



Parental Involvement and Attitude towards Education among Tribal Communities in Bankura District

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Abstract

Education plays a crucial role in shaping individual development and societal progress. However, tribal communities in India, particularly in regions like Bankura district of West Bengal, continue to face significant educational challenges. This study explores parental involvement and attitudes toward education among tribal communities in Bankura. Using a purposive sampling method, data were collected to understand the extent of parental participation in children's education and their perceptions regarding schooling. The findings reveal that although parents recognize the importance of education, their involvement remains limited due to socio-economic constraints, illiteracy, and cultural factors. The study highlights the need for culturally responsive interventions to enhance parental engagement and improve educational outcomes among tribal children.

Keywords

Parental Involvement, Tribal Education, Attitude toward Education, Bankura District, Socio-cultural Factors.



1.0 INTRODUCTION

Human life is the most precious creation of God. It has two aspects biological and sociological. The biological aspect of human life is maintained and transmitted by nutrition and reproduction. The social aspect of human life is maintained and transmitted by education. Education is considered a vital process in social sense. Education contributes significantly to national development. It is the main instrument of change, modernization and production. Education helps to make the thinking, understanding and attitude of the citizens comprehensive, wide scientific and objective. The concept of education is like a diamond which appears to be of a different colour when seen from a different angle. Now there is a need for an organized formal institution to impart the essential knowledge and fundamental skills. Hence, the need for a school has emerged. But, the establishment of a school does not preclude the role of other educational agencies like home, temple, society etc.

India is home to a rich tapestry of indigenous tribal communities, many of whom reside in geographically remote and socio-economically disadvantaged regions. In the state of West Bengal, the districts of Bankura, Purulia, Paschim Medinipur, and Jhargram host a significant proportion of the state's tribal population. Despite various governmental initiatives aimed at promoting inclusive education, large sections of these tribal communities continue to remain on the margins of mainstream education.

One of the critical factors influencing a child's academic achievement is the role played by parents in their educational journey. Parental involvement—through encouragement, supervision, and engagement in school-related activities—has been found to enhance learning outcomes and reduce dropout rates. However, among tribal families, such involvement is often minimal due to a complex interplay of barriers, including illiteracy, poverty, cultural perceptions, and lack of familiarity with the formal education system.

This study aims to investigate the nature and extent of parental involvement in education among tribal communities in the aforementioned districts of West Bengal. It also seeks to understand tribal parents' attitudes toward education and the underlying factors that shape their beliefs and practices. By exploring these dimensions, the study hopes to provide insights that can inform more culturally responsive and inclusive educational policies and interventions.

Several studies have explored parental involvement and attitudes toward education, particularly in underprivileged and tribal contexts. The literature highlights the importance of parental support in children's academic achievement, yet points to significant barriers among tribal populations such as poverty, low literacy, traditional beliefs, and geographic isolation.

Jha and Jhingran (2005), in their UNESCO/NIEPA report on elementary education for deprived groups, found that tribal children often suffer from poor attendance and limited access to quality education. The study also revealed that parental involvement in these communities is generally low, which adversely affects children's educational participation. Similarly, **Mohanty (2009)**, in a study published in the *Journal of Tribal Studies*, highlighted the role of cultural barriers in tribal education. The study pointed out that traditional beliefs and practices often discourage regular school attendance and reduce the importance of formal education in tribal life.

Choudhury and Mohanty (2011), in their study published in the *Indian Journal of Educational Research*, examined the perceptions of tribal parents toward schooling. They found that many parents tend to prioritize livelihood activities and cultural rituals over formal education, which limits their involvement in their children's academic progress.

In another study, **Kumar and Gupta (2014)** explored the impact of socio-economic status on educational participation. Their findings indicated that parents with higher levels of education and better economic conditions are more likely to be actively involved in their children's education.

Sahoo (2017), in the *Odisha Journal of Educational Studies*, investigated parental attitudes and engagement in tribal regions of Odisha. The study revealed that although many parents hold positive attitudes toward education, their actual involvement remains limited due to economic hardships and lack of awareness. Likewise, Roy and Das



(2020), in their study on community participation in tribal education in Jhargram published in the *West Bengal Educational Review*, found that areas with stronger parental and community involvement tend to show better educational outcomes among students.

The overall analysis of the reviewed literature indicates that tribal children often face challenges such as low enrolment, high dropout rates, and irregular attendance. Parental illiteracy, poverty, and a lack of alignment between school education and indigenous cultural practices emerge as major contributing factors. Although several studies have addressed issues related to tribal education, most of them focus either on parental attitudes or on structural barriers.

There is a noticeable lack of studies that simultaneously examine both parental involvement and attitudes toward education, particularly in specific regions such as Bankura district of West Bengal. Therefore, the present study seeks to fill this gap by providing a focused and comprehensive analysis of parental involvement and attitudes among tribal communities in Bankura district.

2.0 SIGNIFICANCE OF THE STUDY

The proposed study is of great need and importance, especially in the context of tribal communities residing in the Bankura district in West Bengal. These region have long been marked by educational disadvantages, including low literacy rates, high dropout levels, and limited access to quality educational resources. Despite various governmental and non-governmental initiatives aimed at improving school infrastructure and enrolment, the role of parents—particularly their involvement and attitudes toward education—has not received adequate research attention in these areas.

Parental involvement is a key factor in enhancing student learning, motivation, and academic success. However, in many tribal households, educational decisions are influenced by cultural practices, economic constraints, and a general lack of awareness regarding the value of formal schooling. In such cases, exploring how parents perceive education and how actively they participate in their children's academic life becomes critically important. The unique socio-cultural and economic contexts of tribal communities demand a focused investigation to understand the patterns of engagement and the challenges faced by parents.

This study is, therefore, essential for generating localized knowledge that can inform the development of inclusive and culturally sensitive educational policies and programs. It will also contribute to academic discourse by filling a significant gap in the literature related to tribal education in West Bengal. Most importantly, by giving voice to tribal parents, the research seeks to empower communities and foster stronger partnerships between home and school, ultimately contributing to the larger goal of educational equity and social justice.

3.0 RESEARCH QUESTIONS:

In the present study, the following research questions have been formulated to examine parental involvement and attitudes toward education among tribal communities in Bankura district.

- 1) What is the extent and nature of parental involvement in children's education among tribal communities in Bankura?
- 2) What attitudes do tribal parents hold toward formal education?



4.0 OBJECTIVES OF THE STUDY

Objectives of the study define the specific goals that the researcher intends to achieve through the investigation. They provide a clear framework for data collection, analysis, and interpretation. The study is guided by the following objectives:

- 1) To study the level of parental involvement in their children's education among tribal communities.
- 2) To study the attitudes of tribal parents toward formal education.

5.0 HYPOTHESIS

Hypotheses are tentative assumptions or predictive statements that establish a possible relationship between variables. They provide a basis for statistical testing and help in drawing logical conclusions from the data. In this study, null hypotheses have been formulated to examine the relationship between parental involvement and children's educational participation, as well as differences in parental attitudes based on socio-economic factors. The study is guided by the following null hypotheses:

H₀₁: There is no significant relationship between parental involvement and children's educational participation among tribal communities.

H₀₂: There is no significant difference in attitudes toward education among tribal parents based on socio-economic conditions.

6.0 METHODOLOGY

The study follows a **descriptive survey method**, aiming to explore and analyse parental involvement and attitudes toward education among tribal communities. A **purposive sampling technique** was used to select respondents from tribal communities in Bankura district. Parents of school-going children were included as the primary participants. The researcher used a self-made structured questionnaire for collection of data among tribal communities.

7.0 DATA INTERPRETATION

Data interpretation is a crucial stage in research, where collected data are systematically analyzed and presented in a meaningful manner to draw valid conclusions. It involves the use of both **descriptive statistics** (such as percentage analysis) and **inferential statistics** (such as correlation and ANOVA) to understand patterns, relationships, and differences within the data.

In the present study, data interpretation has been carried out using **percentage analysis** to describe the distribution and characteristics of respondents, and **inferential statistical techniques** to test the hypotheses and examine relationships between variables. This dual approach ensures both clarity in description and scientific validity in conclusions.

7.1 PERCENTAGE ANALYSIS

Percentage analysis is used to simplify and present data in a clear and understandable form. It helps in identifying trends, patterns, and proportions within the dataset. In the present study, percentage analysis has been used to examine various aspects such as demographic profile, parental involvement, participation in school activities, and attitudes toward education among tribal communities in Bankura district. The following tables present the distribution of responses along with their corresponding percentages for clear interpretation.



Table 1: Gender-wise Distribution

Gender	Frequency	Percentage
Male	36	60%
Female	24	40%
Total	60	100%

Interpretation of Table- 1:

The table shows that the majority of respondents are male (60%), while female respondents constitute 40%. This indicates that male parents are more represented in the study. This gender imbalance may influence findings, as male and female parents may differ in their level of involvement and attitudes toward education.

Table 2: Educational Qualification

Level	Frequency	Percentage
Illiterate	28	46.7%
Primary	18	30%
Secondary	10	16.7%
Higher Secondary+	4	6.6%
Total	60	100%

Interpretation of Table- 2:

The educational qualification of parents reveals that 46.7% are illiterate, 30% have primary education, 16.7% have secondary education, and only 6.6% have education beyond higher secondary level. This clearly indicates that a large proportion of parents have low educational attainment, which significantly affects their ability to support their children's academic activities.

Table 3: Parental Involvement

Level	Frequency	Percentage
High	8	13.3%
Moderate	20	33.3%
Low	32	53.4%
Total	60	100%

Interpretation of Table- 3:

In terms of parental involvement, 53.4% of parents fall under the low involvement category, 33.3% show moderate involvement, and only 13.3% exhibit high involvement. This suggests that most parents are not actively engaged in their children's education, which may negatively impact students' academic performance.



Table 4: School Participation

Participation	Frequency	Percentage
Regular	10	16.7%
Occasional	22	36.7%
Never	28	46.6%
Total	60	100%

Interpretation of Table- 4:

Further, participation in school-related activities shows that 46.6% of parents never participate, 36.7% participate occasionally, and only 16.7% participate regularly. This reflects a weak connection between parents and schools, which is essential for monitoring and supporting students' progress.

Table 5: Attitude Toward Education

Attitude	Frequency	Percentage
Positive	38	63.3%
Neutral	14	23.3%
Negative	8	13.4%
Total	60	100%

Interpretation of Table- 5:

Despite low levels of involvement, the attitude toward education is largely positive. About 63.3% of parents have a positive attitude, 23.3% have a neutral attitude, and only 13.4% hold a negative attitude. This indicates that most parents' value education, even though they are unable to actively participate due to various constraints.

Overall, percentage analysis reveals a significant gap between positive attitude and actual involvement, highlighting the influence of socio-economic and educational factors.

7.2 INFERENCE STATISTICAL ANALYSIS

Inferential statistics are used to test hypotheses and determine whether observed relationships and differences are statistically significant. In the present study, inferential statistics have been applied to examine the relationship between parental involvement and children's educational participation, as well as to analyse differences in parental attitudes toward education based on socio-economic status. For this purpose, statistical techniques such as **Pearson's correlation and Analysis of Variance (ANOVA)** have been employed. The following tables present the results of inferential analysis along with their statistical significance.

H₀₁: There is no significant relationship between parental involvement and children's educational participation



Table -6: Correlation

Variables	r-value	p-value
Parental Involvement vs Participation	0.62	0.001

Interpretation of Table- 6:

The correlation coefficient ($r = 0.62$) indicates a moderately strong positive relationship between parental involvement and children's educational participation. The p-value (0.001) is less than 0.05, which means the result is statistically significant. Therefore, the null hypothesis is rejected.

This implies that as parental involvement increases, children's participation in education also improves significantly. It highlights the importance of engaging parents in the educational process to enhance student outcomes.

H₀₂: There is no significant difference in attitudes toward education based on socio-economic status

Table -7: ANOVA

Source	SS	df	MS	F	Sig
Between Groups	18.24	2	9.12	5.67	0.006
Within Groups	91.60	57	1.60		
Total	109.84	59			

Interpretation of Table- 7:

The calculated F-value (5.67) is statistically significant at the 0.006 level ($p < 0.05$). Therefore, the null hypothesis is rejected.

This indicates that socio-economic status significantly influences parental attitudes toward education. Parents with better economic conditions tend to have more positive attitudes, while economically weaker parents face constraints that may affect their perceptions and priorities regarding education.

8.0 FINDINGS AND DISCUSSION

The present study investigated parental involvement and attitudes toward education among tribal communities in Bankura district. The analysis of data reveals several important findings.

Firstly, the demographic analysis shows that a significant proportion of parents (46.7%) are illiterate, while only a small percentage (6.6%) have attained education beyond the higher secondary level. This low level of parental education acts as a major barrier to effective involvement in children's academic activities. Illiterate parents often lack the confidence and ability to assist their children in studies or to interact with teachers and school authorities.

Secondly, the study found that parental involvement in education is generally low. More than half of the respondents (53.4%) fall under the low involvement category, while only 13.3% demonstrate high involvement. Similarly, 46.6% of parents never participate in school-related activities, and only 16.7% engage regularly. This indicates a weak linkage between home and school, which is essential for improving student learning outcomes.



Interestingly, despite low involvement, a majority of parents (63.3%) exhibit a positive attitude toward education. This suggests that tribal parents recognize the importance of education as a means of improving their children's future. However, their positive attitude does not translate into active participation due to constraints such as poverty, lack of awareness, and occupational commitments.

The inferential statistical analysis further strengthens these findings. The correlation analysis shows a significant positive relationship ($r = 0.62$, $p < 0.01$) between parental involvement and children's educational participation. This implies that increased parental engagement leads to better student participation and possibly improved academic performance.

Moreover, the ANOVA results ($F = 5.67$, $p < 0.05$) indicate a significant difference in parental attitudes based on socio-economic status. Parents from relatively better economic backgrounds tend to have more favorable attitudes toward education compared to those from economically weaker sections.

The findings highlight a critical gap between parental attitude and actual involvement. While awareness about the importance of education exists, structural barriers such as poverty, illiteracy, and socio-cultural factors limit active parental participation. These findings are consistent with earlier studies that emphasize the role of socio-economic and cultural constraints in shaping educational outcomes among tribal communities.

9.0 CONCLUSION

The study concludes that parental involvement in education among tribal communities in Bankura district remains significantly low, despite the presence of generally positive attitudes toward education. This gap between perception and practice is primarily influenced by socio-economic disadvantages, low literacy levels, and limited awareness of the importance of active engagement in children's education.

The statistical analysis clearly demonstrates that parental involvement has a significant positive impact on children's educational participation. At the same time, socio-economic status plays a crucial role in shaping parental attitudes. These findings underscore the need for targeted interventions that not only promote awareness but also address structural barriers faced by tribal families.

To improve educational outcomes, it is essential to strengthen the relationship between schools and parents through community-based initiatives, awareness programs, and inclusive educational strategies. Adult literacy programs, economic support schemes, and culturally relevant curriculum design can further enhance parental engagement.

In conclusion, empowering tribal parents and fostering their active involvement in education is vital for achieving educational equity and sustainable development. The study provides valuable insights for policymakers, educators, and researchers to design more effective and inclusive educational interventions in tribal regions.



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