

CHAPTER-I

INTRODUCTION

1.1 Background of the study:

“Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development” (National Education Policy, 2020).

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. As flowers spread their scent across the surroundings, education assists the person in revealing their innate talents and nurturing them in the appropriate way. The process of education is extremely important having strong implications for students' development as morally upright and useful members of society. Dictionary of Education (edited by C.V. Good, 1973) defined education as “the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behaviour of practical values in the society in which she/he lives; the social process by which people are subjected to the influence of selected and controlled environment (especially that of the school), so that they may obtain social competence and optimum individual development”. According to Mahatma Gandhi, education not only shapes the next generation but also reflects the underlying beliefs that society has about itself and the people who make it up.

Since secondary education prepares students for both higher education and the workforce, it is a crucial level in the educational hierarchy. It is important and desirable to universalize access to secondary education, resulting in more participation and improved quality. Depending upon the ages of the students, the Indian educational system can be divided into three main categories: elementary, secondary, and higher education. Between primary and secondary school and university education, secondary education serves as a transition process. In order to create future leaders in variety of professions, secondary education acts as a transitional period between these two stages. This is the time at which students must transfer from school to the world of employment; secondary education must prepare pupils for this transition by honing their skills and abilities. Secondary school provides the foundation for preparing students for the

challenges they may encounter in the future by expanding their knowledge and understanding and boosting their self-assurance. It equips students with crucial 21st-century competencies that help them achieve their goals. We should make sure that all children have access to secondary education because it is something they are all entitled to. As they progress through secondary school, students start to understand the world more fully and if they are in the right environment, they can acquire the right outlook. When completing their secondary school, they get the chance to communicate with students from various cultures, which broadens their perspectives and these youths are just now starting to understand the particular aspects of society. In the classroom, they can study various cultures and how they strengthen society as a whole. Numerous committees and policy statements have long recognised the crucial role secondary education plays in supporting social transformation and economic development. Educational opportunity at the secondary (and higher) level is a key tool of social change and transformation, according to the National Education Policy resolution adopted by the Government of India in 1968, (NCERT, 1970: xix). Since investing in human capital makes a country's growth flourish, education serves as the engine for both national development and economic expansion. Therefore, it is anticipated that the knowledge taught and skills acquired during secondary education will generate and drive innovation in a nation.

The first thorough post-independence research on the condition of 'education' in India, conducted in 1966, emphasized the importance of holistic development of the child's personality and intellect. It expanded on the importance of a child's physical, intellectual, and spiritual growth in equal proportion. Students acquire information and abilities in the classroom setting and achieve proficiency in the subject matter they study throughout an academic session. Academic achievement is inextricably linked to a student's growth and development of knowledge within the educational environment in which the teaching-learning process occurs. In order to accomplish its goal, education's main objective is to reform all of its sectors. For this, the entire educational system is concentrating on ways to raise students' academic achievement. Academic achievement is intrinsically connected to a student's learning progress and knowledge development from inside educational environment where the teaching-learning process takes place.

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. Every educational institution's effectiveness is based on how well it performs academically. The goal of the entire educational process is to improve students' academic performance.

1.2 Academic Achievement:

Students acquire information and abilities in the classroom setting and achieve proficiency in the subject matter they study throughout an academic session. Academic achievement is inextricably linked to a student's growth and development of knowledge within the educational environment in which the teaching-learning process occurs. . Achievement is the result of all educational endeavours, according to Balasubramaniam (1992), who reviewed studies on correlates of achievement. Making sure the student succeeds is the main goal of all educational activity. According to Osokoya (1998), achievement is the outcome of a learning experience. Every parent, guardian, teacher, and student desire the finest education for their children.

Academic achievement is a critical component of personal development since it enables a child to attain their goals and grow holistically. It contributes to aspirations for children to climb the ladder of prosperity. To accomplish the aim, the general education system places a great deal of pressure on students and instructors. In our country, students' accomplishment is judged by their performance on exams. A student's intelligence, mediocrity, learning and readiness to learn are all determined by his or her result on a school test. The success and intellectual growth of each student tend to be at the centre of the holistic educational system.

The child's success is contingent upon his or her conceptual learning and comprehension in class. It is worth emphasizing the connection between socioeconomic, interpersonal, and cultural factors and academic achievement. Additionally, it is dependent on numerous factors such as an individual's interest, aptitude, capacity, and level of motivation, family environment, and study habits and as well as certain personality and social factors.

Achievement is defined as "accomplishment or competency of performance in a given skill or set of information" in the Good 1959 Dictionary of Education. The Encyclopedia of Education defines it as " successful achievement or completion throughout a particular subject, area, or program, frequently as a result of ability, effort,

and interest; usually, summarised achievement is expressed in various grades, marks, scores, or descriptive commentary”. Academic achievement has long held a prominent place in the educational landscape and is seen as an outstanding catalyst for growth of future generation. Academic achievement is a way to apply the ideas and abilities in the best possible way to produce results. Sharma et al. (2011) concentrated on making sure that the individual is able to employ more of his or her skills and abilities to reach their best point. According to Bansal et al. (2006), academic achievement has become a predictor of future success in a society that is becoming more and more competitive. As a result, the pressure on the individual to perform well academically has increased. Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success.

Today, academic achievement holds a crucial position in our community. Academic excellence has become increasingly important. Children, parents, educators, society at large, and the nation have high expectations for the next generation. However, it's possible that a variety of factors make it difficult for students to meet the requirements and demands of the modern educational system. Particularly those from rural areas fall behind and show little interest in learning. Academic performance is very important for students, teachers, and the national education system, which is in responsible of developing and implementing educational policies, in light of the increasing requirements for academic achievement. 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. In a nutshell, we may say that both nature and nurture work together to create successful people.

1.3 Factors Predictive of Academic Achievement:

Academic achievement is a byproduct of education; it depicts how well a student, teacher, or institution has achieved its educational goals. The interaction between the learner and his environment leads to learning. Only in a pleasant atmosphere the student can maintain his or her optimum attention on the task at hand. Family, institutional, and

individual characteristics are the three main categories that are directly related to academic achievement in terms of student learning. Family characteristics, such as the parents' educational and professional backgrounds, family size, income, and social standing in society and the home environment, have an impact on socioeconomic position. Institutional factors include the learning environment, the curriculum, and the amount of physical space available, the skill of the instructors, and how they interact with students. Students' personality traits may include their IQ, attitude, drive, interests, aptitude, and study techniques (Nisar, Mahmood & Dogar, 2017). Thus, it is necessary to examine the elements that impact students' academic achievement closely; since our very educational aim is to assist students improve their academic performance. Academic achievement is influenced by several factors, including Intelligence, personality, determination, family history, heredity, education, school experience, interests, skills and abilities, and many others. These factors were broken down by Singh (2015) into cognitive, personal, and environmental factors.

A. Cognitive factor: Students' academic achievement is significantly influenced by cognitive elements like focus, perception, memory, and reason as well as aptitude and intelligence. The cognitive learning style and learning strategy of the learner are a few of key characteristics that affect academic achievement in addition to language competency and reading abilities. There are four main facets of intelligence; goal-orientedness, attentiveness, rationality, and having some values are some of these. In all learning scenario, intelligence and student performance are positively associated (Naderi, H. 2009).

B. Personal factors: These factors have a favourable and adverse impact on academic achievement. These factors influence how well a learner performs academically. Academic achievement is heavily influenced by learners' time perspective and scholastic self-concepts. Emotional intelligence, level of self-discipline, moral character, and drive, response to life stress, physical fitness, and extracurricular activities are other variables that affect academic achievement.

C. Psycho-socio-environmental factors: Factors like parental engagement, interest, education level, employment, and educational goals, greatly influences the social environment of a person. The social, environmental, and psychological pressures have an impact on students' academic performance. Socioeconomic status, the educational

system, the home environment, the value system, the effectiveness of the teachers, the school setting, and the environment are all environmental influences. These elements are connected to the setting in which people are brought up.

1.4 Few Major Factors Influencing Academic Achievement:

Apart from the factors listed above, there are many more significant aspects that influence a student's academic achievement, such as parental involvement, school environment and study habits.

1.4.1 Parental Involvement

The process of bringing up children and fostering their development is known as parenting. A positive attitude toward having children, raising them to be interested in their hobbies, and enjoying spending time with children are all examples of parental attitude. Good parents typically employ skills, invest a lot of time and effort and are patient and understanding, and so on. Parenting styles are developed by parents based on their own childhood experiences, personality, societal influences, and fundamental beliefs about raising children (Asrat, 2021). The involvement of parents in their children's education will promote and speed up learning, resulting to improved educational outcomes given that parents are children's first and most influential teachers (Moroni et al., 2015).

A multifaceted concept, parental involvement in education includes a wide range of parental activities and behaviours in relation to students' education and learning processes. Parental involvement involves social psychological support for children, such as motivating children to face and overcome educational problems, communicating with them about difficulties and stressors, and acknowledging their efforts and achievements (Crosnoe & Ressler, 2019; Hill & Tyson, 2009). While there are many other behaviours that can be referred to as parental involvement, it most frequently refers to how parents and other family members assist and contribute to the education of their children. To improve children's learning, these efforts can be made within or outside of the classroom. Speaking to children and having conversations with them about school are some examples of how parents can be involved at home. Parents can get active at school by volunteering in the classroom, coming to workshops, watching plays, or joining in athletic events. Wendy S. Grolnick and her colleagues (1994-1997) proposed three levels

of parental involvement based on how parent-child interactions affect children's academic achievement and motivation. Parental involvement for their children's education, such as volunteering at the school, is referred to as behavioural involvement. Examples of personal participation include parent-child interactions that instill in a teenager a respect for education and positive attitudes about school. The term "cognitive involvement" describes activities like reading books and visiting museums that encourage children's skill and knowledge growth. According to this idea, parental involvement influences children's academic performance because parent-child relationships impact students' motivation, perceptions, and feelings of competence.

Barger & colleagues (2019) emphasize the significance of parents' involvement in school activities since this kind of parental involvement is linked to students' academic achievement, engagement, and motivation. Parents' consistent support and guidance play a crucial influence in their education and academic achievement. When parents spend time with their children, encourage them, and speak and listen to them about topics that are meaningful to both parent and child, they serve as good role models for their children. This kind of interaction is referred to as "social psychological support" by Crosnoe and Ressler (2019, 419), who note that it meets the needs of the young people to feel safe, valued, and validated. Through practical guidance they provide to their children, parents also have a significant role in their success in school. The degree to which parents are involved in their children's education, along with environmental and economic factors, can all have an impact on a child's development in regard to areas like cognition, language, and social skills. The more parents actively engage in the process of educating their children, the more probable it is that their children will achieve academic achievement and grow up to be contributing members of society. Parents that are actively involved in their children's cognitive development expose their children to intellectually engaging experiences and materials, such as reading books or visiting museums. Parents who are involved in their children's education positively engage with them.

1.4.1.1 Parental Involvement at Secondary Level of Education:

One of the main areas of empirical research in the domains of development and education has been parenting, and there have been significant theories about the psychological and societal variables of parents that better nurture children's growth and

development. There are many environmental and developmental changes that occur during adolescence, as well as difficulties that not only affect the adolescents but also their parents. Intellectual challenges, decision-making processes, control over peer socialisation, and important career decisions are just a few of the developmental issues that arise throughout the transition to secondary school (Brkovic, Kerestes, & Levpuscek, 2014; Diogo, 2007; Ginevra, Nota, & Ferrari, 2015). Another crucial factor taken into account in research is the relationship between parents and adolescents. The nature and scope of parental influences on an adolescent's development are also determined by the content and quality of the relationships between the parent and the adolescent. The literatures has characterised the adolescent years as a time of conflict, reorganisation, and realignment.

Parental involvement and academic achievement are significantly correlated, according to the researches, especially throughout the secondary school years. Parental involvement has a strong scientific basis demonstrating the many educational advantages it may provide; it typically helps children's and teenagers' learning and academic achievement (Zubair Kales 2015). According to Dietel (2004), the single most significant predictor of student academic performance is a parent's participation in their child's education. According to Henderson and Mapp(2002), parents had a big influence on how successful their children were in school and in life. It has been demonstrated that children from all socioeconomic origins and economic status do better academically and in extracurricular activities when their parents are concerned about their education. Keith et al. (1986) found that parental involvement significantly and favourably affected the academic achievement of secondary school students. Particularly when it comes to school-based activities, parental involvement is very important. There are many school-based activities that require parental involvement, such as keeping in touch with their child's teacher, keeping an eye on their child's attendance, and regularly monitoring the school's learning activities. Students' secondary school academic achievement is significantly influenced by all of these factors. In contrast to parents who were not involved, Baker & Stevenson (1986) discovered that parents who were involved formed more creative strategies for engaging with schools and their children to foster achievement. Students tend to become more concerned about the educational opportunities provided by their schools. As understudies get advancement from center to optional level the parental assumptions additionally expanded (Catsambis, S., and

Laurel, J.E.,1997). According to Hill & Taylor (2004), In middle and high school, parental involvement is associated with an increase in the amount of time spent on assignments and the proportion of assignments that are finished. Henderson (1987) reviewed that parental involvement and concluded that it is linked to better behaviour, better motivation and self-esteem, lower dropout rates, higher levels of student performance, and increased attendance. It is also linked to more parent and community support for the schools. Parental involvement benefits children from early childhood until they complete high school and is most successful when it is thorough, constant, and well-planned. The resulting relationships between children, parents, and teachers foster good communication from home to school and from school to home, which benefits the adoption of the curriculum. So, it is crucial to comprehend the interaction between parenting and parental involvement in order to impact adolescents' growth throughout secondary school. The results of the literature studies showed that parental involvement is important for a student's growth in social, cognitive, and academic development. Parental involvement has been shown to help children from an early age through secondary school since it has a positive influence on all age groups. As a result, parental involvement, which includes financial and educational help, connection and involvement of parents who function as personal counsellors in talking about issues, giving advice, and encouraging, has a significant impact in determining the academic achievement of pupils.

1.4.2 School Environment:

Children spend the most of their life in school, thus it is essential that they are instilled with strong values in that environment. For instance, the Kothari Commission (1964–1966) said that "Indians' future is currently being fashioned in their classrooms." As a result, Students require a good educational environment that enables them to perform successfully since they are the backbone of every nation. The characteristics of the school environment that contribute to the development of a feeling of belongingness include caring and accommodating instructors, a sense of security, and the availability of good relationships, skills, and chances for participation in school life. When children join school, they are exposed to novel social and cognitive development chances. These chances are offered in a variety of ways throughout the school day and may have a direct effect on children' cognitive and emotional development.

According to Freiberg (1998), "the school atmosphere may have a big impact on the health of the learning environment or serve as a significant hindrance to learning." The school environment has a significant impact on a child's overall personality, including the values he holds important to himself, how he interacts with others, and how capable, productive, and adaptable he is. As stated by pertinent research and a validity assessment, Mick Zais (2011) defines school environment as "the extent to which school settings promote student safety and health," which may include the physical infrastructure, the academic environment, the accessibility of physical and mental health supports and services, and the fairness and adequacy of disciplinary measures. The school environment may be considered to have a significant effect in the academic progress of children. Children who are exposed to a positive school atmosphere make a stronger effort to achieve academic success.

Two settings, home and school, coexist in a significant way throughout a child's life (Tucker et al., 1979). Numerous studies have been conducted on the school environment and its effect on academic achievement. Coleman et al. (1966) and Jencks et al. (1971) found that schools had a negligible independent impact on their students' development. According to Gagne (1997), the environment of the child includes a range of elements, including buildings, furniture, equipment, educational materials, teachers, peer groups, and other individuals involved in the child's development. Coon, Carey, Fulker & Fries (1993) reported that associations between academic achievement and school environment characteristics can occur as a result of the school's direct environmental influences or as a result of children being placed in specific school environments based on prior ability. The academic achievement of secondary school students is significantly influenced by the school's environment, regulations, and physical environment (Odeh, Oguiche & Ivagher & Dondo 2015). According to Anbalagan (2017) academic achievement and the educational environment are positively correlated. The school is viewed as a factor in supplying the ideal physical environments for the development of the teaching-learning process. Also, it makes it possible to create a setting that is conducive to students' skill development, fostering both student autonomy and teacher enthusiasm.

A school environment is one that fosters and supports learning and accomplishment. A pleasant school environment is built on the combination of academic and behavioral methods that take the student as a complete person into account. The nature and standard

of school life are referred to as the "school environment". The dynamics of how students, parents, and staff members perceive school life shape the school environment, which is also influenced by rules, goals, values, social interactions, pedagogical approaches, and institutional arrangements. There are clear, positive standards and behavioral supports in place to help students achieve academic success. There are processes in place to ensure that pupils' needs are met via a continuum of techniques. The workplace embraces and cherishes all ethnic and racial groupings, and the personnel views diversity as a source of strength. The concept that all pupils can learn is embraced in the ideal learning environment. The ideal school environment tries to create secure areas for pupils. The best learning environments in schools are those that engage teachers who are competent, concerned about student learning, and adapt their instruction to match the needs of their pupils.

Howard, Howell and Brainard (1987) state that "a school's environment is its learning environment." It encompasses how individuals feel about education and if it is a conducive environment for learning. A favorable atmosphere makes a school a desirable location for staff and students to spend a significant percentage of their time; it is a pleasant place to be."

"A pattern of people's experiences of school life that includes norms, aims, values, interpersonal connections, teaching and learning methodologies, and organisational structures," according to the National School Climate Council (2007), is what is indicated by "school environment." The promotion of learning and growth necessary for living a fruitful life in a democratic society is made possible by maintaining a positive school environment. This environment includes the traditions, perspectives, and values that support individuals' social, emotional, and physical wellbeing. Individuals are involved and appreciated. In order to develop, live out, and contribute to a common vision for the school, students, families, and educators work together. Teachers should set an example for students and encourage them to cherish learning's benefits and delight. Each individual contributes to the school's operation and maintenance of the physical environment. According to Kutsyuruba et al. (2015)'s findings, there are three primary areas in which the school environment may be classified: (a) Physical, which has to do with how well schools' buildings are maintained, how healthy the learning environment is, and how these factors affect students' academic achievement. (b) Academic, where it is asserted that teachers' characteristics and features influence

students' progress; and (c) Social, where it is claimed that the type of relationships that occur within the school community play a significant effect in determining the institutional environment. These classifications aid in the formation of a conceptual framework that may be regarded of as a multidimensional construction of the elements and circumstances that make up a supportive or safe learning environment. The physical, social, and academic worlds of school life also require positive learning settings, and schools must promote children's full development by recognising each student's individual skills, appreciating their talents, and creating these conditions. (Fonllem, et al,2020).

The school environment is described as "the learning environment and connections that exist within a school and school community" in Policy/Program Memorandum No. 145, "Progressive Discipline and Encouraging Good Student Conduct," (December 5, 2012). When everyone in the school environment feels safe, included, and accepted and when positive behaviours and interactions are actively encouraged, a healthy school environment emerges. The learning environment is permeated with inclusive and equitable education concepts in order to promote a favorable school atmosphere and a culture of respect. A supportive school atmosphere is critical for preventing improper behaviour." A school should therefore prioritise developing the wellbeing of its students while still pursuing the goal of fostering academic and cognitive skills (Huebner et al., 2009).

According to Bransford, Brown & Cocking (2004) there are four characteristics of learning environment of a school that improves comprehension and they are as follows: A.learner-centered B.knowledge-centered C.assessment-centered and D. community-centered.

A.Learner Centred : In this situation, the teacher must be aware of and work with the students' prior knowledge, skills, perspectives, and views. Students come from a variety of backgrounds and each brings their own beliefs and views about how things function, and instructors must select which of the aforementioned must serve as the foundation for that student's new knowledge. A vital component of the learning process is elucidating these prior concepts in order to anchor new information and identifying and confronting misunderstandings or inadequate understandings in order to assist each learner successfully develop new knowledge.

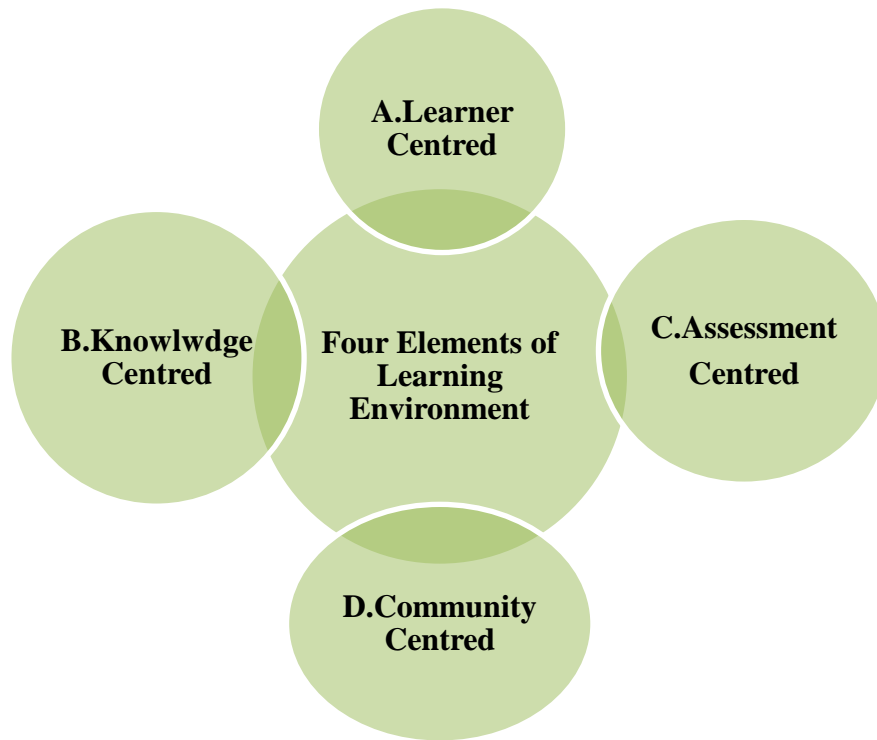


Figure 1: Four Elements of Learning Environments

B. Knowledge-centered classrooms make it abundantly obvious to students what they will be learning, why they will be studying it, and what mastery of the idea or skill entails. Knowledge, as opposed to isolated facts, must be immersed in its application in order for students to recognize and integrate what they learn in a clear, well-organized, and practical way. Fundamental concepts are taught in this setting in order to provide the groundwork for future learning of more complicated topics.

C. Assessment-centered: This setting includes both formal and informal chances for the learner to get feedback on his or her own progress. This feedback emphasises comprehension over rote memorizing and places a premium on meaningful learning. Rather of assigning a mark, the objective of assessment is to give feedback to assist the student in monitoring his or her progress. The same evaluation should guide the teacher's judgments about how to modify future educational experiences to foster comprehension. When implemented properly, this kind of evaluation allows students to acquire metacognitive skills by reflecting on their learning process, reconsidering how they learned, and making modifications to enhance their learning abilities and ultimately take control of their learning.

D. Community-centered: In today's rapidly changing world, constant learning has become a must for everybody. A learning community is defined by a culture of inquiry, respect, and risk taking. Students in such a community are free to make errors and learn from them while developing their knowledge without fear of criticism, offering and receiving assistance as they grow. Students join voluntarily in these communities, adding productively to their classmates' as well as their own intelligence.

Although there are several and various definitions of school environment, a school's atmosphere may be perceived upon entering the premises. Is the school a welcoming, pleasant, and safe place to learn? Is there order and discipline, effective leadership, collaborative decision-making, and respectful interpersonal relationships amongst students, staff, and parents, in addition to high academic expectations? There is compelling evidence that the school environment is a tangible feature that has an effect on student learning and development. The physical, academic, and social settings of schools can vary, according to previous study. The purpose of these studies is to explain the relationship between students' welfare and the educational environment. To determine how much the educational setting affects students' intellectual achievement, numerous researches have been done. When education, public health, and schools collaborate to achieve these common goals, adolescents grow more successfully. This is due in part to the physical structure and quality of schools, as well as the emotional health of the learners and teachers. Moreover adapting to school curriculum is simpler in a healthy school environment that can satisfy the requirements of its pupils. When aiming for students' academic achievement and general well-being, the school environment and students' sense of belonging are major concerns. In a school environment, safety extends beyond physical health. Learners must experience support, acceptance, and respect at school in order to maintain a safe learning environment. Consequently, maintaining a positive culture in which students are aware of the standards and conduct code is more important in producing a successful school environment.

1.4.3 Study habit:

Study Habits is a component that plays a significant role in the education of children and varies from person to individual. Study habits are acquired skills that allow pupils to study independently. According to Onubugwe (1990), "Study Habits" are "a strategy that

a student uses to conduct his or her studies that is regular and has developed stereotypes through time or practise". Good study habits are "the established practise and way a student organises his own reading, after classroom instruction to attain mastery of the subject," according to Azikiwe (1998). According to her, effective study habits "are good assets to learners because habits assist students to gain mastery in areas of specialization and subsequent excellent performance, whereas the opposite becomes a constraint to learning & achievement leading to failure". Adolescence is a difficult stage of development, and students are prone to making plenty of mistakes if they are not guided or controlled. Students should learn how to manage their time wisely for the benefit of the school and themselves. A proper study plan is essential. Students who have a well-planned study schedule are free to follow their interests in academic areas, and this flexibility helps them develop their personalities. Individuality develops and is acknowledged during this study time. Study needs a purpose, and the degree to which that objective or purpose is pursued will mainly influence what one learns as a result of study. Thinking patterns, logical reasoning, study concentration, and punctuality all help students with their adjustment and learning in school. Good study habits include concentrating in a quiet atmosphere, frequently attending classes, turning off distractions (such the television and cell phones), taking frequent breaks, relaxing with enjoyable music, and giving challenging subject priority (Ebele & Olofu, 2017). The study habits that a student develops and uses, heavily influence how well he or she succeeds or performs in their academics. When compared to a student who develops and employs poor study habits, the student who develops and utilises outstanding study habits is likely to do better in his studies. Thus, study habits are critical to a student's academic achievement at any level (Ebele.UjuF. & Olofu, Paul.A, 2017). Students are less likely to have the proper healthy study environment, which might soon cause them to become more stressed and impede their performance. A healthy study environment can help students become more productive (Garland 1994 as cited by Ehshan et al., 2018). A good study habit urges students to make an effort to allocate enough time in their daily schedule to concentrate on improving their learning abilities and routine. Such students might go over their notes and fill in any gaps, complete their assignments, research upcoming topics beforehand to better understand discussion and participate actively in class, and many other things during this hour. According to Ogbodo (2010), a common issue among students that contributes to their performance on assessments is a lack of good study habits. For a student to succeed, it's important to establish good study habits.

A student must select an appropriate environment for studies if he or she wants to learn effectively. According to how challenging each subject is, effective study habits require students to create a unique timetable for themselves that allocates a specific amount of time for each subject.

As Osa-Edoh & Alutu (2012) reviewed the effectiveness of incorporating students' study habits as a technique to increase their academic performance and found a significant correlation between study habits and academic achievement. Students who practise good study habits will have the skills needed to thrive in life. The grades a student receives throughout the course of their academic career can be used to evaluate their level of academic achievement. Unsuccessful study habits may hinder a student's academic achievement. M.R. (1986) discovered that students with excellent study habits earn considerably higher success levels than those with weak study habits. Planning allows students establish a strong study habit that will help them achieve their academic goals and get ready for the future. According to Bolling (2000), poor study habits unquestionably have an impact on students and are a major factor in remedial classes, getting behind on assignments, and ultimately dropping out of school, all of which can lead to increased stress (as cited by Magulod et al., 2019). The National Assessment of Educational Progress (NAEP) performed research in 1994 to determine the connection between students' study habits and academic achievement. The study's findings demonstrated a beneficial relationship between effective study habits and academic achievement (Omotere, 2011).

Thus academic achievement is impacted by a variety of variables. The connection described between these mentioned variables with academic achievement provides some insight into it. The goal of this study is to gain a deeper knowledge of the relationship between secondary school students' academic achievement and numerous psychosocial characteristics, such as parental involvement, school environment, and study habits. Each of these factors has a unique effect on the learning and development of the individual and the achievement level of students, making it necessary to explore them in depth.

1.5 Tea garden labourers of Assam:

India's northeast contains the state of Assam. It is one of the world's ecological zones with the most diversity because it is surrounded by the northern Himalayas, the Brahmaputra lowlands, and the Deccan plateau. Throughout the year long, Assam

experiences a lot of rain and a humid atmosphere. Some of the world's most endangered plant and animal species, including the one-horned Indian rhinoceros, can be found in this topography, which also happens to be one of the biomes with the most diversity. The valley provides the area with fertile, rich loamy soil, which provides the ideal natural environment for the cultivation of tea. 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. British Army major Robert Bruce discovered the first wild Indian tea bushes in Assam's upper Brahmaputra valley in 1823. Under Lord William Bentinck's leadership, a board was established. These Assam tea plant discoveries have brought in trade from the East-India company. As a result, the Assam Company was founded in 1839 with a Rs. 5 lakhs capital. The Assam Company is the first tea business in Assam, and it has its corporate headquarters there. Later, other tea companies were founded. The first tea auction took place in London in 1841. 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 practise 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).Because of their common type of habitat, style of life, work, and identification in Assam's green tea-valleys, they are categorised as one group of people. Today's plantation labourers in Assam are mostly descended from Adivasis who were forcibly moved from central India during British rule in the 1800s. The colonial plantation paradigm still exists, despite the fact that companies now hold the authority. The Indian government offered numerous forms of assistance for the expansion of the industry. Vast forests and farmland were depicted as wastelands and provided to the company at a low cost. By the end of the 19th century, Assam's tea industry had surpassed all expectations, and China was no longer the top tea exporter to Britain. One of Assam's oldest and most important industries is the tea industry.

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 (IANSlife, 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. Both male and female labourers must manually pick tea leaves as part of their work. How much tea is made depends on how many green leaves are harvested. It is well known and supported by evidence that a variety of factors, including biological (such as age, gender, weight, size, etc.), psychic (such as outlook and interest), environmental (such as temperature, humidity, heat, and cold), work-related (such as concentration, time, method), and training and adaptation, among others, affect physical work performance or capacity for work. (Sarma,2015). Assamese tea labourers were eventually introduced as permanent residents of Assam by migrant labourers who had been working there temporarily. The tea labourers made a significant contribution to the growth of wider Assamese culture. They consist of many tribes,

including the Munda, Chaotal, Col, Kharia, Bhumij, Ghatowar, Baraik, Sabar, Gauda, Skandha, Baiga, Bheel, Saora, Bhuia, Paharia, Urang, Parja, Mali, Teli, Dom, Rajput, Than, Mal, Kandapan, Hari, Sarban, Hoo, Nowar, Napit, and Patra. Dibrugarh, Sonitpur, Nagaon, Tinsukia, Sivsagar, Darrang, Golaghat, Jorhat, , Morigaon, and North Lakhimpur districts of Assam are among those where the tea labourers can be found. The Assamese community was exposed to Dravidian and Austric culture by them.

Researchers by Baruah, 2008 & Bhowmik, 1997; have shown that tea garden workers face substandard living circumstances and rising labour unrest. The production has nearly become slow as a result of the inability to expand the area under cultivation, the ageing of the tea bushes, insufficient bush planting, insufficient capital investment in industry modernization and labour welfare measures, and traditional, ineffective management techniques. A common argument used to explain why the industry is currently in crisis is low labour productivity.

1.5.1 Socio demographic characteristics of the Tea Garden Labourers of Assam:

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). The history and growth of tea manufacturing in India are the key contributors to the widespread power disparity between men and women. Due to their predominance in low-paying plucking jobs and the majority of unpaid household care duties, women suffer the brunt of societal inequity. Labourers are dependent on their employers in practically every area of their lives, as required by the Plantations Labour

Act of 1951, which requires companies to meet laborers' housing, sanitation, and drinking water needs as well as their educational and medical requirements (Nagar,2019). The PLA of 1951 governs the working conditions on plantations and provides for the welfare of plantation workers. Several of the statutory PLA benefits are not executed to the required standard or at an adequate level. Additionally, laws like the Payment of Wages Act of 1936; Employee's Provident Funds and Miscellaneous Provisions Act of 1952; Minimum Wages Act of 1948 Contract Labor (Regulation and Abolition) Act of 1970; Payment of Bonus Act of 1965; Industrial Disputes Act of 1947, Trade Unions Act of 1926; Industrial Employment (Standing Orders) Act of 1946, Maternity Benefit Act of 1961; Payment of Gratuity Act of 1972, and Workmen Compensation Act, offers protection for the organised sector's labourers' rights, welfare, and security. Despite all of these legal safeguards, labourers continue to be disadvantaged and exposed. Low pay and unfavourable working conditions are still problems that are not addressed.

Tea garden labourers put through back breaking work, long hours in the hot sun for the whole week as they must harvest 24 kg of tea leaves every day in order to avoid potential pay fines. These labourers return home at the end of the day to deteriorating housing, unclean water, and inferior medical services. Many people defecate in the open because there aren't any proper toilets, which worsens diseases along with malnutrition. Housing and sanitary necessities are still not being provided. Workers receive pitifully low pay in exchange for their labour. The majority of labourers are also kept in the dark about their rights. Permanent workers and non-permanent workers are employed by the companies that own the tea gardens on the tea estates. At the estates registered under the Plantation Labour Act of 1951—the law that regulates the plantation industry—workers with permanent status are provided with in-kind advantages like housing, rations, medical services, free electricity, etc. But, the majority of workers, the casual workers, do not receive these benefits. The daily wage of Rs. 167 at tea estates is significantly less than the fixed salaries set forth in India's Employment Generation Act. The security of labourers, who have been experiencing hazardous situations one after another, has been seriously threatened by the incompetence of the Labour Welfare Department, tea garden management, and tea factory owners (Bandyopadhyay,2022). The issue of the minimal daily pay highlights the severity of the unresolved issues facing the labourers in the tea gardens. Political parties make a lot of promises to the community of tea garden

labourers during elections, including a fixed daily income of Rs 350, model high schools, jobs for our kids, and Scheduled Tribe status for the community, but nothing is ever seen to be kept. The parties frequently fall short in their efforts to motivate and advance the younger generation (Hasnat, 2021). Every time there are elections, the issues remain unresolved. Tea labourers represent 17% of Assam's total population and are a significant voter base for all political parties. Prior to every election, every political party visits these tea farms, although they are later forgotten during legislative discussion.

Development issues in tea garden areas throughout the times have grown more important as a result of the steady rate of development. Rapid disparities have a negative impact on welfare outcomes by raising the demand for housing, public facilities, and job opportunities. Insufficient social safety nets are required due to the high frequency of informal work, unequal access to public resources, and frequent use of social utilities to maintain the living standards of the urban poor. The fundamental needs for habitation and hygiene were not being provided. Even now, there are still many homes without toilets, and those that do have them are frequently unclean and otherwise unsuitable. Several workers complain that they do not have easy access to drinking water and have been forced to either dig their own improvised tube wells or share taps with as many as 15-20 other families. Labourers protest the almost three-week absence of medical personnel from the garden hospitals (Nagar,2019).The prolonged dependency of the tea garden labourers on tea estates appears to be primarily caused by a lack of tenure security. They have no legal claim to their home or land, therefore any management staff member has the authority to evict any labor who is currently out of job. As a result, labourers including the women have to continue working for minimal pay in order to hang onto their estate. Because organising and fighting for improved working conditions could result in eviction from their homes, the workers continue to labour in a situation of subjugation.

The Tea Board of India's Welfare Department engages in a variety of efforts to promote the wellbeing of labourers. In this regard, they tackle various plans under various headings. The Directorate of Welfare of Tea Garden and Ex-Tea Garden Tribes of the Government of Assam, formed in 1983 for the welfare of the Tea Tribes Community, has been putting several schemes into action throughout the State. But tempo of all these programmes lose momentum with time. To a greater extent they are denied of PLA benefits.The CAO (Compliance Advisor Ombudsman) published an

investigation report in November 2016 that found that living and working conditions on plantations, including housing, drinking water, sanitation, medical facilities, and the way pesticides were used, were dangerous and that wages on plantations were so low that they were endangering the health of workers.

1.5.2 Prevailing educational condition among the children of the tea gardens of Assam:

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.

In tea garden-populated areas, the state of education is not good. Several studies have said that mid - level enrollment rates are lower than primary level enrollment rates,

which may be due to children being drawn to the primary level government's generosity in the form of financing, school uniforms, and midday meals. When it comes to the problem of school dropouts, the main reason for doing is because of a lack of financial security. The labourers in the tea gardens are unable to offer the finances necessary for paying school fees and buying textbooks. As a result, students begin to lose interest in academics and feel the need to work in the garden factories after a certain age. It has been discovered children of tea garden labourers have an extremely high dropout rate in the upper classes. Students in tea gardens frequently drop out of school before finishing their education because they want to support the family financially. There is little time left over after working in the tea gardens for fun activities at home.

The government schools close to the tea garden areas lack numerous basic amenities, have low enrolment rates, and have an insufficient number of teachers. The ratio of teachers to students in the schools in the tea garden region is out of proportion. It is noticed that many teachers don't want to be posted at tea garden schools because of the isolated nature of the tea gardens, communication issues, and incentives for teachers and tea garden labourers' lack of concern for their children's education. For high school education the children have to go 10 to 20kms everyday as these schools are outside the gardens. There is no bus facilities available from inside the tea gardens to reach school and it is not affordable for their parents to buy them bicycles. Instances of human trafficking continue to be reported from these gardens and it is especially inconvenient for teenage girls, and parents do not want their daughters to travel lonely roads to attend school distant from their homes.

Both parents and children are discouraged to study and go schools as a result of the inadequate facilities and unfriendly environments there (Sentinel,2017). Children of tea garden labourers face a variety of barriers to education, including a lack of educational facilities like school dropouts and poor academic conditions (Saikia, 2016); poor socioeconomic conditions of the family and illiteracy of the parents (Ruma & Dipa,2014, Shyama,2013; Rajeshwari &Usha,2014); school playgrounds, buildings, classroom (Gogoi, 2015;Bosumatari, 2013); lack of awareness regarding education (Saikia,2016;Saikia 2017);sub standard living conditions (Saikia, 2017, Chakrabarty, 2012 &); a low enrollment rate (Sarma, 2009& Saikia, 2017) violation of RTE Act ,2009(ASCPCR report,2015& Saikia,2017). In all districts with tea gardens, according to SSA research undertaken as part of a pre-project activity, the percentage of unenrolled

students is the greatest (SSA, Assam, 2003). Therefore, when implementing various interventions, SSA considered the tea garden to be a specific focal area. According to the North Eastern Social Research Center's (2002–2003) findings, low participation in education is mostly caused by economic factors, unappealing school environments, and underqualified teachers. It also underlined the inadequate infrastructure in the schools in the tea gardens. In tea garden regions, education and child labour are strongly intertwined. Owing to their current financial circumstances, the parents do not want to miss out on potential revenue from side jobs, so they choose not to enroll their children in school.

The most common reason for absenteeism is illness, which is followed by students' refusal to attend class and the demand for child labour in domestic tasks. Children suffer from malnutrition because of unawareness of parents. Alcoholism among the tea garden labourers causes conflict in the locality, which has a negative impact on children's psychological growth. Children of tea garden labourers face a lot of obstacles to their schooling because of parental alcoholism (Assam State Commission for Protection of Child Right, 2011). Lack of understanding about nutrition and health also affects children's health. Many adolescent girls and women in the gardens have extremely poor nutrition, which raises the risk of maternal mortality from early pregnancies (Rahman, 2018). Child marriage has severely negative consequences.

The children in the tea gardens do not get support from the garden management for higher education. It is noticeable that only a small percentage of graduates and practically anyone who completed high school or higher secondary school in the tea garden areas attended schools run by Christian churches. The labourers' awareness of the importance of an education for their children is encouraged and raised by church leaders. In most gardens, there is only a lower primary school, which enrolls 150–250 pupils in a shoddy one- or two-room building with mud walls and inferior furnishings. Furthermore, the majority of schools employ one room for the Head Master's office and another room for class teaching without dividing both.

Classes are frequently conducted in trees. Cattle and pigs predominantly use the small playing field that was intended for the school. The children cannot use the toilets because they haven't been fixed in a very long time. Only a few schools have ladies toilets that are clean and in good functioning order. For drinking water, these schools use hand pumps, however the majority of them require maintenance. Hence, the

infrastructure plays a significant role in the parents' and children's lack of interest in attending school.

The school environment presents a dark picture. For students at high schools near tea estates, there are no regular sports, music, dance, or drama classes. In the majority of schools, there is no proper boundary. There is no set programme in place at the school to hold co-curricular activities on a regular basis. There is no method in place to assess how well students perform in extracurricular activities. As a result, through a number of competitions are organized at district level where a few students could get any prize in the district level (Assam State Commission for Protection of Child Right, 2011). Due to their racial marginalisation and disadvantage in comparison to other societies of the state, tea garden children face difficulty adjusting to school life. They occasionally experience bullying from other students in the classroom because they are a small ethnic minority. They too feel uneasy in attending school because they feel themselves inferior.

1.5.3 Secondary education of the children of tea garden labourers

The secondary level of education has become a part of basic education from a worldwide perspective. Since independence, the 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 a child reaches puberty is the best way to allow them to contribute to household expenses and also fostering their talent for paid work.

Population in the tea gardens lives in separate and isolated areas inside the tea garden known as “bagan line”. There aren't a lot of developmental activities for the improvement of their living conditions because of their remote geographic locations. These people have different traditions and cultures than Assamese community at large. All of these could have a bad effect on their growth in terms of their education and other areas. Due to societal unrest or hazardous road connections since the school is far from the children's tea gardens, children in tea gardens are not typically found at school. They have to travel 10 to 12km everyday for their school. Sometimes due to heavy rain in the rainy season children faced difficulty and this hampers schooling for months sometimes. The children's attention is diverted from education by such prolonged breaks in their education, which led to dropout rates. The quality of education in the state is allegedly declining, especially at the secondary level, as a result of a lack of qualified teachers, according to the education minister of Assam (2021) and teacher recruitment irregularities have a negative impact on the standard of instruction in classrooms.

In the following table the performance of Tea Garden candidates in High School Leaving Certificate Examination (2013-2022) is shown to have a look about the performance of Tea Garden children in HSLC examination.

Table 1: Performance of Tea Garden Category Candidates in High School Leaving Certificate Examination (2013-2022)

Caste/Category	Total Appeared	Total passed	Pass percent of tea garden category students	Overall Pass Percentage of HSLC, Assam
Tea garden				
2013	17686	8978	50.76	70.71
2014	18132	6047	33.35	61.42
2015	20305	7869	38.75	62.20
2016	19232	8368	43.51	62.79
2017	17962	4758	26.49	47.94
2018	14780	4074	27.56	56.04
2019	13762	4413	32.07	60.23
2020	12469	5366	43.03	64.80
2021	16723	15263	91.27	93.10
2022	15474	3972	25.67	56.49

Sources: Statistical Handbook, Government of Assam 2013-2022.

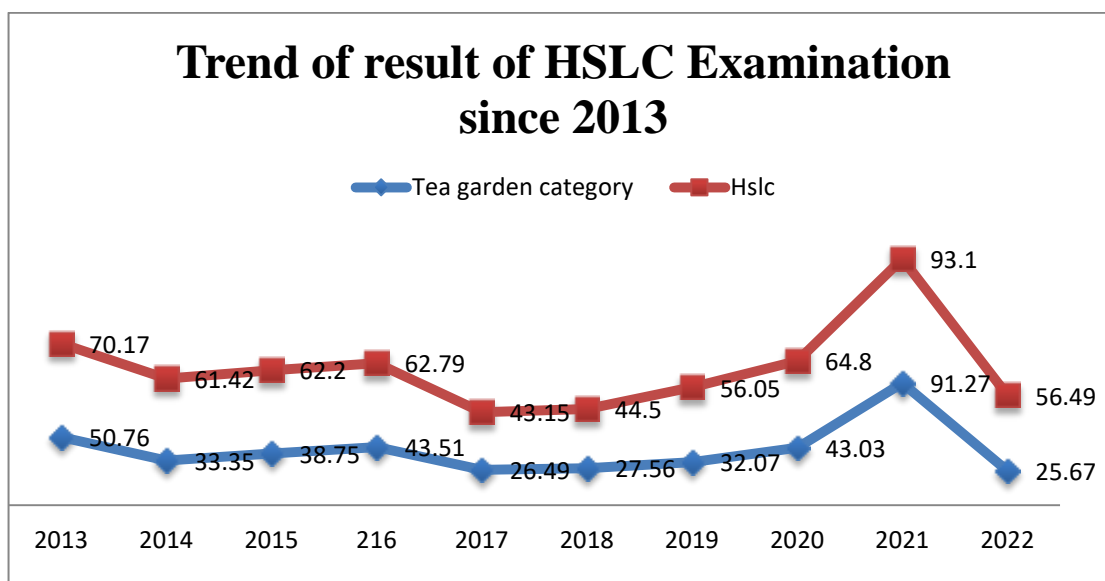


Figure 1.1: Graphical Representation of the HSLC examination

Table I and figure 1 show the result of HSLC, 2013-2021 examination conducted by SEBA in Assam. They show the pass percentages of Tea Garden students in the HSLC examination, conducted by SEBA. When we compare the two percentage lines in Figure 1 we see that the success of tea garden students in their board exams is much lower than the success of the overall state. Each year starting from 2013 to 2020, the pass

percentage remains 50% and lower. However, in 2021 we see a spike in the percentage due to the pandemic situation where students were easily promoted on the basis of internal marks. But in 2022 their progress shows a drastic downfall as seen in the graph. Thus, among all the groups listed in the annual SEBA data, the pass rate for students from tea gardens in the HSLC exam is the lowest. The success has not been seen among students from the tea gardens, despite other categories' passing rates increasing. 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.

1.5.4 Education of the tea garden area children in the Amidst of COVID 19

The outbreak of COVID-19 pandemic created critical challenges for human civilization in 2020. One fundamental human right that has been crippled by the dreaded circumstance is the right to education. According to UNESCO (May, 2020), 32 crore students in India are impacted by this pandemic. Rural Indian school children faced even greater disadvantages as a result of the nationwide total lockdown that forced all educational institutions in India to switch to online and distance learning modes in March 2020. The unavoidable break from necessary education was disrupted with the addition of various technological developments utilizing mobile phones, laptops, video conferencing, live lecture series, etc. The MHRD and UGC have established numerous virtual platforms with online repositories, e-books, and other online educational materials. Yet, due to a lack of funding, inadequate infrastructure, a low level of digital literacy, and a lack of resources, India's rural children are unable to receive the education they desire.

The Covid-19 outbreak has painfully drawn attention to the awful circumstances of Indian tea garden labourers who are fighting against poverty. They have grown dependent on food aid provided by the government or non-governmental organisations. When it comes to online education or e-learning, rural communities, like as those in the tea garden regions, are not totally accustomed to facilities like fast internet, a constant electrical supply, and technological devices. The implementation of a fully digital or online education system remains challenging in many rural sections of states like Assam, despite improvements in the availability of basic infrastructure. In tea gardens areas no children have access to personal laptops or computers so becomes a major barrier for

both teachers and students, particularly in online classes. These children did not receive any instruction from their school and had attended no live online classes in these areas schools had to rely on traditional teaching methods for their lessons. It is still taking time in transition from traditional to digital pedagogical methods. As a result the rate of child labor increased resulting in school dropouts among the tea garden area children. The children's interest in studies decreased due to an irregular study schedule affecting their enrolment rates later. It is observed that the children of the tea garden areas of Assam cannot even recognize letters after a long break of pandemic. According to the Annual State of Education Report (ASER), more than 50% of students attending rural schools are unable to read a textbook of the second standard and cannot correctly solve straightforward mathematics questions. Many researches indicated that the students from tea gardens had no textbooks at home and received no educational assistance from family. They were not engaged in any educational activity as a result they engaged themselves in garden works or other household activities. According to a mandate from the Disaster Management Authority and in light of the COVID-19 threat, the government schools close to the tea garden areas were converted into quarantine centers. Families in tea gardens deal with a number of structural problems, such as poor nutrition, insufficient child protection services, and limited access to healthcare, education, and hygiene facilities. Labourers and their children were left to fight the virus alone because there are no resources, such as isolation centres or doctors in closed dispensaries. Serious nutritional problems among these school going children was also seen. Garden management support, NGOs, and increased government intervention could not do much to safeguard the educational rights of the students of tea garden labours by battling off challenges. As a result, the situation for tea garden labourers and their families is even worse.

In Assam, schools were closed for months in 2020-2021 during the pandemic. Online courses, meanwhile, increased the achievement gap between various student groups. In the last two years education of children were very much distracted, offline assessments were not taken during Covid-19 and the results were based solely on internal assessments. The HSLC scores were determined based on the grades earned on in-class exams, unit tests, annual exams, pre-tests, assignments, and project work, as well as attendance over the course of the academic years 2019–2021. There was no board examination conducted state-wide, school-based evaluation was held where everybody

was passed. At present the percentage of students passing in government schools has decreased as the education system has damaged. The Board of Secondary Education's data indicates that this year's results showed the third-lowest success rate over the previous ten years. The Secondary Education Department of Assam issued show-cause orders to 102 state-run schools in total. Out of these schools, 25 were determined to have a percentage of zero, 70 to have a pass percentage of less than 10%, and seven to have a pass rate of less than 10%. State educators claim that the pandemic made the structural issues in the state schools that previously existed worse.

Nonetheless, the government is currently working to upgrade the facilities in the public schools in order to increase performance. 2,500 lower primary and middle schools are being transformed into "centres of excellence," and in 2022, when the country celebrated its 75th anniversary of independence, 209 schools that are more than 75 years old received grants of Rs 3 crore apiece for infrastructural improvements. To raise the standard of instruction in the state, the Assam Education Department has requested the NCERT to permit secondary school teachers to take the B.Ed exams through open enrollment. For the first time, the state government has built model high schools near tea gardens. These schools will implement a hybrid educational approach starting with the upcoming academic year, where science and math will be taught in English, while Assamese will be used for social studies instruction.

1.6 Significance of the Study:

Academic Achievement is very important in the life and education of the students. It is not only about performing well in the examinations but it is also one of the means to abide good personality in students for the development of the society. The individual difference and the influence of the circumstances cannot be ignored in any study of their achievement. Significant factors like parental involvement, school environment and study habit are one of the most important factors for the academic achievement of students. Many researches has documented that these factors plays an important role in academic achievement.

The researcher is motivated to conduct this study because it has been noted that there is a gap in educational attainment, particularly among the underprivileged community of Assamese tea planters, even after 72 years since the country gained its independence and the implementation of the state's directive principles to expand educational opportunities

for all socioeconomic levels. A new era in the nation's educational system has started with the passage of the RTE Act. Even though some of the people in this group are educated and hold high-ranking positions in a variety of governmental and non-governmental organisations, their current living conditions in the tea gardens are far from ideal. They continue to lack access to educational resources, which forces them to stay socioeconomically behind. No government programmes or initiatives can lift them up. The problem of education and its facilities is still more serious. It is very true and prevailing that most of the students find difficult to pass their 9th and 10th standard because they are not able to qualify themselves in the board exams. The students are simply promoted without acquiring any basic knowledge in the lower primary classes (Gita,2009). The management of the garden does not provide assistance to students in the tea garden category. All of the graduates and those who finished high or upper secondary education reside in regions where Christian churches monitor the operation of the schools and the majority of Christians at work in tea gardens support and understand the value of their children's education. It is claimed that there is no official record of what the young people who are not in school are doing, although there are several signs that show that the bulk of them work as labourers or domestic helpers (Chokroborty,2015). The High School Leaving Certificate (H.S.L.C) results of tea garden area children is very poor and below expectation. Failure and low achievement of the tea garden children is one of the most important problems in our state.

Keeping in view the seriousness of the issues related to academic achievement among the children of tea garden labourers, the researcher has chosen to investigate the influence of parental involvement, the school environment, and study habits on the academic achievement of secondary level school students of Assam tea garden labourers. 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. Moreover, hardly any study has been identified by the researcher that is carried out on the children of tea gardens of Assam in this particular area. So the study's findings will aid in understanding the factors that contribute to the academic achievement of secondary school students 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. Due to the significance of these factors, the researcher has chosen to investigate the present study.

1.7 Research Gap:

The researcher has put effort to review the related literatures concerning academic achievement and the factors influencing academic achievement in the form of research paper, thesis, article, dissertation, government report, other documents and website. The review of related literature revealed that many studies have been conducted on academic achievement and its related factors as it has inspired the interest of many researchers in India and abroad. To explore diverse facets of academic achievement, majority of the researchers commonly used a variety of methodologies, including quantitative and qualitative approaches.

After going through various research studies it is appeared that majority of the studies focused on drop out in education, literacy, status of education of tea garden women workers, development of education amongst tea garden workers, socio-economic conditions and so on. However, hardly any study so far has been carried out in Assam on academic achievement of children of tea garden labourers and the factors i.e. parental involvement, study habit, school environment influencing their academic achievement. Thus the reviewed studies raise certain gaps which need to be highlighted for the sake of further exploration. Addressing these research gaps can help to better understand the obstacles that tea garden region students in Assam experience, as well as influence evidence-based policies and interventions to improve their academic achievement and general well-being.

1.8 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”

1.9 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

1.10 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 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.

H₀₁₀: 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 objective 3, the following hypotheses are formulated;

H₀₁₁: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to school environment

H₀₁₂: There is no significant difference between secondary level school children of tea garden labourers among the four districts with regards to school environment

H₀₁₃: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to school environment.

H₀₁₄: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to school environment.

H₀₁₅: There is no significant relationship between school environment and academic achievement of secondary level school children of tea garden labourers of Assam.

H₀₁₆: 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;

H₀₁₇: There is no significant difference between secondary level school boys and girls of tea garden labourers with regards to study habit.

H₀₁₈: There is no significant difference between secondary level school children of tea garden labourers among the four districts with regards to study habit.

H₀₁₉: There is no significant difference between secondary level school boys of tea garden labourers among the four districts with regards to study habit

H₀₂₀: There is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to study habit

H₀₂₁: There is no significant relationship between the study habit and academic achievement of secondary level school children of tea garden labourers of Assam.

H₀₂₂: There is no significant relationship between study habit and academic achievement of secondary level school of tea garden labourers on the basis of gender

1.11 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 parents 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 practice 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.

1.12 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.

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