

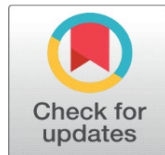
PARENTAL INVOLVEMENT IN EDUCATIONAL ACTIVITIES OF CHILDREN IN TEA GARDEN COMMUNITY - SPECIAL REFERENCE TO DIBRUGARH DISTRICT KHOWANG DEVELOPMENTAL BLOCK

Punam Koiri ¹✉, Dr. Lokman Ali ², Prof. Dharam Singh Hernwal ³

¹ Research scholar, Department of Education, Arunachal University of Studies, Namsai, Arunachal Pradesh, India

² Assistant professor, Department of Education, Doomdooma College Rupaisiding, Tinsukia, India

³ Vice-chancellor, Arunachal University of Studies, Namsai, Arunachal Pradesh, India



Corresponding Author

Punam Koiri, Punam0884@gmail.com

DOI

[10.29121/shodhkosh.v5.i4.2024.5952](https://doi.org/10.29121/shodhkosh.v5.i4.2024.5952)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

ABSTRACT

In today's world, parents prioritize their children's education, believing it's the key to a successful future. They actively participate in children's educational journey learning journey, hoping to ensure children achieve a good social standing later in life. This study explored the effects of parental involvement on children's academic performance within tea communities. Specifically, it examined two aspects of parental involvement: participation in various curriculum and related activities and co-curriculum activities also home engagement in home-based activities -based academic support. This study also investigated the challenges faced by parents when they are trying to support their children's education. The research focused on 100 parents of children attending a lower primary school in the tea gardens of the Khawang developmental block in Dibrugarh district, Assam. Participants were randomly selected, and data was collected using interviews and questionnaires. This research aims to understand how parental involvement influences academic outcomes and to identify potential barriers that hinder parental support in these communities. Further research could explore specific strategies parents use to support their children's learning, the impact of socioeconomic factors on parental involvement, and the collaboration between parent's involvement and student's motivation level.

Keywords: Parental Involvement, Educational Activities, Tea Garden, Tea community



1. INTRODUCTION

Education is a lifelong process of learning and gaining knowledge, both within and outside traditional classrooms. This learning can come from a variety of individuals, such as teachers, parents, and relatives, neighbours, peer groups and others. For the achievement in academic carrier education is the most important means. Parents are the key factor to socializing their children to become productive members of society, influencing their mental and social development. Parental involvement is extremely important for developing children's psychological and academic behaviour. As primary socialization agents, parents are the main architects of their child personalities, exerting both conscious and unconscious influence (Varhney, 2019). "Parental" encompasses anyone in a parenting role, including mothers, fathers, grandparents, extended family members, foster parents, and guardians. Parenting involves raising children and fostering their development. Positive parental attitudes include valuing children, supporting their interests, and enjoying time

with them. Effective parenting requires skills, time, effort, patience, and understanding. Parenting styles are shaped by parents' own experiences, personalities, societal influences, and beliefs about child-rearing (Asrat, 2021). Parental involvement in education promotes learning and improves educational outcomes. Parental and family attitudes and involvement significantly impact children's educational progress and achievement. This involvement is especially influential in early childhood education, broadening children's horizons, enhancing social relationships, and fostering self-esteem (Fasina&Fagbeminiyi, 2011). Parents significantly influence their children's education by serving as role models. Active involvement in academic activities, motivates and encourages children. Alongside environmental and economic factors can impact a child's development in cognition, language, and social skills. Research indicates that the parental engagement helps to shaping their child educational carrier (Croll, 2008). Parental expectations significantly affect children's academic outcomes, especially when the parent-child relationship is characterized by closeness and warmth (Moore et al., 2009; Fan & Williams, 2010) researcher. Educators generally agree that peer pressure also influences children's academic performance. Family socioeconomic status (SES) is a major factor contributing to parenting styles and social adaptation (Bornstein & Bradley, 2012). In the tea gardens of Assam, education is often not prioritized, as tea work is seen as the ultimate goal, requiring no higher education. The community's literacy rate is the lowest in Assam. Tea garden communities often show little interest or involvement in their children's education. However, research suggests that the impact and implementation of academic socialization can vary based on families socio-economic and cultural backgrounds (Coll & Marks, 2009; Hill & Taylor, 2004; Pomerantz et al., 2014; Yamamoto & Holloway, 2010). This study was conducted in light of this situation regarding parental involvement in children's academic progress.

2. SIGNIFICANCE OF THE STUDY

Parental involvement in their children's primary education is undeniably crucial. Education empowers children, boosting their self-confidence and improving their social standing. This study investigates the extent of parental involvement in the learning process at tea garden elementary schools in the Dibrugarh district of Assam, specifically focusing on parental participation in instructional activities and the concerns they raise. It also assesses how schools motivate and engage parents in their children's learning and explores the correlation between parental involvement and children's educational activities. Consistent parental support, encouragement, and motivation are essential for children's success and achievement. While some members of the tea garden community have attained education and hold prominent positions, the overall educational situation within the tea gardens remains concerning. Many parents are apathetic about the importance of education and school attendance for their children. Others may send their children to school but fail to monitor their attendance, participation, or academic performance. This study aims to understand parental involvement in children's education and analyze the factors contributing to the poor academic growth and educational activities of tea garden children, particularly those from the tea tribe community attending primary schools (grades 1-6, equivalent to lower primary) in Dibrugarh. In India, elementary education typically spans grades 1-8, but tea garden schools often only cover up to grade 6. Therefore, this research focuses on parental involvement for tea tribe children in grades 1-6 of tea garden schools. The study will highlight the advantages of parental involvement in students' overall development and educational activities. Furthermore, it seeks to raise awareness among parents in tea garden primary schools about the importance of their active participation in their children's education and holistic growth. Understanding the specific barriers to parental involvement in these communities is also critical. Factors such as socioeconomic constraints, limited access to resources, cultural beliefs, and a lack of communication between schools and families may all play a role. 3 Addressing these challenges through targeted interventions, such as parent-teacher associations, workshops on the importance of education, and community outreach programs, could significantly improve parental engagement and, consequently, children's educational outcomes. Additionally, exploring the perspectives of the children themselves regarding parental involvement could provide valuable insights and inform the development of more effective strategies to support their learning.

3. MATERIALS AND METHODS OF THE STUDY

This study is quantitative, descriptive survey examined parental involvement in the academic activities of children attending lower primary schools in two tea gardens within the Khowang developmental block of Dibrugarh district, Assam. Two gardens were randomly selected from the nine in the block, and 100 parents with children in lower primary

school were chosen using stratified random sampling. Data was collected via interviews and questionnaires. The interview included background information and questions assessing parental involvement, with scores assigned to responses. The questionnaire contained 28 statements across school-based and home-based activities, rated on a 4-point Likert scale (Always, Sometimes, Occasional, Never), corresponding to scores of 3, 2, 1, and 0, respectively. Before data collection, the researcher obtained information about the tea gardens from the Tea Board of Dibrugarh district and secured permission from the garden authorities. The welfare officer provided a list of parents with children in lower primary or secondary school, from which the sample was drawn. Researchers established rapport with participants, explained the study's purpose, and conducted informal conversations to gather supplementary information.

4. OBJECTIVES OF THE STUDY

- 1) To study about the impact of parent's involvement in tea garden school children's academic progress.
- 2) To study about the challenges faced by the parents in the academic support of children studying in tea garden L.P school

5. DATA ANALYSIS

Objective 1: To study about the impact of parental involvement in tea garden school children's academic progress.

Parental involvement is a key factor to shaping the academic trajectory of children's in tea garden school. Its impact is multifaceted and significantly contributes to their educational success. Active parental participation fosters a positive learning surrounding at home and school, both at home and at school, leading to improved academic outcomes. Parents engaged with their child education. Children tend to achieve better grades, score higher on tests, and develop a stronger motivation to learn. Parental support and encouragement boost children's self-confidence, making them more likely to attend school regularly and actively participate in classroom activities.

Table 1 presents the characteristics of respondent's involvement in children's academic activities.

Respondents	frequency		Percentage	
	YES	NO	YES	NO
Attend school activities	13	87	13%	87%
Engaged with child in home-based activities	42	58	42%	58%

From the table no 1 researcher found that 87% of respondent said that they are not able to attend the school activities or emotionally support their child due to the long working hours, financial conditions they know these are affect to their children's education. they leave their home before 7 am to do all the works of home and return home after 5 a.m. so, they facilitate their child like other parents (like those are not from tea garden community). 42% parents help their child in home-based activities from their busy schedule. Parental involvement strengthens the crucial link between home and school. Open communication between parents and teachers allows for a collaborative approach to education to ensuring that children receive consistent support from both home and school. Parents can reinforce learning at home, creating a supportive environment that complements the school's efforts. This partnership fosters a positive attitude towards school and learning in children, making them more receptive to education.

Objective 2: To study about the challenges faced by the parents in the academic support of children studying in tea garden L.P school

Community outreach programs, parent-teacher associations, and flexible engagement options can help to filled the gap and inspire parents to actively participate in their children's education. Positive parental involvement is vital for a child's overall development and academic success. When parents are actively engaged in their children's education, they create an encouraging and caring environment that promote resilience, self-confidence, and a love of learning. Children whose parents are involved tend to perform better academically, exhibit improved behaviour, and develop stronger social skills. By actively participating in their child's education, parents lay a strong foundation for lifelong learning and well-being. It's important to acknowledge the unique challenges faced by tea garden communities. Socioeconomic

constraints, limited access to resources, and varying levels of parental literacy can create barriers to parental involvement. Cultural factors may also influence parental roles and expectations regarding education. Tea garden parents, in Assam face significant hurdles in actively participating in their children's education, both at school and at home. These challenges are often intertwined and stem from a complex interplay of socio-economic, cultural, and occupational factors.

- **Poverty & Low Wages:** Eager earnings make it difficult to afford essential educational expenses like books, uniforms, and transportation. This financial strain limits their capacity to support home-based learning or participate in school activities requiring contributions. Though government provide all the facilities to the school children, but parents failed to filled their satisfaction level. They don't have time to spend their child due to their duty timing.
- **Long Working Hours:** The demanding nature of tea garden work, often involving extended hours, leaves parents with minimal time for their children's studies or attend school events.
- **Child Labour:** Economic pressures sometimes force children to work in the tea gardens alongside their parents, leading to irregular school attendance or complete dropout, hindering any parental involvement in education.
- **Low Literacy Levels:** Many parents have limited formal education, making it challenging for them to understand the curriculum, assist with homework, or effectively communicate with teachers.
- **Lack of Awareness:** Parents may not be fully informed about educational opportunities, the importance of parental involvement, or ways to support their children's in-home based activities.
- **Gender Inequality:** Traditional gender roles may prioritize domestic work for girls over education, limiting their access to schooling and reducing parental focus on their academic progress.
- **Social Exclusion:** Tea garden communities can be marginalized, with limited access to information and resources, further isolating parents from the educational process.
- **Cultural Norms:** Certain cultural beliefs might not prioritize formal education, particularly for girls, impacting parental attitudes and involvement.
- **Health Problems:** Exposure to pesticides and other chemicals in tea gardens can lead to health issues for parents, impacting their energy levels and strength to actively engage in their children's lives.
- **Occupational Hazards:** Physically demanding work can result in exhaustion and injuries, making it difficult for guardians to participate in school or home-based activities.

6. SUMMARY, DISCUSSION AND SUGGESTIONS

By acknowledging and addressing these multifaceted challenges, we can establish a more positive and helpful environment for tea garden parents to become active participants in their children's education and empower next generation to positive impact extends beyond academics, contributing to improved life outcomes and overall well-being interventions aimed at promoting parental involvement must be sensitive to these challenges. In conclusion, parental involvement is a powerful catalyst for academic progress in tea garden schools. By fostering a strong home-school connection and providing consistent support, Parents are vital to their children's educational progress and pave the way for a brighter future. By tackling the unique obstacles encountered by these communities is essential to maximize the positive impact of parental engagement and assure that all children have the opportunity to reach their full potential. Active and positive parental involvement in education is strongly linked to improved student grades. When parents engage in their children's learning, they often foster the development of stronger study habits. This parental support helps children maintain focus and prioritize their academic pursuits, ultimately contributing to their success in school.

7. SUGGESTIONS

It is important to understand and address the challenge so, that they can better support the wellbeing and education of their child. Active parental presence in school, even in small ways, demonstrates to children that education is a priority. This doesn't require an overwhelming time commitment; parents can choose involvement options that fit their schedules and lifestyles, such as attending school events, volunteering in the classroom, or participating in parent-teacher

conferences. Showing interest in a child's schoolwork is crucial. Parents can provide direct support when a child struggles, seek outside assistance when needed, and celebrate successes, fostering a stronger parent-child bond. This active engagement reinforces the value of learning. Maintaining a positive attitude towards education is also essential. While some children may express dislike for school or homework, parental negativity can reinforce these feelings. Instead, parents should strive to cultivate a positive mindset in their children, especially during their formative years. Encouragement and support are key to helping children navigate academic challenges. This involves understanding the root of the child's difficulty, whether it's a specific subject, social issues, or learning differences, and addressing it constructively. Open communication with teachers and school staff can provide valuable insights and collaborative solutions. Furthermore, creating a supportive home learning environment, with dedicated study space and minimal distractions, can significantly impact a child's academic achievement. The parents can also encourage an appreciation of learning by engaging in various educational activities outside of school, such as visiting museums and heritage sites, reading together, or exploring shared interests.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Barnard, W.M., 2004. Parent Involvement in Elementary School and Educational Attainment. *Children and Youth Services Review*, 26, 39–62.
- Gogoi, D., Handique, M., 2014. Girl Child Education among Tea Tribes: A Case Study of Rajgarh Tea Estate of Dibrugarh District of Assam. *Vidyawarta: Interdisciplinary Multilingual Referred Journal* 5(8), 0143–0147.
- Gogoi, B., (2017). Impact of parental involvement on the academic achievement of adolescence of SonowalKachari tribes of Hapjan Educational block in Tinsukia district Assam. *International education and research journal*.3(6) 116-118
- Ghatwar, N.K., (2015). A study of facilities in tea garden schools in the Bokakhat sub division of golaghat district of Assam. *Periodic Reserch* 3(4), 126-133
- Gangwar, R.P., et.al (2023). Role of parental involvement in education: A study. *Samdarshi* 16(4) 1398-1404
- Hamidun, R., et al., (2019). parental involvement in children's learning to academic excellence. *Social science, education, humanities vol 2*,<https://doi.org/10.32698/gcs.0183>.
- Hashmi, A., & Akhter, M. (2013). Assessing the parental involvement in schooling of children in public /private schools, and its impact on their achievement at elementary level. *Journal of Educational Research*, 16(1), 27-38.
- Hazarika, D.&Arakeri,S.(2019). A Study of Human Development among Tea Garden Community in Dibrugarh District of Assam. *International Journal OfScientific & Technology Research* 8(8). <https://www.ijstr.org/finalprint/aug2019/A-Study-OfHuman-Development-Among-Tea-garden-Community-In-Dibrugarh-District-OfAssam.pdf>
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academicachievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13(4), 161-164. <https://doi.org/10.1111/j.09637214.2004.00298>
- Hornby, G., & Leen, R. (2001, February). Barriars to parental involvement in education:An explanatory Model. *Educational Review*, Routledge, 63(01), 37- 52
- Jaiswal, S. K. (2018). Influence of Parent"s Education on Parental AcademicInvolvement. *Journal of Advances and Scholarly Researches in Allied Education*,15(5), 114-119. doi:10.29070/15/57555
- Jaiswal, S. K., &Choudhuri, R. (2017). A review of relationship between parental involvement and students' academic performance. *The International Journal of Indian Psychology*, 04(03), 99-107. doi:<https://doi.org/18.10.052/20170403Jan>,
- Jaiswal, M., Sinha, S. K., Kumari, K. and Arora, A. (2003). Parental Support andAcademic Achievement in Tribal School Students of Jharkhand. *Journal of AllIndia Association for Educational Research*. September, 15(3): 9-16.

- Jung, E., & Zhang, Y. (2016). Parental involvement, children's aspirations, and achievement in new immigrant families. *Journal of Educational Research*, 109(4)333–350. <https://doi.org/10.1080/00220671.2014.959112>
- Koul, L., (2009). *Methodology of educational research*. New delhi: Vikash publishing house, pvt ltd
- Koiri, P., (2023). *Tea garden women status and their contribution towards tea tribe community- special reference to khagorijan tea estate, khowang developmental block*. ISBN:978-93-93092-66-3 a peer reviewed book
- Kamal, S., Masnan, A.H & Hashim, N.H (2022). Parental involvement in young children's education in Malaysia: A systematic literature review. *International journal of learning, teaching and educational research*, 21(3), 319-341
- Muhammad, H., Rafiq, H., Fatima, T., Sohail, M., (2013). Parental involvement and Academic Achievement. A study of secondary school students of Lahore, Pakistan. *International journal of humanities and social science*.3(8) 209-223
- Mehata, A., & Kaur, S., (2022). Relationship between parental involvement and academic achievement among viii th grade students. *International journal of creative research thoughts*, 10 (8)
- Otani, M., (2020). Parental involvement and academic achievement among elementary and middle school students. *Asia Pacifa education review*, 21, 1-25. <https://doi:10.1007/s12564-019-09614-z>.
- Phukan,R.S.&Gogoi,K.P.(2013). Education of Students in the Rural Areas of Assam. *Social Science Journal of Gargaon College*. Retrieved fromhttps://www.gargaoncollege.org/pub_more/6.pdf
- Roychaudhury, P. & Basu, J. (1998). A study of the Parent child relationship, school achievement and adjustment of adolescent boys. *Indian educational abstracts*7(8) July 1999-jan2000, N.C.E.R.T., New Delhi, P-7242
- Rafeuque, A., & sumathy., N. (2021). A study on problem faced by the tea plantation women workers in wayaned district, Palarch's journal of Archaeology of Egyptology 18(4)
- Saikia, B. (2008). Development of Tea Garden Community and Adivasi Identity Politics in Assam. *The Indian Journal of Labour Economics*51(2)
- Saikia,R.(2017).Educational Scenario in Rural and Tea Garden Areas of Assam.*International Journal of Multidisciplinary Research and Development*, 4(4),129-133
- Sarkar,C.S. (2013).The Condition Of Tea Garden Workers Of Jalpaiguri District InColonial India.*International Journal Of Advance Research* 1(8)14 –25.
- Sarma, N. (2011). *Universalisation of Elementary Education among Tea-Tribe of Assam with special reference to Jorhat District (Rep.)*. Guwahati, Assam: Assam State Commission for Protection of Child Right. Retrieved April 01, 2021, fromhttp://righttoeducation.in/sites/default/files/elementary_education_research.pdf
- Sharma. S.C. (2009). Identity Consciousness of a Sub Cultural Group of Assam- a case study of the tea garden labourers of upper Assam in –*The Tea labourers of North East India*|| by Sarthak Sengupta, A Mittal Publication, 4594/9,Daryaganj New Delhi, India Pg-56-60
- Sharma, C. D., (2019). Development of Primary Education in North Eastern Region of India. *International journal of Research in Social Sciences* 9(5).