and comprehensive information about the study's purpose and topic, ensuring that there was no element of coercion or undue pressure in our messages. Before conducting the research, informed consent forms were administered, and participants' signatures were obtained per the standards set by Jadavpur University, the Research Advisory Committee (RAC), and the broader scientific community. The principles of confidentiality and anonymity were rigorously maintained, and no identifiable information was collected that would necessitate disclosure. Moreover, throughout the study, a keen focus was placed on ensuring accurate data input, enhancing the study's overall validity and applicability for making informed claims.

5.0 Chapter-V: Analysis and Interpretation of Data

This chapter covers data analysis, interpretation, and presentation. It involves employing statistical techniques to analyze the available data. The chapter serves as the foundation for the entire study. Any study must include data analysis and interpretation since they are the basis for the research findings. As a result, without this portion, the research work is always incomplete.

5.1 Analysis and Interpretations

5.1.1. Data Normality

Before going to descriptive statistics and hypothesis testing, the researcher first checked the data normality among the representatives for Academic Achievement (AA), Educational Adjustment (EA), Parental Involvement (PI), and Parental Supervision (PSu) through the Kolmogorov-Smirnov test, Shapiro-Wilk test, Skewness (Sk) and Kurtosis (Ku).

6.0 Chapter-VI: Major Findings and Conclusion

The researcher has reached this crucial phase, guided by the comprehensive data analysis and interpretation presented in the previous chapter. This section provides a brief overview of the final aspects of the study, with a particular focus on incorporating critical elements of the conclusion to maintain the study's practicality. The current chapter is

structured into five sub-sections: major findings, discussion of the results, study's implications, limitations, and suggestions for further research. This framework is designed to enhance the clarity and cohesion of the content, ensuring the reader grasps the significance of the research.

6.1.0. Major Findings of the Study

Based on the previous chapter discussed the analysis and interpretations, the following significant findings were drawn:

6.1.1 Distribution of Parental Involvement (PI), Parental Supervision (PSu) and Parenting Styles (PSs)

1. Most of the rural tribal students' PI is low.
2. Most of the rural tribal students' PSu is low.
3. Most of the rural tribal students encounter authoritative and neglectful parenting.

6.1.2 Variations in PI and PSu among rural tribal students across Demographics

1. There is a notable disparity in PI and PSu among rural tribal students based on gender.
2. There is no significant variance in PI and PSu among rural tribal students based on their family type.
3. There is a notable contrast in PI and PSu among rural tribal high school students based on their sub-caste.
4. Significant differences are observed in PI and PSu among rural tribal students based on their fathers' educational qualifications.
5. There is a significant difference in PI and PSu among rural tribal students based on their mothers' educational qualifications.
6. There is no notable contrast in PI among rural tribal students based on their family monthly income.
7. There is a significant disparity in PSu among rural tribal students concerning their family monthly income.

6.1.3 Influences of Demographics on PSs among the rural tribal students

1. The gender of the rural tribal students significantly influences the PSs, and the parents tend to adopt a more authoritative approach toward female children and neglect male children.
2. The PSs of rural tribal students from joint families do not differ significantly from nuclear families.
3. The sub-caste of the rural tribal students significantly influences the PSs. Students from the Santal, Munda, and Lodha subcastes predominantly reported experiencing neglectful PS, whereas those from the Bhumij, Kora, and Borga subcastes tended to perceive authoritative PS.
4. Fathers' educational qualifications significantly influence PSs among rural tribal students. Students with fathers who had academic qualifications of illiteracy, Class-I-IV, and Class-V-VII levels mainly reported neglectful PS, while those with fathers educated in Class-IX-X and Class-XI and above experienced authoritative PS.
5. Mothers' educational qualifications significantly influence PSs among rural tribal students. Students with mothers having educational qualifications of illiterate, Class-I-IV, and Class-XI and above levels mainly reported neglectful PS. At the same time, those with fathers educated in Class-V-VIII and Class-IX-X experienced authoritative PS.
6. Family monthly income did not significantly influence PSs among tribal students.

6.1.4 Level of Educational Adjustment (EA) among rural tribal students

1. Most of the ST students showed an average to a high level of EA.

6.1.5 Variations in EA among rural tribal students across Demographics

2. Male and female rural tribal students exhibited significant differences concerning their EA.
3. No significant difference exists in EA among rural tribal students concerning their family type.
4. No significant difference exists in EA among rural tribal students concerning their sub-caste.
5. The EA of rural tribal students differs significantly based on their fathers' educational qualifications.

6. The EA of rural tribal students differs significantly based on their mothers' educational qualifications.
7. EA varies significantly in terms of the familial monthly income of the rural tribal students.

6.1.6 Level of Academic Achievement (AA) among rural tribal students

1. Most rural tribal students' AA (73.3%) is at a marginal to a reasonable level, and only 26.3% are at a very good to excellent level.

6.1.7 Variations in AA among rural tribal students in WB across Demographics

1. Gender has no significant influence on AA among rural tribal students.
2. There is no significant difference in AA among ST students concerning their family type.
3. A significant difference was observed between students in AA in Santal and Munda communities.
4. Fathers' educational status significantly influenced AA among rural tribal students.
5. Their mothers' educational status significantly influences the AA of ST students.
6. Family monthly income significantly impacted AA among ST students.

6.1.8 Influence of PSs on EA and AA among rural tribal students

1. PS significantly affects EA among rural tribal students at the HS level.
2. PS did not significantly impact AA among rural tribal students at the HS level.

6.1.9 Association between PI, PSu, EA, and AA among rural tribal students

1. A highly positive and significant relationship between PI and PSu among the rural tribal students.
2. A moderately positive and significant relationship between PI and EA among rural tribal students.
3. An insignificant low positive relationship is present between PI and AA among the rural tribal students.
4. A low positive and significant relationship exists between PSu and AA among the rural tribal students.
5. A low positive but insignificant relationship exists between PI and AA among the rural tribal students.

6. A low positive but significant relationship exists between EA and AA among the rural tribal students.

6.1.10 Effects of PI, PSu, and EA on AA among the rural tribal students

1. PI and PSu combinedly play a significant role in predicting EA among rural tribal students and among them PI is the most potential predictor.
2. PI and PSu have no significant combined effect on AA.
3. EA significantly predicts a lower portion of the variations in AA.
4. Concerning combined effect of PI, PSu, and EA on AA, result revealed PI and EA have significant combined effect in predicting variation in AA while PSu was excluded and among them EA is the most potential predictor.

6.2 Discussion of the Major Findings

PI, PSu, and PSs While the prevalence rate of PI, PSu, and PSs was a concern, the study findings revealed that most tribal students' parents exhibit low levels of PI and PSu. This finding was supported by Stormont et al. (2013), who also reported that PI and PSu are vital factors in a student's academic success. It was essential to explore the factors contributing to this low level of PI and PSu among rural tribal students. Apart from that, most tribal parents prefer authoritative and neglectful PS. These authoritative parents are associated with higher optimism and lower hopelessness in children, while negligent parents are associated with lower optimism and higher hopelessness (Weber et al., 2003). These PSs can significantly affect a child's development and educational outcomes. Understanding why these PSs are common among tribe students' parents is crucial. In light of these findings, it is essential to delve deeper into the reasons behind the observed low level of PI and PSU and the preferred authoritative and neglectful PSs among tribal students. It may be necessary to consider cultural, socioeconomic, and regional factors influencing these patterns and their impact on tribal students' educational experiences.

The present study findings revealed that the gender of rural tribal students significantly influences PI. This finding was supported by Kisku (2018), Aslam and Bhat (2017), Talluri and Suneela (2017), Zheng et al. (2022), and Singh and Banerjee (2019), it was indicated that female tribal students were more PI than male. On the contrary, Sing (2016), Samal (2012), Rashmi and Srivastava (2021), Patnaik (2012), and Bibi et al. (2021) found that gender has no significant difference in PI among tribal students. It is

said that gender significantly impacts PI among tribal students; it may depend on various situations. For instance, gender does not influence parents' perceptions of PI in their children's English language education (Kalayci & Öz, 2018).

The current study revealed that tribal students' family types do not significantly impact PSu or PI. This finding was contradicted by Kisku (2018), who reported that the nature of the family substantially influences PS. However, Liu Y. (2021) reported that PI varies by family structure, and families with stable family structures and higher levels of PI tend to have better student achievements.

The study findings also indicated that the sub-caste of tribal students significantly influenced PI and PSu at the HS level. This finding was supported by the study of Kisku (2018), who observed a significant relationship between the sub-caste of tribal students and PS. This finding suggested that the various factors of sub-caste among tribal students, like low economic status, parental style, involvement, and lack of literacy parents, are responsible for the poor education of tribal students (Parhi, 2013).

The study findings also showed that tribal parents' educational qualifications (fathers and mothers) significantly impacted PSu and PI. The study of Zheng et al. (2022), Jaiswal, S. (2018), Rajeswar & Usha (2014), Shumow et al. (2004), and Stevenson & Baker (1987) found similar results. This finding emphasizes the significance of parental education in determining their level of involvement in their children's schooling. Parents with higher education levels may be more actively involved in supervising and supporting their children's academic efforts.

The present study revealed that the monthly income of tribal families does not significantly impact PSu and PI. Similarly, Sing and Mohakud (2016) reported no significant relationship between family income and PS among tribal students. However, it is noteworthy that contrary findings were reported by Zheng et al. (2022), Yang (2021), and Joseph (2015), indicating that PS is indeed influenced by family income. The finding suggested that, within the studied context, financial resources may not be a decisive factor in determining parental engagement in their children's education.

While PSs were a concern, the present study findings revealed that gender significantly influences PS. It was also found that tribal parents are more authoritative to female students and more neglectful to male students. This finding was corroborated by Singh & Banerjee (2019), but the study findings of Kisku (2018), Sing (2016), and Bibi et al.

(2021) contradicted this finding. Hein and Lewko (1994) also reported that gender differences influence PS, with more family-related factors for females and motivational and science outcome variables for males. This finding suggests that mothers and fathers may exhibit distinct parenting behaviors based on traditional gender roles or societal expectations.

Furthermore, the study findings revealed that tribal students' family types do not significantly influence PS. Similar findings were reported by Kisku (2018). On the contrary, Obiunu, J. J. (2018) reported that the PS of the nuclear family and joint family have significant differences in PS, and the nuclear family was the most dominant. However, Nurhaeni et al. (2016) found that family type did not significantly influence PS, but a negative correlation exists between strict upbringing and high school brawls in adolescents. This finding implies that factors other than family types may play a more prominent role in shaping PSs within ST communities. However, the study findings revealed that their sub-caste significantly influenced the PS of rural tribal students. This finding was contradicted by Kisku (2018), but Munshi and Rosenzweig (2006) found similar results. In this study, most of the tribal students belong to the 'Santal' community and showed a neglectful PS. When looking at parents' educational qualifications, current study findings revealed that their parents' educational qualifications significantly influence the PS of tribal students. This finding is corroborated by Masud et al. (2019) and Fauziyah et al. (2017) but contradicted by Dornbusch et al. (2016). Another study highlights that parents' education and aspirations influence their PSs. This finding suggests that the academic qualifications of parents play a vital role in shaping PSs within tribal communities. The level of parents' education is crucial to their PS and behaviors toward their children. Doronina (2019) reported that fathers more frequently showed an authoritarian style of family education, while mothers tended to use a liberal PS, resulting in reduced demands and emotional acceptance of the child. However, another social factor, the monthly income of tribal families, has not significantly influenced PS. This finding is supported by the study of Joseph (2015) and Sing (2016). Fauziyah et al. (2017) found that the authoritative PS is positively affected by family income and positive belief in child value but not the family's monthly income. This finding suggested that income disparities among indigenous families may be a minor factor in how parents handle their parenting responsibilities. Other factors, such as cultural norms, educational

background, or personal convictions, may significantly impact parenting approaches in these societies.

Educational Adjustment

In the case of EA, the study findings revealed that most rural ST students displayed an average to high level of EA. Gupta et al. (1985) found similar findings at the Indian Institute of Technology, Bombay. The study also revealed that the gender of rural tribal pupils significantly affected EA. This finding conformed to the studies of Kuniya (2018), Wadhawan (2018), Barik and Dhara (2019), Hafiz (2015), and Kaur and Gupta (2021). On the contrary, these findings were contrasted by the studies of Gill (2014), Devika (2014), and Ansary et al. (2022). They found that gender has no impact on EA. Lalchhuanawma et al. (2020) reported that males and females exhibit equal adjustment levels in various areas. Özabacı and Erzen (2021) assert that girls adapt more quickly to EA than boys. A study by Hai Long 2013 found that women demonstrated better EA than men. Another study revealed that indigenous students' family types have no significant impact on their EA. This finding is consistent with the findings of Alnajja (2017) and Devika (2014), who found no significant variations in the degree of EA among students based on family type.

However, the study by Oliva et al. (2014) produced contradictory results, implying a complex link between family structure and EA. However, the result also revealed that the tribal students' sub-caste has no significant impact on EA. Gupta et al. (1985) and Alnajjar (2017) found that social classes have no significant difference in students' adjustment. Rao, D. (2016) reported no significant impact of sub-caste on EA for Scheduled Tribe students in government schools. However, they often seek admission to private schools due to inadequate facilities. However, Swamy, R. (2010) reported that lower castes influence socioeconomic wellbeing, affecting EA for Indian people.

The current study demonstrated that fathers' educational qualification significantly affects the EA of ST students. This finding coincides with Noreen's (2021) finding of a link between fathers' education and secondary-level student adjustment, providing persistent support for this link. This finding is supported by Pears et al. (2013) and Marks (2007), who discovered that fathers' academic performance directly impacted their children's EA. Conversely, Simpson (2003) and Alnajjar (2017) presented findings that did not support the notion that fathers' education benefits their children's EA. These

findings differ from those of the current study, indicating a disparity in the importance of fathers' education in determining students' EA.

The present study's key finding identified that their mother's educational status highly influenced the EA of rural ST students. This finding was consistent with the findings of Noreen, M. (2021), Pears et al. (2013), Simpson (2003), and Marks (2007), who all found that mothers' education has a positive or substantial effect on students' adjustment. These findings are congruent with the findings of the current investigation.

The study findings revealed that the monthly family income of tribal students significantly impacts EA. Lee et al. (2021), Mistry et al. (2004), Duncan et al. (1998), and Belley and Lochner (2007) found a similar finding. They reported that family income impacts the EA of college and school students. This finding suggested that economic factors significantly influence the development of these students' educational experiences. Lower family income levels may be related to limited access to resources, academic support, and extracurricular activities, impacting a student's capacity to adapt and thrive academically. Addressing economic inequities and giving targeted assistance to indigenous students from low-income homes may be critical for improving educational performance and leveling the playing field.

Academic Achievement

In the case of AA, the study findings revealed that most rural tribal students' AA falls within the marginal to good level, with only a few reaching the very good to excellent level. These findings suggest that rural tribal students generally achieve marginal to good academic levels, influenced by factors such as community attachment, perceptions of local economic conditions, learning styles, school adjustment, home environment, and scientific aptitude, while facing challenges like poor school facilities and academic anxiety (Petrin et al., 2014; Matti et al., 2022). The study findings revealed that gender does not significantly influence AA among rural tribal students. The finding is supported by the study of Sinha et al. (2016), Dania (2014), and Chandra (2013). They concluded that gender has no discernible impact on AA. However, the findings of Clifton et al. (2008), Eshetu (2015), Gao & Hangsing (2019), and Puhan and Nibedita (2017) indicated a significant connection between gender and AA. Their finding contradicted the current study's findings. Alordiah et al. (2015) reported that male students achieved better AA than female students.

Another finding revealed that the family type of tribal students does not significantly influence AA. Similarly, the findings of Gupta et al. (1985) and Considine & Zappalà (2002) found no significant relationship between the family type and AA of rural tribal students. However, Kalapriya's (2016) findings contradicted this finding. In this context, Baruah and Devi (2012) reported that students from nuclear families showed higher academic performance than other family types.

The current study finding revealed that the tribal sub-caste of tribal communities significantly influences AA. Gupta, N. (2019) reported that caste significantly impacts academic performance in Indian engineering students, with women from the lowest caste being most alienated, while men from this caste perform well. Particularly noteworthy in this study is the marked distinction in AA between students from the Santal and Munda communities. However, an investigation uncovered by experts suggested that Santal children exhibit higher motivation levels in their learning than students from other tribal backgrounds (Mohapatra, 2021).

The study findings concluded that fathers' educational status significantly influences AA among rural tribal students. Similar findings were found by McBride et al. (2005), Alfaro et al. (2006), Wamala et al. (2013), Masud et al. (2019), and Soharwardi et al. (2020). However, this result contrasts with the finding of Altschul (2012), who claimed that father education is not a predictor of AA. However, Hung, C. (2005) and Marks (2007) demonstrate the importance of mother education over father education for tribal students AA. Similarly, Schiller et al. (2002) concluded that parents' education positively impacts middle school pupils; according to the study, this finding verified the current finding.

The current study revealed that their mothers' educational qualification significantly influences the AA of ST students. We found similar results from Falk and Salter (1978), Smith (1989), Sharma and Jha (2014), and Indrawati and Alfiasari (2016). They concluded that a mother's education significantly influenced AA. Additionally, mothers' education has a higher impact on AAs (Soharwardi et al., 2020). Crede et al. (2015) reported that mothers' education moderates the relationship with AA. The study underscores the importance of maternal education as a critical factor in shaping the educational outcomes of students within this demographic.

Finally, the study findings revealed that family income significantly impacted the AA of rural tribal students. This finding was supported by Steinmayr et al. (2012), Lyu et al.

(2019), Lee et al. (2021), Yousefi et al. (2010), and Chmielewski and Reardon (2016). They reported that family income and AA were significantly related. On the contrary, the findings of Stewart (2006), Marks and Pokropek (2019), Humlum (2011), and Singh and Vyast (2014) found that family income had no significant effect on AA among students. Morrissey et al. (2014) and Sektnan et al. (2010) concluded that low family income indicated poor AA of students, and high family income indicated good AA. This finding suggested that family income negatively impacts students' AA.

Effect of PSs on EA and AA

In the present study, the researcher measured the effect of PS on EA and AA. The study findings indicated that PSs significantly affect EA among rural tribal students. This finding was supported by the study of Love and Thomas (2014) and Checa and AbundisGutiérrez (2017). Steinberg et al. (1994), Fuentes et al. (2019), and Checa and AbundisGutiérrez (2017) reported that an upbeat PS improves students' EA in school. This result suggested that a favorable parental influence on educational success is essential, as seen by the constant pattern observed in this research, which highlights the critical relationship between PSs and students' EA. Stanley et al. (2008) suggested that various factors, including parental education, income, parenting style, and attachment levels, significantly influence the educational adjustment of rural tribal students. Again, the study findings revealed that the PS of rural tribal students did not significantly affect their AA. This finding was supported by the study of Rout and Sahoo (2014) and Turner et al. (2009). On the other hand, the findings of Diaconu-Gherasim and Măirean (2016), Crist (2006), Akhter et al. (2022), and Marchant et al. (2001) contradicted this finding. Pinquart (2016), Ishak et al. (2012), Paulson et al. (1998), and Turner et al. (2009) identified a significant relationship between PS and AA. This finding indicates that, in this particular context, other factors may play a more prominent role in influencing the educational outcomes of these students. The findings suggest a significant impact of PSs on EA and AA. Authoritative parenting is associated with positive outcomes, fostering higher self-esteem and academic success.

Relationship between PI, PSu, EA, and AA The present study measured the relationship between PI, PSu, PS, EA, and AA. Among rural tribal students at the HS level, the results showed a positive and substantial association between PI and PSu because both are subgroups of PS. Again, the researcher found a connection between PI and AA among

rural tribal students. Similar findings were found by Wilder (2014), Ma et al. (2016), Kim & Hill (2015), Ben-Tov & Romi (2019), Bezabih (2019), Topor et al. (2010), Kohl (2000), and Gogoi (2017), who reported that the PI positively related with PSu and AA. Jeynes (2012) suggested that PI programs are linked to higher AA, aligning with the findings of Wang & Sheikh-Khalil (2014), who observed improved academic success among adolescents with increased PI. Fan & Chen (2001) reported a small to moderate yet practically meaningful relationship between PI and students' AA, while Jeynes (2005) found an average positive and significant relationship. In contrast to these studies, Rout and Sahoo (2014) discovered no significant difference in AA among tribal students based on varying levels of PI. These varied results emphasize the complex relationship—particularly when considering rural tribal students—between PI and AA. This finding suggested that higher PI and PSu improve students' academic self-efficacy and AA (You et al., 2016).

Again, the results indicated a positive but statistically significant correlation between PSu and the EA of tribal students at the HS level. Most of the studies found similar results, including Hoglund et al. (2014), Barger et al. (2019), and Felizardo et al. (2016), Smojver-Ažić (2009). Contrastingly, Nyarko (2011) reported that mothers' school involvement significantly correlates with AA, while fathers' participation does not show a significant correlation. Beaudette et al. (2019) and Varma (2014) contributed to the consensus, reporting that PI is intricately linked to enhanced academic adjustment among students. Varma's (2014) noteworthy discovery extends to PI's direct influence on students' EA. One interesting finding from the body of research is the apparent pattern indicating that PI works as a stimulant, actively promoting the improvement of students' EA. This more complex understanding supports the idea that encouraging PI can play a critical role in helping students achieve their educational goals.

The current study finding revealed a low positive but statistically significant correlation between EA and AA among higher secondary tribal school students. This finding indicated that the students with higher AA adjust to school better than those with lower AA (Devi, 2015; Lew, 2013; Chen, 2012; Willems et al., (2021); Arul & Arul (2016), Pathak (2022) and Kumar & Tankha (2020). Winga et al. (2011) and Karimi et al. (2010) reported a low but positively significant connection between AA and EA among HS tribal school students. On the other hand, research by Pathak and Tiwari (2015) showed a favorable, medium-level link between AA and EA for male and female adolescents living

in urban and rural areas. Together, these results highlight the significance of EA in determining HS tribal students' AA, with implications for different geographic locations and genders.

Effect of PI, PSu, EA on AA

While the researcher examined the effect of PI and PSu on AA, study findings revealed that PI and PSu play a significant role in EA among rural tribal students. In this context, Ben-Tov and Romi (2019) reported that PI demonstrates a substantial, direct, and negative correlation with EAs. Conversely, Bi et al. (2020) and Serna & Martínez (2019) found that PS positively influences EA. Furthermore, Varma (2014) supported these findings and reported that PI directly impacts EA. In summary, the combined data emphasizes the significance of PI and PSu in influencing the EA of tribal students, with differing opinions on the nature of their impact.

Another important finding of this study revealed that PI and PSu do not significantly impact AA among rural tribal students. This finding was corroborated by Marling (2001). On the contrary, Jaiswal and Choudhuri (2017), Wang and Sheikh-Khalil (2014) found a positive relationship between parenting style and academic performance, with parental expectations exerting the most substantial impact. Georgiou (1999) concluded that parental style is linked to students' AA. However, Hirano and Rowe (2016) and Kohl et al. (2000) found that PI predicts better AA. Overall, these outcomes collectively emphasize the pivotal influence of PI and supervision on students' AAs in rural tribal areas.

Again, the present study demonstrated that EA positively impacts the AA of rural tribal students. Kumar and Tankha (2020), Pathak (2022), and Arul and Arul (2016) collectively supported the notion that EA significantly influences AA in school settings. On the other hand, Devi (2015) found that AA and EA had a low positive relationship in tribal rural students. Shelly (2017) revealed that poor school adjustment in tribal students could adversely affect their AA. Willems et al. (2021) reported the impact of academic adjustment on AA, highlighting the importance of considering AA goals in understanding school adjustment. Furthermore, this viewpoint was supported by Shim and Finch (2014), who concluded that school adjustment can be better comprehended when aligned with AA goals. These results highlight the complex connection between AA and EA. The study finding revealed that the EA can be collectively attributed to both EA and PI, with

PSu excluded from consideration. This finding is supported by Serna and Martínez (2019). This suggests that while EA and PI may influence academic performance, other factors beyond these variables significantly contribute to the variability observed in EA (Hoglund et al., 2014).

6.3 Educational Implications of the Study

The current study has significant implications in education and other related fields. The study's findings have several educational implications:

1. ***Targeted Intervention Programs:*** Given that most rural tribal students have low PI and PSu, educational institutions should develop specific intervention programs. These programs should emphasize the necessity of PI and PSu in their child's education and how to give good monitoring.

2. ***Parenting Workshops:*** This study revealed that many rural tribal parents preferred authoritative and neglectful parenting practices. Conducting parenting workshops and seminars could be beneficial. These events can assist parents in understanding the influence of different PSs on their children's educational outcomes and offer advice on adopting more supportive ways.

3. ***Community Engagement:*** The study concludes that additional community engagement is needed to overcome the issues that rural tribal students experience. Local communities, leaders, and organizations can work with educational institutions to establish a conducive climate that supports PI and monitoring.

4. ***Teacher Training:*** Educators should be taught to detect the various demands of ST children and to change their teaching practices accordingly. Teachers can establish a more inclusive and productive learning environment by learning about their pupils' backgrounds and parenting styles.

5. ***Gender-Specific Interventions:*** Educational institutions should consider gender-specific interventions because PI and supervision vary significantly according to a person's gender. Program modifications that address the unique issues and requirements of rural tribal male and female students can boost PI and support.

6. ***Parental Education Awareness:*** The study emphasizes the effect of fathers' and mothers' educational status on parental engagement and supervision. Academic institutions can run awareness campaigns aimed at parents, highlighting the favorable relationship between parental education and student performance and giving resources for at-home learning.

7. ***Financial Support Programs:*** Schools and policymakers should consider implementing financial support programs considering the significant difference in PSu based on family monthly income. These programs could help low-income families ensure adequate PSu and support for their children's education.

8. ***Family Engagement Strategies:*** While there was no significant difference in PI based on family type, schools should implement inclusive family engagement strategies. Recognizing and respecting diverse family structures can create a supportive educational environment for all tribal students.

9. ***Support for Educational Adjustment:*** Schools should provide additional support systems to improve the EA of rural tribe pupils, recognizing the average positive but significant association between PI and EA. Counseling services, mentorship programs, and specialized treatments to address specific adjustment issues may be included.

10. ***Identification and Mitigation of AA Barriers:*** Even though there is a low but significant beneficial association between parental participation and AA, efforts should be made to identify and eliminate any impediments to this relationship. Educational institutions can conduct further research into the elements contributing to this link, and focused efforts to improve AA can be implemented.

11. ***Promotion of Holistic Educational Adjustment:*** Because EA Favors AA, schools should encourage holistic approaches to student well-being. Programs emphasizing socio-emotional development, mental health support, and peer interactions might help rural tribal adolescents acclimate to school and enhance their AAs.

12. ***Parental Education Programs:*** Educating parents on how their involvement and supervision contribute to their child's EA and academic accomplishment is critical. Parents can benefit from workshops, seminars, and informational resources to

improve their comprehension and active engagement in their child's educational journey.

13. ***Continuous Monitoring and Evaluation:*** Continuous monitoring and evaluation methods should be implemented in educational institutions to measure the efficiency of programs that enhance PI, PSu, EA, and AA. This enables ongoing intervention refining and customization based on observed outcomes.

6.4 Limitations of the Study

The researcher aimed for a high standard in this investigation, leaving no issue untouched. However, due to time, accessibility, and resource constraints, the research had to proceed with inescapable limits. These constraints are as follows:

1. The present study was limited to Government-aided schools under the West Bengal boards and did not encompass private or government schools.
2. The current study was limited to the surface level, so it was not a comprehensive and "in-depth" investigation.
3. The study could not incorporate qualitative methods such as observation, case studies, interviews, or interview schedules to gather qualitative data on EA, PSs, and AA among ST students. These methods are recognized as more reliable and valid sources of data collection.
4. Due to time constraints, the researcher could only survey a few schools in the Jhargram district. He did an intense investigation with a small number of ST students, who may not represent the general. As a result, the generalization of the result may differ slightly and apply differently to the population.
5. The survey did not include all sub-castes of ST students in West Bengal.
6. The survey only included ST rural students from the Jhargram district and excluded pupils from other districts such as Bankura, Purulia, Birbhum, and North Bengal.
7. This study utilized only two tools that had been validated in a different area, not the education sector.

8. Due to a shortage of time, the researcher could not standardize the scale properly and could not justify each item and measurement.
9. Due to time constraints, the researcher could investigate more independent variables.
10. The study could only include some ST students at all levels in all West Bengal districts similarly.
11. The responses of ST pupils came from only some of the Jhargram district. ST students from two schools in each block responded.
12. Due to time constraints, the researcher could only study some of the population of West Bengal.
13. This study had extremely few replies (data) from urban and semi-urban areas.
14. Due to time constraints, the researcher could only collect 623 responses.
15. Only a self-reporting questionnaire survey was used to obtain data. Other modes, such as an interview, can influence the outcome.
16. In this case, the researcher used the Bengali version of the tools to gather data from ST students. This version, however, may have been less understandable to each participant, resulting in a different final result.

6.5 Suggestions for Further Study

Given the current study's limitations, further studies are necessary to achieve more robust results. However, the current study highlights the necessity of investigating the following areas to establish a more solid generalization:

1. Future studies should explore the participation of ST students using various research techniques, such as experimental, observation, case study, and mixed-method.
2. Research efforts might be expanded to include diverse sub-castes of tribal pupils in WB and other parts of India.

3. Investigate other variables interacting with PSs to understand their impact on EA and academic accomplishment thoroughly.
4. Increase the number of tribal students included in the studies to increase the generalizability of the findings.
5. Create and use standardized instruments to assess PSs, educational adaptability, and AA among tribal students.
6. In the future, conduct a research series that explicitly includes socio-cultural and psychological elements influencing tribal students' AA.
7. Investigate the impact of additional factors on PSs to gain a more complete knowledge of their dynamics.
8. Consider including other demographic variables in research to get a complete view of the factors influencing Tribal students' educational experiences.

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