

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 Introduction:

A review of literature review needs to be the first step in any scientific investigation. The goal is to provide and thoroughly review academic research-related works. Any worthwhile investigation into any area of knowledge necessitates a thorough mastery of the pertinent literature on the part of the researcher. The investigator will benefit from being aware of what is currently known in the area where the research will be undertaken. It is a helpful method for defining the problem, analyzing its size and importance, putting forth relevant hypotheses, acquiring information, choosing the best study design, and choosing data sources. The review assists in identifying gaps in prior research and gives the study a purpose and emphasis (Flick, 2018). The researcher must be updated with what has been said and done in the specific discipline from which he or she intends to approach a research issue, regardless of the study subject. A review of the literature demonstrates that a researcher is aware of both what is known and what is yet hypothetical and unknown by summarising the works of respected authors and past research (Best & Kahn, 2010).

The purpose of this chapter is to provide a comprehensive overview of the research studies that have been conducted in the areas of parental involvement, school environment, study habits, academic achievement, and labourers in tea gardens. The relationship and access of literature at the national, international, and regional levels are the foundation of the literature review conducted in the context of the current study. Therefore, the investigator has attempted to present the review of the relevant literature in the following sections, under four heads.

- Studies on Parental Involvement and academic achievement
- Studies on school environment and academic achievement
- Studies on study habit and academic achievement
- Studies on tea garden labourers of Assam

2.1 Studies Related to Parental Involvement and Academic Achievement

2.1.1 Studies conducted in India

Vamadevappa (2005) found there is a significant and positive correlation between parental involvement and academic achievement. There is also a significant difference between boys and girls who are in the high parental involvement group in terms of their achievement scores, as well as between high and low achievers in terms of parental involvement.

Vellymalay(2012) research was to ascertain the relationship between Indian parents' educational backgrounds and their involvement in their children's education. The parents' readiness to employ a variety of tactics to guarantee that their children's academic achievement is closely and favourably correlated with their academic achievement. Academic achievement of parents and that of their children at school are highly related. We are better able to understand parents' levels of social and intellectual development and how it influences how actively involved they are in their children's education the more educated they are.

Govindara & Anusudha (2014) researched on Parents' participation, students' self-control, and academic achievement among 9th graders. The findings indicated a substantial relationship between parents' involvement and their children's academic achievement in the ninth grade.

Sapungan(2014) examined the value, drawbacks, and advantages of parental involvement in children's schooling. The results demonstrate that parental involvement in a child's education offers many opportunities for success, including enhancements to a child's outlook, achievement in all subject areas, behaviour, and social development. This study emphasised that the biggest obstacle to parental involvement is parents' pessimistic attitude about funding education.

Arora & Chamundeswari (2015) researched on Parental involvement, self-regulated learning, and student academic achievement. A substantial correlation between academic achievement, self-regulated learning, and parental involvement was discovered in the study. Regarding various school types and educational systems, there are considerable differences among students in terms of parental involvement and self-regulated learning. In comparison to State Board schools, Matriculation Board schools had parents who were more interested in their children's education.

Prema (2016) investigated the link between parental involvement and children's academic achievement. It demonstrated the striking relationship between parental involvement and children' academic success, with most parents being moderately involved in their children' schooling.

Vijaya & Kumar (2016) researched on Parental participation and academic achievement among high school students. They discovered that parental involvement affects children' academic success. The achievement effect is more advantageous the more actively parents participate in their children's education.

Vijayalakshmi & Muniappan(2016) investigated parental involvement and achievement of secondary school students. The purpose of the study is to ascertain the relationship between parental participation and secondary school students' achievement in social science. The study found direct impact on academic achievement in children' educational experiences and parental involvement. Tasks like interacting with teachers, monitoring children conduct and attendance in class and reviewing their regular academic progress reports, to mention a few.

Aslam & Bhat (2017) conducted a study on parental involvement and higher secondary school students' academic achievement on the basis of gender and the rural/urban divide . Findings from the study suggest that parental involvement may differ significantly across students in higher secondary schools in rural and urban locations. A significant mean academic achievement gap between urban and rural students was also revealed by the results, with urban students outperforming rural higher secondary school students.

Jaiswa, S. & Choudhuri, R. (2017) conducted a review of the connection between parental involvement and students' academic achievement. The study made clear that parental involvement has a favourable effect on adolescents' intellectual and social development. Many parental involvement constructs are significant in a variety of ways, according to reviews of empirical studies.

Jaiswal (2017) investigated the role of parental involvement and a few strategies to encourage it. The results of the studies and the body of literature that has been evaluated indicate a connection between parental involvement and prosperous or enhanced student achievement at home and in school.

Sikund & Kauts (2017) conducted a study to determine the effect of parental involvement on adolescent academic achievement and stress. High parental

involvement is linked to higher academic achievement, while poor parental involvement is linked to lower academic achievement, finds the study. It also shown that whereas substantial parental participation was linked to lower academic stress and anxiety, low parental involvement was linked to increased academic stress.

Singh, O. & Kaur, A. (2017) investigated how parental involvement affected pupils at Navodaya Vidyalayas' academic achievement. Findings indicate a positive correlation between parental involvement and academic achievement. Boys and girls with considerable parental involvement have a significant academic achievement gap.

Singh & Sharma (2017) conducted a study on academic achievement and parental involvement With the aim of examining the connection between secondary school students parental involvement and academic achievement. Parental involvement in the study was found to be associated with enhanced interpersonal interactions, better academic achievement of their children, and a direct interest in their education. Parental involvement would rise, improving academic achievement.

Talluri & Suneela (2017) carried out the research to determine the effects of parental involvement on secondary school students' academic achievement. The academic achievement levels of low and high levels of parental involvement were shown to differ significantly by gender, and the sample showed a positive link between academic achievement and parental involvement.

Hussain, Javaid, Parveen & Iqbal (2018) explored the relationship between parental involvement and academic achievement in secondary schools. The results revealed a strong, favourable, and significant link between parents' involvement and their children's academic performance. All of the elements were favourable and strongly correlated with academic achievement. It was evident that parents of female students took a considerably greater interest in their children's education than parents of male students. Similar to this, parents of urban and scientific students had a bigger influence on their student's growth than did parents of rural and arts students.

Singh & Banerjee (2019) conducted research on parental involvement among tribal students with reference to Madhya Pradesh's Anuppur area. The study discovered a significant difference in parental involvement levels between male and female tribal students, with the gap favouring female tribal students. Also, the results showed a significant difference in parental involvement between indigenous pupils enrolled in government and private schools, with the latter group benefiting from the difference.

Varghese & Devi (2019) investigated the connection between parental involvement and mathematics achievement of first-year pupils in higher secondary schools in coastal areas. The goal of this narrative survey study was to better understand how parental involvement influences first-year higher secondary math students' arithmetic achievement in Kerala's coastal region. Secondary mathematics achievement and the level of parental involvement were found to be positively associated. Parental involvement is a crucial component of first-year higher secondary students' performance.

Singh & Mahajan (2021) purpose was to investigate how parental involvement affected senior secondary students' academic achievement. The study's conclusions show a considerable positive correlation between parental involvement and academic achievement for senior secondary students from both urban and rural settings.

Parmar & Nathans (2022) investigated parental warmth and involvement as potential indicators of academic success and behavioural issues. The results showed that parental warmth and involvement was a strong predictor of behaviour issues and academic achievement in boys. Parental warmth was a significant predictor of both academic achievement and behavioural issues in girls.

2.1.2 Studies conducted in Abroad:

Esforges & Abouchaar (2003) reviewed the literature in order to establish study findings on the effects of parental support, parental involvement, and family education on student achievement and adjustment in schools. They claimed that several factors, including parental involvement, affected the academic achievement and behavioural growth of teenagers. Other other factors, like as the socioeconomic standing of the family, the academic achievements of the parents, and the degree of social deprivation in the household, also have an impact on parental involvement.

Weems (2005) researched on the effect of Parental Involvement on student's achievement. The goal was to see if there was a link between parental involvement and 6th grade students reading achievement. The study's key finding was that there was no significant association between achievement and parental involvement

Balarin & Cueto (2007) examined Peruvian government schools, parental involvement and student achievement. According to the study, parental involvement

in education was increasingly viewed as a factor in student learning and achievement, and poorer and less educated families in particular had weak learning understanding

Elum (2011) investigated parental involvement and its impact on student achievement in a small urban middle school and found no significant link between parental involvement in school and at home and standardised test scores. In reading and mathematics examinations, there was no significant association between parent involvement in school or at home, and no significant correlation between parent education and parental involvement in child, school, mathematics, and reading.

Shute, Hansen, Underwood & Razzouk (2011) reviewed the connection between parental involvement and academic achievement in secondary school pupils. Parents appear to have a strong chance of affecting their children's academic achievement. One of the parental involvement elements that was associated to academic achievement was parents that used authoritative parenting techniques, had high expectations for their children's education, and talked with them about school activities and aspirations.

Jethro & Aina (2012) investigated at how parental involvement affected elementary school students' academic achievement. The results of the study indicate that parents' involvement in their children's education has a big impact on how well they do. The study's conclusions state that regular school visits by parents to check on their children's welfare help to reinforce the notion that home and school are linked and that school is a significant part of life for the whole family.

Uka (2012) investigated how parental involvement in the classroom mediated the relationship between parental education and the academic success of the kid. The current findings did not uncover a significant relationship between parental involvement in the school and academic work habits or between parental education and involvement in the school.

Kahiga (2013) investigated the impact of parental participation on preschoolers' academic performance in Kangeta division, Meru county, Kenya. Parental involvement in educational activities at home had a direct impact on children's academic achievement, but parental involvement in educational activities at school had an indirect effect. It was shown that early students' academic achievement was somewhat influenced by parent-school communication.

Mwirichia (2013) investigated the impact of parental involvement on preschoolers' academic achievement in Kenya's Kangeta Division in Meru County. The study looked into how preschool pupils' academic achievement was affected by their parents' involvement in classroom activities at school. Parental monitoring and assistance can help children perform better academically.

Rafiq, Sohail, Saleem & Khan (2013) investigated the relationship between parental involvement and academic achievement among Pakistani secondary school children in Lahore. Epstein's (1995) concept of six types of parental involvement in their children's academic achievement was supported by the study, and it was discovered that parental involvement significantly affects how well their children perform academically.

Toren, N.K. (2013) studied the multiple dimensions of parental involvement and its links to young adolescent self-evaluation and academic achievement. The findings of this study demonstrate that parental involvement at home benefits both girls and boys, and that parental volunteering benefits boys' academic achievement and their sense of overall worth while having a detrimental impact on girls' academic achievement.

Konstantia (2014) studied the effect of parental involvement in educational process. The success of the school is significantly influenced by the parental involvement in their children's education. It has been found that children perform better academically when their parents are involved in the learning process. Working together with parents and teachers makes the educational system work more efficiently, increases academic achievement for students, and improves the effectiveness of the school as a whole.

McNea & Ralph (2014) looked at parent involvement, academic achievement, and the function of student attitudes and behaviours as mediators. The study found that parent-child and parent-school interactions have a variety of impacts on students' attitudes, behaviours, and academic achievement. It was found that some forms of parental involvement have a much greater effect than others on students' attitudes, behaviours, and academic achievement. The attitudes and behaviours of pupils are influenced by parental involvement in educational processes, which indirectly affects student achievement.

Paul, M. & Ngirande (2014) in a case study of a secondary school in South Africa, investigated the effect of parental involvement on students' academic achievement.

The results indicated a strong beneficial relationship between parental involvement and academic achievement. Parents that are actively interested in their children's education have a positive impact on the pupils' academic achievement. Three aspects of parental involvement were shown to be positively correlated with performance: parenting, parent-teacher communication, and home and family support.

Tarsilla & Ndirangu (2014) study of parental involvement in children's academic progress in public secondary schools Kieni-West Sub-County, Nyeri County, Kenya . The study's findings showed that some parents actively encouraged their children's academic achievement by paying fees, supervising homework, and showing up for scheduled school events. It proved that adolescents who have their parents involved in their education are more responsible, are able to stay in school, and thus perform better on academic assignments. The study's conclusions show that parents think highly of and trust their academics. Using this upbeat strategy, the parent, child, and teacher will maintain attention for great achievement.

Castro, et al. (2015) examined the impact of parental participation on students' academic performance by a Meta analysis. It proved that parents who have high academic expectations for their children, keep in touch with them regarding school events and schoolwork, and promote the acquisition of reading habits are those who have the highest relationships between parental involvement and academic achievement. Other family customs like homework supervision, parental participation in school events, and parental attendance do not appear to be substantially linked to the children's academic achievement.

Martinez (2015) investigated the impact of parental involvement on children's academic performance. This study sought to ascertain whether there were any disparities in fourth-grade children's achievement in English language arts (ELA) and mathematics between those whose families were active in the educational system and those whose families were not. According to the study, family involvement in students' education is a beneficial and significant component that boosts academic achievement. Based on the results of the cumulative end-of-year district benchmark examinations for ELA and mathematics for grade four, it was concluded that pupils with highly involved family members did much better than those with family members who were not interested.

Adzovie, Holm & Amewuga (2016) looked into how parents' involvement affected their children's academic performance in junior high school. It was discovered that children felt extremely happy and confident when their parents showed an interest in their schooling. The findings revealed a positive connection between parental involvement in their children's education and academic achievement as well as emotional well-being. Active parental involvement in their children's education, both at home and in school, benefits their lives and can have a big reward.

Naheed, Dahar & Lateef (2016) looked into the effects of parental involvement on secondary school students' academic performance. Parental involvement was found to have a considerable impact on secondary pupils' achievement levels. The results of the study therefore proved that parental involvement is essential for children' academic achievement.

Alonso, Dáz, Woitschach, Ivarez & Cuesta (2017) carried out a study on parental engagement and academic achievement: less control and more communication with the aim of examining the relationship between parenting styles and academic achievement. It was discovered that parental involvement patterns have an impact on children' academic achievement both personally and academically at the school level, and that academic achievement gaps tend to be less in schools with more communicative family environments.

Newchurch (2017) looked at the relationship between school and family partnerships and the effects of parental involvement on student achievement. According to research, parental involvement has a positive impact on student achievement. Parenting techniques and parenting habits are crucial to a child's education and contribute to student success. Schools can engage parents by providing them with resources and information on how to support their children with curriculum-related tasks at home.

Otani (2017) looked into the connections between parents' involvement and students' educational achievement in elementary and middle schools. The findings indicated a connection between parent involvement and students' academic achievement. The pupils' attitudes and ambitions influence the links between parental involvement and academic achievement.

Amponsah, Milledzi, Ampofo & Gyambrah (2018) investigated the link between parental involvement and senior high school students' academic performance: the case

of Ghana's Ashanti Mampong municipality. The results of the study demonstrated that senior high school students who attend schools with a comfortable physical environment do better than those who attend schools with unfavourable school environments. The researchers came to the conclusion that suitable school facilities give students a learning environment based on actual data.

Boonk, Gijsselaers et al.(2018) reviewed The study literature on the link between parental involvement and students' academic achievement. The results of the study show that parental involvement factors such as reading aloud to children at home, parents who have high expectations for their children' academic achievement and schooling, parent-child communication about school, and parental support for learning have favourable associations with academic achievement.

Hussain, Javaid, Parveen, & Iqbal(2018)conducted a to determine the relationship between secondary school students' performance and parental engagement. It demonstrated that the strongest links between parental involvement and academic achievement are found when parents have high academic expectations for their children, establish and maintain communication with them about school activities and schoolwork, and encourage the development of reading habits. Other family customs like homework supervision, parental involvement with school events, and parental attendance do not appear to be substantially linked to the children' academic success.

Tarekegn, Misganaw & Sitota (2018) investigated the connection between parental involvement and students' motivation for academic achievement in the east Harerghe zone of the Oromia region. This study's methodology was a correlation research design. The results of the study show a statistically significant correlation between parental involvement and academic achievement motivation, with parental education having a higher impact on teenagers' academic drive. A child's academic achievement therefore increases in direct proportion to the level of parental involvement in their education.

Thomas, Backer & Lombaerts(2019) investigated at how students' perceptions of parental involvement, their self-regulated learning, and academic achievement in the first year of middle school interacted. According to the study, there is a connection between students' impressions of their parents' involvement in their academic achievement and self-regulated learning. Also, there was a connection between the

self-regulated learning elements and students' academic achievement and parental involvement.

2.1.3 Overview of the reviews:

From the review of the related literatures it is found that there are several studies in the subject of the involvement of parents in relation to the academic achievement of their children. The reviews done have revealed that academic achievement is associated with parental involvement strongly. According to Vamadevappa (2005), Vijayalakshmi and Muniappan (2016); Yaseen, Zaman and Rasheed (2017), Desforges and Abouchaar (2003), Rafiq, Fatima, Sohail and Saleem (2013), Martinez (2015), Sikand and Kauts (2017), Amponsah, Milledzi, Ampofo and Gyambrah, 2018 etc; found that there is impact of involvement from parents and various parental activities on academic achievement. However studies of Elum(2011),Weems(2005), Sharma(2013) reported no correlation between parental involvement and academic achievement.

2.2 Studies Related to School Environment and Academic Achievement

2.2.1 Studies conducted in India:

Dwivedi (2005) conducted a study to examine the effects of the school environment and incentive for approbation on students' student achievement. Urban schools greatly outperformed rural ones in terms of academic achievement, while high approval seekers outscored low approval seekers. Students who attended schools with rich settings performed far better academically than those who did not.

Joshi, Pandit & Kumar (2005) investigated how the school environment affected children's health in undeveloped countries. Low socioeconomic position, illiterate parents, carelessness, physically taxing housework for children, illness, hunger, insufficient immunisations, and a lack of health education were the main contributors to health problems in government schools. Government schools frequently have worse school environment than private schools due to factors like crowded classrooms, poor ventilation, a lack of clean drinking water, students dressed in unhygienic or messy clothing, poor nutrition, lack of greenery on the school grounds, location close to busy roads, air pollution, and a lack of environmental awareness among teachers.

Kamaruddin, Zainal & Aminuddin(2009) examined how students perceived the quality of the learning environment and their academic achievement. Housing circumstances and school/teacher interaction were the only two aspects of the school environment that were found to positively affect children' academic achievement. Their success was largely credited to the school's organizational factors, extracurricular activities, and motivational initiatives.

Saini (2010) conducted research on secondary school children from scheduled castes to determine how well they performed academically and how their study habits, family life, and school life impacted their performance. The study's findings revealed that there was no connection between how students behaved when studying and how well they performed in class. The home environment had a big impact on academic performance, whereas the school environment didn't have much of an impact.

Vats,R.(2019) did a study of 9th grade students' perception regarding school climate. The results indicated that Private school students have better perception about their school climate in comparison to Government school students. The study's conclusions showed that most pupils had a generally positive and adequate level of perception of the school climate. Furthermore, it was discovered that supportive teachers, strict rules, opportunity, freedom, cooperation, motivation, love of learning, discipline, good health, and equitable access to opportunities, as well as the support of the faculty and administration, had a favourable effect on students.

Joshi & Saru (2012) investigated how the home and school environments affected the academic achievement of pupils in the Ri Bhoi district of Meghalaya. The study discovered a substantial relationship between academic achievement and a variety of school environment elements, such as cognitive stimulation, acceptance, rejection, control, and others. The study found that a number of school-related traits play a significant role in predicting academic achievement.

Lawrence (2012) studied school environment and academic achievement of standard ix students. Academic success and school environment were found to have a very sluggishly positive association. The school atmosphere for standard IX students did not significantly differ based on gender or the type of instruction. The settings of standard IX students at the same time differed greatly in terms of the school's location. Urban students had a better learning environment than rural students had.

Dalela & Sarfaraz (2012) studied the impact of attitude towards the school environment on academic achievement of adolescents. The findings indicate that there is no significant variance in academic achievement between those who are satisfied and dissatisfied with their educational environment. It is possible to draw the conclusion that teenagers' academic achievement is unaffected by their attitude towards school environments.

Kishore(2013) studied academic achievement in relation to school environment home environment and mental health status among high school students. High school students' academic achievement in all disciplines is substantially influenced by their home environment, school environment, and mental health. Children who had a positive home and school environment and were in better mental health performed better across the exams.

Benipal et al. (2014) did a study to assess the academic accomplishment of adolescents in connection to their impression of classroom environment from various Government and Private schools in Punjab. The study's findings indicate that, among adolescents, there is a strong relationship between academic achievement and the classroom environment, regardless of gender or location. Academic achievement and the environment in the classroom among adolescents are positively correlated. Additionally, the results of another study showed that urban students fared better academically than rural students, and that this differential favoured male teenagers enrolled in urban high schools. Also, it was demonstrated that adolescents in different geographic locations face a wide range of classroom conditions. A different study found that urban female students had considerably better classroom experiences than their rural counterparts.

Miah(2015) studied the influence of school environment in relation to the academic achievement of secondary school students of Malda District. On the basis of the data, the researchers came to the conclusion that there are no significant differences between Class IX students' educational environments in terms of gender or method of instruction. In terms of the school's location, Class IX pupils' school environments differ significantly at the same time. Compared to rural students, urban students enjoy a better learning environment.

Sivakumar & Malliga(2015) conducted a study on school environment in relation to academic achievement of higher secondary school students. It was found that there was no relationship between academic achievement and the school environment score.

Gilavand (2016) conducted research on the effects of environmental factors on primary students' learning and academic achievement. The findings indicated that environmental influences had an impact on primary school students' academic achievement as well as learning. The findings demonstrated that while proper lighting, colour, and open space in schools had a positive influence on learning and academic achievement of elementary school pupils, noise in educational facilities had a detrimental effect.

Upadhyay & Gill (2016) investigated the academic achievement of senior high school students in connection to their anxiety, learning styles, and school environment. Absence of educational facilities has an impact on students' ability to solve problems and academic success. According to the study, while the permissive and creative stimulation aspects of the school environment should be controlled because they are positively correlated with academic achievement, the cognitive encouragement and control dimensions, in particular, should be increased depending on the circumstance for better academic achievement.

Kaushal (2016) with the aim of learning more about the impact of the school environment on students' academic achievement, discovering the impact of teacher relationships on students' achievement, discovering the impact of academic activities on students' achievement, and discovering the impact of physical facilities on students' academic achievement, studied the impact of the school environment on academic achievement of students in secondary schools in Haryana. It was discovered that teachers can contribute significantly to creating a good school environment in the school. In addition, all physical facilities were present in the study's selected schools.

Narad & Abdullah (2016) did a study on academic performance of senior secondary school students: influence of parental encouragement and school environment. The academic achievement of senior secondary school girls was found to be influenced by both the school environment and parental support. Girls were more likely to exhibit higher levels of academic achievement in senior secondary school if they had a lot of

familial and academic support. Academic achievement of senior secondary school girls and the school environment were found to have a strong favourable association.

Rahmatika & Hernawati (2016) looked at the relationship between a student's academic achievement and their school environment, social intelligence, and self-esteem. The results showed that most students thought their schools were just, and that this opinion affected how well they did in school. Teenagers' academic performance was also influenced by their gender, with girls frequently outperforming boys. Adolescents' academic achievement was unaffected by the growth of social intelligence or self-esteem. The results show that improving the classroom setting may inspire youngsters in rural locations to raise their academic standards.

Rao & Reddy (2016) studied the impact of school environment, home environment and mental health status on achievement motivation among high school students. Students who experience positive school, family, and mental health environments tend to be more motivated than those who experience bad circumstances. It is found that there is an interaction effect impact between the three factors when they are combined. There is a strong interaction impact between the two, even while there is no significant interaction effect between the home environment and mental health or the school environment and success motivation.

Anbalagan (2017) investigated at how secondary school students' academic achievement was impacted by their school environment in the Madurai area. Male students had a more positive perception of the school environment than female students did, according to the study's findings. It was shown that the educational atmosphere had a significant impact on academic achievement.

Kaur (2017) investigated the effects of the school environment and family involvement on the academic achievement of socioeconomically disadvantaged children in primary school. The learning outcomes of socioeconomically disadvantaged primary students in good and poor school environments were significantly different based on the traits of creative stimulation, cognitive encouragement, rejection, and control.

Kumara, Devi & Mayuri(2017) in their study compared the effects of school factors contributing to the high academic achievement of private residential school children

and rural government school children. The study found that in rural government schools, school-related factors had a negligible effect on students' academic performance. Academic achievement was high for students attending private residential schools but did not have a statistically significant association with school contributing characteristics for children attending rural government schools. Private residential schools considerably contributed to the achievement.

Sharma(2017) did an analytical review of the related literature on classroom environment. With the help of the key findings from the critical and analytical analysis of linked literature, the researcher was able to effectively communicate the complexities of how the students' perspective on their classroom variable may be examined across multiple dimensions. The review, in the researcher's perspective, significantly increased the variable's coverage and contributed in learning more details about the classroom environment, both of which may have resulted in a different kind of contribution to the field of education.

Bhat & Mir (2018) examined secondary school students' perceptions of the school environment and their academic achievement in connection to their gender and the type of institution they attended. The study's findings demonstrated a significant and advantageous correlation between secondary school students' academic achievement and learning environment. The survey also discovered a considerable disparity in academic achievement between male and female students based on gender and school type, with private schools outperforming government schools.

Bhavana & Achchi (2018) investigated how high school students' academic achievement was impacted by their school environment. According to the study's results, academic achievement has the biggest influence on students' mental health, socio-emotional wellbeing, academic achievement, and behavioural outcomes. Also, there is a strong correlation between the academic atmosphere and achievement. The peer pressure, teaching technique, and student-teacher interactions in the classroom all had a significant effect on the teenagers.

Harinarayanan & Pazhanivelu(2018) studied the impact of school environment on academic achievement of secondary school students at Vellore Educational District. It was discovered that there was a strong correlation between academic achievement and

the school environment. Also, there was a considerable variation in how secondary school pupils perceived the learning environment between male and female students.

Rafaqi & Musheer (2018) studied student's perception towards school environment. The results of the study demonstrated that there are considerable differences between secondary school students' perceptions of the location, nature, and mode of instruction in their respective institutions. But there was no difference between them in terms of gender.

Purkait(2019) investigated the effect of school environment on academic achievement of class-IX students. According to the findings of the investigation, there is no significant gender difference in academic achievement among students in urban and rural schools, but there is a substantial difference in academic achievement between the two geographical areas, i.e., urban and rural schools. Also, there is a strong correlation between academic achievement and school climate that exists in both urban and rural schools.

Raj (2020) investigated the relationship between school environment and academic achievement in 10th grade students. The research was carried out in government and private schools in Kangra district, Himachal Pradesh, both urban and rural locations. Academic achievement was measured using the scores achieved by students in class 10th in the previous class's final examination, and the School environment assessment developed by Misra (2002) was employed. The findings show that there is a substantial association between the school environment and student's academic achievement.

2.2.2 Studies conducted in Abroad:

Ajewole & Okebukola (2000) indicated that the students' poor academic achievement was caused by a number of factors. The studies emphasised that there may be a number of factors influencing students' poor academic performance in school, including poor study habits, a lack of resources, an unruly school environment, inadequate facilities, ineffective teachers, teaching methods, and the type of learning environment available to both students and teachers. The sort of learning environment may play a role in why elementary school students perform poorly claims the study.

Eric (2005) in an essay titled *The Supportive School Environment in Promoting Academic Success* put forward the idea that students' learning and development, including critical facets of their social, emotional, and ethical development, are greatly influenced by their environment at school. When students feel their school environment is loving and caring, they are less likely to participate in substance abuse, hostility, and other undesirable behaviours. According to the research, supportive schools boost students' sentiments of community, connectedness, or belonging in order to promote these positive outcomes. When students believe their school is a loving atmosphere, they become more motivated, ambivalent, and engaged in their study. Students who actively engage with their teachers and who feel that their teachers care about them are more likely to put forth effort and involvement.

Higgins, Hall, Wall, Woolner & Caughey (2005) conducted a literature review on the effects of school environments and found that improving extreme environmental factors can have a significant positive effect on both students and teachers. Examples of these factors include inadequate ventilation and loud noises. The potential of environmental change to influence behaviour, well-being, or achievement appears to be closely connected with effective staff, student, and other user participation in educational facilities.

Fidelia(2010) investigated how pupils in public secondary schools in ENUGU state's school environments affected their academic performance. The presence of desks, current literature, and library assistants were also shown to be factors in the academic achievement of learners in relation to library services in the public secondary schools. The calibre of the facilities at the school has a big impact on the academic progress of the students.

Wang & Holcombe (2010) discovered that students' academic achievement was influenced both directly and indirectly by the three categories of school engagement, namely school involvement, sense of affiliation with school, and usage of self-regulation mechanisms. The eighth-grade students' academic achievement was influenced by their school participation, feeling of community, and use of self-regulation strategies, all of which were influenced by their judgements of the school's qualities in the seventh grade.

Dotterer & Lowe (2011) reported that for students without prior academic issues, psychological and behavioural involvement mediated the relationship between the classroom environment and academic progress. Academic achievement and classroom setting are related, but psychological and behavioural engagement did not act as a mediating factor for students with prior achievement challenges. These findings imply that, for students who have previously had academic difficulties, boosting classroom quality may not be enough to increase student engagement and accomplishment. These students might benefit from additional tactics.

Tsavga (2011) found a significant component in influencing how effectively students perform or respond to their environment is the school environment. Students' behaviour and interactions are greatly influenced by their school environment, thus whether these needs are positive or negative, our circumstances tend to shape how we behave. The survey showed that the majority of children experience an excessively stressful school environment, which has wide-ranging effects on the educational system in terms of a lack of skilled teachers, substandard facilities, and low standards.

Adeyemo (2012) conducted research and discovered a significant relationship between student academic achievement in senior secondary physics and their attitude towards learning physics. Additionally, there was a significant relationship between student academic achievement in senior secondary physics and the school's social environment.

Namugaanyi, G. (2012) examined the impact of the school environment on students' academic achievement in a few selected secondary schools in the Luwero District. The study discovered that the quality of teachers, instructional resources, and school infrastructure all affect students' academic achievement.

Chukwuemeka (2013) studied at the influence of environmental elements on students academic achievement in the Port Harcourt local government area of Rivers State. The school is one of the educational facilities that have an influence on pupil academic achievement, and the school environment is one of the environmental elements that have that impact. One of the environmental factors that affect secondary school students' student achievements is the setting or location of the school.

Gherasim, Butnaru & Mairean (2013) revealed that there are gender-specific interactions between the school environment and achievement goals for math grades.

The results showed that there were gender variations in math performance, attainment goals, and how students saw their teachers' and classmates' support. The impacts of goal orientations, teacher and peer support, and achievement were moderated by gender.

Sigilai (2013) reviewed the curriculum-related factors influencing students' academic achievement in Kenyan public secondary schools. The research emphasised the significance of understanding how academic staffing, physical facilities, and enrollment affect students' academic achievement in order to improve these four areas in schools and attain high academic achievement.

Korir & Kipkemboi (2014) found that students' academic achievement was significantly influenced by their school environment and peer pressure. Since a child's school serves as both a place of learning and a second home, it has a big impact on how well they do in school. The principal and the teachers' specialised roles either have a positive or negative effect on the students' academic achievement.

Mege (2014) attempted to ascertain how the teaching-learning process in public primary schools in Lower Nyokal division Homabay district, Kenya, was impacted by school environmental elements in her project work. The teaching-learning process was found to be impacted by the insufficient physical facilities in schools.

Nsa, Offio, Udo & Ikot (2014) researched on the connection between certain school environment factors and students' academic achievement in the subject of Agricultural Science. The study showed significant relationship between facilities and students' performance in Agricultural Science and the availability and use of laboratories, farming facilities determines students' academic performance. School administrators and officials should pay attention to the school environment and institutional duties, and they should advocate for additional funds to acquire adequate facilities, among other things.

Aloyo (2015) investigated the relationship between the actual school environment and academic achievement in Nairobi City, Kenya's public secondary schools. The study resulted to the conclusion that student achievement is influenced by the school's physical environment. The primary predictor variables of achievement included the

size of the school's campus, the existence of a property title, aesthetics, security, the school's grounds, the kind of lighting, the paintwork on the inside walls, the quality of the classroom equipment, and noise from the neighbourhood. It was deemed that school facilities needed to be enhanced based on the research that was done.

Kekare (2015) investigated the link between the academic achievement of students and the classroom environment. Pre-test post-test equivalent group design and experimental methodology were employed in the investigation. The experimental group's classroom was spacious and included several physical amenities, such as benches, a whiteboard, running water, a projector, ventilation, and lighting. The control group's classroom lacked these amenities, having simply a blackboard, benches, and a tiny space. The physical layout of the classroom and the subject's academic performance were found to differ significantly.

Oguche, Ivagher & Dondo (2015) investigated the impact of the school setting on students' achievement in secondary schools in the zone "A" senatorial district of Benue state, Nigeria. The study's conclusions demonstrated that school atmosphere, discipline, and physical amenities had a significant impact on secondary school students' academic achievement in Benue State's Zone 'A' Senatorial District. The researchers proposed, among other things, that the relevant school authorities should be allowed to develop a conducive school environment with a favourable atmosphere for effective teaching and learning based on the study's findings. Students should feel safe, that teachers treat them properly, and that attending school makes them happy and a part of the community.

Usaini, Bakar & Bichi (2015) made an effort to investigate how the school environment affected the academic achievement of high school students in Kuala Terengganu, Malaysia. The authors of the study discovered that students who attend schools with appropriate facilities, qualified teachers, and a supportive environment do better than those who attend schools with insufficient facilities, unqualified teachers, and an unfavourable environment. It has been observed that children's academic achievement is greatly influenced by the school environment.

koroye (2016) investigated how the physical environment of schools affected secondary school students' school achievement in Bayelsa state. The results of the study demonstrated that students' academic achievement is significantly influenced by

the aesthetic value of the school and its infrastructure. The pupils' academic progress at the school was significantly influenced by its setting, amenities, and instructional resources.

Ayenigbara & Seidu (2017) investigated the factors that work against the quality of academic performance of secondary school students in Ondo State, Nigeria,. In Ondo State, Nigeria, the capacity of secondary school children to achieve academically is being hindered by variables including appropriate use of the lab's equipment, adequate usage of the library, a supportive school environment, motivated teachers, and parental influences.

King'oina, Kadenyi & Mobegi(2017) studied school climate as a determinant of pupils' academic performance in public primary schools in Marani Sub-County, Kenya. The study found that there were insufficient teaching and hygienic facilities in schools, poor student-teacher relationships, insufficient support for teachers to attend programmes to develop their capacity, and little participation by teachers and students in decision-making in schools. The study also showed that unfavourable school environments had an adverse effect on students' academic achievement.

Ahmed, Taha, Al-Neel & Gaffar (2018) looked at how students perceived their study year and achievement in connection to the school environment in Sudan. It was discovered that high achievers had a far more positive opinion of the school environment than low achievers do. Academically successful students felt more positive about their schooling. Higher scores for perception of teaching, perception of environment, and perception of social self-perception were substantially correlated with academic achievement.

Enjoh (2018) investigated how teaching and learning at Presbyterian secondary schools in the South West of Cameroon were impacted by the facilities of the schools. The study stated that crucial physical infrastructure, such as classrooms, a school library, and different methods of solid waste disposal, are necessary for the successful achievement of academic performance in schools.

Ezike (2018) conducted research on the senior secondary school chemistry curriculum, the school environment, and academic interest in Ibadan South West Local Government Area, Oyo State, Nigeria. It may be assumed that how well students perform academically is significantly influenced by the learning environment

in the classroom. It could determine how interested, motivated, and ultimately committed someone is to any task. The students' academic zeal is also crucial because it has been shown to have a positive effect on Chemistry achievement.

Omemui (2018) examined the relationship between academic achievement of students and school atmosphere in Edo State Public Secondary Schools. At Edo state's public secondary schools, there is a considerable correlation between the present environment of the school and students' academic achievement. In Edo State Public Secondary Schools, there are differences in the school environment and academic achievement between rural and urban schools, mixed and single schools, large and small schools, and old and new schools.

Ramli & Zain(2018) studied the impact of facilities on student's academic achievement. This study indicated important insights into the facilities that influence the student's academic achievement. The findings showed that the teaching materials and accommodation are the two amenities that have the biggest an impact on the academic performance of UMK students at City Campus. The elements that affect students' academic success in higher education have not received enough attention in the past, particularly for temporary campuses like UMK City Campus that employ shop lots as their campus's constructing site.

Jaminal(2019)studied the impact of school facilities to the teaching-learning environment and concludes that The availability of school facilities, as perceived by the teachers and students, has encouraged them, and they are content with the knowledge they have acquired via using the facilities.

2.2.3 Overview of the reviews:

It is discovered in the current review of the literature that there is a significant association between school environment and academic achievement as reported by by Singh, Kaur & Singh (2010); Adeyemo (2012); Beulahbel & Prasad (2013); Gietz & McIntosh (2014); Kumari & Chamundeswari (2015); Anbalagan (2017); Dwivedi, (2005); Benipal, Singh& Singh, (2014); Ezike (2018); Dagnew (2014); Bhat & Mir (2018); Odeh, Oguche & Ivagher, 2015; Bellamy(2016); Umar (2017); Raj(2020);Otara & Omolo, (2021) . However, no correlation between school environment and academic achievement was reported in studies conducted by Sunitha

(2005); Saini (2010); Lawrence & Vimala (2012); Miah (2015); Kumar & Malliga (2015); Arshad, Qamar, Gulzar & Ahmed (2019); Kumara, Devi & Mayuri (2017), Vishwakarma & Swaroop (2008) etc. Thus, there are contradictions in the results of the available studies, but most of the studies demonstrated a substantial association between these variables, motivating the researcher to pursue the current investigation with the selected variables on secondary level school children of tea garden labourers.

2.3 Studies Related to Study Habit and Academic Achievement

2.3.1 Studies conducted in India :

Promila (2014) examined the study habits of 160 students from Haryana's two streams of arts and sciences. The study also revealed that students in the scientific stream had better study habits than those in the arts stream, and that female students in the arts and sciences had better study habits than their male counterparts.

Reddy & Nagaraju (2001) looked at the impact of location and gender on the study habits of 200 secondary school pupils. The study habits of urban pupils differed from those of rural students, according to statistical analysis. The results demonstrated that gender had minimal influence on study practises. Furthermore, neither geography nor gender had an impact on study habits. Students in high school need to improve their study habits.

Chauhan (2002) did an investigation of how family dynamics affect study habits and academic success. The study found that moms who embraced their children displayed better study habits and attitudes than mothers who rejected their children, despite the fact that family relationships have no bearing on these traits. They studied more intently and could handle mental difficulties with more strength.

Alka (2019) investigated the study habits of 10th-grade pupils in rural and urban schools. Students in the middle-income group had superior study habits than those in the low-income group, and there were substantial differences in the study habits of boys and girls. Academic achievement and boys' and girls' study habits were highly

associated, especially in rural areas, and it was shown that parents' professions had a positive impact on their children's study habits.

Shinde (2009) compared children attending residential and non-residential schools in terms of adaptability, study habits, and academic achievement. The study found that students from better socioeconomic origins had greater study habits than students from lower socioeconomic backgrounds, and that students who resided on campus had better study habits than non-residential students.

Bhan & Gupta (2010) looked into the academic achievement and study habits of students from scheduled and non-scheduled caste groups. The findings indicate that a student's study habits or academic achievement are not greatly impacted by their sexual behaviour. Both pupils' study habits and their overall academic success are significantly influenced by caste. Students from non-scheduled castes perform much better academically and have better study habits than students from scheduled castes. The academic performance or study habits of pupils who belonged to either the scheduled caste group or the non-scheduled caste group, on the other hand, were demonstrated to be unaffected by either gender or caste.

Singh (2011) studied the academic achievement and study habits of pupils enrolled in higher secondary schools. The results revealed a strong link between pupils enrolled in higher secondary schools' study habits and their academic achievement.

Premalakshmi (2012) investigated the academic performance and study habits of higher secondary pupils. Improved study habits had a greater impact on students in aided schools' success than they did on the subpar academic performance of students in government schools. Parents, teachers, and peers do not give government school students enough attention.

Anwar (2013) assessed the degree of the relationship between senior secondary school students' study habits and their overall academic achievement. According to the findings of the descriptive analysis, there is a strong, positive, and substantial link between good study habits and academic performance. It was also shown that students with poor study habits outscored those with excellent study habits academically,

whereas students with good study habits outperformed those with excellent study habits.

Chand (2013) looked at secondary school pupils' study habits in connection to the type of family and school they attended. In terms of reading and taking notes, concentration, habit and interest, school environment component of study habit and total study habit, and in terms of various study habit components and total study habits, it was determined that there were no appreciable differences between secondary school students attending public and private schools. It also found no differences between secondary school students living in nuclear or joint families.

Saini (2013) investigated the relationship between study habits, the home environment, and the school environment and secondary school pupils from scheduled castes. The study's results showed there was no connection at all between regular study hours and academic achievement. The home environment had a large impact on academic performance, but the school environment had less of an impact. The study will ultimately aid teachers in developing a better knowledge of the specific areas where their students need to mature. Due to their unfavourable environment, they have performed poorly academically, both in terms of their study habits and their overall academic achievement.

Thiyagu (2013) examined the study practises and academic performance of ninth-grade students. The results of the survey revealed that ninth-graders' study habits were not significantly influenced by gender, region, or place of residence. The average study habits of ninth-grade pupils fluctuate significantly depending on the type of school they attend. The mean academic achievement scores of ninth-grade children significantly vary depending on their location, type of management, and residency. Regarding their gender, location, and place of residence, ninth-grade pupils' study habits and academic achievement do not significantly correlate with one other.

Chamundeswar, Sridevi & Kumari (2014) investigated students' academic achievement, study habits, and self-perception. Higher secondary pupils at state, matriculation, and central board schools exhibit notable disparities in terms of self-concept, study habits, and academic achievement. According to the survey, girls perform significantly better than boys at the higher secondary level in terms of self-

concept, study habits, and academic achievement, regardless of the educational boards.

Dey (2014) investigated the association between study habits and academic achievement with the goal of conducting a comparative analysis of male and female students' academic achievements. The academic achievement between male and female university students varied significantly, and as female students spend more time studying than male students do, their academic achievement tends to be higher. Male and female university students' study behaviours and academic success are substantially associated. Also, there was no discernible difference between male and female students' academic achievement.

Gudaganavar & Halayannavar (2014) investigated the impact of study habits on academic performance of higher primary school pupils. A lack of a relationship between a child's study habits and gender was demonstrated. Boys and girls differed greatly from one another on two dimensions—reading and note-taking habits, and exam preparation. Academic achievement and girls' study habits were highly correlated. Also, there was no obvious link between males' study behaviours and academic success.

Javeed & Bhat(2014) examined the academic performance and study practises of adolescent girls in Jammu and Kashmir. Teenage females from Kashmir and Ladakh performed drastically differently in terms of their academic performance, with Ladakhi girls performing worse than Kashmiri girls. Kashmiri teenage girls have superior study habits than Ladakhi adolescent girls.

Lawrence (2014) investigated for a correlation between higher secondary school students' study habits and academic achievement with reference to environmental variables. Researchers came to the conclusion that both factors were minimal because there was no substantial association between students' study habits and academic achievement in higher secondary schools.

Handique & Konwar (2014) attempted to investigate the relationship between these two elements in their study on study habits and academic achievement of college students in North-Lakhimpur Town of Lakhimpur District Assam. The research

revealed no discernible variations between male and female students' study habits. The study habits of students in urban and rural areas varied significantly. Furthermore, it was shown that there are no appreciable changes in study habits between students living at home and those living in hostels.

Naaz (2014) investigated the connections between 150 pupils (78 boys and 72 girls) and their academic achievement as measured by their test results from past evaluations using two techniques. It was discovered that academic success and study habits varied greatly, and it was also revealed that students in the arts and sciences shared common study practises.

Kumar (2015) sought to understand undergraduate students' perceptions of their study habits and to examine the connections between these habits and academic achievement as well as a number of other variables that influence study habits. The findings demonstrated that most students lack effective study techniques and spend less time on individual study. No lectures were changed, no classes were skipped, and no one was questioned by students for clarification.

Radha & Muthukumar (2015) examined College students in the Villupuram district had their study habits. Male and female college students did not have significantly different study habits, according to the analysis's findings, yet it was highlighted that urban college students had better study habits than their rural counterparts. There was no noticeable difference between students attending government colleges and those attending private colleges in terms of their study habits.

Razia (2015) examined the study habit of secondary school pupils in connection to their socioeconomic condition and gender. The findings revealed a connection between students' study habits, socioeconomic status, and gender. Female students were better at studying than male students were. Also, students from middle-class backgrounds did better than students from lower socioeconomic backgrounds and had better study habits than students from lower socioeconomic backgrounds.

Sharma (2015) investigated how anxiety and study habits affected senior secondary school students' academic achievement. The results of the study showed a link between good study habits and academic achievement for senior secondary school

pupils. Students who showed better study habits were shown to be higher achievers than those who displayed poor study habits.

Siahi & Maiyo(2015) examined at Spicer Higher Secondary School in India as a case study to examine the relationship between students' study habits and academic achievement. According to the study's findings, good study habits and academic achievement are positively correlated. The findings showed that if we want to increase performance, we must pay close attention to how we study.

Singh & Mahipal (2015) investigated Academic achievements of secondary school students in relation to their study habits. Male and female students' academic achievement and study habits were shown to be highly associated, and it was demonstrated that those with better study habits had greater school achievement.

Suresh (2015) investigated high school students' study habits, motivation for success, and academic achievement. Motivation and study habits were proven to have a considerable impact on academic achievement.

Arora (2016) conducted research on adolescent academic achievement in connection to study habits. The findings indicated that there was no discernible difference in the academic achievement of male and female teenagers, and that there is a substantial positive connection between academic achievement and adolescent study habits.

Devi (2016) looked into how high school students in the Yercaud tribal area studied and how that affected their academic achievement. In addition to a huge academic achievement discrepancy between students enrolled in government, government-aided, and matriculation schools, with the latter demonstrating much superior academic achievement, there was a significant gender difference in study habits favouring female students. The results of the current study suggest a relationship between effective study techniques and academic achievement.

Fanai & Lalrinngheti(2016) conducted research on the study habits and mindsets of B.Ed. students in Aizawl City, Mizoram, India. It showed that there was no discernible difference in the study habits and attitudes of male and female B.Ed

students. According to the survey, few B.Ed students had positive study habits and attitudes, and more than half of the students had negative ones.

Sharma & Vyas (2016) conducted an evaluation of students' study habits in connection with their academic achievement. In conclusion, there is a positive and significant relationship between students' academic achievement and their study habits. Positive relationships were found between a number of factors, including the home environment, self-esteem, and socioeconomic status, educational level of the parents, parental involvement, peer influence, academic motivation, study environment, emotional intelligence, and academic achievement.

Sherafat & Murthy (2016) looked into the academic achievement and study habits of secondary and senior secondary school pupils in Mysore. The study found that secondary school students had statistically better study habits than senior secondary school students. Higher study habits lead to better academic achievement. As a result, a key predictor of students' academic achievement is their study habits.

Singh (2016) conducted research on the relationship between study habits and the home environment and academic achievement in mathematics. Study habits, the home environment, and each of these factors combined have a substantial impact on academic achievement in mathematics.

Ali & Faaz (2017) examined study habit in connection to school type and gender as a measure of academic achievement of senior secondary school students. It has been discovered that pupils' academic performance in senior secondary school is significantly impacted by their study habits. It is accepted that it significantly affects academic success. Study habits are advantageous to both sexes and have a positive and significant impact on students' academic achievement. The types of study habits that the male and female groups exhibited had a substantial impact on their academic performance. The argument that students in private schools have better study habits than those in public schools is also supported by the conversation.

Kaur & Pathania (2017) investigated Late Adolescents' Studying Patterns and Academic Performance. Study habits and academic performance were found to be highly associated. High academic achievers among teenagers had increased

comprehension, task orientation, and recording abilities. The variables impacting study habits were age, household income, and education, all of which were substantially associated.

Nandhini (2017) investigated the study habits and academic achievement of pupils in higher secondary schools in Chennai, taking into account their gender and the type of school. According to the study, there is a strong link between academic achievement and study habits among upper secondary pupils. Students at girl's schools exhibited better study habits than students at boy's schools and coed schools in areas like time management, home environment, and memory. Academically, coeducational school students outperformed their counterparts in boy's and girl's schools.

Vyas & Choudhary (2017) examined adolescent's academic achievement, frustration, self-concept, study habits, and socioeconomic position. It demonstrated both a modest but positive correlation between academic achievement and socioeconomic position as well as a substantial and favourable association between study habits and socioeconomic rank.

Gupta & Naik (2018) conducted a comparative study to examine the impact of study habits on academic achievement among working mother's children in the Bilaspur district. In spite of the fact that there were no statistically significant differences between the adolescent students of working mothers on the measures of comprehension, study sets, interaction, drilling, recording, and language study habits, the researchers discovered that there were significant differences on the measures of concentration, task orientation, and supports.

Lalrintluangi (2018) examined the academic achievement and study habits of undergraduate students in Aizawl City. Undergraduate students had unsatisfactory study habits, according to the study, and both male and female students from urban and rural areas displayed a similar pattern of study habits.

Siddiqui & Ali (2018) investigated the impact of community and gender along with study habits on academic achievement of senior secondary school students. The findings revealed a significant relationship between students' study habits and

academic achievement in senior secondary school. Students' study habits tend to have a big impact on how well they do in school.

Dhanalakshmi & Murth(2019) sought to assess the study behaviours of bachelor of education students in connection to their gender, course of study, and course year. The findings show that B.Ed. students generally exhibit a medium level of study habits, with male B.Ed. students exhibiting less habits than female students. It was also found that B.Ed. students, regardless of their primary field of study or academic year, had similar study habits.

Santhi & Suthanthiradevi(2019) examined In Tiruvanamalai District, secondary pupils who attend government schools had their academic performance . The outcome demonstrated how good study habits might boost students' academic performance.

Majumder (2022) conducted a study on adolescent pupils' academic stress in connection to a few key characteristics. The study found that parental involvement and study habits had a big impact on how well adolescent students performed in school.

2.3.2 Studies conducted in Abroad:

Aluede & Onolemhemhen(2001) found that study habit guidance has a positive impact on secondary school students' academic achievement in English. The researcher used a multi-stage stratified sampling technique in his investigation. The analysed data were used to create and tabulate the results. According to statistical analysis, pupils should be taught effective study techniques to improve their academic performance.

Anton & Angel (2004) evaluated Study habits, personality traits, and academic achievement by Utilizing statistical methods and it was found that students with higher personality character scores have better study habits than those with lower personality character scores. Study habits can act as a bridge when pointing to a connection between personality and academic success. Also, women did better academically than men, had better study skills, and had more of a gregarious temperament

Crede & Kuncel (2008) examined study habits, competencies, and attitudes. It was discovered that the links between academic achievement and the two most common predictors of academic achievement are roughly as significant as the relationships between academic achievement and study habits and motivation.

Ergene (2011) evaluated Test anxiety, study habits, academic performance, accomplishment, and motivation among Turkish high school students. Achievement motivation and academic achievement did not correlate, and academic achievement was positively correlated with test anxiety and study habits but not with achievement motivation. Successful academic achievement was positively correlated with the specified female.

Khurshid, Tanveer & Qasmi(2012) discovered a strong association between good study habits and academic achievement. Research showed that female university students performed better academically and had more productive study habits than male university students. The day scholars outperformed the dormitory residents in terms of academic performance and study habits.

Ayodele & Adebisi (2013) examined Study habits as a factor in the academic achievement of university undergraduates in Nigeria. The study technique, family history, socioeconomic level and surroundings, peer group and class, course of study, and self concept were all found to be significant predictors of undergraduate study habits. Self concept was also found to be a highly potent predictor of study habits. Again, the study demonstrated that professors played a significant role in influencing undergraduates' study habits.

Mendezabal (2013) addressed on the topic of study habits and mindsets: the path to academic achievement. This study sought to determine how students' study behaviours and attitudes correlated with their achievement on board exams. The majority of students who responded to the survey lacked effective time management, planning, and concentration in their studies. Also, they struggled with reading comprehension, had poor test-taking skills, and neglected to communicate with their teachers when they needed help with their assignments. Additionally, research showed a direct connection between students' study habits and how well they did on the board exams.

Mashayekhi, et al. (2014) investigated the association between academic achievement and locus of control and study habits. Findings indicated a relationship between the locus of control, study habits, and academic achievement in the context of learning issues. While there was a significant positive correlation between study habits and academic achievement, there was also a significant negative correlation between the two.

Akpan & Salome (2015) in senior secondary schools in Emohua Local Government Area of Rivers State, looked at the effect of study habits on academic achievement of agricultural science students. It was established that a strong correlation existed between successful study habits and academic achievement, but not between the amount of time students spend studying and their academic achievement. Yet, there was no statistically significant link between the variables affecting effective study habits and academic achievement.

Poudel (2016) investigated the connection between grade ten Nepali students' study habits and academic achievement. The study discovered a substantial relationship between study habits and academic achievement as well as a connection between study habits and significant outcomes such as quiz competitions, speech competitions, extracurricular activities, and teacher contact. The outcome indicates that studying habits need to be significantly improved.

Sabbah(2016) studied study habits on English language achievement with a goal of identifying the study habits employed by English as a second language level three students in the community college of Qatar (CCQ). The report's findings indicated that memory and concentration are related to students' marks, particularly those of high achievement, while there was no proof that a student's study habits, such as where to study, when to study, and how to deal with procrastination and exam anxiety, had any effect on their academic achievement.

Donkoh, Bentil & Quashigah (2017) examined study habits of students in public basic schools along with their perspectives on the present and future. The study found that the majority of the children's study habits were focused on preparing for exams, while time management was the least used habit. The difficulties the children face in putting their study habits into practise include not having enough time to study

because of their busy schedules, having trouble understanding what is being taught in class, having trouble reading, writing, or spelling, not having timetables for their studies at home, and having trouble taking notes in class. The study also showed that kids tried to read while they were studying, but their weak reading skills were reported to interfere with their study routine.

Ebele & Paul (2017) in the Federal Capital Territory of Abuja, conducted research on study habits and their effects on secondary school students' academic performance in biology.. According to the study's findings, there is a strong correlation between study habits and students' academic achievement, and it can be deduced that the study area's pupils had poor study habits.

Eremie (2017) carried out a study on the academic achievement of senior secondary school students in Rivers State. The study habits of male and female students were shown to differ significantly in terms of time management, motivation, interest, attendance, and note-taking.

Looyeh et al. (2017) examined the relationship between academic achievement and study habits among medical science students. Academic achievement had the strongest and lowest correlations with the areas of noting and wellness, according to the data, which also demonstrated a substantial and positive association between all study habits categories and the total study habits score. As a result, the Guilan University of Medical Sciences students had good study habits and a moderate degree of study habits.

Rabia, Mubarak, Tallat, & Nasir (2017) conducted a study on study habits and academic performance of students. The findings indicated a strong correlation between students' study habits and academic success.

Uju F. & Paul (2017) investigated Study habit and its effects on secondary school students' biology academic achievement in Abuja, Federal Capital Territory. The study's conclusions showed a strong correlation between students' academic achievement and their study habits.

Amuda & Ali (2018) looked at the relationships between study habits, gender, age, and parents' educational levels and academic achievement in Maiduguri, Borno State,

Nigeria's Kashim Ibrahim College of Education, NCE students. When other factors such as study habits, age, parents' educational attainment, and other traits were taken into consideration, it was shown that gender and marital status were the most reliable indicators of academic accomplishment. Moreover, no associations were found between the variables marital status, parental education level, gender, age, and study habits. The study habits and academic achievement of NCE students did not, however, appear to be related.

Bentil, Donkoh & Ghanney (2018) in the Ekumfi District of Ghana, carried out a study on students' study habits and the factors that contribute to excellent academic performance in junior high schools. The statistical significance of the relationship between study habits and student academic achievement led to the conclusion that study habits were a reliable indicator of students' academic performance in the Ekumfi District.

Bright & Matilda (2018) investigated into the academic achievement and study habits of students in secondary schools in Nigeria's Rivers State's Rivers-West Senatorial District. The results showed a strong correlation between study habits and academic achievement. The study also demonstrates a strong correlation between students' academic achievement and their regular participation in completing class tasks as a study habit.

Kyauta & Dachia(2018) examined the academic achievement and study habits of students at the Umar Suleiman College of Education in Gashua, Yobe State, Nigeria. It was found that students' academic achievement is likely to increase if they have strong study habits. The purpose of the study was to ascertain whether there is a substantial relationship between students' study habits and academic achievement.

Silverrajoo & Hassan (2018) studied the link between health science students' study habits and academic achievement. It was discovered that the students' study habits had a substantial impact on their academic performance as health science majors. The students' methods for underlining, summarising an outline, taking notes, and reading do not significantly affect their academic performance or their grade level.

Bartolome & Kassim(2019) studied on the study practises and academic performance of student-athletes .According to the survey, there is a strong link between respondents' study habits and academic achievement. It also turned out that women had better study habits than men. Also, mothers with graduate degrees frequently encourage their children to establish good study habits.

Iran, Jafari, Aghaei & Khatony (2019) investigated the link between study practises and academic performance among medical science students In Kermanshah. The purpose of this study was to examine medical science students' study behaviours and how they relate to their academic performance. Academic success and study practises had a clear and significant association. Just one tenth of the students had desirable study habits, and the majority of students had unsatisfactory note-taking and wellbeing behaviours while having good time management. The majority of students' study habits were at a middling level and only a small percentage were at the desirable level. Moreover, study habits at all educational levels were all on equal, and there were no significant differences in study habits between male and female students.

Mayanchi, Khan, Binti & Latif (2019) examined the relationship between the Pre-NCE students at Zamfara State College of Education Maru's self-concept, study habits, and academic achievement.The student's self-concept positively correlated with their study habits, and their study habits positively correlated with their academic achievement.

Prasetyo, Ridlo & Kartijono(2019) with the goals of analysing the relationship between study habits and academic accomplishment and identifying the factors that were most strongly connected with students' academic achievement, did this study to look at the relationship between study habits and academic achievement along a certain path.. The findings show a relationship or correlation between study habit indicators and academic achievement, with the habit of reading books, attending lectures, taking examinations, and going to the library having the strongest association.

Sadry &Mustafa (2019) had undertaken the investigation into the relationship between Afghan EFL students' study habits and academic achievement. Study habits

and academic achievement among Afghan EFL students showed a strong positive connection, indicating that effective study habits are associated with successful academic achievement.

2.3.3 Overview of the reviews:

It is discovered in the current review of literature that there is a significant association between study habit and academic achievement studies conducted by Anton and Angel, (2004); Mohanan, (2005); Khurshid, Tanveer and Qasmi,(2011); Nadeem, Puja& Bhat,(2014); Naaz, (2014); Singh &Mahipal, (2015); Singh (2011);Khurshid; Taveer and Qasmi(2013);Anuar(2013); Chaudhari(2013); Kumar & Sohi(2013);Stanley &Gupta(2013);Andal & Sivakumar(2014); Chamundeshwari; Sridevi &Kumar(2014); Gadaganavar(2014), Siahi& Maiyo(2015); Singh &Mahipal (2015);etc.

2.4 Studies on Tea garden labourers of Assam

Saikia (2007) looked at the issues relating to the dropout and non-enrollment of children of tea garden workers. According to the study, girls experience both of these characteristics at higher rates than boys do, and the severity of this issue varies from garden to garden. Another significant discovery is that tea garden employees are not accustomed to entering the elementary school at the proper age. Dropout and non-enrollment are caused by a variety of factors, including household work, wage-earning activities, inconsistent attendance, an unpleasant school atmosphere, and caring for younger siblings. The parents' alcoholism is a significant barrier to the educational development of the children of tea garden labourers.

Sharma (2007) carried out an extensive study of the employment patterns of the the out-of-school children of the Assam tea garden labourers in her research of the educational issues facing these labourers. It was discovered that 60% of the 33 children who are not in school are not working in any particular capacity, and 30% of the children are in the age group (6-14). Children from the tea garden labour community's failure to attend and drop out was due to their ignorance of the value of education.

Saikia, B. (2008) investigated Assamese adivasi identity politics and the growth of the tea garden community. The welfare programmes for tea garden workers are also in a terrible situation. Inadequate health facilities, drinking water, hygienic conditions, and electricity connections are commonplace in tea estates. The community has reacted angrily to Assamese society's general disregard for the advancement of the workers in the tea gardens. The community's miserable underdevelopment is largely a result of a refusal to absorb the group of tea garden workers in the greater endeavour of forging an Assamese identity.

Dawson, Sisodia & Noqvi (2009) investigated the reading enhancement programme as a tool for building capacity to raise the standard of instruction in Assamese primary schools run by tea gardens. The study found that the Tea Garden areas are the most educationally underdeveloped regions in the state as a result of their disadvantage. Because to the significant percentage of TG students who are not enrolled in school and the obvious underperformance of students in these institutions, there is an urgent need for action in the area of universal elementary education.

Sarma, N. (2011) performed a research titled Universalization of Basic Education Among Tea-Tribe of Assam with Special Reference to Jorhat District for the Assam State Commission for the Protection of Children's Rights in Guwahati, Assam. The condition of upper primary education was found to be wholly unsatisfactory. The children don't go to school at all. Several children drop out of school or never attend it. According to the educational profile, most people are illiterate.

Bosumatari & Goyari(2013) conducted an empirical study on the educational status of Assamese tea plantation workers. The survey found that female workers had particularly high rates of school abandonment. A sizable portion of the female workers in the sample gardens were illiterate. It has been demonstrated that a variety of factors, including a lack of educational infrastructure, economic backwardness, disregard for girls' education, early marriage, and others, are key contributors to the low literacy rate among female employees.

Debnath, R. & Nath, D. (2014) investigated the risk and vulnerability variables for tea garden workers in Dewan tea garden village, Cachar, Assam, India. The study's findings and analysis suggest that there are various reasons for why the total literacy rate of the Dewan tea garden village employees is much lower than the national

average. Furthermore, compared to men's rates, women's literacy rates are subpar. Their poor literacy rates have a direct impact on the educational condition of labourers' children.

Gogoi, D. & Handique, M. (2014) studied Girl Child Education among Tea Tribes: A Case Study of Rajgarh Tea Estate of Dibrugarh district of Assam. It was found that girls' educational level was lower than boys' in the community of the tea tribes. Household duties, a lack of understanding about the advantages of education, parents who cannot afford to pay for their children's education, work as tea labourers in tea gardens, an unfavourable social environment, and a lack of educational material are some of the causes of all this. The study concluded that new strategic programmes should be developed in order to solve the current issues.

Ghatowar, K.N. (2015) in the Bokakhat subdivision of the Golaghat district of Assam, conducted a study on the amenities in tea garden schools. Students who aspire to pursue further education are severely let down by the lack of M.E. and High schools in the tea garden areas. Till class IV is available in the lower primary schools. The government should therefore take care of the needs of the students in the tea garden areas. The amenities at tea garden schools have significantly improved with the launch of Sarba Shiksha Abhiyaan. The majority of the tea garden schools now have better infrastructure. Although there are still a number of amenities that are needed, those that are already in place meet the needs of students.

Baishya (2016) studied the history of the tea industry and the treatment of Assamese tea garden workers. In terms of production volume and area used for cultivation, it has been noted that the tea sector is expanding. Yet, the people who suffer the most are those who work in the tea gardens, who are essential to the growth of the tea business. They do not have adequate housing, adequate access to healthcare, or adequate salary. As a result, Assam tea estates have high rates of maternal and newborn mortality.

Gogoi, M. & Munda, B. (2016) made an effort to investigate into the connection between secondary school students' attitudes towards science and their scientific achievement in the Sivasagar District. The results of the study showed a positive correlation between secondary school students' attitudes towards science and their degree of science achievement. In comparison with children from non-tea cultures, students from tea tribes think less scientifically.

Saikia,R.(2016) investigated into the state of basic education in Assam's tea garden regions. The findings of this study demonstrated that the quality of basic education in Assam's tea garden regions is inadequate, and a number of factors are responsible for the region's delayed progress in primary education.

Baruah & Daimar (2017) did a case study on education of tea tribe children of the Assam district of Udalguri. An effort was undertaken to raise awareness of the challenges that tea workers confront in ensuring that their kids receive an education beyond the primary level. The survey noted that parents consider their children as contributing members of the family from a very young age and fail to give them a quality education because tea labourers do not understand the significance of education..

Borah, P. (2017) investigated the Assam Tea Garden Workers Problem. Because of their inadequate educational backgrounds, tea garden workers have very limited options for employment and social advancement. Without a decent education, children's social and professional mobility in Assam's tea plantation districts will surely be restricted.

Debnath, S. & Debnath, P. (2017) did a study on the socio-economic status of tea garden workers in west Tripura district with particular reference to Meghlipara Tea Estate. The West Tripura District's tea estate workers have very poor living conditions. Because to their social and economic adversity, they are unable to participate in modern society. The land on which the tea estate authority's workers live does not belong to them, hence they are not allowed to use it for any kind of economic or commercial activity.. They continue to live on the same piece of land from generation to generation. Since the majority of tea estate laborers are illiterate, they are unaware of the many social security and labour welfare programmes that the government and tea estate authority operate.

Saikia,P.(2017) investigated the influence of socioeconomic determinants on child labour among Assam's tea tribes, with a focus on the Kaliabor Subdistrict in Nagaon District . It has been proven that child labour among tea tribes is mostly caused by teenagers working for their survival and by poverty. Due to their low socioeconomic status, children are frequently forced to labour in tea gardens to support their families.

Because of their environment, they must do well at their jobs because they are unable to attend school in the tea garden districts.

Saikia(2017) studied into the academic setting in Assam's rural and tea-growing regions. Despite the fact that the most of Assam's tea plantations have basic educational infrastructure, it was found that the workers there actually fall behind the nationwide average in terms of education. In addition, compared to men, the literacy rate among women workers is quite low. The biggest obstacles to the overall capacity building of tea garden labourers are a lack of education and awareness.

Saha, R. (2018) conducted a study with a focus on the Chongtong Tea Estate (Hills) and Kamala Tea Estate, a comparison study of the socioeconomic conditions of tea garden workers in the Darjeeling District (Terai region). It was shown that the workers lack some socioeconomic benefits. They experience socioeconomic prejudice from the economically privileged and educationally affluent classes.

Hazarika, D. & Arakeri, V.S.(2019) did a research on the growth of the tea garden community in the Dibrugarh district. The overall literacy rate was lower than both the national and state averages, according to the survey. School dropout rates among children in the Tea Garden neighbourhood were insanely high.

Sultana(2019) explored “Child Labour and Child Marriages in Tea Gardens of Assam: A Critical Analysis from Socio-Legal Perspective”. It has been observed that the majority of children working in Assam's tea gardens attend school until they reach a particular age before beginning their daily wage jobs. They face an unpredictable and unstable future as a result of the circumstances.

Sarkar, R. R. (2020) did a case study of the Darjeeling tea industry, to investigate the socioeconomic circumstances of Ambootia Tea Estate's tea garden workers. It has been observed that workers in tea gardens face a range of daily difficulties and continue to lag behind in terms of culture, social level, and educational attainment. As the majority of them are uneducated and helpless, they must struggle to support themselves and their families. It was suggested that the tea garden management try to educate them and consistently encourage them morally in order to assist them in becoming socioeconomically developed.

Roy (2021) conducted an analytical study on the challenges experienced by Tea Garden workers' children in secondary school In Assam. According to the survey, students, parents, and community members who are tea garden labourers do not have the ideal attitudes about education. The survey also showed that there are some shared variables that contribute to their lack of interest in schooling. Unhealthy home environments cause poor academic performance, which ultimately leads to stagnation and dropout, no high aspirations among the children of tea garden workers, child labour is very common among them, adopting family tradition is pride for them, etc. are some of the common factors. Other factors include parents who are illiterate, poverty, early marriage, and a high prevalence of alcohol use among tea garden workers.

2.4.3 Overview of the reviews:

he review of related literature revealed that there are a lot of studies related to the problems of enrolment and drop out among tea garden children, the educational scenario of tea garden labourers in Assam's rural and urban areas, implementation of educational rights among tea garden workers, tea garden workers' socioeconomic status and education, literacy among tea garden workers, the educational status of tea plantation women workers in Assam, educational facilities in tea garden schools, and so on.

2.5 Critical Analysis of the reviews:

The review of literature on three correlate parental involvement, school environment and study habit has significant bearing so for as the students of secondary classes are concerned. Considering the literature review,the current study would also probe into certain of the issues taken up in the studies that were revised. The effort took is to determine the theoretical connection between the variables.From the review of related literature, the researcher has referred studies which have been conducted in India and Abroad with regards to the influence of parental involvement, school environment and study habit on academic achievement of various age groups. It is found that a good number of studies have been done by the researchers of different universities of India and abroad regarding the academic achievement and factors related to it.After doing the reviews the researcher observed that hardly any study has be identified that is

conducted on the influence of parental involvement, school environment and study habit on Academic achievement particularly among the children of tea garden labourers of Assam . Therefore, the researcher arrived to a decision to take up this topic for the present exploration. Further, hand full of researches were found pertaining only on the educational status of the tea garden labourers. The majority of research focused on issues like the regulation of educational rights for tea garden labourers, the educational scenario of tea garden labourers in rural and urban areas of Assam, literacy among tea garden workers, challenges with enrollment and dropout rates among tea garden children, the educational status of tea plantation women workers in Assam, educational amenities in tea garden schools, and other related aspects. Some studies largely focused on the various educational problems concerning tea garden workers, including issues with education in rural areas, the universalization of elementary education, the socioeconomic situation of tea garden workers and their education, the history of education in tea garden areas, the dropout rate of tea garden children in education, etc. Since the education levels of Assamese tea garden labourers are lower than those of the other communities in the state, it is imperative that relevant factors can be thoroughly investigated in order to identify the potential causes of the low educational achievement of Assam tea garden labourers children. Students of these tea garden areas faces may issue with regards to their education. As such the present study gains its significance and this study therefore attempted to fill this gap in the literature.

The findings of the study will not only contribute to the existing repertoire of knowledge, but will also help in understanding the importance of academic achievement at the secondary level among the children of the tea garden areas. The study may have important policy implications for educational development initiatives in the state given its demographic dividend, and current education status.