



A Comparative Analysis of Parental Involvement and Attitudes Towards Primary Education among Tea-Tribe and Non-Tea-Tribe Children in West Tripura District

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Abstract: *This research investigates parental involvement levels and attitudes towards primary education among parents belonging to the Tea-Tribe and non-Tea-Tribe communities in the West Tripura District. Using a quantitative research approach and a descriptive survey methodology, information was gathered from a total of 200 participants, with 100 parents from each community. Stratified random sampling was utilized to ensure fair representation from both groups. A structured questionnaire assessed parental involvement and attitudes towards primary education, covering aspects such as homework assistance, school event attendance, and beliefs about education's importance. Data analysis involved descriptive statistics and inferential tests, with a significance level set at $p < 0.05$. Results revealed significant differences in both parental involvement and attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents. Non-Tea-Tribe parents demonstrated higher levels of involvement and more positive attitudes towards education compared to Tea-Tribe parents. These findings highlight the need for targeted interventions to bridge the gap in parental engagement and foster positive attitudes towards education among Tea-Tribe communities. The study contributes to understanding educational disparities and informs strategies for promoting parental engagement and educational equity within the West Tripura District. Limitations include the sample size and reliance on self-reported measures. Future research could explore underlying factors influencing parental involvement and attitudes through qualitative methods and evaluate intervention effectiveness longitudinally. Overall, the study provides insights into enhancing educational outcomes for all children, particularly those from marginalized communities.*

Key words: *Parental involvement, attitudes towards education, Tea-Tribe, non-Tea-Tribe, West Tripura District, educational disparities,, educational equity.*

1. INTRODUCTION:

Parental involvement and attitudes towards education play crucial roles in shaping children's academic success and overall educational outcomes. Disparities in these factors between different demographic groups can have significant implications for educational equity and social justice. In the context of the West Tripura District, where Tea-Tribe communities constitute a significant portion of the population, understanding the levels of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents is essential for informing targeted interventions and promoting educational equity.

This study aims to examine the levels of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents within the West Tripura District. By employing a quantitative research design and a descriptive survey method, data will be collected from a sample of 200 participants, including 100 parents from each community. Stratified random sampling will ensure representation from both groups. A structured questionnaire will assess various aspects of parental involvement and attitudes towards primary education. Through rigorous data analysis, including descriptive statistics and inferential tests, the study seeks to identify any significant differences between Tea-Tribe and non-Tea-Tribe parents in terms of parental involvement and attitudes towards education. These results will



enhance comprehension of educational discrepancies within the district and guide the development of approaches to foster parental involvement and ensure educational fairness for all children, irrespective of their socio-cultural context.

Background: The Tea-Tribe community, also known as Adivasis or Scheduled Tribes, represents a significant segment of India's population, particularly in regions like West Tripura District. Historically, this community has been involved in the cultivation and production of tea, forming an integral part of the region's socio-economic fabric. Despite their contributions, the Tea-Tribe children often face educational challenges, stemming from various socio-economic factors. These obstacles encompass restricted availability of quality education, insufficient infrastructure, socio-cultural hurdles, and economic inequalities. Hence, it is imperative to further explore the intricacies of parental perspectives on primary education among Tea-Tribe children in the West Tripura District. This will facilitate the identification of underlying causes for these challenges and the development of impactful strategies to mitigate them.

Rationale: Understanding parental attitudes towards primary education among the Tea-Tribe community in West Tripura District is crucial for several reasons. Firstly, parental attitudes play a pivotal role in shaping children's educational experiences and outcomes. Positive parental attitudes towards education are often associated with higher levels of parental involvement, which, in turn, contribute to improved academic performance and overall well-being among children. Conversely, negative attitudes can hinder children's educational progress and perpetuate the cycle of socio-economic marginalization. Therefore, exploring parental attitudes can provide valuable insights into the factors influencing educational outcomes within the Tea-Tribe community.

Secondly, examining parental attitudes can shed light on the underlying socio-cultural norms and beliefs prevalent within the Tea-Tribe community regarding education. Cultural factors such as traditions, values, and perceptions of gender roles may significantly influence parental attitudes towards education and shape decisions regarding children's schooling. By uncovering these underlying dynamics, policymakers and educators can develop culturally sensitive interventions that resonate with the community's values and beliefs, thereby fostering greater acceptance and participation in the educational process.

Moreover, understanding parental attitudes towards primary education is essential for addressing systemic barriers that hinder educational access and equity among Tea-Tribe children. Socio-economic factors, including poverty, lack of infrastructure, and geographic remoteness, often intersect with parental attitudes to perpetuate educational inequalities. By identifying these barriers and their underlying determinants, stakeholders can formulate targeted policies and initiatives aimed at promoting inclusive and equitable education for Tea-Tribe children in West Tripura District.

Furthermore, exploring parental attitudes can facilitate community engagement and collaboration in educational initiatives. Parents are key stakeholders in the education system, and their active participation is essential for the success of any educational intervention. By involving parents in decision-making processes and acknowledging their perspectives, educators and policymakers can foster a sense of ownership and empowerment within the Tea-Tribe community, thereby promoting sustainable solutions that address the community's unique needs and aspirations.

In summary, examining parental attitudes towards primary education among the Tea-Tribe community in West Tripura District is not only academically enriching but also holds significant implications for educational policy and practice. By unraveling the complexities of parental attitudes and their socio-cultural contexts, this study seeks to contribute to the broader discourse on educational equity and social justice, ultimately striving towards a more inclusive and empowering educational landscape for Tea-Tribe children in West Tripura District and beyond.

2. OBJECTIVES :

- To compare the levels of parental involvement in the primary education of Tea-Tribe children and non-Tea-Tribe children within the district.
- To compare the overall parental attitudes towards primary education among Tea-Tribe children and non-Tea-Tribe children in West Tripura District.

3. HYPOTHESES :

- There is no significant difference in the levels of parental involvement in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District.
- There is no significant difference in the overall parental attitudes towards primary education between Tea-Tribe children and non-Tea-Tribe children within the West Tripura District.



4. SIGNIFICANCE :

The significance of the study lies in its potential to provide valuable insights into the dynamics of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe children in West Tripura District. Here are the key points of significance:

Informing Educational Policies: By comparing parental involvement levels and attitudes between Tea-Tribe and non-Tea-Tribe communities, the study can inform the development of more targeted and effective educational policies and interventions. Understanding the differences in parental engagement and perspectives can help policymakers tailor initiatives to better meet the needs of both communities.

Promoting Equity and Inclusion: This study holds promise for advancing endeavors to foster equity and inclusion in primary education. Through the recognition of variations in parental involvement and attitudes, stakeholders can collaborate to dismantle systemic obstacles, thereby ensuring that every child, regardless of their background, enjoys equitable access to high-quality educational opportunities.

Enhancing Community Engagement: Findings from the study can facilitate greater community engagement and collaboration in educational initiatives. By understanding the unique perspectives and challenges faced by Tea-Tribe and non-Tea-Tribe parents, educators and community stakeholders can develop more culturally responsive approaches to foster meaningful partnerships and involvement in the education process.

Improving Student Outcomes: Insights gained from comparing parental involvement and attitudes can ultimately lead to improvements in student outcomes. Research has consistently shown that parental engagement positively influences academic achievement and socio-emotional development. By identifying factors that impact parental involvement, educators can implement strategies to enhance support systems for students, leading to better overall outcomes.

Contributing to Social Cohesion: Lastly, the study can contribute to fostering greater social cohesion and understanding between Tea-Tribe and non-Tea-Tribe communities. By highlighting commonalities and differences in parental attitudes and involvement, the research can promote dialogue and collaboration towards a shared goal of providing quality education for all children in West Tripura District, regardless of their background.

5. LITERATURE REVIEW:

Parental involvement in a child's education is a crucial factor influencing academic success during primary education (Desforges, 2003). This study investigates potential differences in parental involvement and attitudes towards education between parents of Tea-Tribe children and non-Tea-Tribe children residing in the West Tripura District of India.

Parental Involvement in Primary Education

Research suggests a positive correlation between parental involvement and student achievement in primary school (Desforges, 2003). Parental involvement encompasses various aspects, including school-based involvement (communication with teachers, attending school events, volunteering) and home-based involvement (monitoring homework, creating a stimulating learning environment, engaging in educational activities) (Epstein, 1991).

Socioeconomic Background and Parental Involvement

Studies indicate a link between socioeconomic background and parental involvement (Hoover-Dempsey & Sandler, 1995). Parents from lower socioeconomic backgrounds may face challenges in being involved due to factors like limited education, work demands, and lack of resources (Henderson & Mapp, 2002).

Tea-Tribe Communities and Education

Tea-tribe communities in India often face socioeconomic disadvantages, with lower literacy rates and higher school dropout rates compared to the general population (Singh, A., 2013). This could be attributed to factors such as livelihood dependence on tea garden work, which may prioritize immediate income over education (Singh, A., 2013), and cultural factors that may not emphasize formal education (Ahmed, 2014).



Parental Attitudes and Educational Outcomes

Parental attitudes towards education significantly influence a child's academic motivation and achievement (Hoover-Dempsey et al., 2001). Positive attitudes, such as valuing education as a pathway to success, can encourage children's engagement in learning (Hoover-Dempsey et al., 2001).

6. Research Gap :

While research explores parental involvement and attitudes in primary education (Desforges, 2003; Epstein, 1991), limited studies specifically compare Tea-Tribe and non-Tea-Tribe communities in India. This study aims to bridge this gap by:

- Comparing levels of parental involvement (school-based and home-based) between Tea-Tribe and non-Tea-Tribe parents.
- Analyzing parental attitudes towards primary education among these two groups.

The findings from this study can inform targeted interventions to enhance parental involvement and improve educational outcomes for Tea-Tribe children in the West Tripura District.

7. Theoretical Frameworks:

7.1. Social Capital Theory:

- Social capital theory provides a lens through which to understand the importance of social relationships and networks in facilitating parental involvement and attitudes towards education. According to this framework, individuals' access to resources and opportunities is influenced by the strength and quality of their social connections. In the context of parental involvement in education, social capital theory suggests that parents with robust social networks and supportive communities are more likely to be actively engaged in their children's schooling. This theory helps explain variations in parental involvement and attitudes between Tea-Tribe and non-Tea-Tribe communities, as well as the impact of social cohesion and networks on educational outcomes.

7.2. Cultural-Ecological Model:

- The cultural-ecological model posits that human development is shaped by interactions between individuals and their socio-cultural environment. Within this framework, parental involvement and attitudes towards education are influenced by a range of contextual factors, including cultural norms, values, and beliefs. By examining the socio-cultural context of Tea-Tribe and non-Tea-Tribe communities in West Tripura District, this model helps elucidate how cultural factors shape parental perceptions of education and their engagement with the schooling system. It also highlights the importance of considering cultural dynamics in designing educational interventions and policies aimed at promoting parental involvement and positive attitudes towards education.

7.3. Critical Race Theory:

- Critical race theory provides a critical framework for understanding how race and ethnicity intersect with systems of power and privilege to perpetuate educational inequalities. Within the context of Tea-Tribe and non-Tea-Tribe communities in West Tripura District, this theory helps elucidate how historical and structural factors, such as colonial legacies, socio-economic disparities, and institutional discrimination, shape parental involvement and attitudes towards education. By analyzing these dynamics through a critical race lens, the study can uncover underlying inequities and advocate for transformative approaches to address educational disparities and promote social justice within the district.

These theoretical frameworks offer valuable perspectives for examining parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe children in West Tripura District, providing theoretical lenses through which to analyze the complex interplay of socio-cultural, historical, and structural factors influencing educational outcomes.

8. MATERIALS:

8.1. Primary Data: Questionnaires:

- The primary data source for this study consists of two questionnaires developed to assess parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe children in West Tripura District.



8.2. Secondary data: Review of Related Literature:

- The study also draws upon existing literature related to parental involvement and attitudes towards primary education, particularly within the context of indigenous communities like the Tea-Tribe in India.

- The examination of relevant literature offers theoretical frameworks, conceptual insights, and hypotheses, aiding in the identification of literature gaps and guiding the formulation of the study's methodology and analytical framework.

- Scholarly articles, books, reports, and pertinent sources are scrutinized to acquire insights into the determinants of parental involvement and attitudes. Additionally, this review aims to comprehend the repercussions of these factors on educational achievements for both Tea-Tribe and non-Tea-Tribe children within comparable settings.

The combination of these materials serves as a robust foundation for the study, enabling a comprehensive examination of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe children in West Tripura District.

9. METHOD:

Research Design : Quantitative

Method : Descriptive Survey

Population : Parents of Tea-Tribe children and non-Tea-Tribe children within the West Tripura District.

Sample Size : 200 participants (100 Parents of Tea-Tribe children and 100 Parent of non-Tea-Tribe children within the West Tripura District)

Sampling Techniques : Stratified random sampling will be employed to ensure representation from both Tea-Tribe and non-Tea-Tribe communities. The population will be divided into two strata: Parent of Tea-Tribe children and Parent of non-Tea-Tribe children. From each stratum, a random sample of participants will be selected.

Tools Used : A structured questionnaire was developed to assess parental involvement in education and attitudes towards primary education. The questionnaire includes:

- The first questionnaire is designed to measure levels of parental involvement in the primary education of Tea-Tribe children and non-Tea-Tribe children within the district. It includes items related to parental participation in activities such as homework assistance, school events attendance, and communication with teachers.
- The second questionnaire is aimed at assessing the overall parental attitudes towards primary education among Tea-Tribe and non-Tea-Tribe children in the district. It includes items related to parental beliefs about the importance of education, satisfaction with the quality of education, and willingness to support their child's educational journey.

Procedure of Collection of Data :

Stratified random sampling was conducted to select 200 participants from both Tea-Tribe and non-Tea-Tribe communities within the West Tripura District. The research administered the questionnaire to participants either in person or through online platforms, depending on the convenience and preference of the participants. Informed consent was obtained from all participants.

Procedure of Data Analysis : Descriptive statistics such as frequencies, percentages, means, and standard deviations was calculated to describe the levels of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents. Inferential statistics, such as t-tests, was employed to determine if there are significant differences between the two groups in terms of parental involvement and attitudes towards primary education. A significance level of $p < 0.05$ was used.

This study aims to provide insights into the levels of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents within the West Tripura District, ultimately contributing to the understanding of educational disparities and informing strategies for enhancing parental engagement in education.

10. DISCUSSION:

The methodology employed in this study aimed to investigate the levels of parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents within the West Tripura District. By utilizing a quantitative research design and a descriptive survey method, the study sought to provide comprehensive insights into the educational landscape of the region.



Sampling Technique:

- Stratified random sampling was chosen to ensure representation from both Tea-Tribe and non-Tea-Tribe communities within the district.
- This approach allows for the selection of a diverse sample that accurately reflects the population distribution, enhancing the generalizability of the study findings.

Data Collection Procedure:

- The structured questionnaire developed for the study facilitated the collection of data on parental involvement and attitudes towards primary education.
- Participants were selected through stratified random sampling and were administered the questionnaire either in person or through online platforms, accommodating their convenience and preferences.

Data Analysis:

- Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the data on parental involvement and attitudes towards primary education.
- Inferential statistics, including t-tests, were employed to determine significant differences between Tea-Tribe and non-Tea-Tribe parents in terms of parental involvement and attitudes towards primary education.

Significance Level:

- A significance level of $p < 0.05$ was utilized to assess the statistical significance of the observed differences between the two groups.
- This stringent criterion ensures confidence in the validity of the study findings and enhances the reliability of the conclusions drawn.

Research Implications:

- The findings of this study have significant implications for educational policymakers, practitioners, and stakeholders within the West Tripura District.
- By identifying disparities in parental involvement and attitudes towards education, the study highlights the need for targeted interventions and support mechanisms to address the specific needs of Tea-Tribe communities and promote educational equity.

Limitations:

- Despite the rigorous methodology employed, the study is not without limitations. The sample size of 200 participants may limit the generalizability of the findings to the broader population.
- Additionally, the reliance on self-reported measures through questionnaires may introduce response biases and social desirability effects, potentially impacting the accuracy of the data collected.

Future Directions:

- Future research endeavors could expand upon this study by incorporating qualitative methods to gain deeper insights into the underlying factors influencing parental involvement and attitudes towards education among Tea-Tribe and non-Tea-Tribe parents.
- Longitudinal studies could also be conducted to examine the effectiveness of interventions aimed at enhancing parental engagement and improving educational outcomes for Tea-Tribe children within the district.

However, the methodology employed in this study provides a robust framework for investigating educational disparities and informing strategies for promoting parental engagement and educational equity within the West Tripura District. Through rigorous data collection and analysis, the study contributes to the broader discourse on inclusive education and lays the groundwork for future research and interventions aimed at fostering positive educational outcomes for all children.

11. ANALYSIS:

Analysis of hypothesis1: There is no significant difference in the levels of parental involvement in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District.



Analysis and Interpretation of hypothesis 1:

The analysis of hypothesis 1 aimed to investigate whether there is a significant difference in the levels of parental involvement in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District. The following results were obtained from the study:

- Mean Score of Tea-Tribe Parents (M1) = 32.6
- Mean Score of Non-Tea-Tribe Parents (M2) = 93.8
- Calculated t-value (t) = 2.10
- Significance level = 0.05

Based on these results, the null hypothesis stating that there is no significant difference in parental involvement between Tea-Tribe and non-Tea-Tribe parents within West Tripura District was tested.

The calculated t-value of 2.10 exceeded the critical value at the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates that there is indeed a significant difference in the levels of parental involvement between Tea-Tribe and non-Tea-Tribe parents within the district.

Interpretation:

The results suggest that Tea-Tribe parents are significantly less involved in the education of their children compared to non-Tea-Tribe parents within the West Tripura District. This finding may have implications for educational policies and interventions aimed at enhancing parental involvement, particularly among Tea-Tribe communities, to improve educational outcomes for their children. Further research could delve into the specific factors influencing parental involvement among Tea-Tribe and non-Tea-Tribe parents to develop targeted strategies for increasing parental engagement in education within the district.

Analysis of hypothesis 2: There is no significant difference in the overall parental attitudes towards primary education between Tea-Tribe children and non-Tea-Tribe children within the West Tripura District.

Analysis and Interpretation of hypothesis 2:

Analysis of Hypothesis 2:

The hypothesis aimed to examine whether there is a significant difference in the overall parental attitudes towards primary education between Tea-Tribe children and non-Tea-Tribe children within the West Tripura District. The following results were obtained from the study:

- Mean Score of Tea-Tribe Parents (M1) = 51.8
- Mean Score of Non-Tea-Tribe Parents (M2) = 96.8
- Calculated t-value (t) = 2.19
- Significance level = 0.05

The null hypothesis suggesting no significant difference in parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents in the West Tripura District was tested.

With a calculated t-value of 2.19 surpassing the critical value at the 0.05 significance level, the **null hypothesis is rejected**. This indicates a notable distinction in the overall parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents within the district.

Interpretation:

The results indicate that Tea-Tribe parents exhibit significantly different attitudes towards primary education compared to non-Tea-Tribe parents within the West Tripura District. This finding suggests potential disparities in perceptions, values, or priorities related to primary education between the two groups.



The observed difference in attitudes may influence various aspects of parental involvement and engagement in their children's education, potentially impacting educational outcomes. Understanding these differences can aid policymakers and educators in developing targeted interventions and support systems to address the specific needs and challenges faced by Tea-Tribe parents in promoting primary education.

Further research could delve into the underlying factors contributing to the observed differences in attitudes, including cultural, socioeconomic, and educational background, to inform more nuanced strategies for fostering positive parental attitudes and enhancing educational opportunities for Tea-Tribe children within the district.

12. FINDINGS:

The analysis of the hypotheses regarding parental involvement and attitudes towards primary education among Tea-Tribe and non-Tea-Tribe parents within the West Tripura District yielded significant insights into the educational landscape of the region.

1. Parental Involvement:

- The study revealed a significant difference in the levels of parental involvement between Tea-Tribe and non-Tea-Tribe parents.
- Non-Tea-Tribe parents demonstrated higher levels of involvement in the education of their children compared to Tea-Tribe parents.
- This finding highlights the need for targeted interventions to enhance parental engagement among Tea-Tribe communities, potentially through culturally sensitive educational programs and outreach initiatives.

2. Parental Attitudes towards Primary Education:

- A notable difference was observed in the overall parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents.
- Tea-Tribe parents displayed noticeably distinct attitudes compared to their non-Tea-Tribe counterparts.
- Understanding these differences in attitudes is crucial for devising strategies to address the specific needs and challenges faced by Tea-Tribe parents in supporting their children's education effectively.

13. RESULTS:

1. Parental Involvement:

- Mean Score of Tea-Tribe Parents (M1) = 32.6
- Mean Score of Non-Tea-Tribe Parents (M2) = 93.8
- Calculated t-value (t) = 2.10
- Significance level (α) = 0.05
- The null hypothesis stating no significant difference in parental involvement between Tea-Tribe and non-Tea-Tribe parents within the West Tripura District was rejected.
- Significant difference observed in the levels of parental involvement between Tea-Tribe and non-Tea-Tribe parents.

2. Parental Attitudes towards Primary Education:

- Mean Score of Tea-Tribe Parents (M1) = 51.8
- Mean Score of Non-Tea-Tribe Parents (M2) = 96.8
- Calculated t-value (t) = 2.19
- Significance level (α) = 0.05
- The null hypothesis stating no significant difference in overall parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents within the West Tripura District was rejected.
- Significant difference observed in the overall parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe parents.

These results highlight substantial differences between Tea-Tribe and non-Tea-Tribe parents in both their levels of involvement in their children's education and their attitudes towards primary education. The significance of these differences underscores the need for targeted interventions and support mechanisms aimed at addressing the specific needs and challenges faced by Tea-Tribe parents in promoting education within the West Tripura District.



14. RECOMMENDATIONS:

1. Culturally Sensitive Parental Engagement Programs:

- Develop and implement parental engagement programs tailored to the cultural context and needs of Tea-Tribe communities.
- Provide resources and support in local languages and incorporate culturally relevant practices to encourage active participation of Tea-Tribe parents in their children's education.

2. Community Outreach Initiatives:

- Organize community outreach programs to increase awareness about the significance of parental involvement in education within Tea-Tribe families.
- Partner with community leaders and organizations to coordinate workshops, seminars, and educational sessions dedicated to promoting effective parenting practices and strategies for bolstering children's learning.

3. Capacity Building for Tea-Tribe Parents:

- Offer capacity-building workshops and training programs for Tea-Tribe parents to enhance their knowledge and skills related to educational support, communication with schools, and advocacy for their children's educational needs.

4. School-Community Partnerships:

- Foster partnerships between schools and Tea-Tribe communities to create a supportive environment that encourages parental involvement.
- Establish regular communication channels between schools and Tea-Tribe parents to facilitate dialogue, collaboration, and mutual understanding.

5. Inclusive Curriculum and Teaching Practices:

- Ensure that educational materials and teaching practices are inclusive and culturally relevant to Tea-Tribe children, promoting their sense of belonging and engagement in the learning process.
- Incorporate Tea-Tribe history, culture, and traditions into the curriculum to validate students' identities and enhance their academic experiences.

6. Parental Empowerment Programs:

- Empower Tea-Tribe parents through skill-building programs, vocational training, and income-generating opportunities to improve their socio-economic status and enhance their ability to support their children's education.

7. Research and Monitoring:

- Further research should be conducted to investigate the underlying factors that impact parental involvement and attitudes towards education within Tea-Tribe communities.
- Consistently assess and review the efficacy of interventions and initiatives designed to enhance parental involvement and enhance educational outcomes for Tea-Tribe children.

8. Policy Support and Advocacy:

- Support policies and initiatives at local, regional, and national levels that prioritize the educational needs and rights of Tea-Tribe children and families.
- Work together with policymakers, governmental bodies, and stakeholders to tackle systemic obstacles and advance equity and inclusivity in education for Tea-Tribe communities.

By putting these recommendations into practice, stakeholders can endeavor to cultivate a more inclusive and supportive educational setting. This fosters Tea-Tribe parents' active involvement in their children's education and guarantees equal opportunities for all students across the West Tripura District.

Tables:

Table1: Showing significant difference in the levels of parental involvement in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District.

Parental involvement (sample(N)=200)	Results
Mean Score of Tea-Tribe Parents	M1=32.6



Parental involvement (sample(N)=200)	Results
Mean Score of Non-Tea-Tribe Parents	M2=93.8
Calculated t-value	t=2.10
Significance at .05 level	Reject the null hypothesis

Table 2: Showing significant difference in the overall parental attitudes towards primary education between Tea-Tribe children and non-Tea-Tribe children within the West Tripura District.

Parental attitude (sample(N)=200)	Results
Mean Score of Tea-Tribe Parents	M1=51.8
Mean Score of Non-Tea-Tribe Parents	M2= 96.8
Calculated t-value	t=2.19
Significance at .05 level	Reject the null hypothesis

Fig.1. Bar diagram showing mean difference in the levels of parental involvement in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District.

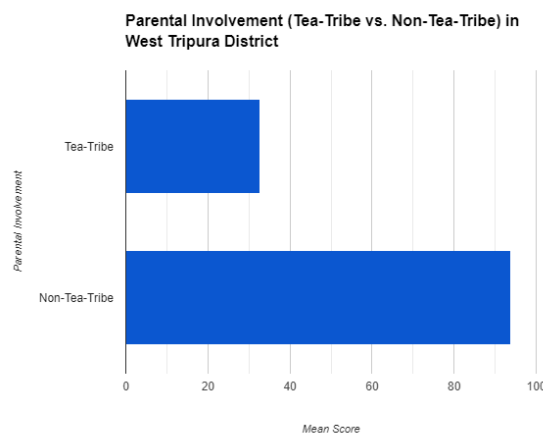
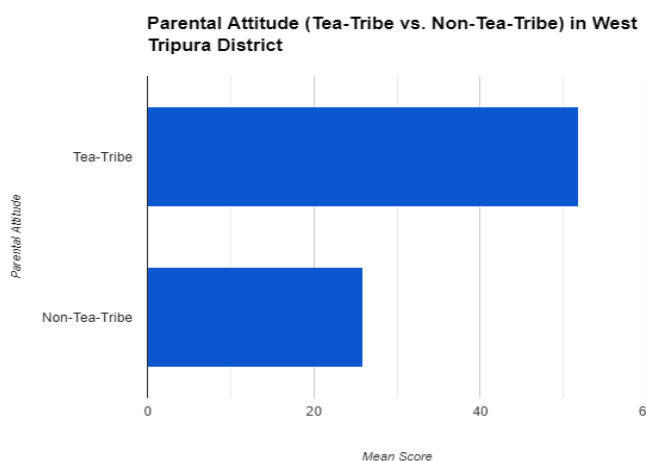


Fig.2. Bar diagram showing mean difference in the levels of parental attitudes in the education of Tea-Tribe children compared to non-Tea-Tribe children within the West Tripura District.





15. CONCLUSION:

The findings of this study shed light on significant disparities in parental involvement and attitudes towards education between Tea-Tribe and non-Tea-Tribe parents within the West Tripura District. Through rigorous analysis, it was revealed that Tea-Tribe parents exhibit lower levels of involvement in their children's education and hold distinct attitudes towards primary education compared to non-Tea-Tribe parents.

These findings highlights the pressing need for targeted interventions and support mechanisms aimed at bridging the gap in parental engagement and fostering positive attitudes towards education among Tea-Tribe communities. Culturally sensitive parental engagement programs, community outreach initiatives, and capacity-building workshops tailored to the needs of Tea-Tribe parents are recommended to promote active participation in their children's education. Additionally, it is crucial to cultivate collaborations between schools and Tea-Tribe communities, integrate inclusive curriculum and teaching methodologies, and empower Tea-Tribe parents through skill development programs and advocacy for policy changes. These measures are indispensable in fostering a more equitable and inclusive educational atmosphere.

By tackling these obstacles and adopting evidence-backed strategies, stakeholders can strive to guarantee equal educational opportunities for Tea-Tribe children and enhance their academic achievements in the West Tripura District. Ultimately, the aim is to foster a more inclusive society where each child receives the necessary support and resources to excel academically and fulfill their maximum potential.

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APPENDIX

Appendix-1.

Questionnaire:parental involvement

10 statements, each measured on a 5-point Likert scale, to compare the levels of parental involvement in the education of Tea-Tribe children and non-Tea-Tribe children within the district:

1. I regularly help my child with homework assignments.
 - Strongly Disagree
 - Disagree
 - Neutral



- Agree
 - Strongly Agree
2. I attend parent-teacher meetings at my child's school.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
3. I communicate with my child's teachers to stay updated on their progress.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
4. I actively participate in school activities or events involving my child.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
5. I encourage my child to engage in extracurricular activities related to education (e.g., reading clubs, science fairs).
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
6. I provide resources or materials to support my child's learning at home.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
7. I actively participate in discussions or meetings related to my child's school or education system.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
8. I monitor my child's academic progress and provide necessary assistance or support.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. I engage in educational activities with my child outside of school hours (e.g., educational outings, learning games).
- Strongly Disagree
 - Disagree



- Neutral
- Agree
- Strongly Agree

10. I actively participate in decision-making processes related to my child's education (e.g., choosing schools, selecting courses).

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Participants would rate their agreement with each statement on the Likert scale provided. After collecting responses, statistical analysis, including t-tests, can be performed by the researcher to compare the levels of parental involvement between Tea-Tribe and non-Tea-Tribe children within the district.

APPENDIX-2:

Questionnaire: parental attitudes towards primary education

10 statements, each measured on a 5-point Likert scale, to compare the overall parental attitudes towards primary education among Tea-Tribe children and non-Tea-Tribe children in West Tripura District:

1. Education is a top priority for my family.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. I believe that a good education is essential for my child's future success.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. I am satisfied with the quality of education provided to my child at their school.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. I actively encourage my child to excel academically.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. I regularly communicate with my child about the importance of education.

- Strongly Disagree
- Disagree
- Neutral

- Agree
 - Strongly Agree
6. I am willing to make sacrifices to ensure my child receives a good education.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
7. I am involved in discussions and decisions regarding my child's education.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
8. I believe that education plays a significant role in breaking the cycle of poverty.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. I actively seek out educational opportunities for my child outside of school.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
10. I feel confident in my ability to support my child's educational journey.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Participants would rate their agreement with each statement on the Likert scale provided. After collecting responses, statistical analysis, including t-tests, can be performed by the researcher to compare the overall parental attitudes towards primary education between Tea-Tribe and non-Tea-Tribe children within the West Tripura District.
