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Parental education and life skills among tribal (*Siddi*) and rural adolescents

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Abstract: Life skills are psycho-social skills that strengthen individuals themselves to deal with the demands of life. Life skills are psycho-social competencies and interpersonal skills that help the individual to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and comfortable life. *Siddi* isone of the primitive tribal groups of Karnataka which is lagging behind the demographic, social and economic indicators. The present study was conducted on 800 (375- *Siddi* and 425-rural) adolescents from 15 high schools of Haliyal, Mundgod and Yallapurtaluks of Uttar Kannada district, Karnataka. Personal information was elicited using a structured interview schedule and life skills were assessed, using Life Skills Assessment Scale by Nair *et al.* (2010). Results highlighted thatnearly half (48.00%) of *Siddi* adolescents possessed low levels of life skills followed by average (39.20%) and very low (12.80%) levels of life skills. None of the *Siddi*adolescents possessed high and very high levels of life skills. But in the case of rural adolescents, the opposite trend was evidenced where more than half (59.52%) of them attained average levels of life skills followed by low (35.29%) and very low (4.80%). There was a significant difference found between *Siddi* and rural adolescents where ruraladolescents attained higher levels of life skills compared to *Siddi* tribal adolescents. Education of parents positively contributed and aids in the enhancement of life skills among adolescents, higher the educational level of the parents, better the attainment of life skills among *Siddi* and rural adolescents.

Key words: Life skills, Parental education, *Siddi* adolescents, Tribal

Introduction

Adolescence is a transition period that bridges childhood and adulthood, during which major physical, cognitive, and psychological changes occur which need to be addressed. It is also a period of "storm and stress" for many adolescents. It is a time young people drift away and distance from parents. Spending more time with peers and conforming to the ideas and judgments of their peers are common during this period. This transition is so crucial that adolescents face problems in certain areas of life such as parent-child conflicts, substance abuse, violence, risky behaviours and mood changes.Indian youth represent a significant proportion of the worldwide population. It was estimated that young people below 20 years of age account for 40% of the world's population, while 80% are living in developing countries.

Life skills as the abilities and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life (Anon., 1994).In a constantly changing environment, *i.e.*, a fast-paced world, life skills have become essential in overcoming the roadblocks of daily life. From managing things better to processing emotions and interacting with others, the need for life skills becomes necessary with time. the development promotes basic education, gender equality, democracy, good citizenship, childcare and protection, quality and efficiency of the education system, promotion of lifelong learning, quality of life and promotion of peace. Adolescence is the most difficult phase of life and it's also the period during which most of the life skills are developed. Parents are the pillars of support, guidance, and love and parentaleducation plays a pivotal role in their children's life and shaping better skills. The role of parents in a child's life is beyond the idea of prompting/promoting.Education is one of the landmarks in a child's development. A good education will hand over a rewarding career to the person and thereby they can serve society and return its bounties and parent thereby acts as a visionary to their children. With these considerations, the study was focused on the *Siddi* tribal community which is one of the primitive tribal groups of Karnataka and members are descended from Bantu peoples from Southeast Africa and were brought to the Indian subcontinent as slaves by Portuguese merchants and Arab traders. The present study focused onthe following objectives and hypotheses, to assess the life skills among Tribal (*Siddi)* and rural adolescents, to know the influence of paternal and maternal education on the life skills among Tribal (*Siddi)* and rural adolescents.

Material and methods

A study on parental education and life skills among tribal (*Siddi)* and rural adolescents was conducted during the year 2017-2020 in Uttar Kannada district of Karnataka state. The study aims to assess life skills among *Siddi* tribal and rural adolescents. For the quantitative research method, a differential design was used to compare the life skills between *Siddi* tribal and rural adolescents. The sample for the study comprised of total of 800 (*Siddi* tribal -375 and rural-425) adolescents of age 13-16 years studying high schools (8^{th}, 9^{th}, and 10^{th} classes) from 15 high schools located in Haliyal, Mundgod and Yallapur taluks of Uttar Kannada district of Karnataka state, India.

Personal information, parental and family characteristics of samples were elicited by student respondents using a self-structured questionnaire. The SES of the family was collected

using the SES tool of Aggarwal *et.al*. (2005). Life skills (Self-awareness, Empathy, Interpersonal relationship, Effective communication, Problem-solving, Decision making, Coping with stress, Coping with emotions, Creative thinking and Critical thinking)were assessed by using multi-dimensional life skills assessment scale developed by Nair *et al*. (2010). The tool consists of 100 items in the form of in-built statements with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her *viz.,* Always true of me (5), Very true of me (4), Sometimes true of me (3), Occasionally true of me (2) and Not at all true of me (1) for both positive items. For negative items reverse scoring was done. It helps to classify the sample as very high, high, average, low and very low level of life skills, where higher the score, higher life skills level. The tool could be self-administrated or could be utilized in a group.

Results and discussion

The socio-demographic characteristics of *Siddi* and rural high school students by personal characteristics such as gender, age, ordinal position and type of school are displayed in Table 1. In this study, 51.70 percent of *Siddi* students are boys 48.03 percent are girls and 53.20 percent of them are girls and 46.80 are boys from the rural area. Regarding age, nearly half (49.30%) of the *Siddis* were belonged to the age group of 13-14 years of age, followed by 14-15 years (28.80%) and 15-16 years (21.90%) of age. Whereas, nearly half (48.20%) of rural students belonged 14-15 years of age, followed by 13- 14 years (32.50%) and 15- 16 years (19.30%) of age. The majority of the *Siddis* (66.70%) and rural (67.30%) students' ordinal position was found to be later-born and the remaining 33.30 per cent of *Siddi* and 32.70 per cent of rural were first born respectively. More than half (54.70%) of the *Siddis* were studying in government schools followed by aided (31.20%) schools. In case of the rural, a similar trend was observed where 44.70 per cent were studying in government and 40.50 per cent in aided schools. Almost equal percentage (14.80%) of *Siddi* and rural students were studying in private schools.

Ten dimensions of life skills are as follows

Dimensions of Life Skills	No. of items
Self-awareness	11
Empathy	11
Effective communication	9
Interpersonal relationship	11
Creative thinking	08
Critical thinking	11
Decision making	11
Problem solving	09
Coping with emotions	11
Coping with stress	08
Total Items	100
Categories of life skills (Total)	
Levels	Scores
Very High	>471
High	387-417
Average	325-386
Low	293-324
Very low	<293

Results related to the distribution of *Siddi* tribal and rural high school students according to parental factors such as education and occupation of both father and mother are presented in Tables 2 and 3, respectively. Table 2 reveals that around 27.00-28.00 per cent of fathers of *Siddis* were illiterate as well as completed educations less than primary but attended school for at least one year followed by, just literate but not schooling (21.30%). Around 11.73 percent of fathers of *Siddi* were10th pass but less than graduation and 8.50 per cent fathers were primary passed but less than 10th. Only 2.90 percent of fathers were completed their graduation and none of them had not attained post-graduation or professional qualification with a technical degree or diploma. Regarding rural, it was evident that around 35.30 per cent of them were completed less than primary but attended school for at least one year followed by, just literate but not schooling (18.60%), 10th pass but less graduation (16.90%), illiterate (14.82%) and primary pass but less than 10th (9.10%). Only 4.70 per cent of fathers of rural students had completed graduation. None of them attained post-graduation or professional qualification with a technical degree. With regard to mothers' education, it was apparent that around 37.10 percent of *Siddi* mothers of students and 35.30 percent of rural mothers completed less than primary but attended school for at least one year. Whereas, 18.70 per cent of *Siddi* mothers were just literate but not attained the school and 16.00 per cent of were illiterate. Nearly 14.10 per cent of *Siddi* mothers had education till 10th but less than graduation whereas, 12.00 per cent were primary pass but less than 10th class. Only 1.10 per cent of *Siddi* mothers attained education till graduation. In case of rural, 18.10 per cent of them were

Table 1. Frequency distribution of *Siddi* tribal and rural high school students by personal characteristics N=800

Personal characteristics		*Siddi* (n= 375)		Rural (n= 425)		Total	
		n	%	n	%	n	%
Gender	Boys	194	51.70	199	46.80	393	49.10
	Girls	181	48.03	226	53.20	407	50.90
Age (years)	13-14	185	49.30	138	32.50	323	40.40
	14-15	108	28.80	205	48.20	313	39.10
	15-16	82	21.90	82	19.30	164	20.50
Ordinal position	First born	125	33.30	139	32.70	264	33.00
	Later born	250	66.7	286	67.30	536	67.00
Type of school	Government	205	54.70	190	44.70	395	49.40
	Aided	117	31.20	172	40.50	289	36.10
	Private(Unaided)	53	14.10	63	14.80	116	14.50

Table 2. Frequency distribution of *Siddi* tribal and rural high school students by parental educationN=800

Parental education	Father						Mother					
	Siddi (n=375)		Rural (n= 425)		Total		*Siddi* (n=375)		Rural (n= 425)		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Graduation	11	2.90	20	4.70	31	3.90	4	1.10	12	2.80	16	2.00
10th pass but less than graduation	44	11.73	72	16.90	116	14.50	53	14.10	68	16.00	121	15.10
Primary pass but < 10th	32	8.50	41	9.60	73	9.10	45	12.00	52	12.20	97	12.10
< Primary but attended school for at least one year	102	27.20	150	35.30	252	31.50	143	37.10	150	35.30	293	36.60
Just literate but not schooling	80	21.30	79	18.60	159	19.90	70	18.70	66	15.50	136	17.00
Illiterate	106	28.30	63	14.82	169	21.10	60	16.00	77	18.10	137	17.11

Table 3. Frequency distribution of *Siddi* tribal and rural high school students by socio economic status N=800

Familial characteristics		*Siddi* (n=375)		Rural (n=425)		Total	
		n	%	n	%	n	%
Socioeconomic status	Upper middle	10	2.70	12	2.80	22	2.80
	Lower middle	136	36.30	307	72.20	443	55.40
	Poor	213	56.80	106	24.90	319	39.90
	Very poor	16	4.30	0	0	16	2.00

illiterate followed by 10th pass but less than graduation (16.00%), just literate but no schooling (15.50%). Only 2.80 per cent of rural mothers were graduates. Totally 36.60 per cent of mothers completed less than primary but attended school for a least one year, followed by an equal percentage (17.00%) of mothers was illiterate as well as just literate but not schooling. Around 15.10 per centof mothers were 10th pass but less than graduation and 12.10 per cent of mothers passed primary but less than 10th class. Only a few percentages (2.00%) of mothers were educated till graduation level.

The socio-economic status of *Siddi* tribal and rural high school students are displayed in Table 3. More than half (56.80%) of *Siddi* students belonged to poor socio-economic status followed by lower middle (36.30%) and very poor (4.30%). Only 2.70 per cent of *Siddi* students were seen in the upper-middle class and none of them belonged to the high and upper high class of socioeconomic status. It showed that the majority (72.20%) of rural students belonged to the lower-middle followed by the poor (24.90%) and upper-middle (2.80%) categories. None of the students had fallen in the very poor, high and upper high class of socio-economic status.

Distribution and comparison of means scores of life skills between *Siddi* and rural high school students are described in Table 4. The results illustrated that nearly half (48.00%) of *Siddi* students possessed low levels of life skills followed by average (39.20%) and very low (12.80%) levels of life skills. None of the *Siddi* students possessed high and very high levels of life skills. But in rural areas opposite trend was observed where more than half (59.52%) of rural students attained average levels of life skills followed by low (35.29%) and very low (4.80%). Only one per cent of rural students possessed high levels of life skills. Hence, there was a highly significant association (a"^{2}=45.50) at 0.001 level of significance found between *Siddi* and rural high school students with levels of life skills. There was a significant difference observed between *Siddi* and rural students where the mean value of rural (330.59 $\pm$ 22.92) students

Table 4. Distribution of life skills among *Siddi* tribal and rural high school students N=800

Life Skill levels	*Siddi* (n= 375)		Rural (n=425)		Total		Chi Square
	n	%	n	%	n	%	
Very High	-	-	-	-	-	-	
High	-	-	4	0.94	4	0.50	
Average	147	39.20	253	59.52	400	50.00	45.50**
Low	180	48.00	150	35.29	330	41.25	
Very low	48	12.80	18	4.80	66	8.25	
Total	375	100	425	100	800	100	
Mean$\pm$SD	317.96$\pm$22.35		330.59$\pm$22.92				
t value	7.87**						

**Significant at 0.01 level

was found significantly high (t=7.87) in comparison to *Siddi* (317.96$\pm$22.35) students in life skill achievements (Table 2a). Low life skills among *Siddi* students were influenced by many interrelated factors, such as the independent and primitiveness' of a tribal group, who were socially most backward, living in dense forest and struggling hard for their survival and development. Bandyopadhyay (2010) also reported that *Siddis* need basic infrastructure and service support like shelter, livelihoods, education, drinking water supply and sanitation, health care and modern communication systems. Another study by Veena and Vivek (2015) reported that, tribals are in need of basic necessaries and infrastructure and children are very good at hunting in the forest and how to collect honey for their survival but lagging in many skills. Deprived of social, economic and various educational facilities are interlinked and contributed to their low socio-economic status. The majority of *Siddi* students (60.00%) belonged to poor socioeconomic status as compared to 25.00 per cent of rural students (Table 3).

Association and mean scores of dimensions of life skills among *Siddi* and rural students with father's education are illustrated in Table 5 and 5a, respectively. It was revealed that more than half (61.30%, 54.50% and 61.80%) of *Siddi* students whose fathers were illiterate, studied primary to 10thclass and >10th std respectively attained average life skills. It was noted that 30.60 per cent of students with illiterate fathers showed low self-awareness whereas, 21.80 percent of students whose father attained education more than 10thstd show low self-awareness. In case of the rural, the same trend was evidenced, more than half (61.30%, 58.60% and 56.60%) of students, whose fathers were illiterate, educated from, primary to 10thstd and >10th std, respectively exhibited average self-awareness. No significant

Table 5. Association between father's education and dimensions of life skills among *Siddi* tribal and rural high school students N=800

Dimensions	Levels	Siddi(n= 375)									Rural (n=425)								
		Illiterate (n=186)		Primary-10thstd (n=134)		>10thstd (n=55)		Total		Modified χ^2	Illiterate (n=142)		Primary-10thstd (n=191)		>10thstd (n=92)		Total		Modified χ^2
		n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	
Self-Awareness	Low	57	30.60	37	27.60	12	21.80	106	28.30	8.44	15	10.60	27	14.10	12	13.00	54	12.70	1.27
	Average	114	61.30	73	54.50	34	61.80	221	58.90		87	61.30	112	58.60	52	56.50	251	59.05	
	High	15	8.10	24	17.90	9	16.40	48	12.80		40	28.20	52	27.20	28	30.40	120	28.23	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Empathy	Low	57	30.60	43	32.10	21	38.20	212	32.30	2.12	29	20.40	45	23.60	17	18.50	91	21.41	6.07
	Average	90	48.40	69	51.50	25	45.50	184	49.10		83	58.50	117	61.30	50	54.30	250	58.82	
	High	39	21.00	22	16.40	9	16.40	70	18.70		30	21.10	29	15.20	25	27.20	84	19.76	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Effective Communication	Low	39	21.00	19	14.20	5	9.10	63	16.80	6.41	36	25.40	41	21.50	9	9.80	86	20.23	10.20*
	Average	97	52.20	74	55.20	29	52.70	200	53.30		75	52.80	106	55.50	53	57.60	234	55.05	
	High	50	26.90	41	30.60	21	38.20	112	29.90		31	21.80	44	23.00	30	32.60	105	24.70	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Interpersonal Relationship	Low	121	65.10	71	53.00	26	47.30	218	58.10	11.05*	54	38.00	66	34.60	32	34.80	152	35.76	2.83
	Average	64	34.40	62	46.30	27	49.10	153	40.80		77	54.20	117	61.30	54	58.70	248	58.35	
	High	1	0.50	1	0.70	2	3.60	4	1.10		11	7.70	8	4.20	6	6.50	25	5.88	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Creative Thinking	Low	75	4.30	37	27.60	15	27.30	127	33.90	7.40	37	26.05	67	35.00	25	27.17	129	30.35	5.55
	Average	108	58.10	94	70.10	38	69.10	240	64.00		88	61.90	111	58.11	59	64.13	258	60.70	
	High	3	1.60	3	2.20	2	3.60	8	2.10		17	11.97	13	6.80	8	8.69	38	8.94	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Critical thinking	Low	113	60.80	88	65.70	26	47.30	227	60.50	6.81	78	54.90	100	52.40	39	42.40	217	51.05	5.02
	Average	68	36.60	45	33.60	27	49.10	140	37.30		57	40.10	85	44.50	47	51.10	189	44.47	
	High	5	2.70	1	0.70	2	3.60	8	2.10		7	4.90	6	3.10	6	6.50	19	4.47	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Decision Making	Low	77	41.40	58	43.30	11	20.00	146	38.90	11.50*	48	33.80	82	42.93	17	18.47	147	34.58	16.63*
	Average	104	55.90	75	56.00	43	78.20	222	59.20		89	62.67	102	53.40	70	76.08	261	61.41	
	High	5	2.70	1	0.70	1	1.80	7	1.90		5	3.52	7	3.66	5	5.43	17	4.00	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Problem solving	Low	90	48.38	52	38.80	13	23.60	155	41.30	12.51*	50	35.20	88	46.10	25	27.20	163	38.35	11.31*
	Average	81	43.54	70	52.23	33	60.00	184	49.00		71	50.00	85	44.50	55	59.80	211	49.64	
	High	15	8.06	12	8.95	9	16.36	36	9.60		21	14.80	18	9.40	12	13.00	51	12.00	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Coping with Emotion	Low	126	67.70	103	76.90	39	70.90	268	71.46	4.18	89	62.67	117	61.25	62	67.39	268	63.05	1.52
	Average	57	30.60	29	21.60	16	29.10	102	27.20		52	36.61	73	38.21	30	32.60	155	36.47	
	High	3	1.60	2	1.50	0	0.0	5	1.34		1	0.70	1	0.52	0	-	2	0.47	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	

Contd.....

Dimensions	Levels	Siddi(n= 375)									Rural (n=425)								
		Illiterate (n=186)		Primary-10thstd (n=134)		>10thstd (n=55)		Total		Modified χ^2	Illiterate (n=142)		Primary-10thstd (n=191)		>10thstd (n=92)		Total		Modified χ^2
		n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	
Coping with stress	Low	90	48.40	64	47.80	20	36.40	174	46.40	4.46	53	37.30	60	31.40	28	30.40	141	33.17	4.91
	Average	84	45.20	62	46.30	28	50.90	174	46.40		80	56.30	113	59.20	51	55.40	244	57.41	
	High	12	6.50	8	6.00	7	12.70	27	7.20		9	6.30	18	9.40	13	14.10	40	9.41	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	
Overall life skills	Low	119	64.00	83	61.90	26	47.30	228	60.80	5.08	61	43.00	82	42.90	25	27.20	168	39.50	7.49*
	Average	67	36.00	51	38.10	29	52.70	147	39.20		81	57.00	109	57.10	67	72.80	257	60.50	
	Total	186	100	134	100	55	100	375	100		142	100	191	100	92	100	425	100	

*Significant at 0.05 level, **Significant at 0.01 level

Table 5a. Comparison of mean scores of dimensions of life skills by father's education among *Siddi* tribal and rural high school students N=800

Personality traits	Siddi (n=375)						Rural (n=425)					
	Illiterate (n=186)	Primary-10thstd (n=134)	>10thstd (n=55)	f value	C.D. value	S.Em.	Illiterate (n=142)	Primary-10thstd (n=191)	>10thstd (n=92)	f value	C.D. value	S.Em.
	Mean ± SD	Mean ±SD	Mean ± SD				Mean ± SD	Mean ± SD	Mean ± SD			
Self-Awareness	36.79 ±5.61^{b}	37.73 ± 5.85^{ab}	38.72 ± 5.69^{a}	2.76*	9.17	3.29	40.13 ± 5.31	39.53 ± 6.11	40.75 ± 5.81	1.42	9.29	3.34
Empathy	38.85 ± 7.44	37.86 ± 7.38	37.45 ± 6.95	1.12	11.80	4.24	40.45 ± 6.39^{b}	38.96 ± 6.72^{a}	41.13 ± 6.92^{a}	3.95*	10.68	3.84
Effective Communication	31.04 ± 6.45^{b}	31.88 ± 6.50^{ab}	33.49 ± 5.88^{a}	3.18*	10.26	3.69	29.83 ± 6.82^{b}	30.46 ± 6.63^{b}	33.10 ± 5.90^{a}	7.52**	10.51	3.78
Interpersonal Relationship	32.25 ± 5.00^{b}	34.02 ± 5.34^{a}	34.96 ± 5.23^{a}	7.95**	8.28	2.97	36.06 ± 6.02	36.09 ± 4.84	36.85 ± 5.52	0.74	8.68	3.12
Creative Thinking	26.89 ± 4.43	27.98 ± 4.29	26.81 ± 4.86	2.66	7.14	2.57	28.30 ± 4.70	27.02 ± 4.38	28.05 ± 4.70	3.62	7.32	2.63
Critical Thinking	34.18 ± 5.95^{a}	33.12 ± 6.38^{b}	34.40 ± 6.65	1.38	9.97	3.58	35.19 ± 6.94^{b}	35.17 ± 6.75^{b}	37.16 ± 6.77^{a}	3.04*	10.94	3.93
Decision Making	34.19 ± 5.25^{b}	34.08 ± 4.48^{b}	35.61 ± 3.96^{a}	2.19*	7.73	2.78	35.07 ± 4.59	34.63 ± 4.72	35.84 ± 4.32	2.15	7.37	2.65
Problem Solving	32.32 ± 5.64^{b}	32.94 ± 5.70^{b}	34.60 ± 5.59^{a}	3.44*	9.08	3.26	34.04 ± 5.93^{a}	32.47 ± 5.97^{b}	34.10 ± 6.03^{a}	3.73*	9.58	3.44
Coping with Emotion	29.33 ± 5.13	28.88 ± 4.87	28.96 ± 4.81	0.34	8.02	2.88	29.92 ± 5.39	30.97 ± 4.37	30.32 ± 5.22	1.89	7.90	2.84
Coping with Stress	22.39 ± 4.68	22.60 ± 5.40	23.23 ± 5.76	0.57	8.21	2.95	23.71 ± 5.66	24.32 ± 5.39	25.30 ± 5.17	2.37	8.73	3.14
Overall Life Skills	315.62 ± 21.14^{b}	318.20 ± 22.81^{b}	325.25 ± 23.93^{a}	4.01	35.60	12.80	329.72±23.21^{b}	326.87±21.41^{b}	339 ± 23.32a	10.16**	36.02	12.95

*Significant at 0.05 level, **Significant at 0.01 level

association was found between fathers' education and levels of self-awareness among *Siddi* and rural students. In case of empathy, no significant association was accounted for between father's education groups and empathy of *Siddi* and rural students. However, in case of *Siddi* students, 48.40 per cent, 69.00 per cent and 51.50 per cent, whose fathers were not educated, studied from primary-10th std and >10th std educational category, respectively showed average empathy skills, whereas (21.00%) of students with illiterate fathers showed high empathy skills whereas equal (16.40%) percentage of students whose father educated from primary to 10thstd as well as >10th std showed high empathy skills. Regarding rural students almost the same trend was evidenced, more than half (58.50%, 61.30% and 54.30%) of students whose fathers belonged to illiterate, primary to 10th std and >10th std significantly showed average skills.

It was evidenced that fathers'education and effective communication were not significantly associated among *Siddi* students. More than half of students, whose fathers belonged to illiterate, primary to 10th std and >10th std of the educational category (52.20%, 55.20%, 52.70%, respectively) acquired average communication. Whereas 21.00 percent and 14.20 per cent of students' illiterate fathers and schooling from primary to 10th std showed low effective communication skills respectively. In case of rural students, a similar trend was seen, more than half of students whose fathers belonged to illiterate, (52.80%) primary to 10th std (55.50%) and >10th std (57.6 0%) showed average skills. Around 21.80 Per cent and 23.00 Per cent of students whose fathers were illiterate and educated from primary to 10th std, respectively indicated high skills, but 32.60 per cent of students with fathers educated >10th std showed high effective communication skills. There was a significant association (χ^2 =10.20) at 0.005 level of

significance evidenced among rural students. It was observed that more than half of students, whose fathers belonged to illiterate and primary to 10th std educational category (65.10% and 53.00%, respectively) exhibited low interpersonal relationship whereas, half of (49.10%) of the students with fathers' education more than 10th attained average skills. Fathers' education accounted for a significant association (χ^2=11.05) at 0.005 level among *Siddi* students. In case of rural students, more than half (54.20%, 61.30% and 58.70%, respectively) of students, with fathers' education ranged from illiterate to >10th std showed average skills of interpersonal relationship, and no significant association was evidenced.

It was noted that the fathers' education was not showed significant association with levels of creative thinking among *Siddi* as well as rural students. It appeared that more than half of the *Siddi* (58.10%, 70.10%, 69.10%) and rural (61.90%, 58.11%, 64.13%) students whose fathers were illiterate, educated from primary to 10th std and >10th std class, respectively attained average creative thinking skills. Regarding critical thinking, the fathers' education was not significantly associated with levels of critical thinking among *Siddi* and rural students. However, more than half of *Siddi* students whose fathers were illiterate and completed education from primary to 10th std (60.8% and 65.7%, respectively) showed low critical thinking skills. But 47.30 percent of students whose fathers educated >10th std showed low skills and almost half (49.10%) of them showed average skills. Regarding rural, a similar trend was seen where more than half of students whose fathers belonged to illiterate (54.90%) and primary to 10th std educational category (52.40%) exhibited low skills. Whereas students with fathers' education >10th std showed that, around 42.40 per cent and 51.10 per cent of them respectively acquired low and average critical thinking skills.

With respect to decision making, it was observed that 41.40 per cent and 43.30 per cent *Siddi* students whose father belonged to illiterate and primary to 10th std of educational category respectively expressed, low decision-making skills. But the majority (78.20%) of students whose fathers educated more than 10th std showed average followed by low (20.00%) decision-making skills. In rural students, the same trend was evidencedwere 33.80 per cent and 42.93 per cent of students whose fathers were illiterate and educated up to 10th std respectively acquired low skills but the majority of students with fathers' education more than 10th std showed average (76.08%) and low (18.47%) decision-making skills. There was a significant association found among *Siddi* (χ^2=11.50) and rural (χ^2=16.63) students at 0.001 level of significance. It was evidenced that, fathers' education showed significant association with levels of problem-solving skills among *Siddi* (χ^2=12.51) as well as rural (χ^2=11.31) students at 0.005 level of significance. In *Siddi*, nearly 48.38 per cent of students, whose fathers were illiterate showed low problem-solving skills whereas, 60.00 per cent of students whose fathers educated more than 10th acquired average skills and low decision-making skills by 23.63 per cent students. In rural, the same trend was evidenced, around, 35.2 per cent and 46.1 per cent of students, whose fathers belonged to illiterate and primary to 10thstd category respectively acquired low problem-solving skills. But in case of students with fathers' education more than 10thstd, around 59.8 per cent attained average skills, followed by low (27.20%) and high (13.00%) skills of problem-solving.

It has appeared that fathers' education was not significantly associated with coping with emotional skills among *Siddi* and rural students. It was noted that more than half of the *Siddi* (67.70%, 76.90%, 70.90%) and rural (62.67%, 61.25%, 67.39) students whose fathers were illiterate, educated from primary to 10th std and studied >10th std class respectively showed low levels of coping with emotional skills. With respect to coping with stress strategies, It was observed that around *Siddi* (48.40%, 47.80% and 36.40%) rural (56.30%, 59.20%, 55.40%) students whose fathers belonged to the educational group of illiterate, primary to 10th std and >10th std, respectively showed low and average levels of coping with stress skills. However, there was no significant association found between fathers' education and coping with stress skills among *Siddi* as well as rural students.

On the whole, more than half of *Siddi* students of illiterate fathers and those who studied primary education to 10th std (64.00% and 61.90%, respectively) showed low life skills whereas, 52.70 percent students, whose fathers studied more than 10th std showed average levels of life skills. A significant association was found between father's education and life skills among *Siddi* students. Regarding rural, more than half students, whose mothers belonging to the educational levels of illiterate (57.0%) primary to 10th std (57.10%) and >10th std (72.80%) showed average life skills. fathers' education was significantly associated with levels of life skills among rural students.

Results of Table 5aillustrate that, comparison of dimensions of life skills by fathers' education among *Siddi* and rural students. The results of ANOVA cleared that, self-awareness, effective communication, interpersonal relationship, decision making and problem-solving skills of *Siddi* students, whose fathers were educated >10th std evidenced, significantly high compared to students who are having illiterate fathers. Duncan's value proved that decision-making and problem-solving skill were accounted significantly better compared to students whose fathers studied from primary to 10th std. With regard to the skills of empathy, creative thinking, critical thinking, coping with emotions and stress were not accounted any significant differences among the students of parents belonging to three educational categories, indicating that, students are par with each other. In rural students, an almost similar trend was evidenced where rural students, whose fathers' educated >10th std presented significantly high empathy skills compare to students having illiterate fathers, but no difference was seen among the students whose fathers' studied primaryto 10th std. The skills of effective communication and critical thinking among rural students whose fathers were attained education more than 10thstd evidenced significantly high compared to students of illiterate fathers as well as fathers who educated from primary to 10th std.

Tables 6 and 6a highlighted the association and mean scores of dimensions of life skills among *Siddi* and rural students with mother's education. There is no association found between

Table 6. Association between mothers education and dimensions of life skills among Siddi tribal and rural high school students N=800

Dimension	Levels	Siddi (n= 375)									Rural (n=425)								
		Illiterate (n=130)		Primary-10thstd (n=57) (n=188)		>10thstd		Total	Modified (n=143)	χ^2	Illiterate 10thstd		Primary->10thstd (n=202)		(n=) (n=80)		Total		Modified χ^2
		n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	
Self-Awareness	Low	45	34.60	50	26.60	11	19.30	106	28.30	7.05	16	11.20	27	13.40	11	13.80	54	12.70	0.95
	Average	74	56.90	110	58.50	37	64.90	221	58.90		83	58.00	121	59.90	47	58.80	251	59.05	
	High	11	8.50	28	14.90	9	15.80	48	12.80		44	30.80	54	26.70	22	27.50	120	28.23	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Empathy	Low	47	36.20	65	34.60	9	15.80	121	32.30	8.53	29	20.30	43	21.30	19	23.80	91	21.41	0.43
	Average	61	46.90	88	46.80	35	61.40	184	49.10		86	60.10	118	58.40	46	57.50	250	58.82	
	High	22	16.90	35	18.60	13	22.80	70	18.70		28	19.60	41	20.30	15	18.80	84	19.76	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Effective Communication	Low	37	28.50	24	12.80	2	3.50	63	16.80	34.10**	40	28.00	37	18.30	9	11.20	86	20.23	22.70**
	Average	67	51.50	108	57.40	25	43.90	200	53.30		81	56.60	115	56.90	38	47.50	234	55.05	
	High	26	20.00	56	29.80	30	52.60	112	29.90		22	15.40	50	24.80	33	41.20	105	24.70	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Interpersonal Relationship	Low	87	66.90	102	54.30	29	50.90	218	58.10	6.68	50	35.00	71	35.10	31	38.80	152	35.76	3.20
	Average	42	32.30	84	44.70	27	47.40	153	40.80		82	57.30	123	60.90	43	53.80	248	58.35	
	High	1	0.80	2	1.10	1	1.80	4	1.10		11	7.70	8	4.00	6	7.50	25	5.88	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Creative Thinking	Low	41	31.50	60	31.90	26	45.60	127	33.90	4.95	45	31.40	65	32.17	19	23.75	129	30.35	17.85*
	Average	85	65.40	125	66.5	30	52.60	240	64.00		79	55.24	123	60.89	56	70	258	60.70	
	High	4	3.10	3	1.60	1	1.80	8	2.10		19	13.28	14	6.93	5	6.25	38	8.94	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Critical thinking	Low	85	65.40	112	59.60	30	52.60	227	60.50	3.54	75	52.40	104	51.50	38	47.50	217	51.05	1.92
	Average	42	32.30	73	38.80	25	43.90	140	37.30		64	44.80	88	43.60	37	46.20	189	44.47	
	High	3	2.30	3.	1.60	2	3.50	8	2.10		4	2.80	10	5.00	5	6.20	19	4.47	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Decision making	Low	56	43.10	84	44.70	6	10.52	146	38.90	23.44**	55	38.46	88	43.56	4	5	147	34.58	39.16**
	Average	71	54.60	101	53.70	50	87.70	222	59.20		83	58.04	107	52.97	71	88.75	261	61.41	
	High	3	2.30	3	1.60	1	1.75	7	1.90		5	3.49	7	3.46	5	6.25	17	4.00	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Problem solving	Low	59	45.38	80	42.55	16	28.07	155	41.30	51.93**	56	39.20	85	42.10	22	27.50	163	38.35	5.76
	Average	62	47.69	101	53.72	21	36.84	184	49.00		68	47.60	95	47.00	48	60.00	211	49.64	
	High	9	6.92	7	3.72	20	35.08	36	9.60		19	13.30	22	10.90	10	12.50	51	12.00	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Coping with emotion	Low	93	71.50	137	72.90	38	66.70	268	71.46	5.83	90	62.93	128	63.36	50	62.50	268	63.05	0.57
	Average	33	25.40	50	26.60	19	33.30	102	27.20		52	36.36	73	36.13	30	37.50	155	36.47	
	High	4	3.10	1	0.50	0	0.00	5	1.34		1	0.69	1	0.49	0	0.00	2	0.47	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	

Contd.....

Dimension	Levels	Siddi (n= 375)								Modi-fied χ^2	Rural (n=425)								Modi-fied χ^2
		Illiterate (n=130)		Primary-10thstd (n=188)		>10thstd (n=57)		Total			Illiterate (n=143)		Primary-10thstd (n=202)		(n=) >10thstd (n=80)		Total		
		n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	
Coping with stress	Low	60	46.20	87	46.30	27	47.40	174	46.40	1.84	41	28.70	76	37.60	24	30.00	141	33.17	4.83
	Average	63	48.50	87	46.30	24	42.10	174	46.40		89	62.20	105	52.0	50	62.50	244	57.41	
	High	7	5.40	14	7.40	6	10.15	27	7.20		13	9.10	21	10.4	6	7.50	40	9.41	
	Total	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	
Overall life Skills	Low	91	70.00	116	61.70	21	36.80	228	60.80	18.40**	61	42.70	84	41.60	23	28.80	168	39.50	7.74
	Average	39	30.00	72	38.30	36	63.20	147	39.20		82	57.30	118	58.40	57	71.20	257	60.50	
	High	130	100	188	100	57	100	375	100		143	100	202	100	80	100	425	100	

*Significant at 0.05 level, **Significant at 0.01 level

Table 6a. Comparison of mean scores of dimensions of life skills by mothers' education among Siddi tribal and rural high school students N=800

Personality traits	Siddi (n=375)						Rural (n=425)					
	Illiterate (n=130)	Primary-10thstd (n=188)	>10thstd (n=57)	f value	C.D. value	S.Em.	Illiterate (n=143)	Primary-10thstd (n=202)	>10thstd (n=80)	f value	C.D. value	S.Em.
	Mean ± SD	Mean ±SD	Mean ± SD				Mean ± SD	Mean ± SD	Mean ± SD			
Self-Awareness	36.33±5.74^{b}	37.76±5.64^{ab}	38.70±5.74^{a}	4.17*	9.14	3.28	40.25±5.32	39.64±6.17	40.42±5.65	0.72	9.14	3.28
Empathy	38.03±7.38^{b}	37.89±7.55^{b}	40.22±6.35^{a}	2.34*	11.76	4.23	40.20± 6.38	39.89±7.05	39.53±6.43	0.25	11.76	4.23
Effective Communication	29.78±6.77^{c}	31.85±6.07^{b}	35.61±4.77^{a}	17.85**	9.88	3.55	29.14±6.66^{c}	30.83±6.35^{b}	33.80±6.37^{a}	13.28**	9.88	3.55
Interpersonal Relationship	32.28±4.97^{b}	33.71±5.30^{ab}	34.14±5.45^{a}	3.80*	8.37	3.01	36.37±5.54	36.18±5.26	36.18±5.57	0.05	8.37	3.01
Creative Thinking	27.69±4.51^{a}	27.50±4.26^{a}	25.57±4.73^{b}	5.00*	7.10	2.55	27.93±5.00	27.27±4.47	28.21± 4.03	1.56	7.10	2.55
Critical Thinking	33.40±6.65	33.86±6.07	34.73±5.65	0.91	9.99	3.59	35.17±6.70	35.70±6.79	36.15± 7.29	0.55	9.99	3.59
Decision Making	34.11±5.60^{b}	33.91±4.41^{b}	36.42±3.70^{a}	6.31*	7.65	2.75	34.96±4.36^{b}	34.34±4.94^{b}	36.95± 3.55^{a}	9.54**	7.65	2.75
Problem Solving	32.50±5.45^{b}	32.28±5.16^{b}	35.70±7.05^{a}	8.65**	8.96	3.22	33.58±6.11	33.01±5.93	33.77±6.03	0.61	8.96	3.22
Coping with Emotion	28.73±5.21	29.27±4.85	29.52±4.93	0.67	8.01	2.88	30.11±5.22	30.64±4.67	30.72±5.07	0.61	8.01	2.88
Coping with Stress	22.33±4.56	22.82±5.19	22.42±6.01	0.39	8.21	2.95	24.51±5.50	23.84± 5.58	25.27±4.95	0.59	8.21	2.95
Life Skills	312.73±22.14^{b}	318.05±21.51^{b}	329.58±21.44^{a}	11.91**	34.88	12.54	329.41±23.03^{b}	328.52±22.66^{b}	337.94±22.17^{a}	5.22*	36.43	13.10

*Significant at 0.05 level, **Significant at 0.01 level

It was noted that, among *Siddi* students of illiterate mothers, more than half (51.50%) of them, exhibited average effective communication skills followed by low level (28.50%). The same trend was observed in students of mothers who were educated from primary to 10thstd, average (57.40%) and low (12.80%) skills. But it was evidenced opposite trend in students whose mothers were studied more than 10th whereas, more than half (52.60%) of them attained high levels of effective communication skills followed by average (43.90%) skills. Hence, mother's education showed significant association (χ^2=34.10) with levels of effective communication at 0.001 levels significance. In rural, more than half (56.60%) of students having mothers' education and levels of self-awareness of both *Siddi* and rural students. However more than half of *Siddi* (56.90%, 58.50%, 64.90%) and rural students (58.00%, 59.90%, 58.80%) whose mothers belong to the educational category of illiterate, primary to 10thstd and >10thstd respectively attained average levels of self-awareness (Table 7). Regarding empathy, an equal percentage (46.90%) of *Siddi* students with illiterate mothers and studied from primary to 10thstd showed average empathy but more than half (61.40%) of students whose mothers educated more than 10thstd showed average empathy. In case of rural, more than half (60.10%, 58.40%, 57.50%, respectively) of students whose mothers were illiterate, educated up to 10thstd and more than 10thstd showed average empathy skills. In both *Siddi* and rural student's mother's education was not evidenced significant association with levels of empathy.

illiterate as well mothers educated till 10thstd attained average communication skills, whereas 28.00 per cent and 18.30 per cent of students showed low skills. But around 47.50 per cent and 41.20 per cent of students with mothers who done their schooling more than 10thstd respectively showed average and high effective communication skills. Even the mothers' education showed a highly significant association (χ^2=22.70) at 0.001 level in the case of rural students. Regarding interpersonal relationships, more than half of *Siddi* (66.90%, 54.30% and 50.90%) and rural students (57.30%, 60.90%, 53.80%) whose mothers were illiterate, studied primary to 10th and >10th std, respectively showed low and average interpersonal relationship skills. No significant association was evidenced between mothers' education and levels of interpersonal relationships among *Siddi* and rural students.

It was apparent that around 65.40 per cent, 66.50 per cent, 52.60 per cent of *Siddi* students whose mothers were illiterate, who studied till 10thstd and more than 10thstd respectively showed average creative thinking skills. Around 31.50 percent of students with illiterate mothers as well as studied till 10th class evidenced low skills. However, no significant was found between mothers' education and levels of creating thinking skills among *Siddi* students. In case of rural students, mother's education showed significant association (χ^2 =17.85) at 0.005 level of significance. It was viewed that no significant association was observed between mothers' education and levels of critical thinking among *Siddi* and rural students. However, 65.40 per cent, 59.60 per cent and 52.60 per cent of *Siddi* and 52.40 per cent, 51.50 per cent and 47.50 per cent of rural students, whose mothers belonged to the category of illiterate, primary to 10thstd and >10thstd respectively showed low skills of critical thinking.

Regarding decision making, levels of mother's education evidenced significant association (χ^2=23.44 and χ^2=39.16) at 0.001 level of significance with levels of decision-making skills among *Siddi* and rural students. More than half (54.60% and 53.70% respectively) of *Siddi* students having illiterate mothers and who studied till secondary level showed average decision-making skills and 43.10 per cent and 44.70 per cent of them showed low levels of decision making. But, the majority (87.70%) of *Siddi* students, whose mothers studied higher than the secondary level of education showed average skills and only 10.52 per cent of them showed low decision-making skills. In rural students, a similar trend was evidenced that, 38.46 per cent of students with illiterate mothers and 43.56 per centof students whose mothers studied from primary to 10thstd showed low decision-making skills. But in case of students, whose mothers were educated more than 10thstd, the majority (88.70%) attained an average and only 5.00 per cent exhibited low skills of decision making. In the view of problem-solving, only 6.92 per cent and 3.72 per cent of *Siddi* students whose mothers were illiterate and completed education from primary to 10thstd respectively showed high levels of problem-solving skills, whereas, around 35.08 per cent of students with mothers who studied more than 10th class attained high skills, hence χ^2 value of 51.93 proved the significant association between mothers education and levels of problem-solving among *Siddi* students. It was evidenced among rural students, more than half (58.04% and 52.97%) and majority (88.75%) of students whose mothers belonged to the educational group of illiterate, primary to 10th class and >10th class respectively attained average problem-solving skills. No significant association was found between mothers' education and levels of problem-solving among rural students.

Regarding coping with emotion, the majority of *Siddi* (71.50%, 72.90% and 66.70%) and rural students (62.93%, 63.36% and 62.50%) with illiterate mothers, studied primary to 10th class and more than 10th class respectively showed low coping with emotions skills. No significant association was evidenced between mothers' education and levels of coping with emotions among *Siddi* and rural students. It was viewed that, equal (46.60%) of *Siddi* students with illiterate mothers, educated primary school to 10th class and more than 10th class showed low levels of coping with stress, whereas 48.50%, 46.30% and 42.10% of them respectively attained average coping with stress skills. Among rural, more than half (62.20%, 52.00% and 62.50%) of students, whose mothers belonged to the educational category of illiterate, primary to 10th class and >10th class respectively attained average coping with emotional skills. Mother's education evidenced no significant association with levels of coping with stress among *Siddi* as well as rural students.

On the whole, more than half (70.00% and 61.70%) of *Siddi* students with illiterate mothers and studied from primary to 10thstd respectively showed low life skills whereas only 36.8 per cent students whose mothers studied more than 10thstd showed average skills. A significant association was found between mothers' education and life skills among *Siddi* students. Regarding rural, more than half of the students, whose mothers belonging to three educational levels of illiterate (57.30%) primary to 10thstd (58.40%) and >10thstd (71.20%) showed average life skills. Mothers'education was not significantly associated with levels of life skills among rural students. Hypothesis (no.3) that states, mothers' education does not influence life skills was rejected in case of *Siddi*, and accepted among rural high school students.

Results of table 6a showed that, comparison of mean scores of dimensions of life skills by mothers' education. *Siddi* students, whose mothers educated more than 10thclass significantly, evidenced higher mean scores of self-awareness (38.70 ±5.74^a), empathy (40.22 ±6.35^a), effective communication (35.61±4.77^a), interpersonal relationship (34.14±5.45^a), decision making (36.42±3.70^a), and problem-solving (35.70 ±7.05^a) compared to students with illiterate mothers and whose mothers studied from primary to 10th std. There was no difference observed between the students of illiterate mothers and those who studied up to 10thstd on these skills except effective communication. Effective communication significantly varied among students of mothers, who belonged to a varied group of educational categories. Students showed significantly better communication skills with the better educational attainment of mothers. But it was evidenced from the same table that, students of illiterate mothers and who studied primary to secondary

education appeared significantly high skills of creative thinking compared to students of mothers who studied more than secondary education.

On the whole, irrespective of dimensions of life skills, it was viewed that, students with better mothers' education (more than secondary) significantly exhibited high life skills compare to students with illiterate mothers or with less education (primary to 10th class). But no significant difference was evidenced among students of these (Illiterate and primary - 10th class) two groups. It was apparent that the same trend was observed in rural students, where rural students with mothers who were educated more than secondary level, showed significantly high levels of overall life skills compared to students whose parents belonged to other two groups of education category.

Parents' education showed a positive and highly significant relationship with dimension of life skills in both *Siddi* and rural students, indicating that, parental education helps in the achievement of life skills. In the present study, the majority (30.00 - 40.00%) of the parents were illiterate or attended school for at least one year (Table 2) and belonged to poor socioeconomic status, hence parents might be working the whole day to look after their family. Lack of time to spare and devote attention to their children resulted in less development of life skills. Slicker *et al.* (2005) highlighted that, parental responsiveness significantly predicted life-skills development even when age, gender, and socioeconomic status were taken into account; whereas, parental demandingness was not a significant predictor in any of the life-skills development.

Educated parents might be better involved with their children, understand their emotions and support them to fulfill their personal needs, which in turn form better relationship skills. These results are in line with Dhingra and Chauhan (2017) who observed that adolescents having educated parents showed significantly high levels of life skills. Similar results by Pant and Singh (2017), who reported that higher mother's education enables to know the developmental needs and tasks of the children which promoted better social skills. It was interesting to note that, students of illiterate parents showed significantly greater empathy skills compare to students with educated parents. It might be because students are of the same socio-economic background and easily understand how others are feeling and showed empathy towards them. It was viewed that, adolescents of educated parents, significantly showed better life skills compared to adolescents of illiterate parents. A study by Patil and Itagi (2019) also reported that the majority of the *Siddi* tribal mothers were illiterate and possessed very low socio-economic status, these findings supported that, educational level of the *Siddi* tribal community appears to be low and it might be affected in giving the desirable and needed inputs to their offspring, hence tribal adolescents ended up with low levels of skills in their course time.

Conclusion

Nearly half of the *Siddi* adolescents possessed low levels of life skills and none of them attained high levels of life skills. In case of rural, more than half of adolescents attained average levels of life skills and only one percent of them possessed high levels of life skills. Significant association and difference of overall life skills were observed between *Siddi* and rural adolescents whereas, *Siddi* students showed low levels of life skills compared to rural students.Adolescents of parents who were studied more than 10thstd showed significantly higher levels of life skills compared to adolescents from illiterate parents and the parents who had completed their education till primary level. Thus the education of the parents plays a paramount role in shaping better skills among tribal *Siddi* and rural adolescents.

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