



Cover Page



## **CULTURAL SENSITIVITY TO PARENTING BEHAVIOR IN TRIBAL FAMILIES: A COMPARATIVE STUDY**

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### **1. Introduction**

Parenting behavior plays a crucial role in shaping the emotional, social, and psychological development of children. In tribal families, where traditional values and cultural norms are deeply rooted, parenting practices often reflect the community's history, beliefs, and environment. These practices differ significantly from those in urban, non-tribal settings, where modern influences may reshape parenting styles. Understanding these differences requires cultural sensitivity, especially in the context of education and gender roles.

This study focuses on key variables such as gender (boys vs. girls), educational level (students of Standard 9 vs. Standard 12), and residential area (rural vs. urban). Tribal communities are unique in their social structures and value systems, often emphasizing communal living, oral traditions, and respect for nature. These factors influence how children are raised and the expectations placed upon them.

By comparing different variables—gender, education, and residential area—this study aims to provide a nuanced understanding of parenting practices in tribal families. The findings will offer insights into the cultural frameworks that shape parenting and help educators, policymakers, and mental health professionals support tribal children more effectively within and beyond their communities.

### **2. Utility of the Study**

Understanding cultural sensitivity in parenting behavior, especially in tribal families, is of great importance. This research provides valuable insights into how traditional and modern influences intersect in shaping child-rearing practices within tribal communities. By examining variables such as gender, education, and residential area, the study offers a detailed comparative analysis of how these factors influence parenting practices.

#### **Educational Relevance:**

The findings will be useful for teachers and school administrators working with tribal children, enabling them to develop culturally responsive teaching methods that respect the family values of tribal communities. Understanding differences in parenting between students of Standard 9 and Standard 12 can help educators adapt their approaches to different educational stages.

#### **Policy Implications:**

This research can guide policymakers in designing social and educational programs that consider the cultural context of tribal families. By identifying how gender and residential area influence parenting behavior, policies can be developed to support tribal families more effectively in both rural and urban settings.

#### **Social and Mental Health Significance:**

Professionals working in social services and mental health can use these findings to better understand the cultural background of tribal families, allowing them to provide more effective counseling and support. Culturally informed interventions can improve the well-being of tribal children by aligning with their family values and expectations.

#### **Contribution to Academic Knowledge:**

The study contributes to the broader academic discourse on parenting and cultural sensitivity by offering a comparative perspective on how tribal families differ from non-tribal families in their parenting styles. It also highlights how factors such as education, gender, and geography shape these practices. By emphasizing the unique needs and systems of tribal families, this research lays a foundation for more inclusive and culturally sensitive approaches to supporting tribal communities.

### **3. Statement of the Problem**

Parenting behaviors are deeply influenced by cultural norms, traditions, and social structures, especially within tribal communities. These communities often preserve distinct values and practices that are passed down through generations, shaping how children are raised. However, as tribal families increasingly come into contact with broader,



modern social influences—particularly in urban areas and through formal education—their traditional parenting practices may evolve or face challenges.

Despite this transition, there is limited research on how these changing cultural dynamics affect parenting behavior in tribal families, particularly across variables such as gender, educational level, and residential area. The unique social, economic, and educational realities of tribal families are often overlooked in mainstream studies, which can lead to a lack of culturally responsive policies and support systems for these communities.

This study attempts to address this gap by examining differences in parenting behavior among tribal families based on gender (boys vs. girls), educational level (Standard 9 vs. Standard 12), and residential area (rural vs. urban). By understanding these differences, the research aims to highlight the importance of cultural sensitivity required to effectively engage with tribal families and support the development of their children in a rapidly changing social environment. Without such understanding, efforts to support tribal families may be ineffective and may overlook the cultural values essential to their parenting practices.

#### 4. Objectives of the Study

1. To examine differences in parenting behavior in tribal families based on the child’s gender (boys vs. girls).
2. To analyze how parenting practices in tribal families vary according to the educational level of children (students of Standard 9 vs. Standard 12).
3. To compare parenting behavior of tribal families in rural areas with that in urban settings.

#### 5. Hypotheses

1. There is no significant difference in parenting behavior between boys and girls in tribal families.
2. There is no significant difference in parenting practices in tribal families based on the educational level of children (Standard 9 vs. Standard 12).
3. There is no significant difference in parenting behavior between tribal families living in rural areas and those living in urban areas.

#### 6. Variables

In the present study, several variables were examined, and their nature and levels were clearly defined. Gender was considered as an independent variable with two levels, namely boys and girls. Education was also treated as an independent variable, consisting of two levels: students of Standard 9 and Standard 12. Similarly, residential area was taken as an independent variable with two categories, rural and urban. The dependent variable in this study was parenting behavior, which was measured through the scores obtained on a standardized test. These variables were selected to analyze how different demographic and contextual factors influence parenting practices in tribal families.

#### 7. Sample

Considering the objectives of the present study, a total of 100 students from tribal families were selected as the sample. The random sampling method was used for the selection of participants.

#### 8. Tools for Data Collection

In the present research, the *Children’s Perception of Parenting Scale* developed by Kumari Kalra, Anand Pyari, and Raj was used to collect data.

#### 9. Data Collection

The data for this study were collected from students studying in schools located in Navsari Taluka. The *Children’s Perception of Parenting Scale* by Kumari Kalra, Anand Pyari, and Raj was used for collecting the required information.

#### 10. Statistical Analysis

In the present study, the t-test was used for statistical analysis.

#### 11. Results and Discussion

The results of the present study are presented in the following table.

**Table 1.2**

**Difference in Mean Scores of Children’s Perception of Parenting in Tribal Families**

Variable	Category	N	Mean	SD	t-ratio
Gender	Boys	50	25.72	6.42	1.44 NS
	Girls	50	27.89	8.47	



<b>Education</b>	<b>Standard 9</b>	50	26.28	8.24	1.80 NS
	<b>Standard 12</b>	50	29.24	8.22	
<b>Residential Area</b>	<b>Rural Area</b>	50	22.32	8.74	1.80 NS
	<b>Urban Area</b>	50	24.29	7.99	

The table presents a comparative analysis of parenting behavior across three variables: gender, education, and residential area. The statistical measures included are sample size (N), mean, standard deviation (SD), and t-ratio for each group, along with their level of significance (NS indicates non-significant results).

**Gender:**

The sample consisted of 50 boys and 50 girls. The mean parenting behavior score for boys is 25.72 with a standard deviation of 6.42, while for girls it is 27.89 with an SD of 8.47. The t-ratio is 1.44, indicating that there is no significant difference (NS) between boys and girls in terms of parenting behavior.

**Education:**

The analysis compares 50 students from Standard 9 and 50 students from Standard 12. The mean score for Standard 9 students is 26.28 (SD = 8.24), whereas for Standard 12 students it is 29.24 (SD = 8.22). The t-ratio of 1.80 suggests that the difference between the two groups is not statistically significant (NS).

**Residential Area:**

The comparison includes 50 participants from rural areas and 50 from urban areas. The mean parenting behavior score for rural areas is 22.32 (SD = 8.74), while for urban areas it is 24.29 (SD = 7.99). The t-ratio of 1.8 indicates that there is no significant difference (NS) in parenting behavior between rural and urban areas.

In summary, across all three variables—gender, education, and residential area—there are no statistically significant differences in parenting behavior, as all the calculated t-ratios are non-significant.

**12. Findings**

The major findings of the study are as follows:

**I. Gender and Parenting Behavior:**

There is no significant difference in parenting behavior between boys and girls in tribal families, as indicated by the non-significant t-ratio (1.44). This suggests that tribal parents may follow similar parenting practices regardless of the child's gender.

**II. Education and Parenting Behavior:**

The study found no significant difference in parenting behavior between students of Standard 9 and Standard 12, with a non-significant t-ratio of 1.80. This indicates that parenting practices in tribal families do not vary significantly based on the educational level of the child.

**III. Residential Area and Parenting Behavior:**

The comparison between rural and urban tribal families showed no significant difference in parenting behavior (t-ratio = 1.8). This suggests that despite geographical differences, parenting practices in tribal families remain relatively consistent across rural and urban settings.

**13. Conclusion**

These findings indicate a strong cultural consistency in parenting behavior within tribal communities, which appears to be largely unaffected by factors such as gender, educational level, or residential setting.

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