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“Self-concept And Academic Achievement Of The Tea-tribe School Going Adolescents In Lakhimpur District Of Assam”

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Abstract:

The title of the present study comprises with three key terms 'Self concept', 'Academic achievement' and 'Tea-tribe'. An individual's general composite or collective view of him or herself across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment (Eccles, O'Neill, & Wigfield, 2005). Self-concept is the perception that individuals have of their own worth. The term academic achievement refers to educational performance of the students studying in schools. It indicates how far they are successful in acquiring knowledge, understanding and skills in different subjects imparted to them in the schools. In this study the self concept and the academic achievement of the tea-tribe school going adolescents were studied. Here the tea-tribe refers to the people the British tea planters brought to Assam to work in the tea gardens they started in the state. The so-called Tea-tribes of Assam were brought in by the colonial planters (British) as indentured labourers from the [Chota Nagpur Plateau](#) region. The British tea planters brought the tribal people (the Adibasis) and some general castes people also (like the Kurmis, Tantis etc.) from different parts of Bihar, the present Jharkhand, West Bengal, Chattisgarh, Madhya Pradesh, Andhra Pradesh. In this study the significant difference between the boys and girls school going adolescents was studied. The significant difference between the self concept of the school going adolescents of tea garden worlors and non tea garden workers was also studied.

KEYWORD:

Self concept, Academic achievement and Tea tribe.

INTRODUCTION

SELF CONCEPT:

“What others think of us would be of little moment did it not, when known, so deeply tinge what we think of ourselves.” [Paul Valéry](#).

An individual's general composite or collective view of him or herself across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment (Eccles, O'Neill, & Wigfield, 2005).

Self-concept is the perception that individuals have of their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves (Belmore & Cillessen, 2006). High self-esteem was defined by Walz (1991) as appreciating oneself and acknowledging self-worth, self-control, and competence, with a corresponding positive attitude and high self-evaluation. Opposite to this, Brendgen (2002) defined low self-esteem as having low self-evaluations, self-criticism, and feelings of hopelessness. Both self-concept and self-esteem are fluid through a child's

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development and can be influenced by positive parental involvement.

Self-concept develops as a result of one's experiences with the environment and ones evaluations of these experiences. Additionally, opinions of significant others, casual attributions, and concrete feedback play a crucial role in the process of self-concept development (Shavelson,

Hubner & Stanton, 1976). The formative middle-school years of a child's life are an important time for the child to develop a positive self-concept. Self-concept is important because it contributes to many different facets of a person's life, from childhood to adulthood.

Students frequently display a decline in self-concept during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate (Harter, 1999). As students transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Harter, 1999).

ACADEMIC ACHIEVEMENT

The word 'achievement' means 'performing successfully or things have done successfully, especially with effort and skill', and 'academic' means 'of schools and education'. Thus 'academic achievement' refers to educational performance of the students studying in schools. It indicates how far they are successful in acquiring knowledge, understanding and skills in different subjects imparted to them in the schools. (Hazarika, M. 1998).

According to S.K. Narang (1987, p-12), academic achievement is 'the attained ability to perform school tasks. This attainment may general or specific to a given subject matter. The word 'academic' stands for those aspects of school that involve the study of books. The achievement of the students in the courses, syllabi, subject and books studied by them and expressed in the form of grades, percentage or any other point scale, can broadly be termed as academic achievement.

Academic achievement refers not only to the performance of the students in different examination but also to their performance in social activities, cultural activities, activities related to games and sports etc. conducted by the school. The term academic achievement is used in somewhat a narrower sense. It refers to one's grasp of some body of knowledge and expressed in the form of scores, grades, percentage or any other point scale. (Hazarika, M. 1998)

Academic achievement of most of the secondary schools of Assam is measured finally by a public examination called High School Leaving Certificate (HSLC) Examination. This examination is conducted by the Board of Secondary Education, Assam (SEBA) after the completion of class X. This examination is considered for academic achievement of the student as this is the first Board Exam or the external examination. The HSLC examination is considered as one of the most important public examination in a student's life, because the result of this examination plays a major role in selection of subjects for further studies and ultimately for higher education and for professional courses. That is why the result of this examination becomes a prime concern for the pupil.

TEA TRIBES OF ASSAM:

The so-called Tea-tribes of Assam were brought in by the colonial planters (British) as indentured labourers from the [Chota Nagpur Plateau](#) region. The British tea planters brought the tribal people (the Adibasis) and some general castes people also (like the Kurmis, Tantis etc.) from different parts of Bihar, the present Jharkhand, West Bengal, Chattisgarh, Madhya Pradesh, and Andhra Pradesh. The tea planters brought them to work in the tea gardens they started in Assam. In order to make it compulsion the British even made some economic blockades in their areas. So in compulsion or willingly they came to Assam and started working in the Tea gardens. They started living here as their own land and they developed a common inter caste language which is known as Sadri. Later on some of these people came out of the tea gardens and started staying outside and engaged in some other works.

After independence with the passage of time they made some associations here like Student Associations, Labour Unions and demanded different facilities from the Government and to name them as Tea Tribes. Now these people are getting the facilities of the Other Backward Classes and the Most Other Backward Classes, though presently they are struggling for the Schedule Tribes status. The tea tribe people

who came out of the Tea Gardens are known as the Ex-Tea Garden Tea Tribes.

The Tea-tribes are found mainly in the districts of [Darrang](#), [Sonitpur](#), Lakhimpur, [Nagaon](#), [Jorhat](#), [Golaghat](#), [Dibrugarh](#), [Cachar](#), [Hailakandi](#), [Karimganj](#) [Tinsukia](#) and almost all the districts of [Assam](#) in [India](#). So for the present study the school going adolescents of these tea tribe people is considered.

REVIEW OF RELATED LITERATURE

Self-concept is defined by Eccles et al. (2005) as people's general composite or collective view of themselves across multidimensional sets of domain specific perceptions. These perceptions are based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment. People's self-concept will address a more factual side of their life, such as knowing what they enjoy or how they tend to think. The importance for researchers to clearly define self-concept cannot be overemphasized.

As seen with Elbaum and Vaughn (2001), the convenience of conglomerating the many facets of the self is tempting. Doing so makes explanations easier, but also invalidates some results. When studying self-concept, it is important to acknowledge different facets of the construct. By narrowing the focus to a more concise topic, such as academic self-concept, a researcher has a better chance of measuring what is intended to be measured.

A positive self-concept can lead to a fulfilling adulthood. Many different conditions can affect how students develop their self-concept. Marsh (2005) found that a student's self-concept is partially dependent on his or her surroundings. He describes this as the big-fish-little-pond effect (BFLPE). If the average ability of classmates is high, equally able students most likely will have a more negative academic self-concept. However, if the average ability in a given student's class is low, then he or she is more likely to have a positive academic self-concept. This academic self-concept is very important during a child's middle school years because much of a child's daily interaction is related to school. Once these academic self-concepts have been established, it can be difficult to alter them.

Chapman, Tunmer, and Prochnow (2000) showed in a longitudinal study that when students develop a negative academic self-concept, their academic skills suffer. Specifically, they found that students with a negative academic self-concept had poorer phonological sensitivity skills and read at lower reading levels than children with typical academic self-concepts. Long-term, these negative self-concepts inhibit students' learning capacity by setting artificial academic ceilings. Negative experiences during these influential years can potentially set a student back for the rest of his or her life. This limitation on self-concept can have a direct influence on the development of a child's self-esteem.

NEED AND JUSTIFICATION OF THE STUDY

Present study has been justified on the ground that-

No such exploratory work has been done on Tea-Tribes of Assam

Very little work has been done on self-concept of the Tea-Tribes school going adolescents of the state.

Review of related literature shows that in the district Lakhimpur no such work has been done emphasizing self-concept and academic achievement of the Tea-Tribes school going adolescents.

STATEMENT OF THE PROBLEM

The present study “Self-concept and Academic achievement of the Tea-Tribe school going adolescents in Lakhimpur district of Assam” is an endeavour to provide necessary information in the light of the given justifications.

OBJECTIVES:

- 1) To study the significant difference between the boys and the girls Tea-tribe adolescents in respect of their self-concept
- 2) To study the significant difference between the Tea-tribe school going adolescents of the tea garden workers and ex-tea gardens workers in respect of their self-concept
- 3) To study the significant difference between the Tea-tribe adolescents boys and girls in respect of their academic achievement.
- 4) To study the significant difference between the Tea-tribe school going adolescents of the tea garden workers and ex-tea garden workers in respect of their academic achievement.

HYPOTHESES

- 1)There exists no significant difference between the male and the female Tea-Tribe adolescents in respect of their self concept
- 2)There exists no significant difference between the Tea-Tribe adolescents of the tea gardens workers and non tea gardens workers in respect of their self concept
- 3)There exists no significant difference between the male and the female tea-tribe adolescents in respect of their academic achievement
- 4) There exists no significant difference between the Tea-Tribe adolescents with the tea gardens worker parents and non tea gardens worker parents in respect of their academic achievement

RESEARCH DESIGN:

METHODOLOGY OF THE STUDY: The descriptive survey method has been employed for the present study.

POPULATION AND SAMPLE: The population of the present study is the school going Tea-Tribe adolescents of Lakhimpur district of Assam and the sample is confined to 500 adolescents. The sample distribution is shown in Table A.

Table A: Distribution of Sample

Type	Adolescents of TGW	Adolescents of ETGW	Total
Boys	125	125	250
Girls	125	125	250
Total	250	250	500

TGW-Tea Garden Worker Parents, **ETGW**-Ex Tea Garden Worker

PROCEDURE FOR SELECTION OF THE SAMPLE:

The sample for the present study has been selected applying the stratified random sampling method. Total 500 school going adolescents were selected out of which 250 boys were selected and 250 girls were selected. Out of the 250 boys 125 school going adolescents were selected from tea garden worker and 125 were selected from ex-tea garden workers. Again out of 250 girls 125 were selected from the tea garden worker and 125 were selected from ex-tea garden workers. The school going adolescents of tea garden workers were selected from the three tea gardens of Lakhimpur district and these are Ananda Bagaan, Harmoti Bagaan and Dolohat Bagaan. The school going adolescents of ex-tea garden workers were selected from the ex-tea garden worker population of the district which is scattered in the whole district.

TOOLS USED: For the present study the researcher developed one Self Structured questionnaire and one Data gathering schedule-

1. Questionnaire to study the self concept of the school going adolescent boys and girls.
2. Self structured Data gathering schedule to collect data for academic achievement of the school going adolescent boys and girls.

DESCRIPTION OF THE TOOL:

The self structured Self Concept Questionnaire was developed as Likert type five point scale questionnaire having five options Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree for each statement. The score for Strongly Disagree is 1, for Disagree it is 2, for Undecided it is 3, for Agree it is

4 and for Strongly Agree the score is 5. It was prepared with 40 items out of which 20 items are positively stated and 20 items are negatively stated. All the positive and negative statements are sub scaled into four areas- Academic self, physical self, social self and emotional self. After constructing the questionnaire it was translated into Assamese. The validity and reliability of the questionnaire was established using appropriate statistical techniques and suggestions of experts in the field.

The data gathering schedule was prepared in order to collect the data related to the academic achievement of the students. The pass percentage of the adolescents in their annual examinations is considered as the index of the academic achievement.

STATISTICAL TECHNIQUES USED:

With the help of the Statistical package for Social Science (SPSS) the collected data has been analysed. The analysis of the data has been done both qualitatively and quantitatively. For the quantitative analysis of the data the following statistical techniques-

- Frequencies
- Tables
- Graphical representations
- Mean
- Standard Deviation
- ‘t’ test

DELIMITATIONS OF STUDY

The present study has been delimited to

The tudy is confined to the tea tribe population of the district
The study is delimited to ne district of the State that is akhimpurdistrict.
Only shool going adolescents (tudents of class VII,IX and X are considered for the present study

NALYSIS AND INTERPRETATION OF THE ATUDY

The collected data has been analysed and interpreted objective wise.
Objective no. 1.o study the significant differencebetween theTea-tribe school going adolescent oys and girls in respect of their self concept.
In order to meet the need of this objective the investigator t the very irst tep dministered the self-concept questionnaire to the sample adolescents. Each ndividual adolescent' score was calculated and from these scores the ean and standard was calculated which is presented in

Table B
Mean and standard deviation of the Tea tribe school going adolescents
in respect of their self concept

	N	Mean	Standard Deviation
TTSGA(self concept)	500	113.42	8.71

TTSGA- Tea-Tribe School Going Adolescents

Table B shows that the mean score is found to be 113.42 and the standard deviation is 8.71. After getting the overall mean and the SD the collected data has been grouped into two groups and from these two groups of scores, Mean and the SD have been calculated which is presented in Table C and also presented

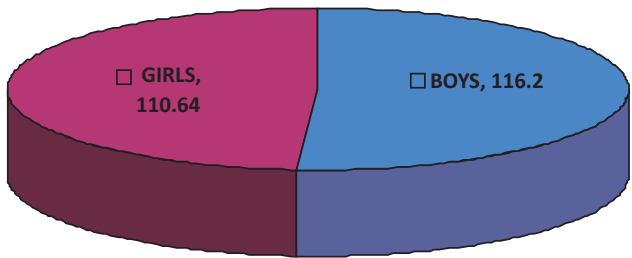
with a pie diagram.

TABLE C
The mean and standard deviation of the tea tribe boys and girls
School going adolescents in Lakhimpur district.

CATEGORY	N	M	SD	't' Value	SIG.
Boys	250	116.20	8.71	7.11	**
Girls	250	110.64	8.13		
Total	500	113.42	8.71		

** -Significant at 0.01 level

Pie Diagram of Boys and Girls' mean scores
in respect of their self concept



From table C, it is observed that 't' value is found to be 7.11 which is significant at 0.01 level. So here it can be interpreted that there exist significant difference between the boys and the girl school going adolescents of the Tea Tribes in Lakhimpur district of Assam.

Objective no. 2. To study the significant difference between the Tea-tribe school going adolescents of tea gardens workers and ex-tea gardens worker in respect of their self concept. In order to meet the need of this objective the investigator grouped the collected data into two categories and from these two groups of data the mean and the standard deviation is calculated and the result is presented in Table D and it is also presented with a pie diagram.

Table D
Mean, Standard Deviation and 't' value of the adolescents
of TGW and ETGW in respect of their self concept

CATEGORY	N	M	SD	't' Value	SIG.
ATGW	250	114.45	8.80	2.77	**
AETGW	250	112.39	8.52		
Total	500	113.42	8.71		

** -Significant at 0.01 level, **ATGW** -Adolescents of Tea Garden workers,
AETGW - Adolescents of Ex-Tea Garden workers

Pie Diagram for mean scores of the Adolescents of the Tea Garden Workers (ATGW) and the Adolescents of Ex-Tea Garden Workers (AETGW) in respect of their self concept

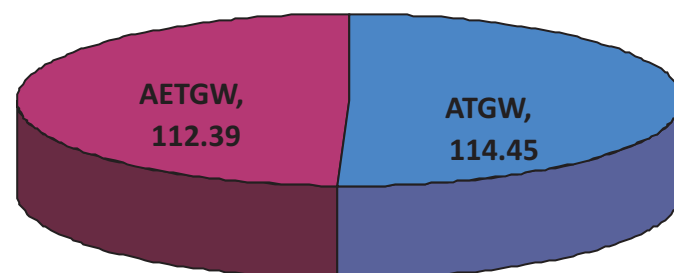


Table D shows that the mean score for Adolescents of the Tea Garden Workers is found to be 114.45 and the mean score for Adolescents of Ex-Tea Garden Workers is 112.39. The 't' value is found to be 2.77 which is significant at 0.01 level. Here it can be interpreted that there exists significant difference between the Adolescents of the Tea Garden Workers and Ex-Tea Garden Workers in Tribes in Lakhimpur district of Assam in respect of their self concept.

Objective no. 3. To study the significant difference between the Tea-tribe school going adolescent boys and girls in respect of their academic achievement.

In order to serve this objective the investigator collected the data related to the academic achievement of the school going adolescents of the Tea Tribes. The pass percentage of the adolescents in last annual examination is considered as the index of the academic achievement of the school going adolescents. From the academic achievement scores collected from the 500 sample adolescents the mean and the standard deviation is calculated and the result is presented in Table E. The Pie diagram for the same is also presented.

Table E
Mean academic achievement scores and standard deviation of the Tea tribes school going adolescents

Categories	N	M	SD
AAS	500	41.07	6.12

AAS- Academic Achievement Scores

Table E shows the mean academic achievement scores and the standard deviation of the Tea tribe school going adolescents, where the mean is found to be 41.07 and the standard deviation is 6.12. After getting the overall mean academic achievement score the investigator grouped the data into two groups boys and girls. From these two groups of scores mean and standard deviation is calculated and the result is presented in Table F. The pie diagram is also presented for the same.

Table F
Mean academic achievement scores, standard deviation and 't' value of the Tea tribe school going adolescents in respect of their academic achievement

CATEGORY	N	M	SD	't' Value	SIG.
BOYS	250	46.55	6.62	11.36	**
GIRLS	250	35.49	5.92		
TOTAL	500	41.07	6.12		

Pie Diagram of Boys and Girls mean scores in respect of their academic achievement

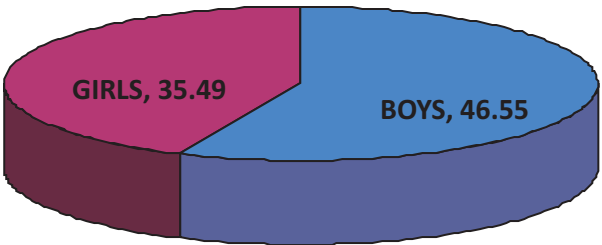


Table F shows that mean academic score of the Tea tribe adolescent boys is 46.55 and the girls is 35.49. The calculated 't' value is found to be 11.36 which is significant at 0.01 level. It can be interpreted that there exists significant difference between the Tea tribe school going adolescent boys and the girls in Lakhimpur district of Assam.

Objective no. 4. To study the significant difference between the Tea-tribe school going adolescents of the tea garden worker and ex-tea gardens worker in respect of their academic achievement.

In order to serve the need of this objective the investigator grouped the collected data into two groups- adolescents of the tea garden workers and the ex-tea garden workers. From these two group of scores the mean and the standard deviation is calculated and the result is presented in Table G. The Pie diagram for these scores is also presented.

Table G
Mean, Standard Deviation and 't' value of the adolescents of TGW and ETGW in respect of their academic achievement

CATEGORY	N	M	SD	't' value	SIG.
ATGW	250	43.65	6.41	17.79	**
AETGW	250	38.49	5.69		
Total	500	41.07	6.12		

**** -Significant at 0.01 level, ATGW -Adolescents of Tea Garden workers, AETGW- Adolescents of Ex-Tea Garden workers**

Pie Diagram for mean scores of the adolescents of the tea garden worker and of ex-tea garden worker in respect of their academic achievement

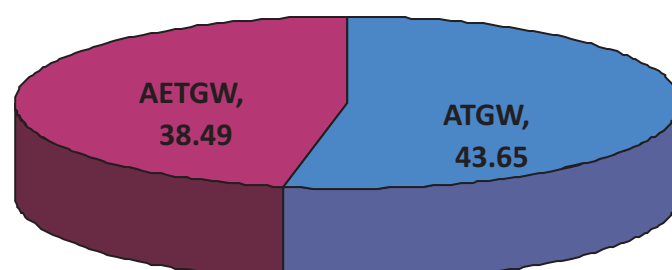


Table G shows that the mean academic achievement score of the adolescents of tea garden worker and of ex-tea garden worker is 43.65 and 38.49 respectively. The 't' value is found to be 17.79 which is significant at 0.01 level. Here it can be interpreted that there exists significant difference between the Tea-tribe school going adolescents of the tea garden worker and of ex-tea garden workers in respect of their academic achievement.

FINDINGS OF THE STUDY

From the present study the following findings can be traced out-

- 1.The self concept level of the Tea tribe school going adolescent boys is higher than the girls in Lakhimpur district of Assam, and there exists a significant difference between these two groups.
- 2.The self concept level of the school going adolescent of the tea garden worker is higher than the school going adolescent of the ex-tea garden workers in Lakhimpur district of Assam, and there exists a significant difference between these two groups.
- 3.The academic achievement level of the Tea tribe school going adolescent boys is higher than the girls in Lakhimpur district of Assam, and there exists a significant difference between these two groups.
- 4.The academic achievement level of the school going adolescent of the tea garden worker is higher than the school going adolescent of the ex-tea garden workers in Lakhimpur district of Assam, and there exists a significant difference between these two groups.

SUGGESTIONS

On the basis of the findings of the present study the following suggestions have been made-

- 1)The Tea-tribe adolescent boys and girls stay with a very low profile and hence it is found to be low self concept level and certain disparities among the boys and girls, adolescents of tea garden workers and the ex-tea garden workers. It is very important to improve the level of the self concept of the adolescents and to reduce such existing disparities. And it will be possible only when proper motivation, guidance and counselling will be made to them. The government will also have to keep eyes on this group of people residing in the state.
- 2)In most of the tea gardens the tea-tribe people have been exploited with very low facilities and opportunities to them since long back. The government should interfere in these matters to facilitate them with equal opportunities.
- 3)Schools should be established in big tea gardens and provide good educational facilities to the school going adolescents of the tea garden workers.
- 4)Provisions should be made for new and special schemes for the tea-tribe people of the state and the existing plans and the policies should be modified.
- 5)The demands of the tea-tribe people of the state should be immediately met by the central government, like giving the status of schedule tribes. As most of the migrated people are from schedule tribe community in their respective parent states.

CONCLUSION

The result of the present study shows that there is a significant difference between the adolescent boys and girls, adolescents of the tea garden workers and ex-tea garden workers. And on the basis of these findings certain suggestions have been made. It is expected that the proper implementation of these suggestions will such differences that exists among different groups of the tea-tribes. And it will be also helpful for increasing the level of self-concept and academic achievement of the tea-tribe school going adolescents in Lakhimpur district of Assam.

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