

## ABSTRACT

Education plays a crucial role in human capacity building and skills acquisition that can lead to sustainable economic prosperity of any nation. Education aims to reflect contemporary articulations and aspirations of society as well as broad human values and concerns of the community. 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 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 and Peschar 2003). Thus 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. It's apparently clear from various reviews related to this area of study that *parental involvement, school environment and study habit* considerably contribute and influence the academic achievement of students. 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 includes activities like helping with reading skills and engaging in learning activities at home, checking homework, supervising children on what children are learning, talking to the teachers going for parent-teacher meetings, volunteering in schools etc. School environment refers to the quality and character of school life. It is based on pattern of school life experiences and reflects norms, goal, values, interpersonal relationships, teaching, learning and leadership practices and organisational structures. 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.

The one of the most economically and socially impoverished and marginalized group in India belongs to the tea garden labourers of Assam. They are one of the most exploited and backward groups with poverty, illiteracy, poor standard of living and poor health conditions as common problems in their lives. In reality, as low participation in education and high waste and stagnation are still the characteristics of children in tea garden areas. The lack of nearby schools, parental poverty, socio cultural factors, lack of adequate teachers, and congenial environment are considered to be the key reasons behind delayed spread of proper education among the tea garden labourers of Assam. Thus they mostly suffer disruptions in academic activities in schools and students who are unable to deal with academic learning may also drop out of schools. All of these negative aspects pose a challenge to obtaining better academic achievement of the children of tea garden labourers in schools. Several socioeconomic and psychological variables have been identified to influence academic achievement of secondary school children of the tea garden areas and the trend in poor academic achievement of secondary school students in children of tea garden labourers of Assam reinforces the rationale for this research. As a result, identifying the main factors of parental involvement, school environment and study habit influencing the academic achievement of secondary level school children of tea garden labourers of Assam becomes an important concern for the researcher. So, the present investigation is aimed at studying the factors influencing the academic achievement of secondary level school children of tea garden labourers of Assam.

**Chapter I** In the first chapter, which is an introductory chapter, the researcher gives detailed conceptual background of the study starting with an introduction to academic achievement and its related factors followed by the statement of the problem underlining the importance and relevance of the present study, its objectives, hypotheses and the limitations of the present study.

**Chapter II:** The second chapter tries to give an account of the related review of literature ranging from years 2000 to 2022 on the factors mainly parental involvement, school environment and study habit influencing the academic achievement of the students in India and abroad. The review of related studies indicated that a lot of study have been conducted in National and International level to assess the influence of parental involvement, school environment and study habits on academic achievement of students. But at regional level, few studies have been conducted. The most striking feature of this comprehensive review is that most of the studies were conducted on general category of population. There is dearth of studies related to various factors influencing the academic achievement of children of tea garden labourers of Assam. With this backdrop in mind, a need was felt to determine the academic achievement of secondary level school children of tea garden labourers of Assam by considering the selected variables namely parental involvement, school environment and study habits

**Chapter III:** The third chapter of the study discusses the methodologies designed for the study. For the study descriptive survey method is used. The data was collected from 1000 students from tea garden areas studying in secondary schools located in four districts of Dibrugarh, Jorhat, Sivasagar and Sonitpur. The data was collected based on three scales viz. Parental Involvement scale, School Environment Scale and Study habit Inventory by M.Mulhopadhyay and D.N. Sansanwal (2011). In order to test the hypotheses formulated in this study the data was analyzed by using relevant statistical techniques and results were interpreted to draw conclusions.

**Chapter IV:** In this chapter the researcher analyzed the data collected using quantitative approach. Qualitative analyses of responses given by the students are also presented in this chapter. Based on analysis and interpretation of data, the following findings have been drawn from the present study. The result of the study shows that most of children of tea garden labourers have low level of academic achievement. This indicates that the academic achievement of these children from tea garden areas are not satisfactory at all. The finding of the study illustrated that on the basis of gender and location, there is significant difference in the academic achievement of secondary level school boys and girls of tea garden labourers of Assam. With regards to parental involvement, majority of the secondary level school children of tea garden labourers have an average level of parental involvement. The study also revealed that with regards to gender and location, majority of boys and girls respectively have average level of parental involvement. It has

been found that, there is a positive and significant relationship between parental involvement and academic achievement among the children of tea garden labourers of Assam. Again with regards to school environment, It is found that majority of the overall secondary level children of tea garden labourers consider their school environment to be favorable. Similarly, in case of gender and location, majority consider their school environment favourable. And the finding of the study illustrated that there is no significant difference in the level of school environment between boys and girls with regards to gender and location. Additionally, in computing ANOVA, among the four districts selected for the study it is found that there is a significant difference between secondary level school children in regards to their school environment. It was found that there is a positive and significant relationship between school environment and academic achievement of the secondary level school children of tea garden labourers of Assam. This shows that school environment does influence the academic achievement. Lastly, with regards to study habit, among the overall secondary level school children of tea garden labourers, most of them are found to have below average level of study habit and with regards to gender it is found that majority of the girls have moderate level of study habit and boys are found to have below average level of study habit. In case of location also, in almost three district, i.e; Dibrugarh, Sivasagar and Jorhat majority of the children are found to have a unsatisfactory level of study habit but children from Sonitpur are found to have moderate level of study habit. The result of the study further indicated that there is significant difference in study habit between boys and girls. The result of the study showed a positive and significant relationship between study habit and academic achievement. Thus, it can be said that study habit is closely associated with academic achievement.

**Chapter V:** This chapter deals with the findings of the study, discussions on the findings and conclusion drawn from the findings about this research work. Objective wise findings and general major findings have been highlighted in this chapter. The researcher establishes the results of the present study that represents the influence of the main factors selected for the study on the academic achievement of the children of tea garden labourers of Assam.

**Chapter VI:** Lastly this chapter is the chapter wise brief summary with the conclusion. As a conclusion remark, it can be said that academic achievement of the children of tea garden labourers is greatly influenced by the factors of parental involvement, school

environment and study habit. Based on the findings, the following implications are made for effective management of teachers, parents, school administrators, policy makers, and counsellors on problems faced by the secondary level school children of tea garden labourers of Assam. The findings of the study have enabled us to understand widely about the children of tea gardens perception of their parental involvement, school environment, their study habit level and academic achievement, anticipating that the outcome of this research may be used to assist a future school welfare planning programme and guidance and counseling for the children of tea garden areas.

**Keywords:** Academic Achievement, Parental Involvement, School Environment, Study Habit, Tea Garden Labourers