

CHAPTER-VI

SUMMARY AND CONCLUSION

6.1 Introduction:

Education plays a crucial role in human capacity building and skills acquisition that can lead to sustainable economic prosperity of any nation. Education strives to represent both the broad human ideals and the community's concerns as well as the modern aspirations of society. The progress of a nation is largely determined by the degree of education among its citizens. Education is a developmental process that encompasses the human being's journey from birth to adulthood and the process by which he progressively adjusts to his physical, social, and spiritual surroundings. Academic achievement is critical for school students, particularly in the modern day. Today's schools place a premium on accomplishment from the start of formal schooling. The effectiveness of every educational institution is determined by how well the system performs academically. The whole educational effort is directed towards enhancing student's academic achievement. Achievement is the main determinant of one's potential, expertise, and success in this highly competitive world. Academic achievement should be viewed as a multidimensional concept that includes several learning domains. Academic achievement of the students largely depends on the quality of education and quality comes when the factors affecting the academic achievement of the students can be controlled and evaluated. Academic achievement is of the utmost significance. It has been found that a large range of factors, including student personality traits, the school's organisational climate, curriculum design, the teaching-learning environment, and factors originating at home, all have varying degrees of influence on accomplishment. Each of them is actually a collection of factors that, alone or in combination with other elements, affect achievement. Thus academic achievement is influenced by a wide range of factors. The elements influencing academic achievement can be characterized as follows: psychological perceptions, student skills, and environmental perspectives (Dijkstra & Peschar 2003). Moreover a good number of personal, psychological and social factors influence the academic achievement of the students such as socio-economic status, environment, parental involvement, study habits etc. There are many more significant aspects that influence a student's academic achievement, such as parental involvement, school environment and study habits.

Parents have a significant role in the academic achievement of school students. A volume of research has been focusing the role of parental involvement in the academic achievement of students. Parental involvement in education is assumed as parent interaction with school, teacher, administrators, and with children to their academic enhancement (Hill & Taylor, 2004).parental involvement play a important role in determining the academic success of students, which includes financial and educational support, closeness and involvement of parents who act as personal counselors in listening to problems, giving advice and encouraging. This harmonious relationships between parents and children act as a positive direction towards academic attainment (Singh et al., 2017).School environment refers to the quality and character of school life. A sustainable, positive school environment fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This environment includes norms, values and expectations that support people feeling socially, emotionally and physically safe. It is the prime duty of a school or any other educational institution to promote the all-round development and scholastic growth of a child. Therefore, favourable school environment is necessary to in achieving student's academic goal. Study habits as one of the important factor of academic achievement are the essential attributes and important ingredients of human beings who are in the journey of education. It refers to the strategies and activities carried out by individuals who are pursuing education. It is a learning process by which learners can improve their learning. An effective study habit is a way to achieve success in academic and attain mastery in subject. Thus study habit is one of the leading correlates of academic achievement.

6.1.1 Tea garden labourers of Assam:

Assam tea industry, which produces more than 50 percent of India's tea production and one of the oldest and most important industries in Assam is the tea industry. With tea farms producing about 507 million kg of tea yearly, the state of Assam is the largest tea-growing region in the world.This tea plantation was introduced to the country and the state of Assam by the British during the colonial regime.The Assam Tea Company was the first tea company to open in Assam. Due to the low wages and dangerous working conditions brought on by disease and the presence of wild animals in the forest, the Assam people living nearby had little desire to work in the tea gardens, which resulted in a labour at the end of the 18th and the beginning of the

19th centuries. As a result, C.A. Bruce decided to hire labourers from outside Assam (Bhuyan,1960; phukan,1979; kurmi, 1981).The British planters started using brokers to import labourers in 1840.This tactic resulted in a huge migration of labourers to Assam to work in the tea plantations for almost a century. In Orissa, Bilashpur, Chibacha, Chambalpur, Jagadalpur, and Domka; in Bengal, Brahampur and Puruliya; in Bihar, Ranch, Chotanagpur, and Hazaribagh; in Madhya Pradesh; in Madras (Tamil Nadu); and in Maharashtra, Vigianagram; the majority of the labourers came from these cities (kurmi,1981;Joss,1986). For the most part, migrant labourers were hired on a contract basis for a specific amount of time to work in tea gardens. Tea workers came from several regions of India, and their socio-cultural and ethnic origins varied. These immigrants later made Assam their permanent home. They subsequently blended with the local population and helped form wider Assamese civilization, giving rise to a new tribe known as the tea tribes.The descendants of those unfortunate immigrants who were victimised by bribery, coercion, and dishonesty on their journey to Assam's tea estates and who are now organised as a group are the tea garden workers. Even after independence in 1947, the immigration persisted for more than a century, from 1841 to 1960. 2049 workers were brought in from Medinipur and Chotanagpur in 1859–1860, and this practice persisted later (Sarmah,2018).Hence, the majority of Assam's tea labourers are discovered to come from a variety of subcastes and tribes (Crowford,1924; Bhuyan, 1960; Gohain,1974; Kar,1981; Bhowmik,1982; & Kurmi,1990)

Assam's tea industry has existed for roughly 180 years. This sector of the economy is crucial to both the state as well as the national economies.Assam alone produces 50% of the country's tea. India produces 23% of the world's total (Chang, 2015). Almost 11.5% of Assam's tea is produced globally (Das, 2019). Ever since the colonial rule to date, tea plantations have proved to be the highest employer of wage labour in India (Behal, 2006).Over 55% of India's tea is produced in Assam by over 10 lakh organised tea workers who operate on 856 tea estates (IANS, 2021). The tea plantation industry relies on labour. The majority of labourers who pick green tea leaves in tea gardens work in the tea industry.

Article 39 of the Constitution states that the State shall, in particular, direct its policies towards providing equal pay for equal work for both men and women.Article

43 of the Constitution states that no matter whether a worker is employed in the agricultural, industrial, or other sectors of the economy, they must have access to employment, a decent wage, and working conditions that allow them to maintain an acceptable standard of living. Tea plantation workers in India's Assam area often lose access to a fair wage and respectable working and living circumstances. While Assam's vast, lush green tea estates are well known for their beauty, the actual living situations are very different from the attractive images found on tea boxes. The labourers frequently reside in remote, cramped, and unhealthy conditions far from the tea gardens. In many tea gardens, there are no latrines, proper drainage, safe drinking water, ration shops, schools, or medical facilities. A vicious cycle of poverty has resulted in child labour, illiteracy, and poor health (Aljazeera, 2015).

Despite the fact that tea production is increasing the GDP and generating the revenue from the state, the tea garden community who makes up 20% of the population, their way of life and livelihood are still marginalized. A fundamental right is the right to education and it is the right of the state to provide basic education. However, in a tea garden, the scenario is different. The management of the tea estates is in charge of education, however they only provide the primary level. Children from tea garden areas still perform poorly in school. Bharali (2017) noted a significant rate of low literacy in areas with a high concentration of labourers. Because of the labourers' social background, their situation has been consistently ignored for decades and with the extremely low literacy rates of these labourers and the lack of alternative sources of income in the area, the children of labourers are forced to labour on the plantations in deplorable conditions. This highest level of exploitation is a vicious cycle from which there is no escape. Typically, first-generation learners from the tea garden community have parents who are either illiterate or have only a minimal level of education. Thus most of them are not yet conscious of the importance of education and the educational profile of tea garden labourers depicts that majority of the population is illiterate. The education of the children in the tea garden is not a major issue for the garden management. Within the tea estate, primary schools have been established, but they are not reluctant to open up or propose for high schools and colleges inside tea gardens. They are also hesitant to take action to improve the educational status of tea garden youngsters because they fear losing effective workers in the future. Garden authorities do not pay attention to safeguarding the rights of

children in tea gardens because there is no proper monitoring of the state. In the end, the tea garden has a weak and unhealthy workforce that recurs in a cyclical order.

The secondary level of education has become a part of basic education from a worldwide perspective. Since independence, educational system has undergone constant changes to address the demands and difficulties brought on by the nation's socioeconomic progress. In that process of change, secondary education has made significant strides in a number of areas, including increasing access for young people to secondary education, enrollment growth, particularly for girls, the number of schools and teachers, the reduction of gender inequality in the classroom, curriculum revision, etc. Despite this situation, it has been seen that not all groups of the people in Assam have benefited equally from advances to date. More than half of school-aged children were working at home or outside of the family, and 86% of these working children were enrolled in schools. Poverty emerges as the most significant barrier to education, contributing to dropping out, never enrolling, and gender discrimination. The right age for school enrollment was not met by the children in the tea gardens. Due to a variety of factors, including the parents' ignorance, they were tardy in enrolling in school. The school administration occasionally displays a lack of interest in admitting certain students. The majority of secondary school-aged pupils are enrolled in one of the primary classes, as seen by the findings of numerous studies, which reflect this. The pressure on parents to get their children involved in the workforce makes it difficult for adolescent children to continue in school and complete their basic education. Most children abandon out after class V in order to support themselves. When the students are in high school, it is seen that a significant portion of them are involved in both education and employment. Today, it is a product of tradition, culture, and way of life as well as poverty. These labourers in the tea gardens believe that starting paid employment when child reaches puberty is the best way to allow them to contribute to household expenses and also fostering their talent for paid work. This leads us to understand that tea garden children are still facing a lot of challenges when it comes to succeeding academically. This needs attention and must be addressed by the governments and educational institutions.

6.2 Significance of the study:

Keeping in view the seriousness of the issues related to academic achievement among the children of tea garden labourers, the investigator has decided to study the influence of parental involvement, school environment and study habit on academic achievement of secondary level school children of tea garden labourers of Assam. Academic achievement refers to the performance of the children of tea garden labourers in the examinations conducted by SEBA. The investigator will make an attempt to give a picture of the academic achievement of the students in high school examination by taking in to account the marks obtained by them and analyze the result by finding the correlation with the factors to provide a comprehensive idea on the basis of gender and Location. After going through many review of literature it is observed that above mentioned factors are found very influencing on academic achievement; so the researcher has chosen these factors for the present study to see whether these factors are responsible for academic achievement of secondary level school children of tea garden labourers of Assam and hardly any study has been identified on the children of tea gardens of Assam.

The results of the study will help understand the factors contribution towards lower academic achievement of the secondary school children of tea garden labourers. The research will provide suggestions to parents, teachers, stakeholder, NGOs etc.; on how to help these children of tea garden areas succeed academically.

6.3 Statement of the problem:

From the review of related literature and need and signification made it is felt that the factors; parental involvement, school environment and study habit has an influence on academic achievement of the school students. The question arises here whether these factors will influence the Academic Achievement of Secondary level school children of tea garden labourers of Assam. Therefore the present study has been entitled as: "A study on the factors influencing the academic achievement of secondary level school children of tea garden labourer's of Assam".

6.4 Objectives of the study:

1. To study the academic achievement of secondary level school children of tea garden labourers of Assam.

2. To study the parental involvement as a factor influencing the academic achievement of secondary level school children of tea garden labourers of Assam.
3. To study the school environment as a factor influencing the academic achievement of secondary level school children of tea garden labourers of Assam.
4. To study the study habit as a factor influencing the academic achievement of secondary level school children of tea garden labourers of Assam

6.5 Null hypotheses of the study:

The following hypotheses have been formulated to test the objectives 1,2,3 and 4 of the study:

For Objective 1, the following hypotheses are formulated;

H₀₁: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to academic achievement.

H₀₂: There is no significant difference between the secondary level school children of tea garden labourers among the four districts with regards to academic achievement.

H₀₃: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to academic achievement

H₀₄: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to academic achievement

For Objective 2, the following hypotheses are formulated;

H₀₅: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to parental involvement

H₀₆: There is no significant difference between secondary level school children of tea garden labourers among the four districts with regards to parental involvement

H₀₇: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to parental involvement

H₀₈: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to parental involvement

H₀₉: There is no significant relationship between the parental involvement and academic achievement of secondary level school children of tea garden labourers of Assam.

H₁₀: There is no significant relationship between parental involvement and academic achievement of secondary level children of tea garden labourers on the basis of gender.

For hypotheses 3 the following hypotheses are formulated;

H₁₁: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to school environment

H₁₂: There is no significant difference between secondary level school children of tea garden labourers among the four districts with regards to school environment

H₁₃: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to school environment.

H₁₄: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to school environment.

H₁₅: There is no significant relationship between school environment and academic achievement of secondary level school children of tea garden labourers of Assam.

H₁₆: There is no significant relationship between school environment and academic achievement of secondary level school children of tea garden labourers of Assam on the basis of gender

For objective 4, the following hypotheses are formulated;

H₁₇: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to study habit.

H₁₈: There is no significant difference between secondary level school children of tea garden labourers among the four districts with regards to study habit.

H₁₉: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to study habit

H₂₀: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to study habit

H₂₁: There is no significant relationship between the study habit and academic achievement of secondary level school children of tea garden labourers of Assam.

H₂₂: There is no significant relationship between study habit and academic achievement of secondary level school of tea garden labourers on the basis of gender

6.6 Operational Definitions:

Operational definition of the following terms used in the study are given below-

- a) **Children of tea garden labourers:** In the present study, the children of tea garden labourers are those school going children, whose parent are working in the tea garden and belong to tea tribes.
- b) **Parental Involvement:** Parental involvement, according to Jesse (1996), is "the parents' involvement in their children's education through participation in various activities at home and at school.

In this study Parental Involvement refers to the involvement of parents in their children's academic activities and the degree of parental involvement will be assessed with the help of parental involvement scale.

- c) **School Environment:** According to Ames, 1992 "School environment encompasses both the socio-psychological and physical dimensions, and both exercise a reciprocal effect on each other".

In this study the term school environment refers to proper, rational and healthy atmosphere in the class room as perceived by the students in school. The perception and involvement of school environment will be represented by the score obtained by the respondents with the help of school environment scale.

- d) **Study Habit:** Dictionary of Education (2007) states "Study habit reveals stable inclination of practise and thought to gain knowledge and information from the book". Study habits are automatic, learnt behavioural patterns that help students learn how to study. A healthy study routine has

actually enabled him to sit down and start working on his assignment with the least amount of difficulty and the most concentration.

In this study the term "study habit" describes how students develop habitual practices for improving their study skills. When a student engages in reading beyond the class to further their understanding of the material, these study habits are the adopted approach. The level of study habit will be represented by the score obtained by the students in study habit inventory.

e) **Academic Achievement:** Dictionary of Education (2003) defines "Academic achievement is the knowledge gained or skills developed in academic disciplines, which are typically assessed through test scores, teacher evaluations, or both."

In this study the term academic achievement is the measure of knowledge gained in formal education generally indicated by the total marks secured by the secondary level school children of class IX and X in their previous year examination. Here, High Academic achievement implies those students who receive 60% or above marks in their secondary level school examinations. Average academic achievement implies students who receive 50-59% marks in their final examination. Low academic achievement implies students who receive marks 30%-49% below 45% in final examination.

6.7 Delimitation of the study:

1. The study is delimited to children of tea garden labourer of Assam only.
2. The study is delimited to class IX and X students only.
3. The study is delimited to secondary schools with high enrolled tea garden category students in the selected districts.
4. The present study is delimited to the factors; parental involvement, school environment and study habit which has the influence on the academic achievement of the children of the tea garden labourers of Assam.

6.8 Research Methodology :

6.8.1 Research Method:

Keeping in view the objectives of the study the researcher has followed the Descriptive Survey method to carry out the present study.

6.8.2 Area of the study:

In the present study four district namely, Dibrugarh, Jorhat, Sivasagar and Sonitpur districts has been identified for the study. These districts possesses highest number of tea gardens along with good number of tea garden labourers working in it.

6.8.3 Population:

In the present study the population comprised of all the secondary level students studying in class IX and X of provincialised Assamese medium co-educational high schools of Assam during the academic year 2019-20.

6.8.4 Sample and Sampling technique:

In the present study the researcher has used multistage random sampling technique to select the sample. The children of tea garden labourers at secondary level under SEBA (Board of Secondary Education) have been selected. As the total no of children of tea garden labourers who are at secondary level schools (Class IX & X) in Assam are not known, so the researcher has determine the desired size of sample i.e. 1000 students to represent the community from the sampled districts (i.e. 250 students are selected randomly from four schools of each district). In *the first stage*, the researcher has selected 4 districts of the state namely; Dibrugarh, Sivasagar, Jorhat and Sivasagar, having more number of tea gardens; in *the second stage*, 4 numbers of secondary schools have been selected keeping in mind the no of tea tribe students studying in those school, and *in the third stage* the researcher has selected 250 students randomly (Class IX & X) from each district to fulfill the desired sample size.

6.8.5. Tools Used For Data Collection:

The following tools have been used for the collection of data in the present study:

- a) **Parental Involvement scale (Self constructed):** The scale aims to measure the perception of the secondary level school children towards their parental involvement. The Parental Involvement Scale comprises 37 items with both positive items and negative items. The items can be responded to by choosing from options; Always, Often, Sometimes, Seldom, Never and for the interpretation of the scores of Parental Involvement Scale norms are established
- b) **School Environment Scale (self-constructed):** School environment Scale is designed to measure the school environment of school as perceived by the pupils. SEI has items belonging to four dimensions of the school environment and these dimensions are as follows: A. Physical environment, B. Academic Environment, C. Affective environment, D. Social environment. The scale contains 54 items related to the dimensions. The scale is 5 point likert scale having 5 responses, Agree, strongly agree, undecided, disagree and strongly disagree respectively. Norms of the overall scale was developed with seven categories; very highly favourable, highly favourable, moderately favourable, average, moderately low, unfavourable, highly unfavourable.
- c) **Study Habit Inventory By M. Mukhopadhyay and D.N. Sansanwal Patel:** Study Habits Inventory developed by Mukhopadhyay and Sansanwal was used in the present study. The study habits inventory have been considered to be constituted of nine different kinds of study behaviours. These are: i) comprehension, ii) concentration, iii) task orientation, iv) study sets, v) interaction, vi) drilling, vii) supports, viii) recording and ix) language. The inventory comprises 70 items. Norms of the overall scale was established with seven categories; A. Excellent Study Habits, B. High Study Habits, C. Above Average Study Habits, D. Moderate Study Habits, E. Below Average Study Habits, F. Poor Study Habits, G. Very Poor Study Habits

- d) **Academic Achievement** is measured by the total marks secured by the secondary level school children of class IX and X in their previous year examination.

6.8.6 Data collection procedure:

The researcher visited all the selected districts for the study and collected the data from the secondary level school children of tea garden labourers of schools after getting necessary permission from the Principals/Head Master/Head Mistress of the schools.

6.8.7 Statistical Techniques Used: Statistics like percentage, mean, S.D, 't' test, ANOVA correlation Statistics Pearson's Product Moment Method has been used for the study .

6.9 Major Findings of the study :

6.9.1 Finding related to objective no 1:

Level of academic achievement of the secondary level school children of tea garden labourers of Assam

1. With regards to level of academic achievement of the secondary level school children of tea garden labourers of Assam, the results indicated that out of the whole sample, 82.2% children possess low level of academic achievement. A very negligible percentage of children in the study have high level of academic achievement.

Academic achievement level of secondary level children of tea garden labourers on the basis of gender and location

2. Again with regards to academic achievement of the secondary level school children of the tea garden labourers on the basis of gender, 88.8% of boys fall under low level of academic achievement whereas 75.6% of girls come under low level of academic achievement. Here among both the genders a very negligible percentage is found in high level of academic achievement.
3. With regards to academic achievement of the secondary level school children of the tea garden labourers on the basis of location, the results indicated that in all the four districts i.e; Dibrugarh, Sivasagar, Jorhat and Sonitpur, majority of

the secondary level school children falls under low level of academic achievement.

Comparison of academic achievement between the secondary level school children of tea garden labourers on the basis of gender and location

4. In the study it is found that mean score of both girls and boys differ in their academic achievement respectively and henceforth on testing statistically; it is found there is significant difference between secondary level school boys and girls with regards to academic achievement.
5. The result in the study showed that in all four districts the mean score among the boys and girls indicates that girls are showing academically little better than boys. Thus it is found that there is a significant difference secondary level school boys and girls of tea garden labourers with regards to academic achievement .

Finding the difference between secondary level school children of tea garden labourers among the four districts with regards to academic achievement

6. Furthermore comparison of academic achievement of secondary level school children of tea garden labourers among the four districts on computing ANOVA, shows that there is significant difference between secondary level school children of tea garden labourers among the four districts with regards to academic achievement.

6.9.2 Finding related to objective No.2:

Level of Parental Involvement level of secondary level school children of tea garden labourers of Assam

7. With regards to parental involvement of the secondary level school children of tea garden labourers of Assam, out of the total sample of 1000 sample, it can be seen that 30.2% of the secondary level school children have perceived average level of parental involvement.

Parental involvement levels of secondary level school children of tea garden labourers in relation to gender and location

8. From the result of parental involvement of the secondary level school children of tea garden labourers of Assam on the basis of gender, it can be seen that majority of boys were having average level (28%) of parental involvement and

among the girls again majority have come under average level (32.4%) of parental involvement. The same trend was observed even among the gender that extremely high level of very less percentage of children are having extremely high or high level of parental involvement.

Comparison of parental Involvement between the secondary level school children of tea garden labourers on the basis of gender and district

9. In the present study it was found that the mean score of both boys and girls differ in their parental involvement and girls are found little better in their parental involvement than boys. Hence testing statistically it was found that there is significant difference between secondary level school boys and girls of tea garden labourers with regards to parental involvement.
10. Again the study inferred significant difference between boys and girls of all the four districts with regards to parental involvement. And the mean difference of boys and girls in all the four districts clearly indicates that there is difference in parental involvement between boys and girls in all the four districts.

Findings related to the difference between secondary level school children of tea garden among the four districts with regards to parental involvement

11. Furthermore comparison of parental involvement of secondary level school children of tea garden labourers among the four districts on computing ANOVA, it is found that there is significant difference between secondary level school children of tea garden labourers among the four districts in regards to parental involvement.
12. Furthermore, Comparing of parental involvement of secondary level school boys of tea garden labourers among the four districts, it is found that there is significant difference between secondary level school boys of tea garden labourers among the four districts in regards to parental involvement.

Again, it is found there is significant difference between secondary level school girls of tea garden labourers among the four districts in regards to parental involvement

Correlation between parental involvement and academic achievement

13. The findings revealed that there exist significant relationship between parental and academic achievement of secondary level school children of tea garden

labourers of Assam. Hence, it can be interpreted that parents has positive influence on the academic achievement of secondary level school children.

The finding also showed that there exist significant relationship between parental involvement and academic achievement of secondary level boys of tea garden labourers and it can be interpreted that parents has an influence on the academic achievement of boys. Again it was found that there exist significant relationship between parental involvement and academic achievement of secondary level school girls of tea garden labourers too. Hence there is a positive correlation between parental involvement and academic achievement among girls.

6.9.3 Findings related to Objective No.3

Level of School Environment of secondary level school children of tea garden labourers of Assam

14. With regards to school environment of the secondary level school children of tea garden labourers of Assam, out of the total sample, 47% of children of tea garden labourers are having average level of school environment. The children under average level of school environment is higher than the other six levels of school environment i.e; very highly favourable, highly favourable, moderately favourable, moderately unfavourable, unfavourable, very unfavourable.

Level of School Environment of secondary level school children of tea garden labourers of Assam on the basis of gender and location

15. From the finding on level of school environment among the children of tea garden labourers of Assam on the basis of gender, among the boys more percentage of them are found to consider their school environment to be favourable with percentage of 45%. Among the girls, 48.6% of them is found to have favourable level of school environment followed by moderately unfavourable level of school environment. A very negligible percentage was found in very highly favourable and highly favourable level of school environment.

16. On the basis of location, the findings showed that in the three districts selected for the study, the secondary level school children perceive their

school environment to be favourable; i.e. Dibrugarh 49.2%, Sivasagar 40.4%, Jorhat 62.8% and in Sonitpur it is found 47.6% of children consider their school to be moderately favourable. Very negligible percentage of children was seen having very highly favourable, high favourable or, unfavourable or highly unfavourable in all four districts.

Comparison of school environment between the secondary level school children of tea garden labourers on the basis of gender and district

17. In the present study it is found that there is no significant difference between secondary level school boys and girls with regards to school environment. The mean score of both the gender show no difference in their school environment.
18. Among the four districts, it was found that in Dibrugarh and Sivasagar district there is no significant difference between boys and girls with regards to in school environment. In addition it is observed that there is negligible mean score difference between boys and girls in their school environment. But in Jorhat district and Sonitpur district it is found there is significant difference between boys and girls with regard to school environment. Again it was also observed that the mean score of both the gender differs in their school environment.

Findings related to difference between secondary level school children of tea garden labourers among the four districts with regards to school environment

19. Comparing of school environment of secondary level school children of tea garden labourers among the four districts, on computing ANOVA it is found that there is significant difference between secondary level school children of tea garden labourers among the four districts with regards to school environment.
20. Furthermore, it is found there is significant difference between secondary level school boys of tea garden labourers among the four districts with regards to school environment. There is significant difference between secondary level school girls of tea garden labourers among the four districts with regards to school environment.

Relationship between school environment and academic achievement

21. The present study revealed that the magnitude of correlation coefficient determines significantly positive relationship between school environment and academic achievement of secondary level school children.

Moreover, it was found that there is a significant relationship between school environment and academic achievement of secondary level school boys.

Also for girls, it was found that there is a significant relationship between school environment and academic achievement of secondary level school girls.

6.9.4 Findings related to objective 4:

Level of study habit of secondary level school children of tea garden labourers of Assam

22. It is evident from the present study that, 28.1% of secondary level school children of tea garden labourers fall in below average level of study habits. A very negligible percentage of children were found in excellent study habit level.

Level of study habit of secondary level school children of tea garden labourers of Assam on the basis of gender and location

23. The result revealed that most of the girls have moderate level of study habit i.e; 27.8% followed by below average study habit i.e; 24.8% . However among the boys it was found most of the boys have below average study habit i.e; 31.4% followed by poor level of study habit i.e; 24.8% among the boys. Thus among both the genders a very negligible percentage frequency is seen in excellent and high level of study habit.

24. The result on the basis of location indicated that in Dibrugarh district majority of the children of tea garden labourers are found to have poor level of study habit i.e; 22.4%, in Sivasagar district majority of these children are found to have below average level of study habit i.e; 33.6%, then again in Jorhat district it was found most children are found to have below average study habit i.e; 29.6%. Lastly in Sonitpur district majority are found to have moderate study habit i.e; 35.2%

Comparison of study habit between the secondary level school children of tea garden labourers on the basis of gender and location

25. The present study reveals that the mean comparison of boys and girls on study habits revealed that boys and girls of tea garden labourers do differ from one another on their study habit. Henceforth on testing statistically, it is found that there is significant difference between boys and girls of tea garden labourers with regards to study habit.
26. The findings revealed that in all the four districts Dibrugarh, Sivasagar and Jorhat, Sonitpur district there is a significant difference between boys and girls with regards to study habit. It indicates that gender is an important determining factor in the study habits of students

Findings related to the study habit between secondary level school children of tea garden among the four districts

27. Furthermore comparison of study habit of secondary level school children of tea garden labourers among the four districts on computing ANOVA, the finding revealed that there is significant difference between secondary level school children of tea garden labourers among the four districts with regards to study habit.
28. Furthermore, it is found that there is significant difference between secondary level school boys among the four districts in regards to study habits. Again comparing of study habit of secondary level school girls of tea garden labourers among the four districts on computing ANOVA, it is found there is a significant difference between secondary level school girls among the four districts in regards to study habits.

Relationship between study habit and academic achievement

29. It has been found that, there is a positive and significant relationship between Study habits and academic achievement among secondary level school children of tea garden labourers of Assam.

The result also revealed that there is a significant relationship between study habit and academic achievement of secondary level boys of tea garden labourers and thus it can be interpreted that study habit has an influence on the academic achievement of boys.

The result of the study revealed that there is a significant relationship between study habit and academic achievement of secondary level school girls of tea garden labourers too.

6.10 Educational Implications:

Various educational implications that have been drawn on the basis of the findings of the study are presented below:

For Teachers:

1. The study will help the teachers to know about the importance of helping the children from the tea garden areas so that they can develop a positive attitude and channelize their level of educational attainment in the positive direction.
2. The study will help teachers to understand the need of interacting with the students from the tea garden areas and parents at close range and try to find out what has hampered the development of proper level of achievement in students in their personal level.
3. With the help of the study teachers and school authorities can understand that the quality of education requires multi-pronged and strategic reforms in improvement of school curriculum, activities etc in order to make it attractive for children the children of tea garden regions to learn.
4. The study will help understand the importance to focus not only on academic results but there are other results also that could be important such as extracurricular, personality, and behavior development, in order to achieve overall development results.
5. The findings of the study will help school management realize the need of remedial and special classes in the schools so that the poor students can be benefitted and it will reduce the burden of taking private tuition. This will increase the academic achievement of the students
6. The study will help the school committees realize the need of having its own library as it would be of great help to those disadvantage students who cannot afford to purchase text books for several subjects. This would help to contribute to student's academic achievement.

For Government:

7. The study will help government understand the need to develop effective mechanism to have sufficient checks and balances, safeguards and guarantees to protect the right of the children in the tea gardens of Assam.
8. The study will make a contribution to provide a framework for discussions to sketch the position of various factors, such as; school environment, parental involvement and study habit in relation especially of tea garden areas of Assam and other backward societies.
9. The findings of the study will point out the Government should be more serious towards establishing guidance and counselling centres with the help of the educational institutions for parents and students.
10. The study will help understand the government that the lack of infrastructure in schools is being a major obstacle which needs an active intervention of the government.
11. The finding of the study will guide the government officials and other school managers to self-introspect and largely indulge only in responsabilising others like parents and community.

For Non –Profit Organisations:

12. The study can help the Ngos to focus on discussing the functioning of the schools and finding solutions for locally relevant problems.
13. The study will help the Ngos and other groups to engage with the issue of marginalization to find a solution rather than viewing it as a continued challenge and disadvantage of the backward groups.
14. From the findings of the study different organizations can train the children of areas like tea gardens in problem-solving skills taking the local issues into account rather than just knowing about their procedural roles and responsibilities.
15. The study will encourage NGO's to giveurgent attention to address the miserable situation and appalling state of education in the State's tea estates, especially the education of the young children in front of the government

For Parents:

16. The study will assist parents in developing their knowledge and abilities at home, as well as utilising community resources such as museums, libraries, and so on, to gain sufficient opportunities for learning.
17. The study will help understand that forums or seminars in the schools will help parents provide the well needed platform to address their grievous, sharing their experience and taking part in decision-taking policies.
18. The findings of the study can help understand the importance of organizing awareness programmes for parents in various remote areas of tea garden regions in order to give practical knowledge to people about education and its various advantage. Through organizing such programmes at the grass root level, the awareness can be spread more comprehensively.

6.11 Suggestions for further study:

On the basis of the nature of the present study and experiences, the investigator recommends the following suggestion for further research:

- i. The present study has been conducted only in four district of Assam, further study may be conducted by taking up other district of Assam.
- ii. The present study has been confined to the secondary students of tea garden only. Similar studies can be undertaken in case of primary and undergraduate also, which will provide a basis for comparison of the present study
- iii. In-depth studies may be conducted to find out the differences existing in academic achievement between children of tea garden areas and other children outside the tea garden areas of Assam.
- iv. Studies may be undertaken to find out some more factors which affect the academic achievement of the students.
- v. This study covers only student's perception therefore some questionnaires, focus group discussions or interview may be administered for parents of the tea garden areas.
- vi. Longitudinal studies with interventions should be conducted on these children of tea garden areas so that it can bring out some efficacy in improving the academic performance.

- vii. Similar studies like the present one could be conducted with other backward communities of Assam.

6.12 Conclusion :

The present study has been designed to find out the influence of the factors on the academic achievement of the secondary level school children of tea garden labourers of Assam because of the prevailing educational situations in the tea garden regions. Assam's tea industry is its biggest source of revenue, as the state is the largest producer of tea in India. However, despite decades of building a dedicated economy from tea, the condition of local labourers in the tea garden has only worsened. They are deprived of the most basic of amenities to give them an upward growth opportunity. As tea garden communities are dependent largely on labour, their ability to find growth and more opportunity is limited. Children are forced to join labour to generate livelihood. Children are forced to work long relentless tiring hours, leaving them too tired to work. Irregular teacher attendance is common, due to the fact that teachers in schools run by the tea-garden run schools are part-time workers. Children don't attend high school education as they don't have access to schools within proximity of the tea estates. Children who seek to gain higher education must walk for hours, or bicycle through secluded garden roads. All these factors have deeply influenced the academic development of the children in tea garden regions and several social and educational scholars are interested in their status in terms of social, economic, and educational situations, which eventually led to the present researcher's decision to investigate the potential causes and factors of their educational achievement. So the researcher here in the present study has chosen some of the important factors like parental involvement, school environment and study habit for the present study to see whether these factors are responsible for academic achievement of tea garden area children.

The findings of the study highlighted different levels of academic achievement, parental involvement, school environment and study habit among the secondary level school children of tea garden labourers. According to the study, students of tea garden areas do not have very positive level of academic achievement. Boys and girls nearly share the same perception about their parent's involvement, school environment and study habit. Moreover, on the basis of the findings of the study, it

can be concluded that there is a significant relationship between parental involvement academic achievement, school environment and academic achievement and study habit and academic achievement of the children of tea garden labourers.

At the end of the study, the researcher would like to conclude the study with educational implications that the teachers, Government as well as the NGO should take important steps for enhancing the factor influencing the academic achievement of tea garden regions children as the present study found positive results which encouraged the fact that parental involvement ,school environment and study habit exhibited significant positive relationship with academic achievement of the secondary level school children of tea garden labourers of Assam.