

## ABSTRACT

The study aims to: 1) assess parental involvement (PI), parental supervision (PSu), and parenting styles (PSs) among rural tribal high school (HS) students in West Bengal (WB), comparing them across demographics such as gender, type of family, subcaste, parental education (paternal and maternal both), and family monthly income; 2) examine the extent and level of educational adjustment (EA) and academic achievement (AA) among these students and influence of demographics on them; 3) scrutinize the interplay between PSs, EA, and AA, including investigating the influence of PSs on EA and AA, assessing the association PI, PSu, EA, and AA, combined effects of PI, PSu on EA and AA, effect of EA on AA, and the combined impact of PI, PSu, EA on explaining the variance in AA, among rural tribal HS students in WB. Accordingly, hypotheses were formulated.

A cross-sectional survey was conducted among 623 rural tribal students who attend HS schools in the Jhargram district, West Bengal, India. Data were randomly collected from sixteen HS schools from the eight community development Blocks in the Jhargram district. Data were collected by administering a personal information sheet, the 'Adjustment Inventory' developed by Sinha and Singh (2013), and the 'Parenting Style Scale' by Lamborn et al. (1991). Analysis was conducted using parametric statistical techniques such as Pearson correlation, t-test, one-way analysis of variance (ANOVA), and regression analysis through SPSS.

Results revealed that most rural tribal students' parents exhibited low levels of PI and PSu and preferred authoritative and neglectful PS. The study reveals variation in PI and PSu among rural tribal students based on gender, sub-caste, paternal and maternal education, while family type shows no significant impact. However, regarding family monthly income, PSu differs significantly not the PI. Demographics such as gender, sub-caste, and parental education significantly influence PSs among rural tribal students. However, family type and monthly income do not impact substantially PSs. The study also reveals that most ST students showed an average to a high level of EA, which is significantly influenced by students' gender, parental educational qualifications, and monthly family income, not by family type and sub-caste among rural tribal students. Concerning AA, most rural tribal students demonstrated marginal to reasonable levels of Academic Achievement (AA), with only a minority achieving very good to excellent levels. Demographic factors such as gender and family type do not significantly influence AA. Still, variations exist based on sub-caste, parental education, and family

monthly income among ST students in West Bengal. PS notably influences EA but not AA among rural tribal students at the high school level. Concerning the association between PSs (PI and PSu,) EA, and AA among rural tribal students, the results showed a highly positive and significant relationship between PI and PSu and a moderately positive and significant relationship between PI and EA. Additionally, a significantly low positive relationship exists between PSu and AA, but that is insignificant between PI and AA. EA also shows a low positive but significant association with AA among rural tribal students. Furthermore, PI and PSu collectively play a significant role in predicting EA among rural tribal students, with PI being the most potential predictor. Still, they do not have a significant combined effect on AA. EA alone predicts a lower portion of the variations in AA. In contrast, the combined impact of PI and EA significantly predicts variation in AA, with EA being the most potential predictor, excluding PSu.