

CHAPTER-V

RESULT AND DISCUSSION

After completing analysis of data, the main purpose of a research is to interpret the result and discuss. On the basis of the analysis and interpretation of data, findings were discussed objective wise. The investigator also tried to discuss the major findings with the results of similar studies by different authors. The main findings of the study are summarized below –

5.1 Major Findings:

5.1.1 Findings related to Objective No.1

Academic achievement level of secondary level school children of tea garden labourers of Assam

1. With regards to overall academic achievement of the secondary level school children of tea garden labourers of Assam, out of the total sample of 1000, 82.2% children possess low level of academic achievement. It is found that a very negligible percentage of children have high level of academic achievement.

The reason for such finding is that low academic achievement has many causes and the educational, social, cultural and psychological dimensions during learning play an active role in it. One of the reasons of low academic achievement is due to lack of educational awareness among the tea garden labourers (Kurmi,2014; Basumatari & Goyari, 2013; Roy,2021) . It is observed that their focus remains mostly on earning livelihood and providing for the family. These children have been molded this way by their families, which is why education remains on the backseat and the entire priority is set on earning money. It is also noticed that schools situated in the tea garden areas are very poor with regards to the infrastructure facilities, quality of teachers and other teaching learning resources available in the school. There is lack of teaching- learning materials, lack of transportation facilities, and negligence from the part of the teachers, which ultimately contributes to their low academic achievement (Begum & Islam,2022;Basumatari&Gogoi, 2013;Gogoi, 2015). Along with it, the impact of poor livelihood and living conditions and other various reasons affect their academic achievement. This leads to low motivation to study and the lack of a sense of belonging

towards their school(Ferguson et al; 2007; Ryan & Adams, 2007). Along with this, the lack of parental support of these children and non-supportive teachers in the schools also triggers the disinterest to study and leads to low achievement. Most of the times these children are forced by circumstances to saddle the young ones with chores like plucking leaves, clearing the house and doing other menial jobs around the house before going to school and after school hours. These extra duties burden them, taking away their energy to study well. Moreover frequent illness due to poor living conditions, poverty and inadequate nutrition also adversely affected the educational attainment of these children. These children from tea garden areas speak dialect other than the official language of instruction, creating language hurdles that hamper effective communication and comprehension while studying. These children do not have access to proper learning resources, such as tutors or technological resources, which could help them understand complex ideas. The finding also goes in consonant with the findings of Lamare (2012), where majority of the students of East Khasi Hills District, Meghalaya were having low academic achievement and another study by Jayaraj (2014), a majority of school tribal students of Jharkhand were found to have low level of academic achievement.

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

2. Again with regards to academic achievement of the secondary level school children of the tea garden labourers on the basis of gender, 88.8% of boys fall under low level of academic achievement whereas 75.6% of girls come under low level of academic achievement. Here among both the genders, a very negligible percentage is found in high level of academic achievement.

The reason for such finding is that the gender of these children makes no difference in segregation of duties; whether they are boys or girls they have to contribute towards providing for the family and have to engage in house work or garden work equally. These boys and girls have to work even if it is within their school hours. Since they have to be in the garden during the day to work, they miss their classes and also having worked the whole day, even after reaching home they cannot give as much time as their lessons demands. Being entrusted with all these responsibilities at home makes it difficult for them to concentrate in school work

and they gradually lose interest towards their studies. Again it is seen that in schools there is too much involvement of the teachers in duties other than academic duties, which creates an environment in the school where teaching and learning becomes secondary and fulfillment of other duties becomes primary. When this happens, it disturbs the academic achievement of the students since their teachers are busy in other activities most of the time. In case of girls, customs like early child marriage creates an even bigger obstacle in obtaining good education. The attitude of the family members and the community members towards education remains poor in this way. They are thus lagging behind in educational development (Sahu & Bhuyan, 2022; Gogoi & Handique, 2014; Sharma, 2011).

3. The results also indicate that in all the four districts i.e; Dibrugarh, Sivasagar, Jorhat and Sonitpur, majority of the secondary level school children falls under low level of academic achievement. This is due to the environment that prevails in these tea garden areas of the selected districts (Purkayastha & Kalita 2016; Nath & Nath, 2014; Saikia, 2008, Hazarika, 2012). Failure to meet the necessary standards of life and the lack of suitable environment for getting better education is the same for all districts. The workers in the tea gardens speak in their native language at home and the majority of the tea garden area schools use regional language as their primary teaching medium. Hence, due to the differences between the mother language and the instruction medium used in schools, there are some challenges in both the classroom and the educational setting at these schools. Such Pervasive factors in these regions shapes the academic development of the children. Other prevailing conditions and circumstances under which the academics of these children in tea garden areas take place are as mentioned in (1) and (2) above.

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

4. In the study it is found that mean score of both girls and boys differ in their academic achievement respectively and henceforth on testing statistically; it is found there is significant difference between secondary level school boys and girls of tea garden labourers with regards to academic achievement.

The reason for such finding is that by nature it is assumed that, girls tend to be more responsible towards their works whether it be house chores or school work.

Since they are taught from a very young age to take care of the family, cook, clean, taking care of younger siblings and carry out their duties responsibly, it is understood that girls can somehow manage to keep up with their studies along with all other activities. Boys on the other hand tend to fall astray quickly and might indulge in unwanted activities like bunking classes, loitering with their friends and consuming alcoholic products (Hadjar et al. 2014, Voyer et al., 2014; Spiewak, 2010;). In case of boys in tea garden since they are more burdened with earning money for the family, their interest to study usually remains low. They might even end up dropping out from schools. Thus, a variety of biological, social, cultural, and educational factors can all have an impact on boys and girls regarding their academic achievement.

5. The result in the study showed that in all four districts the mean score of boys and girls indicates that girls are showing academically little better than boys. Thus it is found that there is a significant difference between boys and girls of tea garden labourers with regards to academic achievement (Duckworth & Seligman, 2006; Kuhl & Hannover, 2012). The result is similar to study of Khatony et al (2022) where statistically significant difference was there between boys and girls in their academic achievement. Contradictory to the findings, the study of Motoo (1994), Oommen (2014) and Sangtam (2014) revealed that there is no significant difference between male and female in their academic achievement. Gurubasappa, 2009; Joshi & Srivastava; 2009; found that girls were significantly higher on academic achievement.

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

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

This is due to the reason that in every district the children of these tea garden areas go through different problems. The geographical factors play an important role in this aspect. The garden managements in the tea gardens of different districts are found not to take care of many welfare aspects and the ruling political parties in those areas compromises and not take care of the educational problems in the schools of the tea estates and nearby high school. If we compare Dibrugarh district and Sonitpur district with Sivasagar and Jorhat districts, then there is a huge difference in the educational development of these districts overall. Sivasagar and Jorhat are less developed as compared to the other two, which is seen in the infrastructure and conditions of the schools as well. The school infrastructure is underdeveloped with less number of teachers and students. Science Laboratories are not found or not well equipped as in the other two districts. Classes are found to be held in the same room without any partition. Many students are just coming to school for mid day meal only because their families live under distress and do not have enough food supply. Also, it is found that Dibrugarh and Sonitpur districts have better connectivity with the rest of the districts. They have better transport facilities near the tea garden areas as compared to Sivasagar and Jorhat districts, which helps in better development of these regions and students from tea garden areas can easily come to attend schools in town areas. In these district it is found that organizations like ABITA (Assam Branch of the Indian Tea Association) in collaboration with UNICEF are working very actively on creating awareness on survival, well being, development and government resources and to accelerate the educational status of the tea garden labourers. But somehow these organizations could not do justice with the tea garden areas of districts like Sivasagar.

7. Comparing of academic achievement of secondary level school boys of tea garden labourers among the four districts on computing ANOVA it is found that there is significant difference between secondary level school boys of tea garden labourers among the four districts with regards to academic achievement.
8. Again comparing of academic achievement of secondary level school girls of tea garden labourers among the four districts on computing ANOVA, it is found that there is no significant difference between secondary level school girls of tea garden labourers among the four districts with regards to academic achievement. Thus, these differences in the districts selected for the study have led to differences in academic achievement of the genders.

5.1.2 Findings related to Objective No.2

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

9. With regards to parental involvement of the secondary level school children of tea garden labourers of Assam, out of the total sample of 1000 sample, among the seven categories of parental involvement level i.e.; Extremely high, High, Above average, Average, Below average, Low, Extremely low, it can be seen that 30.2% of the secondary level school children have perceived average level of parental involvement.

From the results, the cultural background and other social conditions, the parent involvement of the tea garden labourers may be taken into account to understand. Majority of people in the tea garden areas are permanent workers and their primary source of income comes from the tea garden. In tea gardens parents to handover their jobs to their children after retiring as a result children in tea garden have little opportunities to pursue education and the level of higher education among them is very low. The parents are reluctant to send their children to school and want them to work in tea gardens (Kurmi& Dutta,2018).Due to their busy schedules, they were unable to participate as much in school-related activities and these tea garden labourers as parents do not know how to involve themselves in their children's education and feel inadequate in teaching roles(Kurmi,2014;Gogoi & Kakoty,2013). It is found that these parents had not been exposed to programmes on how to make their homes conducive to learning and how to provide their children the support and encouragement they need at the right stage of development. Inability to help their child in school activities and assignments was reported during the study and they fail to help their children in completing their projects and homework, keeping track of marks and exams, attending school events and PTMs. Children mostly have to study on their own as there is lack of structuring by parents like fixing time for studies, overseeing that they complete their assignments, etc(Gogoi, Borah& Gogoi,2020).Moreover the families of tea garden have more than one child and their economic condition does not support them to provide higher education to children as they have to run the family also.

Parental involvement levels of secondary level school children of tea garden labourers on the basis of gender and location

10. From the results of parental involvement of the secondary level school children of tea garden labourers of Assam on the basis of gender, out of the seven levels of parental involvement it can be seen that majority of boys were having average level, i.e. (28%) of parental involvement and among the girls again majority have come under average level (32.4%) of parental involvement. The same trend is observed even among the gender that very less percentage of children are having extremely high or high level of parental involvement. This shows that parental involvement is not satisfactory among the children of tea garden labourers of Assam.

Here it is observed that boys and girls experience the equal level of parental involvement in the tea gardens areas because their parents who are labourers in the tea gardens want their children to work long relentless tiring hours in gardens rather than attending schools and leaving them too tired to study. Girls are compelled towards child marriage as parents cannot afford education and boys are bound to work in tea gardens to run the whole household. Parents remain busy in the tea gardens and hardly spend time with the children. In this way they don't get the opportunity to follow up with their studies (Saikia, Misra, & Misra, 2013). Due to illiteracy, parents of tea garden areas are not involved in the learning of their children. Parents of children attending in provincialized high schools in tea garden areas are in poor financial position. As a result, both parents used to work outside the home. They are unable to devote much time or attention to their children academic pursuits (Gogoi, Borah & Gogoi, 2020).

11. From the results of parental involvement of the secondary level school children of tea garden labourers of Assam on the basis of location, it can be seen that in all the four districts the children of tea garden labourers have perceived average level of parental involvement.

In all the four districts, the living conditions of the parents are the same and since all are tea garden labourers, their daily routine also remains the same. Their financial problems make it difficult for them to provide educational materials when children reach high school. It becomes difficult for them to meet all the educational

demands of the children. Moreover it may be because the socio economic condition of all the tea garden labourers is same and have almost the same literacy level. The environmental conditions where they brought up their children are almost similar for entire period of life. The usual trend followed by most families of tea gardens is that mostly children try to become economically independent at an early age. Also there is early marriage trend in tea garden communities than others. They try to confine within their community and hence try to follow the existing trend. Factors such as malnutrition, lack of motivation in homes, spousal violence, and impoverished home environment affects the involvement of the parents and development of the children.

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

12. In the present study it is found that the mean score of both boys and girls differ in their parental involvement and girls are found little better in their parental involvement than boys. Hence testing statistically it is found that there is significant difference between secondary level school boys and girls of tea garden labourers with regards to parental involvement.
13. Again the study inferred significant difference between secondary level school boys and girls of all the for districts with regards to parental involvement. And the mean difference of boys and girls in all the four districts clearly indicates that there is difference in parental involvement among boys and girls in all the four districts. The finding is similar to Vijayaet. al. (2016), Vamadevappa (2005) Kansara & Makwana (2020) who found significant difference.

The reason for such finding is because girls spend most time at home and are mostly in close connection with their parents. On the other side boys needs more independence in their studies too and cannot be kept under strict parental control always. Boys are more encouraged by parents to explore out and find for life opportunities contributing to gender difference (Block (1983) & Olson (1994)). Boys are often sent for work at an early age of 14-15 years. Since boys are generally independent and remain busy in earning activities, decisions related to their studies or future are not given much interest by parents. They also believes that at adolescence, children become more independent and they cannot assist their

children in their academics and other decisions. In case of girls, the prevalence of human trafficking in some of these areas and missing reports of several girls have created fear among the parents, who wish to keep them near them at all times. Moreover some parents understand the value of girl's education through various NGOs and governmental schemes and support their education. But they also know that even though they want to support their girl children, it will be difficult for them and they will have to sacrifice a lot to educate them.

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

14. Furthermore comparison of parental involvement of secondary level school children of tea garden labourers among the four districts on computing ANOVA, found that there is significant difference between secondary level school children of tea garden labourers among the four district in regards to parental involvement.
15. Comparing of parental involvement of secondary level school boys of tea garden labourers among the four districts, on computing ANOVA the results indicated that there is significant difference between secondary level school boys of tea garden labourers among the four district in regards to parental involvement.
16. Further it was found that there is significant difference between secondary level school girls of tea garden labourers among the four districts in regards to parental involvement.

Findings on correlation between parental involvement and academic achievement:

17. The findings revealed that there exist significant relationship between parental and academic achievement of secondary level school children of tea garden labourers of Assam. Hence, it can be interpreted that parents has positive influence on the academic achievement of secondary level school children.
18. The finding also showed that there exist significant relationship between parental involvement and academic achievement of secondary level boys of tea garden labourers and it can be interpreted that parents has an influence on the academic achievement of boys.
19. Again it was found that there exist significant relationship between parental involvement and academic achievement of secondary level school girls of tea

garden labourers too. Hence there is a positive correlation between parental involvement and academic achievement among girls.

For both boys and girls, the level of academic achievement found in the previous results was average, which means that it was neither high nor low. Since majority of the parents were found to be involved at an average level with their children's academic activities, this might have brought about a positive correlation between parental involvement and academic achievement.

The result is similar to that of Fan & Chen (2001); Abd-El-Fattah (2006) Vamadevappa & Ushas (2006) ;Rafiq, Fatima, Sohail, Saleem, & Khan (2013) Kaukab (2016),Marchant et al. (2001) ;Sirin(2015)etc.

5.1.3 Findings related to Objective No.3

Level of school environment of secondary level school children of tea garden labourers of Assam

20. With regards to school environment of the secondary level school children of tea garden labourers of Assam ,out of the seven levels of school environment i.e; very highly favourable, highly favourable, moderately favourable, moderately unfavourable , unfavourable, very unfavourable among the total sample of 1000 sample, 46.8% children falls under favourable level of school environment . Thus majority of the children consider their school to be satisfactory.

This indicated that since the schools in the tea garden regions are most government schools, the facilities are still underdeveloped. One of the major obstacles to a school's efficient functioning is the absence of funding for the purchase of basic equipment like benches, blackboards, etc. in these schools. The results show favourable environment but they still have a long way to go because teachers still do not work hard to make teaching learning better. The issue of teacher absenteeism has also grown to be highly prevalent, thus hindering the education of students. This inadequacy among the teachers is not enough to increase the learning of the students. Children do not get many opportunities to learn and explore. It can be noticed that a very few children are able to understand the lessons taught in the last class. Moreover, the fact is that a lot of schools lacks suitable playground where children can play and engage in some physical activity and this has lead to decrease in school readiness among these children. Schools lack basic modern technology like a computer, high-speed internet access, and other such

devices. Lack of facilities for sports, arts, and other extracurricular activities may lead to experiences that does not support students' overall development. It can be noted that a large section of the population in these schools comes from the tea garden areas. This could be one of the factors contributing to the lack of knowledge and awareness among students in these schools, as well as the ineffectiveness of the teachers, the teaching style, and the type of learning environment available to both the students and the teachers,(Kurmi,2014;Purkayastha &Kalita.,2016; Saikia,2016;Ghatowar,2015). Lack of involvement from parents and the local community members is one of the reasons that lead to decreased support for the school and impede efforts to build a healthy learning environment.

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

21. The level of school environment among the children of tea garden labourers of Assam on the basis of gender,it is found that among the boys more percentage of them consider their school environment to be favourable .Among the girls, again more number of percentages is found to have favourable level of school environment followed by moderately unfavourable level of school environment. A very negligible percentage is found in very highly favourable and highly favourable level of school environment.

The result of the present study throws some light that the school haveaveragely taken interest to create a healthy classroom environment where students can feel that they are fully acquainted in their school environment. The living and learning conditions are the same for both boys and girls, which may be a reason why both show the same type of responses regarding school environment. For both boys and girls language and communication is another disadvantage for tea garden areas students to perform better in school. The result shows that gender does not seem to influence their perception. Both boys and girls face the same problems in schools and the schools are yet to develop to promote better learning.

22. On the basis of location, the findings showed that in all the four districts selected for the study the secondary level school children perceive their school environment to be favourable. Very negligible percentage of children is seen having very highly favourable, high favourable or unfavourable or highly unfavourable in all four districts.

The probable reason is found to be that most of the schools selected for the study are in tea garden areas having very less number of schools and teachers. These schools are mostly government/provincialised schools or venture schools which need special academic support to cope with the disadvantages. Even though government are making various provision for the betterment of the secondary schools in tea garden areas ,there is scarcity of basic needs like drinking water, transportation facilities, and good number of teachers. Many schools don't have a proper playground to play and do some physical activities and there is non-availability of computer labs in schools. This is why the perception about their school environments are not up to the mark and the school environment needs more development. Ventilation in the classrooms is observed to be adequate and day light is observed to be inadequate in most schools but it is found that classrooms are not properly separated.

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

23. In the present study it is found that there is no significant difference between secondary level school boys and girls with regard to school environment. The mean of both the gender show no difference in their school environment. This is because of the effect of the school environment, equal status and equal amount of importance given on learning between and among the gender.

24. Among the four districts, it is found that in Dibrugarh and Sivasagar district there is no significant difference between secondary level boys and girls with regards to school environment. In addition it is observed that there is negligible mean score difference between boys and girls in their school environment. This finding is supported by Lawrence 2012.

But in Jorhat district and Sonitpur district it is found there is significant difference between boys and girls with regards to school environment. Again it is also observed that the mean score of both the gender differs in their school environment.

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

25. Comparing of school environment of secondary level school children of tea garden labourers among the four districts ,on computing ANOVA it is found that there is significant difference between secondary level school children of tea garden among the four districts in regards to school environment.

Furthermore, on computing ANOVA it is found that there is significant difference between secondary level school boys of tea garden among the four districts in regards to school environment.

Again comparing of school environment of secondary level school girls of tea garden labourers among the four districts, there is significant difference between secondary level school girls of tea garden among the four districts in regards to school environment As mentioned in the earlier discussions of the results, Dibrugarh and Sonitpur districts are better developed than Sivasagar and Jorhat districts as observed during the field survey. These developments are reflected in the schools as well, where they are seen to be little more updated, better connected with other regions, better facilities and infrastructure, more number of teachers etc.

Finding on correlation between school environment and academic achievement:

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

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

In the previous findings it is observed that the school environment is average among the children of tea garden labourers of Assam along with low academic achievement as per the findings of objective 1. The correlation analysis shows that there is a significant and positive relationship between school environment and academic achievement implying that better the school environment higher will be the academic achievement. We can thus understand that the student's academic achievement is likely to be better if they are provided favorable conditions & opportunities in the school. Moreover, the teacher in schools who accept the feelings of students and help them learn at their pace are likely to achieve better in

school. Ansari (2012); Usaini et al. (2015) and Roebuck (2020) also found that the school environment has significant predictive influence on academic achievement.

Similar research findings conducted by different researchers revealed the overall relationship between school environment and academic achievement. Odeh, Oguche & Ivagher (2015), Korir & Kipkemboi (2014), Idris, Ali, Ghaffar; Zaman, & Hussain, (2014), Suleman & Hussain (2014), Orlu (2013), Nazir & Mattoo (2012), Adeyemo (2012), Tsavga (2011), Wang & Holcombe (2010), Dwivedi (2005), Samdal, Wold, & Bronis (1999), Haynes, Emmons & Ben-Avie (1997) and Rao, (1977) revealed that classroom environment and school environment play a significant role on students' academic performance and schools with enriched environment had significantly better academic achievement than the students from poor school environments.

Finding related to objective 4:

Study Habit level of secondary level school children of tea garden labourers of Assam

27. It is evident from the present study out of the seven levels of study habit, a major percentage of secondary level school children of tea garden labourers fall in below average level of study habits. A very negligible percentage of children are found in excellent study habit level.

Some habits like poor note-taking habits, poor time management, no free space, dust and dirt, a lack of a well-ventilated reading room in a quiet area, and an inability to recall information easily contribute to bad study habits. From the results it is clear that these children of tea garden labourers do not avail facilitating conditions that leads to sound and regular study habits. They are deprived of many basic facilities at home to gain educational benefits. Few subject matters are much more difficult for them to understand in school and thus they cannot practice it at home. The primary need of these secondary school students is to support family, because both their parents and their children must work outside the home, they are unable to participate in extracurricular activities. They are unable to get all the necessary educational resources because of their awful socioeconomic situation. Children were found to be required to perform home duties as well as travel to tea gardens to perform labor-

intensive tasks like picking tea leaves, caring for babies, or any other tasks necessary to produce tea in order to earn a living. So, in the absence of the mother or both parents, the child assumes responsibility for the family, putting aside their studies and going to school to take care of younger siblings and handle home chores. The housing conditions for the families of the labourers in the tea gardens are not ideal for leading healthy lives. The entire house is constantly noisy, which makes studying impossible. The parents are unwilling or unable to offer the facilities required for the children's quiet study. Also, the children in this group are unable to attend school outside of the home due to hunger and health issues. Again in schools, between the teacher and the children there comes the language barrier. Several tea garden communities in Assam are known to speak their own dialects as a result children find it difficult to read or speak the language used for the instructions in schools. This contributes to lack of interest in studying among the children.

Study Habit level of secondary level school children of tea garden labourers of Assam on the basis of gender and location

28. The findings of the study revealed that most of the girls have moderate level of study habit. However among the boys it is found most of the boys have below average study habit. Among both the genders a very negligible percentage frequency is seen in excellent and high level of study habit.

This shows that girls are little better in study habit in comparison to boys and it is because girls are found to be dedicated towards their studies and try to concentrate on their assigned assignments (Prima, 2007; Duckworth & Seligman, 2006; Reddington, 2011, Unwalla, 2020; Saharia 2022). Girls, naturally, tend to be responsible as compared to boys and since they are entrusted with duties like taking care of the family, they automatically approach tasks responsibly. On the other hand these boys from the tea garden areas are much interested in earning livelihood by working in the tea garden factories rather than going to school and study. It is clear that the pandemic condition added a severe obstacle to these children's extremely vulnerable living conditions. In order to provide continuing education at home, the government implemented policies for online education in all levels of educational institutions. Children from tea garden areas, however, lack the necessary skills to continue their education in this way. Most of the labourers have no smart phone and internet connection and lack of proper electricity supply made learning on online

mode of education impossible (Biswas, 2022; Biswas, 2021). It is found from the teachers that the learning process has been severely disrupted and has pushed back the progress of the students. Even on re-opening of the schools, children were not ready to join the schools again as they were mostly involved in working.

29. The findings on the basis of location indicated that in Dibrugarh district majority of the children of tea garden labourers are found to have poor level of study habit, in Sivasagar district majority of these children are found to have below average level of study habit, then again in Jorhat district it is found most children are found to have below average study habit. Lastly in Sonitpur district majority are found to have moderate study habit. Thus it is clear that in all these districts the study habits among the children of the tea garden labourers are not satisfactory.

Various factor among these children has influenced their study habit including size of the house, lack of privacy of the family members have their own time study. Poor educational status of parents and poor monitoring of parents is one of the main cause of unsatisfactory study habit (Nathanap, 2007). Parents in the tea gardens also are found to be not interested in reading as a result they cannot help their child develop good study habits. Children are forced to work in order to support the family financially. Adolescent girls are often asked to look after their younger brothers and sisters and as a result they have difficulty in scheduling their study time over other tasks or responsibilities. Key informants opined that these children of tea garden labourers live in “labor lines” i.e. quarters inside tea gardens and the conditions of the houses are not congenial for the children to concentrate and study. There is no silence in the atmosphere of the house where children can sit alone and read and the basic facilities like study room, furniture, light etc. are lacking in their house. Noise in the houses and neighbour at night distract students in tea gardens from studying and cultivating good study habits. Most of the young boys in tea gardens spend their times in gambling activities and involve themselves in substance abuse. Thus factors like economy, environment, teaching materials, time etc play a important role in the study habit of the children (Okesina, 2019, Pitan 2013; Owoyele, 2012). Moreover the language used in schools is different than the language they use at home which is why they face difficulty studying at home. It is observed that these children lack the basic reading and writing skills. Curriculum based on English medium imparted in these schools cause a lot of

problem. Moreover there is no provision for remedial classes for these children before or after the actual school hours to cope with regular studies and the teachers lack the motivation too. So these children cannot improve in their studies. The lack of learning materials or facilities in the government schools such as library, and relevant books affect the children study habits. All these activities do not have any relationship with good academic achievement of students and thus have devastating consequence on these children.

But in Sonitpur district children are found to have moderate level of study habit in comparison with the other district. It is because Sonitpur district have stronger educational infrastructure, such as well-equipped libraries, and classrooms resources, which might influence students' study habits. Moreover, we know that geographical factors play a very important role so it is seen that schools of Sonitpur district is well connected to nearby regions thus allowing children of tea garden to have access to resources available for their studies.

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

30. The present study reveals that the mean comparison of boys and girls on study habits revealed that boys and girls of tea garden labourers do differ from one another on their study habit. Henceforth on testing statistically, it was found that there is significant difference between secondary level school boys and girls of tea garden labourers with regards to study habit. So gender is a significant factor to be noted in study habit. The present study finding is supported by the finding Aluja & Blanch(2004); Dey (2014), Lalhruaitluangi & Fanai (2020); Singh (2019), Chamundeswar, Sridevi, & Kumari (2014) of Kumar & Sohi (2013) Razia (2015) Ahmad & Razia (2015) Raja & Reddy (2013) Singh (2011) Prakash (2009), Suneetha & Mayuri (2001) who found that gender is likely to have any major effect on study habit. Singh (2011) too found that girls and boys differ significantly in their Study Habits. But the result is contradicting with the results of Bhan & Gupta (2010); Mushoriwa, 2009; Kumar (2013); Vyas & Choudhary (2016); Hashemian (2014); Torabi (2014); Konwar (2014); Talukdar (2020) ; Khatony et al(2022), Adegboyega (2018) as the studies did not find any significant difference between the gender and study habits.

31. The findings revealed that in the four districts Dibrugarh, Sivasagar and Sonitpur district there is a significant difference between secondary level school boys and girls with regards to study habit. The present finding is contradictory to the findings of Thiyagu (2013) who found that there is no significant difference in the study habit with respect to locality. However, in case of Jorhat district it was found there is no significant difference between boys and girls with respect to their study habit level. Thus, indicating locality has no influence on the study habit.

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

32. Furthermore comparison of study habit of secondary level school children of tea garden labourers among the four districts on computing ANOVA, the finding reveals that there is significant difference between secondary level school children of tea garden among the four districts in regards to study habit.

33. Comparing of study habit of secondary level school boys of tea garden labourers among the four districts on computing ANOVA, it is found that there is significant difference between secondary level school boys among the four districts in regards to study habits.

34. Again comparing of study habit of secondary level school girls of tea garden labourers among the four districts on computing ANOVA, it is found there is a significant difference between girls among the four districts in regards to study habits.

- **Findings on correlation between study habit and academic achievement :**

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

The result is in consonance with the study conducted by Anwar (2013); Osa-Edoh & Alutu (2012); Mudasir (2012); Sherafat & Murthy (2016); Santhi, & Suthanthira devi (2019); Devi (2016); Siddiqui & Ali (2018); Suresh (2015); Sharma (2015) Singh (2016); Kaur & Pathania (2017); Ali & Faaz (2017); Arora (2016), Singh & Mahipal (2015), Prasetyo , Ridlo & Kartijono (2019), Vyas &

Choudhary (2017), Dikko, 2008; Julius & Evans (2015) who found that study habits was positively and significantly correlated with academic achievement.

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

Thus, as study habits improve, both boys and girls will succeed more academically. The result is similar to Dey (2014) who supported that a positive and significant relationship between the study habits and academic achievement of male and female students. The result is also consistent with the results of studies by Fereydoonimoghadam and Cheraghian (2009), Alimohamadi (2018), Khatony et al (2022) and Rabia (2017). However, Lawrence (2014) and Torabi (2014) did not find any significant relationship between study habits and academic achievement.