

Journal of Research in Education

(A Peer Reviewed and Refereed Bi-annual Journal)

(SJIF Impact Factor 5.573)



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VOL.12, No.1 | JUNE, 2024

These measures aim to address social media challenges and improve cyber security awareness, ensuring a safer online experience for students.

Conclusion

The study highlights a significant need for improved cybersecurity education and responsible social media practices among secondary school students. By addressing the identified gaps and implementing targeted educational strategies, stakeholders can better prepare students for the digital age, ensuring they navigate online spaces securely and ethically.

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The National Institute of Standards and Technology (NIST) Cybersecurity Framework: <https://www.nist.gov/cyberframework> The Cybersecurity and Infrastructure Security Agency (CISA): <https://www.cisa.gov/>



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Attitude of Secondary School Tribal Students towards Parental Involvement in their Studies

Abstract

Education is an important virtue for all human life. Parental involvement is extremely important in a student's life. Parental Involvement has a positive influence on students' academic success. Parents are responsible for encouraging the students who are studying in secondary schools for better performance. Adolescents need care and support of their parents in their academic studies. Students believe their parents give them all the required resources to succeed in school.

The main purpose of the study was to find the significant difference in the attitude of Secondary School Tribal Students towards Parental Involvement based on their gender, board and stream (arts and science) The researcher used a survey method to conduct this study. The sample size was 150 secondary tribal students using a Simple Random Technique. A self-constructed and validated tool on Attitude of Secondary School Tribal Students towards Parental Involvement was used by the researcher. The interpretation of data was done by computing the t-test. The findings of the study revealed that there was a significant difference in the attitude of students towards Parental

Involvement based on school board and stream (Art & Science). The result indicates that JAC Board students and students belonging to Art Stream had shown more positive responses towards their parental involvement than their counterparts.

Keywords: Attitude, Secondary School, Tribal, Parental Involvement

Introduction

Education is an essential human virtue. It is one of the primary agents of transformation toward development, progress, prosperity and well-being. Education plays an important role in the progress of an individual's mind and head and also in the progress of society and the country. The need for improved levels of educational participation is well recognized for overall progress. Ignorance and poverty are major speed breakers in swiftly developing India and can be overcome easily through education (Purohit & Iswar Patel, 2022).

Parental Involvement plays a major role in the educational success of students. Parental Involvement improves student's achievement.

The term Parental Involvement generally refers to parents' participation in the entire educational process (Dor, 2012). Parental Involvement refers to the mutual relationship between the parents and schools to improve children's education experience and academic performance (Li Pamela, 2023). Parents play an important role in their children's academic lives, particularly, the school (Balaji, 2021).

Parental Involvement has a significant role in developing the psychological and academic behavior of the children. It has been recognized that parents are the primary agents in influencing children's lives. Parents support their children to become more confident, sociable, optimistic and hard-working. Parents' words of appreciation and motivation may inspire their children for better performance in their studies (Gogoi, 2017). Parental involvement refers to parents' involvement in their children's education to promote academic improvement and participation (Jafarov, 2015). Parental Involvement has a positive influence on students' academic success. According to Shaver and Walls (1908) Students with high levels of parental involvement are better at academic success. When parents are actively involved, there is evidence of improved emotional development and conduct.

Parental involvement includes a wide range of activities and interactions. The most crucial job for parents is to be involved in their children's academic studies. Parents' engagement involves a beneficial association with students' academic studies (Topor, Keane, Shelton, Calkings, 2010).

Parents are responsible for encouraging the students who are studying in secondary schools for better performance. Adolescents need care, understanding, appreciation, encouragement and support of their parents in their academic studies. Secondary school students have positive attitude towards parents and school relationships. In the family, students have sensitive and respectful involvement with the parents (Kumar,2019). As per definition, attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation (Suman, 2019).

Attitude is generally a positive or negative emotion and thought, which is related to humans, objects, facts or events (Agir, 2019). Attitude plays an important role in developing positive and negative behavior. Secondary school children have both positive and negative attitudes and behaviors toward their parents since they are always advising and inspiring them in their studies. Students believe that their parents are the backbone of the family, providing a positive environment for learning and growth. Some of the parents pay very little attention to the students (Kumar,2019). There is a dynamic relationship between parents and students because parents are always ready to help the students and create an appropriate environment for the students' studies (Yildiz & Kiziltas, 2018).

Tribes of Jharkhand

Jharkhand is a land of Tribals since ancient times. Jharkhand is known for its diversity of tribes. Presently, Jharkhand has 32 tribes of tribal communities. They are Asur, Baiga, Banjar, Bathudi, Bedia, Bihia, Birhor, Chero, ChikBaraik, Gond, Gorait, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lohra, Mahli, Mal Paharia, Munda, Oraon, Parhaiya, Santhal, DauriaPaharia, Savar, Bhumij, Kol, Karwar & Kharia.

Educational Status of Tribals in India

The overall literacy rate among India's Scheduled Tribes was determined to be 59 %. The level of schooling is significantly lower. Girls in tribes have substantially lower education levels than boys. The Indian government launched numerous measures to improve these numbers, but all of them failed due to a lack of educational awareness among parents in the majority of Scheduled Tribes (STs) groups. STs in India have low levels of schooling due to a lack of awareness.

According to Census 2001, 33.6 percent of tribal literates are either uneducated or have received education below the primary level. The proportion of literates with primary and middle school education is 28.6 percent and 17.7 percent, respectively. Only 16.5 percent of the population has completed metric/secondary education (Chowdhury, A.; Roul, S. K.; Jayanta, K. M., 2022).

Significance of the Study

Parents' influence and support can have a significant impact on their children's personal and educational development. Parents are the child's first instructors, and they have the opportunity to foster their child's development while also guiding their education. Parental involvement necessitates a dedication to their child's well-being. It comprises a variety of activities to help and expand a child's learning at home and school. But in tribal communities, parents are not very aware irrespective of their wards' education. In such cases, students do not get much support from their parents. This crucial situation directly affects the academic performance of the students. There is a huge need for parental support and cooperation to instill a positive attitude among pupils. As a result, children will benefit from a good environment that promotes academic learning and success. Therefore, the researcher has made the effort to study the Attitude of Secondary School Tribal Students towards Parental Involvement in their studies.

Statement of the Problem

Attitude of Secondary School Tribal Students towards Parental Involvement in their Studies.

Operational Definitions

Attitude - An attitude refers to a set of emotions, beliefs and behaviors towards a particular object, person, thing or event. The investigator has used the term to study the attitude of secondary school tribal students toward parental involvement in their studies.

Secondary School Students – The investigator refers to grade 11th and 12th students studying in secondary schools as per the structure NEP-2020.

Parental Involvement- Parental Involvement refers to the parental support, care, guidance, appreciation, encouragement, high ambition, full commitment and active participation in the intellectual as well as human development of their children.

Objectives

- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.
- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of school board (JAC and CBSE).

- To find the significant difference in the mean scores of secondary school tribal students' attitude toward Parental Involvement in their studies on the basis of stream (Arts and Science).
- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of family (Joint Family and Nuclear Family).

Hypotheses

- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the school board (JAC and CBSE).
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards parental involvement in their studies on the basis of the stream (Arts and Science).
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of family (Joint Family and Nuclear Family).

Methodology

Method used: The researcher has used the Descriptive Survey method based on the objectives of the study.

Population of the study: The population for the study consists of all the 11th and 12th Secondary School Tribal Students belonging to Gumla and Ranchi District of Jharkhand

Tool used- Self-constructed and validated Scale on Tribal Students' Attitudes towards Parental Involvement was used for the study.

Sample: The sample consists of 150 Secondary School Tribal Students from the population.

Hypotheses Testing and Data Analysis

Ho1. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.

Table - 1 Mean Score Difference between Male and Female Tribal Students

Parental Involvement	Gender	N	Mean	Std. Deviation	t-test	Level of Significance
	Male	82	118.06	12.675	.385	NS
	Female	68	118.84	11.996		

(At. 0.05 level of Significance, the table value of 't' is 1.96)

It is inferred from Table -1 that the calculated 't' value of .385 is not significant at a 0.05 level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference between Male and Female Secondary Tribal Students' attitude towards Parental Involvement in their studies.

Ho2. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the school board (JAC and CBSE).

Table - 2 Mean Score Difference between JAC and CBSE Board Tribal Students

Parental Involvement	Board	N	Mean	Std. Deviation	t-test	Level of Significance
	JAC	98	120.66	13.362	3.571	S
	CBSE	52	114.17	8.775		

(At. 0.01 level of Significance, the table value of 't' is 2.57)

It is inferred from Table 2 that the calculated 't' value of 3.571 is significant at a 0.01 level of significance. So, the null hypothesis is rejected. Hence, there is a significant difference between JAC and CBSE secondary tribal students' attitude towards Parental Involvement. The table reveals that the mean score of JAC Board students is 120.66 which is significantly higher than that of CBSE Board students whose mean score is 114.17. Therefore, it may be said that the students who belong to the JAC Board have a better attitude towards parental involvement in their studies.

Ho3. There is no significant difference in the mean scores of secondary school tribal students' attitude towards parental involvement in their studies on the basis of stream (Arts and Science)

Table - 3 Mean Score Difference between Arts Stream and Science Stream Tribal Students

Parental Involvement	Stream	N	Mean	Std. Deviation	t-test	Level of Significance
	Arts	94	121.36	11.035	3.976	S
	Science	56	113.46	12.908		

(At. 0.01 level of Significance, the table value of 't' is 2.57)

It is inferred from Table -3 that the calculated value of 3.976 is significant at a 0.01 level of significance. So, the null hypothesis is rejected. Hence, there is a significant difference between Arts and Science Stream of Secondary Tribal Students' attitude towards Parental Involvement. Further, it can be said that the mean score of Arts Stream students is 121.36 which is significantly higher than that of Science Stream students whose mean score is 113.47. Therefore, it may be said that the students who belong to the Arts stream have a better attitude towards Parental Involvement in their studies.

Ho4. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of the family (Joint Family and Nuclear Family).

Table - 5 Mean Score Difference between Joint and Nuclear Family Tribal Students

Parental Involvement	Family Type	N	Mean	Std. Deviation	t- test	Level of Significance
	Joint Family	57	120.63	13.015	1.736	NS
	Nuclear	93	117.05	11.767		

(At. 0.05 level of Significance, the table value of 't' is 1.96)

It is inferred from Table 5 that the calculated 't' value of 1.736 is not significant at a 0.05 level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference between Joint and Nuclear families of secondary school tribal students' attitude towards Parental Involvement in their studies.

Results and Discussion

The study aimed to assess whether there was a significant difference between male and female secondary school tribal students regarding their attitudes towards parental involvement in their studies. The findings revealed no significant difference in attitudes between the genders. Both male and female students exhibited similar attitudes toward parental involvement.

The study indicates that students from the JAC Board exhibit a more favorable attitude towards parental involvement in their studies compared to their CBSE Board counterparts. The results reveal a significant difference in attitudes between the two groups, with JAC Board students showing higher mean scores. This difference is attributed to greater parental awareness of government policies and increased involvement in guiding their children. As a result, JAC Board students benefit from more proactive parental engagement, which contributes to their more positive attitude towards parental involvement in their education.

The goal of this study was to examine the difference in attitudes toward parental involvement between tribal secondary school students in the Arts stream and those in the Science stream. The findings indicate that Arts stream students have more favorable attitudes towards their parents' involvement in their studies. This positive attitude among Arts students is attributed to better parent-child relationships, consistent communication, regular attendance at parent-teacher meetings, and greater awareness of school rules and academic expectations. As a result, these parents are more motivated and confident in guiding their children towards academic success.

The objective of the study was to determine whether there is a significant difference in attitudes toward parental involvement between secondary school tribal students from joint families and those from nuclear families. The results indicate that students from both types of family structures exhibit similar attitudes towards parental involvement in their studies.

Conclusion

The data interpretation reveals that there is no significant difference in attitudes towards parental involvement in studies among secondary school tribal students based on gender or family type (Joint versus Nuclear Families). However, significant differences are observed when considering students' board and academic stream.

This variance in attitudes may be attributed to the rapidly evolving education policies and systems, which have increased parental awareness and involvement. Parents are now better guided by school teachers and administrators, contributing to improved student performance. Additionally, rural tribal parents are developing stronger relationships and support systems within their families, creating a more

conducive environment for their children's education. Through regular communication, active participation in parent-teacher meetings, and heightened awareness of school regulations, these parents are increasingly motivated and engaged in supporting their children's academic success.

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उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता का अध्ययन: सहरसा नगर निगम के विशेष संदर्भ में

सार

पर्यावरण मानव जीवन का एक अभिन्न अंग है। मनुष्य चाहकर भी इससे अपने आपको अलग नहीं कर सकता। जन्म से लेकर मृत्यु तक व्यक्ति पर्यावरण में ही अपने सभी कर्तव्यों को पूर्ण करता है। प्रस्तुत अध्ययन में पर्यावरणीय गतिविधियों का मानव पर प्रभाव को स्पष्ट किया गया है। जिस पर्यावरण में हम रहते हैं, खाते हैं, पीते हैं अर्थात् अपनी दिनचर्या पूर्ण करते हैं, वह आज दूषित हो गया है। मानव स्वार्थवश आज पर्यावरण को क्षति पहुंचाकर अपने ही पैरों पर कुल्हाड़ी मार रहा है। वह इस बात से अनभिज्ञ है कि उसके कारण भावी पीढ़ी कितना प्रभावित होगी। यही कारण है कि राष्ट्रीय शिक्षा नीति २०२० स्कूली पाठ्यक्रम में पर्यावरण जागरूकता और इसके संरक्षण व सतत् विकास के प्रति संवेदनशीलता के उचित एकीकरण पर जोर देती है। प्रस्तुत अध्ययन से स्पष्ट होता है कि उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं व कला एवं विज्ञान वर्ग के विद्यार्थियों की पर्यावरण के प्रति जागरूकता के बीच कोई सार्थक अंतर नहीं है।