

## Influence of Parental Beliefs and Involvement in Shaping Children's Education: A Study of the Lambada Tribe in Palnadu District, Andhra Pradesh

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### ABSTRACT

Education is the major backbone of our society. It develops a person's capacity for reasoning and decision-making. Primary education is often referred to as 'elementary education' and is very important for society and the country at large. Elementary education is very important whether you are living in a developing country or a developed world. This study addresses the research gap in understanding parental influence on primary education among the Lambada tribe in Palnadu District, Andhra Pradesh. Despite low literacy rates and educational challenges noted in previous research, limited studies have focused on this tribal population. Using a mixed-methods approach with a sample of 260 respondents, the study employs stratified random sampling and quantitative and qualitative analyses to explore the impact of parental beliefs, socio-economic factors, and involvement in children's education. Key findings reveal significant associations between parental roles, income levels, and school attendance, aiming to inform policy improvements and targeted interventions.

**Keywords:** Primary Education, Parents, Children, Lambadas, Tribe, etc.

### INTRODUCTION

The concept of human development centers around the notion that human welfare depends on various dimensions, with education and health emerging as the prime welfare indicator. Education in general contributes to the growth of an economy through the acquisition of training and skills while primary education lays the foundation stone of the capabilities of labor and is a powerful lever for poverty alleviation and socio-economic growth. Mehra, A., Bali, U., & Arora, N. (2012). Education is the major backbone of our society. It develops a person's capacity for reasoning and decision-making. An educated individual is self-sufficient in all aspects. He gains self-assurance, wisdom, and the capacity to realize his goals. Every individual will benefit from education, and the nation will prosper overall. Education is essential for overall growth. Primary education is often referred to as 'elementary education' and is very important for society and the country at large. Elementary education is very important whether you are living in a developing country or a developed world. Primary education is usually started at 6 years old at 1 grade and usually ends at 10 years old as fifth grade. The main purpose of primary education is to give children a strong foundation in the basics of a general curriculum, with an emphasis on reading and math. Primary education is the basic and foremost right of every child. Its availability and provision are not only

the responsibility of the state but parents and households. Every single child which means girls as well as boys should be able to complete the full course of primary education. Parents worldwide are increasingly seeking additional activities to supplement their children's schooling.

The Constitution of India does not define Scheduled Tribes as such, Article 366(25) refers to scheduled tribes as those communities who are scheduled by Article 342 of the Constitution. According to Article 342 of the Constitution, the Scheduled Tribes are the tribes or tribal communities or part of or groups within these tribes and tribal communities that have been declared as such by the President through a public notification Subramanyachary, P (2013). This study focuses on the Palnadu district, a region historically known for the 12th-century "Battle of Palnadu." Fought between the kingdoms of Macherla and Gurazala by two cousin brothers of the same dynasty, this battle is often referred to as the "Kurukshetra of the South" due to its striking parallels with the Hindu epic Mahabharata, including themes of family rivalry and exile.

Palnadu, located in the coastal Andhra region of Andhra Pradesh, India, was formally established as a district on April 4, 2022, with Narasaraopet as its administrative headquarters. The district was formed by reorganizing the revenue divisions of Gurazala, Sattenapalli, and Narasaraopet, and covers much of the historic Palnadu or Pallava Nadu region.

## **2 Review of Literature**

According to Yuxuan, Z. (2023), and Liu, (2019), it identified that rich and upper-middle-class parents seem not to be interested in private tutoring since they supplement their kids' education with other, more costly options, such as sending them to prestigious private schools. (Uddin, 2022a) According to the theory of Falling School Enrollment Syndrome (FSES), parents with lower status are associated with lower primary school attainment, including irregular class participation, early school dropout, late school enrollment, misalignment to school, and lower educational attainment. Basanta Kumar Bindhani (2021) it is found that most of the parents in the studied area consider their child as a working hand; hence they do not want to send their child to school regularly. The present study observed an important factor that some of the children were coming to school because of mid-day meal (MDM) or during the serving time of MDM. In other words; MDM has a role in school attendance and enrolment in the studied area. Vungngaihlan et al. (2018), parental education, family income, the number of family members, the age of the child, the kind of school and its distance, the child's involvement in extracurricular activities, absenteeism, parental homeschooling support, and help with household chores are the primary causes of school dropouts. The majority of the parents in the investigated area were illiterate and had low incomes, so it is not surprising that they were generally disinterested in enrolling or sending their kids to school on a regular basis Brahmanandam et al., (2016), Uma, et al., (2016). Romero and Lee (2008) discovered that children from low-income families have a higher probability of being absent from early elementary school on a regular basis. According to Vijayalakshmi's (2003) research, tribal children experienced the most difficulties with their parents and families, which were followed by challenges pertaining to their personal lives, their facilities, their academic performance, and their teachers. Individual issues that the pupils had to deal with included their parents' low social position, illiteracy, cultural backwardness, low educational attainment of the siblings, and their parents' nomadic lifestyle. Annette Lareau (2003) discusses the elements that contribute to socioeconomic inequality in educational attainment. According to Lareau, the concept of "concerted cultivation" describes how parents actively participate in their child's educational and developmental experiences by planning and directing structured activities for them. Lareau claims that although working-class or parents of ethnic minorities do not actively cultivate their children, middle-class parents do. Breen and Goldthorpe, (1997). According to more research, kids whose parents work manual labor or are self-employed do not send their kids to school; instead, they stay at home and help out around the house and on the farm.

## **3. Research Gap**

The study identified the research gap, the researchers collected and reviewed various committee reports and research articles at both international and national levels. The research study identifies the gap in parents sending/not sending their children to primary school education in the Lambada tribes. Particularly

among the tribal populations in Andhra Pradesh and specifically among the Lambadas, the literacy rates are found to be low, and the education system is suffering from several lacunae: Upender (2014), Yaseen (2009), Xavier (2012), Suresh (2015), and Ramesh Babu (2016). The researcher found that very little research has been conducted on the Lambadas, a plains tribal population in Andhra Pradesh.

Hence, the present study, "*Influence of Parental Beliefs and Involvement in Shaping Primary Education: A Study of the Lambada Tribe in Palnadu District, Andhra Pradesh*", aims to fill the identified research gap.

#### **4. Objectives of the study**

The objectives of the study are as follows:

To understand the role of parents' beliefs in shaping children's education in the Lambadas tribe.

To assess the factors influencing parents' decisions to send or not send their children regularly to primary school in the Lambada tribes within the study area.

To identify the factors that affect parents' visits to primary schools to monitor their children's education.

#### **5. Test of Hypothesis**

The test of the hypothesis of the study is as follows:

**H<sub>0</sub>:** there is no significant association between demographic variables and sending your children to school

**H<sub>1</sub>:** there is no significant association between demographic variables and how frequently you visit the school to know the child's study

#### **6. Research Methodology**

The study investigates the role of parents in shaping primary education for Lambada children in Bollapalle and Piduguralla Mandals, Palnadu District, Andhra Pradesh, using a mixed-methods approach that combines quantitative and qualitative data. Employing a stratified random sampling method, it encompasses 260 respondents across various villages, with data collected through structured surveys and semi-structured interviews. The analysis includes descriptive statistics and Chi-Square tests to explore relationships between parental roles, socioeconomic factors, and educational outcomes. Results highlight significant associations between parental involvement, income levels, and school attendance, revealing that mothers are most frequently involved in education and that economic constraints and socio-cultural factors significantly impact school attendance and parental engagement. Findings are expected to inform targeted interventions and policy improvements to enhance educational outcomes in these rural tribal areas.

#### **7. Data Analysis and Outcomes**

The data analysis uses the Chi-Square Test to evaluate significant associations between variables like parental roles, school attendance, and visit frequency, with p-values indicating statistical significance. Descriptive statistics summarize key data aspects, such as parental involvement and socio-economic factors. Comparative analysis highlights differences across categories like income and sub-tribes, offering insights into their impact on children's education in the Lambada community.

#### **Role of Parents in Primary Education**

This study investigates the role of parents in shaping primary education within the Lambada community of Bollapalle and Piduguralla Mandals, Palnadu District, Andhra Pradesh. It examines how socio-cultural factors influence educational engagement by analyzing the roles of mothers, fathers, and grandparents and variables like the child's class level, gender, parent age, education, occupation, income, and sub-tribe affiliations. The research, conducted in various villages including Gangupalli Thanda and Mannepalli Thanda, aims to uncover patterns in parental involvement and its impact on educational outcomes, providing insights for targeted interventions and policy improvements to enhance educational opportunities in these rural tribal areas.

**Table: 1**  
**Role of Children's Parents and Selected Villages**

Variables		Sending children to School			Total	F	P Value
		Regular	Irregular	Not sending			
Parent of boy/Girl	Mother	80	34	16	.321130	12	.021
	Father	47	22	15	84		
	Grand Mother	11	5	7	23		
	Grand Father	16	3	4	23		
Total		154	64	42	260		
Child Class	I Class	43	18	13	74	8	.926
	II class	44	18	12	74		
	III class	38	12	9	59		
	IV class	16	8	6	30		
	V class	13	8	2	23		
Child Gender	Boy	100	40	26	166	2	.906
	Girl	54	24	16	94		
Total		154	64	42	260		
Parent Age	<20 years	41	19	12	73	8	.891
	21 to 25 Years	44	16	15	75		
	26 to 30 Years	46	21	9	76		
	> 31 Years	22	8	6	36		
Total		154	64	42	260		
Levels of literacy	< 5 th	54	24	10	88	6	.582
	5 th to 10th	47	16	11	74		
	Intermediate	21	8	7	36		
	Graduation	32	16	14	62		
Occupation	Daily Wage	43	20	11	74	6	.788
	Agriculture	68	21	16	105		
	Business	27	15	9	51		
	Any others	16	8	6	30		
	Total	154	64	42	260		
Monthly Income	<Rs.10000	55	20	15	90	11	.029
	Rs.11000 to Rs.20000	62	22	15	99		
	Rs.21000 to Rs.30000	32	20	12	64		
	above 30000	5	2	0	7		
Total		154	64	42	260		
Sub Tribe	Bukhy	44	14	17	75	12	.017
	Banavth	54	28	10	92		
	Mudavath	37	14	9	60		

	Others	19	8	6	33		
Total		154	64	42	260		

Source: Primary Data

Table – 1 shows the roles of parents and socio-economic factors influencing children's education within the Lambada community. In Bollapalle Mandal, a higher involvement of mothers and grandparents is observed in caregiving roles, with 55 mothers compared to 32 fathers, indicating a greater reliance on maternal figures. In contrast, Piduguralla Mandal shows a more balanced distribution with 46 mothers and 57 fathers, suggesting higher paternal participation. Both Mandals exhibit a gender disparity in child enrollment, with more boys attending school than girls, but this difference is not statistically significant. The parental age distribution also differs, with Piduguralla having a slightly younger parental demographic, showing more parents under the age of 20, while Bollapalle has a higher representation of parents aged 26 to 30 years.

In terms of educational attainment, parents in Bollapalle Mandal are predominantly educated below the 5th grade, while Piduguralla shows slightly higher levels, with more parents achieving up to 10th grade or intermediate levels. Both Mandals rely heavily on daily wage labor, but Bollapalle exhibits a slightly greater dependency on this form of employment. Economic conditions are similarly constrained, with the majority of households in both Mandals earning less than ₹10,000 per month, though Piduguralla shows a marginally better spread across higher income brackets. Additionally, the sub-tribe distribution is diverse in both Mandals, with Bukhy and Banavth being the most represented sub-tribes.

The Chi-square analysis of selected villages in Bollapalle and Piduguralla Mandals of Palnadu district highlights significant and non-significant associations among various socio-economic and demographic factors. Notably, the roles of parents (mothers, fathers, grandparents) in child upbringing differ significantly across the villages (p-value = 0.049), suggesting varied caregiving patterns. Additionally, the distribution of children across class levels (I to V) shows a highly significant association (p-value = 0), indicating differences in school enrollment and progression among villages.

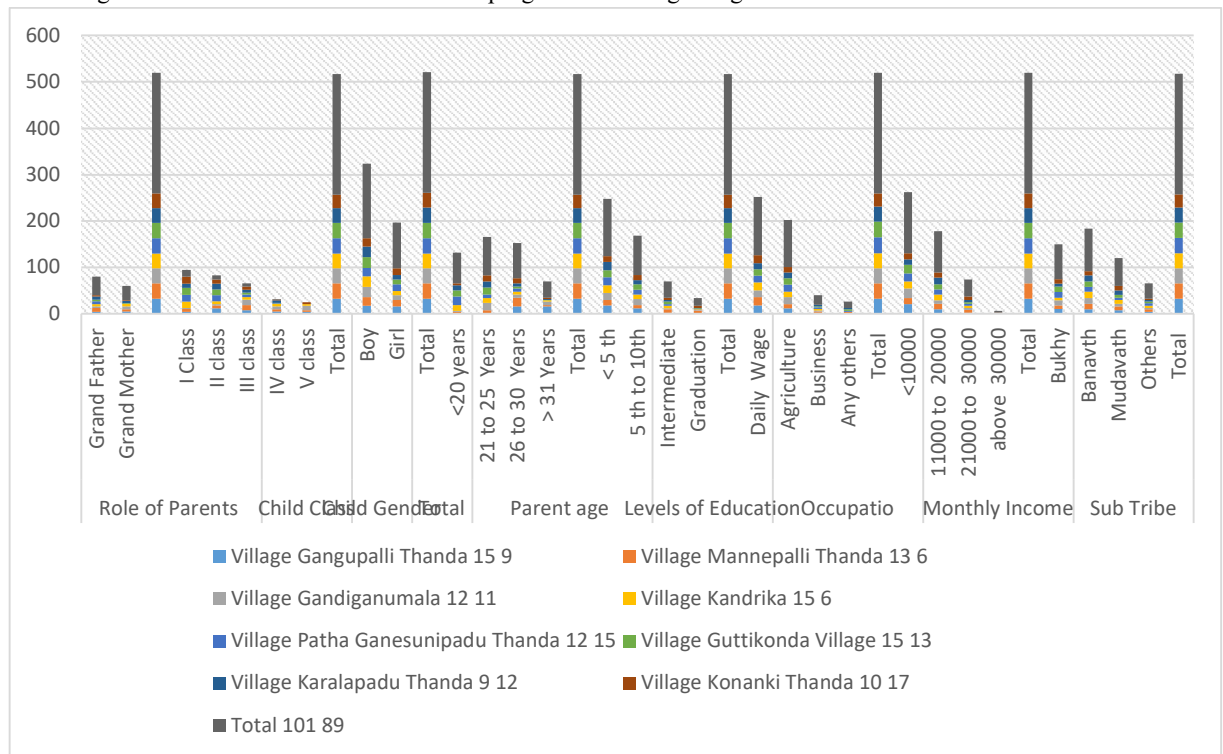


Figure: 1 Role of Children’s Parents and Selected Villages

Conversely, there is no significant difference in the gender distribution of children (p-value = 0.58), indicating similar proportions of boys and girls across both Mandals. Parent age shows a significant association (p-value = 0), reflecting varied age profiles between villages. However, no significant differences were found in parental education levels (p-value = 0.554), occupations (p-value = 0.556), and monthly income (p-value = 0.742), suggesting similar socio-economic conditions across the villages. The sub-tribe distribution also shows no significant variation (p-value = 0.977), indicating a uniform tribal composition. Overall, while certain factors like parental roles and child education levels vary, others remain consistent, providing insights for community-focused interventions.

**7.2 Regularity of School Children**

Regular attendance of Lambada children in primary school is shaped by factors such as school proximity, parental involvement, and socio-economic conditions. Children living closer to school and with supportive parents attend more regularly, but financial constraints, household duties, and cultural practices can hinder attendance. Enhancing support and resources can improve school attendance rates. The table - 2 highlights the relationship between demographic variables and the decision to send children to primary school.

**Table:2  
Demographic Variables and Sending Children to Primary School**

Variables		Sending children to School			Total	F	P Value
		Regular	Irregular	Not sending			
Parent of boy/Girl	Mother	80	34	16	.321130	12	.021
	Father	47	22	15			
	Grand Mother	11	5	7			
	Grand Father	16	3	4			
Total		154	64	42	260		
Child Class	I Class	43	18	13	74	8	.926
	II class	44	18	12			
	III class	38	12	9			
	IV class	16	8	6			
	V class	13	8	2			
Child Gender	Boy	100	40	26	166	2	.906
	Girl	54	24	16			
Total		154	64	42	260		
Parent Age	<20 years	41	19	12	73	8	.891
	21 to 25 Years	44	16	15			
	26 to 30 Years	46	21	9			
	> 31 Years	22	8	6			
Total		154	64	42	260		
Levels of literacy	< 5 th	54	24	10	88	6	.582
	5 th to 10th	47	16	11			
	Intermediate	21	8	7			
	Graduation	32	16	14			
	Daily Wage	43	20	11	74	6	.788

Occupation	Agriculture	68	21	16	105		
	Business	27	15	9	51		
	Any others	16	8	6	30		
	Total	154	64	42	260		
Monthly Income	<Rs.10000	55	20	15	90	11	.029
	Rs.11000 to Rs.20000	62	22	15	99		
	Rs.21000 to Rs.30000	32	20	12	64		
	above 30000	5	2	0	7		
Total		154	64	42	260		
Sub Tribe	Bukhy	44	14	17	75	12	.017
	Banavth	54	28	10	92		
	Mudavath	37	14	9	60		
	Others	19	8	6	33		
Total		154	64	42	260		

*Source: Primary Data*

From the analysis, it found that the mothers are most likely to send their children to school regularly (56.3%), compared to 43.5% for fathers, and lower percentages for grandmothers (47.8%) and grandfathers (59.3%). The chi-square statistic ( $F = 12, p = 0.021$ ) indicates a significant association between the parent's role and regular school attendance, rejecting the null hypothesis. It can be stated that the families with lower incomes (<Rs. 10,000) have 56.4% sending their children to school regularly, while those earning Rs. 11,000–Rs. 20,000 have 62.6%, and those with incomes above Rs. 30,000 have 71.4%. The chi-square statistic ( $F = 11, p = 0.029$ ) indicates a significant association between monthly income and school attendance. The school attendance is consistent across classes, ranging from 50% to 59.5%, indicating that class level does not significantly affect regular attendance. The chi-square statistic ( $F = 8, p = 0.926$ ) shows no significant association between class level and school attendance, failing to reject the null hypothesis. Further, it also identified that gender does not significantly affect school attendance, with boys at 60.2% and girls at 57.4% attending regularly. The p-value (0.906) indicates no significant association between gender and school attendance, failing to reject the null hypothesis. It implies that the parent age has little impact on school attendance, with percentages ranging from 44.0% to 56.2%. The p-value (0.891) shows no significant association between parent age and school attendance, failing to reject the null hypothesis. Thus, the parents with less than a 5th-grade education have the highest school attendance rate (61.4%), while those with a graduate education have a lower rate (38.7%). The p-value (0.582) indicates no significant association between literacy level and school attendance, failing to reject the null hypothesis. Though, the occupational differences in school attendance are minimal, ranging from 50.0% to 62.0%, with no significant association ( $p = 0.788$ ). The Bukhy sub-tribe has a higher regular attendance rate (61.4%) compared to the Banavth sub-tribe (56.5%). The chi-square statistic ( $F = 12, p = 0.017$ ) shows a significant association between sub-tribe and school attendance, indicating cultural influences.

### **7.3 Parents' Visits to Primary School**

In the Lambada community, parents' visits to primary schools are important as they strengthen the connection between home and school. These visits allow parents to engage with teachers, understand their child's progress, and participate in school activities. This involvement enhances communication, supports student development, and fosters a collaborative approach to education. The table -3 shows the

association between demographic variables and parents' visits to primary school.

**Table: 3**  
**Demographic Variables and Parents' Visits to Primary School**

Variables		How frequently do you visit the school to learn about the child's study?					Total	P Value
		Rarely	Occasionally	Sometimes	Frequently	Very Frequently		
Parent of boy/Girl	Mother	32	36	22	35	5	130	.540
	Father	14	20	16	29	5	84	
	Grand Mother	2	8	2	9	2	23	
	Grand Father	2	7	3	10	1	23	
Total		50	71	43	83	13	260	
Child Classes	I Class	11	23	16	22	2	74	.670
	II class	19	24	11	17	3	74	
	III class	10	15	9	20	5	59	
	IV class	6	4	4	13	3	30	
	V class	4	5	3	11	0	23	
Total		50	71	43	83	13	260	
Child Gender	Boy	34	44	31	50	7	166	.051
	Girl	16	27	12	33	6	94	
Total		50	71	43	83	13	260	
Parent	<20 years	11	21	18	20	3	73	.0

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Age	21 to 25 Years	11	26	8	25	5	75		39
	26 to 30 Years	20	17	13	23	3	76		
	> 31 Years	8	7	4	15	2	36		
Total		50	71	43	83	13	260		
Levels of literacy	< 5 th	19	23	12	30	4	88		.029
	5 th to 10th	19	22	11	18	4	74		
	Intermediate	7	9	6	12	2	36		
	Graduation	5	17	14	23	3	62		
Total		50	71	43	83	13	260		
Occupation	Daily Wage	13	23	8	26	4	74		.683
	Agriculture	22	29	15	34	5	105		
	Business	10	9	13	16	3	51		
	Any others	5	10	7	7	1	30		
	Total	50	71	43	83	13	260		
Monthly Income	<Rs. 10000	16	28	14	27	5	90		.045
	Rs.10000 to Rs.20000	23	25	14	33	4	99		

	Rs.2 1000 to Rs.3 0000	1 1	17	14	18	4	6 4		
	abov e Rs.3 0000	0	1	1	5	0	7		
Total		5 0	71	43	83	13	2 6 0		
Sub Tribe	Bukh y	1 0	22	18	20	5	7 5		
	Bana vth	2 1	24	12	28	7	9 2		
	Mud avath	1 2	14	8	25	1	6 0		0 1
	Othe rs	7	11	5	10	0	3 3		4
Total		5 0	71	43	83	13	2 6 0		

Source: Primary Data

From the analysis, it implies that the mothers visit the school most frequently (35 often, 5 very often), while fathers visit less often (29 often, 5 very often). Grandparents visit even less. The p-value of 0.540 shows no significant difference in visit frequency between parent types. Moreover, it can be stated the parents of Class I children visit more often (22 frequently), while those of Class IV visit the least (13 frequently). There is a trend suggesting boys' parents visit more frequently (50 often) compared to girls' parents (33 often), with a p-value of 0.051 indicating a potential influence of gender on visit frequency. Thus, younger parents (under 20 years) visit the school more frequently (20 visits) compared to older parents (over 31 years). The p-value of 0.039, less than 0.05, indicates a significant association between parents' age and the frequency of school visits. In contrast, parents in agriculture visit the school most frequently (34 visits), while those in other occupations vary. Hence, the p-value of 0.683 shows that occupation does not significantly affect visit frequency. Families with a monthly income of Rs. 11,000 to Rs. 20,000 visit the school most frequently (33 visits), while those earning above Rs. 30,000 visit the least (5 visits). Therefore, the p-value of 0.045 indicates a significant association, suggesting that lower-income families visit more often. The Bukhy sub-tribe has the highest frequency of visits (20 visits), whereas the Others category has the lowest (10 visits). The p-value of 0.014 shows a significant difference among sub-tribes in visit frequency.

### 8. Implication of the Study

The analysis shows that in Bollapalle Mandal, caregiving is primarily by mothers and grandparents, while Piduguralla has more balanced parental involvement with greater paternal participation. Both Mandals have more boys in school, though not significantly. Piduguralla's parents are generally younger than those in Bollapalle. Bollapalle parents have lower education levels, while Piduguralla parents attain higher education. Economic conditions are similar, but Piduguralla has a slightly better income distribution. Chi-square analysis indicates significant differences in parental roles and child class levels, but no significant differences in gender distribution, parental education, occupations, or sub-tribe composition.

The analysis shows that mothers are more likely to ensure regular school attendance (56.3%) compared to fathers (43.5%), with grandfathers having the highest attendance rate (59.3%) and grandmothers the lowest (47.8%). Higher income is linked to better attendance: <₹10,000 (56.4%), ₹11,000–₹20,000

(62.6%), and >₹30,000 (71.4%). Attendance is consistent across class levels and genders, with no significant impact from parental age or education. Occupational differences are minimal, while the Bukhy sub-tribe has higher attendance (61.4%) than the Banavth sub-tribe (56.5%).

Mothers visit schools more often than fathers and grandparents ( $p = 0.540$ ). Parents of Class I children visit more frequently than those of Class IV. Parents of boys visit slightly more often than those of girls ( $p = 0.051$ ). Younger parents visit more frequently than older ones ( $p = 0.039$ ). Lower-income families visit more often, with a significant association ( $p = 0.045$ ). The Bukhy sub-tribe has a higher visit frequency compared to the Others ( $p = 0.014$ ).

### **9. Recommendations**

To improve children's education in Bollapalle and Piduguralla Mandals, increase paternal involvement in Bollapalle, and enhance educational support. Encourage girls' school attendance and boost parental education in Bollapalle. Support economic development to improve income distribution and tailor interventions to address specific needs based on parental roles and child class levels.

To improve school attendance, support programs should empower mothers and aid lower-income families with financial assistance or incentives. Successful strategies from the Bukhy sub-tribe should be adapted for the Banavth sub-tribe. Ensure that outreach is effective across all class levels and genders, and regularly evaluate interventions to meet the needs of various income groups and sub-tribes.

To boost children's education in the Lambada tribe, support mothers' involvement, facilitate school visits for lower-income families, and outreach to younger parents. Address gender-based trends in school visits and replicate successful practices from the Bukhy sub-tribe across other sub-tribes.

### **10. Limitations of the Study**

The study's limitations include the geographic focus on only two Mandals (Bollapalle and Piduguralla) in the Palnadu District, which may not be representative of the broader Lambada community across Andhra Pradesh. Additionally, the reliance on self-reported data from parents and caregivers could introduce biases, and factors such as cultural sensitivity and social desirability might have influenced responses. The study primarily focused on socio-economic and demographic variables, limiting the exploration of other potential factors, such as psychological or institutional influences. Furthermore, the research does not account for long-term educational outcomes, limiting insights into the sustained impact of parental involvement.

### **11. Conclusion**

The study highlights the critical role of parental involvement, particularly that of mothers and grandparents, in shaping the primary education of Lambada children in Bollapalle and Piduguralla Mandals. The findings underscore significant associations between school attendance and factors such as income levels, parental roles, and sub-tribe affiliations. While mothers are key in ensuring regular attendance, higher-income families and the Bukhy sub-tribe demonstrate better attendance rates. The study also reveals a need to increase paternal involvement in Bollapalle, promote girls' school attendance, and support lower-income families. These insights provide a foundation for targeted interventions and policy initiatives to improve educational outcomes among the Lambada tribe, with an emphasis on enhancing parental involvement, economic support, and gender equality.

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