

# Learning Achievement of Tribal Students in Basic School Subjects

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## Abstract

It is assumed that parental education and parental involvement are of great importance for better academic performance of the child. The study was undertaken upon 50 tribal students and their respective parents of Mayurbhanj District to know the role of parental education and involvement on learning achievement. It is revealed that there existed no significant difference between learning achievement of tribal students in basic school Subjects with respect to high and low parental education; high and low parental involvement.

**Keywords:** Learning Achievement, Basic School Subjects, Parental Education and Involvement

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Parents play a key role for the progress of child both in socially and academically settings. Parents, who actively engage in children's education and identify early; on educational expectations for their children, tend to increase the child's overall academic achievement, while based upon research, a relationship between parental involvement and student achievement is evident; no significant factors had been studied to determine how parental involvement affects a child's self esteem or motivation in school (Hong & Ho, 2005). Jeynes (2003) suggested that parental involvement was a strong determinant in the domain of academic achievement; however results concluded differentiating values across the minority groups. In the influence of parental socio economic status and educational levels, Magnuson, (2007) and Halle, Kurtz-Costes, & Mahoney (1997) elaborated on the effects these factors attribute to academic achievement. Halle *et al.*, (1997) elaborated those strong factors such as parental beliefs and perception of their child's ability promoted child to subsequently have positive academic achievement. Magnuson (2007) elaborated that Mother with higher levels of education may be already providing structured home environments. Likewise, research findings further support that parental education, (maternal education level), plays an important role in children academic achievement.

Many homes differ on factors such as family size, availability of learning materials, the parents' level of education, parents' occupation, income, parental encouragement and involvement. Dave and Dave (1971) found that higher percentages of rank holder belong to homes with higher parental education and higher percentage of failed students belong those who have lower parental education. Rumberger (1995) found that students' "family background is widely recognized as the most significant important contributor to success in schools" Many factors in the family background have some associations with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure (socioeconomic status and intact/single-parent families), parental education level, parental involvement and parenting style (Jacob and Harvey, 2005). More educated parents are assumed to create environments that facilitate learning (Williams, 1980; Teachman, 1987) and involve themselves in their children's school experiences and school environments (Steinberg *et al.*, 1992; Useem, 1992). However, there are students who come from low-income and single parent homes who are high achievers and many students from high socio-economic and intact families who are low achievers. Students may also come from homes where

the parents are highly educated and involved in their children's education, yet achieve poorly at school (Jacob and Harvey, 2005). Research findings suggested that a significant relationship between parents' level of education and children's achievement motivation existed because more educated parents might be more involved in their children's education than less educated parents (Beyer, 1995).

### **Literature Review**

Tambhankar (1968) Studied achievement motivation among the young adolescent boys in Poona City. The findings of the study revealed that boys from middle class families have higher achievement motivational level than those of upper and lower classes and achievement motivation is positively and significantly related to theoretical value and significantly to aesthetic value. The study thus has highlighted on socio-economic status rather than innate power. Bharghavas (1976) Found that level of aspiration of the child is closely related to self concept and education achievement. Gupta (1978) studied anxiety and achievement motivation in relation to academic achievement sex and economic status of 360 students of class IX and X. The objectives were to explore the realm of anxiety and achievement motivation and to find out the relationship between them with respect to sex, academic achievement and socio-economic status. The findings proved that boys were more in achievement motivation than girls. In case of boys there was negative relationship between anxiety and achievement motivation. Students from higher socio-economic status showed lower level of anxiety and hence; exhibited higher level of achievement motivation. This study directly hinted at the idea that achievement motivation is a function of socio-economic status. Banoo (1982) conducted a study to know the parental involvement and their contribution to the education of the child. The findings of the study indicated significant relationship between the parental involvement and academic achievement after nullifying the effect of Socio-economic status and intelligence. Agrawal (1986) conducted a study on the effect of parental encouragement on the educational development of students. The study was conducted with the objectives that the effect of parental encouragement on the educational development of the varied groups of pupils. The study revealed that parental encouragement has a pervasive influence on the educational development of high development group, regardless of gender, district and urban-rural variations. Awasthi and Rao (1987) conducted a study on the interrelationship between the education of scheduled tribes and their socio-economic mobility with the objectives to find out the extent of socio-economic mobility of the scheduled tribes.

It was found out that there was a close inter-relationship between education and socio-economic mobility among the tribal people of the area studied. Gour (1989) conducted the study of special facilities and educational development of tribal students and the attitude of society towards them. The objective of the study was to find out the present status of the special facilities being given by the government to the tribal population. It was found out that the opinion of both the teachers and the parents. (1) the government should earnestly try to improve the financial position of the tribal families (2) tribal student should be made fully aware of the government's schemes and facilities to help them. Amirtha Lingam (1991) conducted a study on involvement of parents of under achievers in the government higher secondary schools. The objectives of the study were to determine the level of parental involvement. It was found that most of the parents of under achievers did not devote any time to their wards educational development. Seth (1991) conducted a study on effect of parental interaction and educational intervention in optimizing the integrated development of pre-school children. The objective was to study the differential profiles of parental behaviours of low and high competence children. It was found that education and economic status of parents were related to high and low parental interaction. Biswal (1991) studied needs and problems of a tribal community in Orissa with regard to education. The objectives were to study the effectiveness of developmental programmes undertaken for the tribal community. It was found out that the tribal people have faced many problems which were perceived by the teachers like health hazards, poor communication facilities, accommodation, traditional beliefs and value systems of the community. Bandyopadhyaya (1992) conducted a study on the education of the backward classes in India since Independence with special reference to west Bengal with the objectives to understand and assess the attitudes, aspirations and motivations of parents belonging to the backward classes towards the education of their children. The study revealed that parent's aspirations and motivation for the education of their children were related to the level of their education, educated parents and better aspirations and motivations than illiterate parents. Grolnick and Slowiaczek (1994) discovered that not all aspect of parental involvement predicted student achievement motivation and called for further studies investigating various aspects of parental involvement and different elements of student achievement motivation. Gonzalez (2002) reported that parental involvement was positively related to mastery goal orientation. That is when parents got involved in their children education, children were more likely to seek challenging tasks persist through academic challenges, and experience satisfaction in their school work.

Jeynes (2003) suggested that parental involvement was a strong determinant in the domain of academic achievement; however results concluded differentiating values across the minority groups. African American and Latinos groups determine more favourable the influence of parental involvement in comparison to Asian American groups. Hong & Ho (2005) researched parental involvement affects a child's self esteem or motivation in school. The researcher findings supporting parental involvement as an indicator for increasing student achievement other factors such as parental income and educational level have also been researched to determine children's academic achievement. Pamela E. Davis-Kean (2005) examined the process of how socioeconomic status, specifically parents education and income indirectly relates to children academic achievement through parents beliefs and behaviours. Parents' years of schooling also was found to be an important socioeconomic factor to take into consideration in both policy and research when looking at school-age children. Adsul et al. (2008) examined the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. Along with other findings male students were found to be having a high achievement motivation while female students having a below average level of achievement motivation. Fulton and Turner (2008) mentioned that parental involvement in the realm of motivation, perception and parenting styles contributed to different educational outcomes among females and males perceptions of control. Fan and William (2010) researched on student self efficacy and intrinsic motivation; finding further supported that parental involvement not only influence academic achievement but motivational levels as well. Naz & Noureen (2011) examined the achievement and its relationship with achievement motivation and self-concept. The Subjects consisted of 336 students (146 males & 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9<sup>th</sup> grade were involved in the study. The results revealed that achievement motivation and self-concept are significantly related to academic achievement. Neha and Shobhna (2011) studied the achievement motivation and parental support to adolescents. The study revealed that parental support for their children seems to have a strong influence on achievement motivation parents should support educational activities of their children to enhance their academic motivation.

Academic achievement being one of the cognitive outcomes of the individual is facilitated by mental readiness and high level intellectual pursuit. The present study is intended to investigate the learning achievement of tribal students in basic

school subjects with respect to parental education and involvement. However, one of the most effective areas of increased student academic achievement lies not in the schools; but parental involvement and education; continues to be the most influential factor in students' achievement. Most of the studies; cited and reviewed resembled that parental education and involvement directly influence the learning achievement of children. A very few studies namely; conducted by Jacob and Harvey contradicted that parental education and parental involvement has nothing to do with learning achievement of the children. There are other factors responsible for learning achievement of students.

### **Rationale of the Study**

Generally the tribal civilization is treated as most backward classes. The progress of the nation also depends upon their contribution. So, we can't let them behind. So we have to find out the causes of backwardness as well as how to eradicate them. It is only possible through improvement in standard of education in their civilization. The learning achievement of a student depends on parental education as parents are the first educator of child. Therefore, they should be aware about the education of their children and provide conducive home environment to their child which would help them to perform better academic performance. Agrawal (1986) found that parental encouragement have a pervasive influence on the educational development of high development group, regardless of gender, district and urban-rural variations. Amirthalingam (1991) found that most of the parents of underachievers did not devote any time to their wards educational development. Seth (1991) found that education and economic status of parents were related to high and low parental interaction. But the researcher became curious to conduct on the area of learning achievement of tribal students with respect to their parental involvement and education. Therefore, the researcher interested to conduct the study on "Learning achievement of tribal students in basic school Subjects in relation to parental education and involvement" in order to know the influence of parental education and involvement on the learning achievement of tribal students in basic school Subjects.

### **Objectives**

The study was conducted with the following objectives:

1. To study the influence of parental education on learning achievement of tribal students in basic school Subjects.
2. To study the influence of parental involvement on learning achievement of tribal students in basic school Subjects.

## Hypothesis

The study was undertaken with the following hypothesis:

Ho1- There is no significant difference in learning achievement of tribal students in basic school subjects belonging to high and low parental education.

Ho2- There is no significant difference in learning achievement of tribal students in basic school subjects belonging to high and low parental involvement.

## Operational Definitions

**Learning achievement:** Learning achievement in the present study means the marks secured by the students in their last examination.

**Basic school Subjects:** Basic school subjects refer to performance of the students in English, Mathematics and Science.

**Parental Education:** Parental education in the present study referred to the level of education; the parents have attained or obtained. It is categorised into two groups: low parental education (i.e. below class- VII) and high parental education (i.e. above class- VII).

**Parental Involvement:** Parental involvement means the extent to which parents are encouraging their wards for pursuing education at elementary level. It is categorised into two groups: low parental involvement (i.e. do not fulfil the teaching learning material, engaging wards in domestic works) and high parental involvement (i.e. supporting services during study, supervising the school activities and helps in home assignments)

## Methodology of the Study

### (a) Design

The present study intended to know whether parent's education and involvement have any impact on learning achievement of tribal students in basic school subjects. Thus researcher has adopted Ex-Post Facto design to answer the afro mentioned queries.

### (b) Variables

**Dependant Variable:** Learning achievement in basic school subjects of tribal students (English, Mathematics and Science).

**Independent Variables:** Parental education and Parental involvement

### (c) Population and Sample

The population of the study consists of all tribal students studying at elementary level in Mayurbhanj District. The researcher purposively selected 50 tribal students and their parents from Budhikhamari M.E. School and Budhikhamari Ashram School from Bangriposi block of Mayurbhanj District as the key informants of the present study.

### (d) Tools Used

**1. Interview Schedule for Parents:** To know the parental education and their involvement, the researcher has prepared an interview schedule having twenty structured questions from five dimensions i.e. caring (Health & Dress), fulfilment of instructional materials, support services during study of lessons, engagement of wards in domestic and school activities. The obtained data have been quantified for further analysis.

**2. Data Capturing Format:** the researcher has developed a format to record the learning achievement of the students in basic school subjects (English, Math and Science) of their last examination.

### (e) Procedure of Data Collection

The investigator collected the data with the help of interview schedule. The data were collected by the investigator through personal effort made by him. The investigator fulfilled all the official formalities before data collection and convinced the teacher about the purpose of the study and then collected necessary information. During this period, the investigator made interactions with parents.

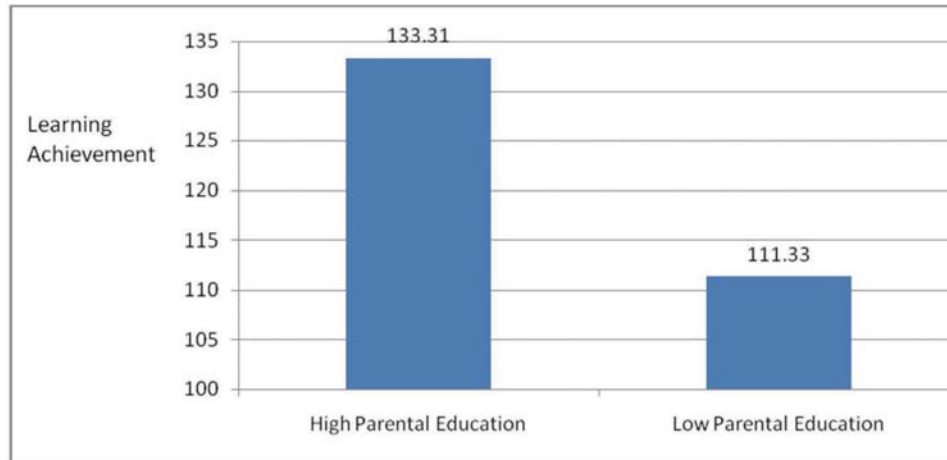
## Analysis & Interpretation

The data collected from the key informants had been analysed; both quantitative and qualitative aspects categorically. The statistical techniques like: Mean, Standard Deviation and t- test were used for quantitative analysis of data and thick descriptions were used for qualitative analysis.

### I. Parental Education and Learning Achievement in Basic School Subjects

Parental education in the present study referred to the level of education; the parents have attained or obtained. Learning achievement in basic school subjects referred to learning achievement of tribal students in English, Mathematics and Science. In this study, it was determined that the parents having education above class-VII considered as high parental education and below class –VII as low parental education.





**Fig. 1:** Parental Education and Learning Achievement in Basic School Subjects

The mean learning achievement scores of tribal students in basic school subjects with regard to parental education were 133.31 and 111.33 of high and low parental education respectively. The mean learning achievement scores in basic school subjects of High parental education and low parental education have been presented graphically (figure -1).

**Table 1:** Difference between Mean Learning Achievement Scores in Basic School Subjects of High and Low Parental Education.

Variation	N	Mean	SD	df	t	Remarks
High-parental education	26	133.31	34.41	48	1.93	Not significant
Low-parental education	24	111.33	19.83			

The above table indicated that the Mean and SD of learning achievement scores in basic school subjects belonging to high parental education of tribal students were 133.31 and 34.41 respectively. The Mean and SD of learning achievement scores in basic school subjects of tribal students belonging to low parental education were 111.33 and 19.83 respectively. The calculated 't' value 1.93 is lesser than the table value of 2.01 at 0.05 level of significance and table value 2.68 at 0.01 level with the degrees of freedom (df) 48. Hence, the null hypothesis is retained and it signified that there existed no significant difference in learning achievement of tribal students in basic school subjects belonging to high and low parental education. This finding of the present study is in confirmation with the studies conducted by Bandyopadhyay (1992), Joshi (1983), Pamela E, Davis. Kean (2005) that revealed that learning achievement of students did not differ significantly due to variation in level of education of the parents. In other words, parental education has nothing to do with learning achievement of tribal students. But it is assumed that the highly educated

parents are influential and well aware of the environment and conducive condition for better study which results in better learning achievement of their wards. High parental education also enables the parents to become well versed with their children in performing the learning tasks, maintaining good mental condition, developing good study habits, proper study hours and consultation to teachers in difficulties. Lack of education on the part of parents' stands on the way to become well acquainted and friendly to give ample moral support to the children during problems related to physical, mental, psychological and social; as a result of which their learning achievement is affected.

## II. Parental Involvement and Learning Achievement in Basic School Subjects

Parental involvement means the extent to which parents are encouraging their wards for pursuing education at elementary level.

The mean learning achievement scores of tribal students in basic school Subjects with regard to parental involvement were 134.41 and 112 of high and low parental involvement respectively. The mean learning achievement scores of tribal students in basic school Subjects of high and low parental involvement have been presented graphically (the Figure-2).

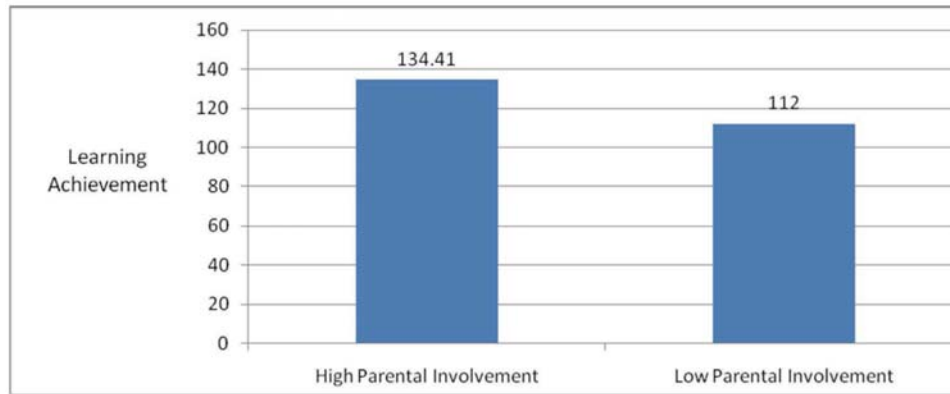


Fig. 2: Parental Involvement and Learning Achievement in Basic School Subjects

Table 2: Difference between Mean Learning Achievement Scores in Basic School Subjects of High and Low Parental Involvement

Variation	N	Mean	SD	df	t	Remarks
High-parental involvement	24	134.41	35.7	48	1.97	Not significant
Low-parental involvement	24	112.00	19.13			

The above table conveyed that the Mean and SD of learning achievement scores in basic school Subjects belonging to high parental involvement were 134.41 and 35.7 where as the Mean and SD of learning achievement scores in basic school Subjects belonging to low parental involvement of tribal students were 112 and 19.13 respectively. The obtained t' value 1.97 was lesser than the table value of 2.01 at 0.05 levels of significance and table value of 2.68 at 0.01 level of significance with the degrees of freedom (df) 48. Hence, there was no significant difference in learning achievement of tribal students in basic school Subjects belonging to high and low parental involvement and the null hypothesis is retained. This finding of the present study is supported by the studies conducted by Agrawal (1986), Gaur (1989), Seth (1991), Biswal(1991), Banoo (1982), Bharghava (1976), Jeynes (2003), Ganzalez (2002) which revealed that learning achievement in basic school Subjectss is not influenced by involvement of parents with their wards. Further, the finding of the study stands the opposite of the findings of the study conducted by Amirthalingam (1991), Tambhankar (1968), Fulton & Turner (2008), which revealed that parental involvement has a great role on learning achievement of elementary students in basic school Subjects. Parental involvement of students supports them for better learning achievement and progress in life.

### Major Findings

- Learning achievement of tribal students in basic school subjects belonging to high and low parental education did not differ significantly.
- Learning achievement of tribal students in basic school subjects belonging to high and low parental involvement did not differ significantly.

### Discussion of the Result

It was found that neither level of education nor level of involvement of parents did any significant differences on learning achievement of tribal students in basic school Subjects. The learning achievement in basic school Subjects of tribal students was not influenced by parental involvement and education. Their learning achievement might be differed due to other factors like anxiety, achievement motivation, aspiration of the child, intelligence level of the child, economic condition of the family etc. The tribal parents' unwillingness, lack of awareness, and ignorance about the value of education made this difference. Even if the educated tribal parents did not show any interest towards education of their wards. The literature cited and reviewed also resembled with the fact that learning achievement is not a product of parental education and involvement but some other determinants like; socio-economic status, level of aspiration, socio-economic mobility, self efficacy and intrinsic motivation etc. (Rumberger, 1995; Tambhanker, 1968; Bharghavas, 1976; Awasthi and Rao, 1987; William, 2010).

### Recommendation for Further Study

- Present study was confined to Bangriposi Block of Mayurbhanj district only. A study can be undertaken for

other blocks and districts of the State to generalize the findings of the present study.

- Further, similar study can be taken up on secondary and higher secondary schools.
- The present study was confined to learning achievement in basic school Subjects : English, Mathematics and Science. Further; research can be carried out in other school Subjects also.
- The present study was confined to tribal elementary school. Study can be replicated in the rural elementary school also; further research can be made on rural elementary school.

## Conclusion

Parental education and parental involvement are not only the major influential factors that increase or decrease the rate of learning achievement; besides, there are many other factors responsible for learning achievement of tribal students in basic school Subjects. It was found out that learning achievement of tribal students in basic school Subjects did not differ with respect to parental education and parental involvement: high and low level of magnitude. Hence, the level of education and magnitude of involvement of parents had nothing influential on learning achievement of tribal students.

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