

International Journal Research Publication Analysis

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AWARENESS OF HIGHER SECONDARY STUDENTS TOWARDS WOMEN'S EDUCATION IN TEA TRIBE AREAS OF HAPJAN BLOCK IN TINSUKIA DISTRICT OF ASSAM

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Article Received: 29 June 2026

Article Revised: 19 July 2026

Published on: 06 August 2026

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DOI: <https://doi-doi.org/101555/ijrpa.2710>

ABSTRACT

Women's education is widely recognized as a key driver of social development, gender equality, and sustainable national progress. However, awareness regarding the importance of women's education remains limited in several socially and economically marginalized communities, including the tea tribe areas of Assam. The present study examines the level of awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam. A descriptive survey research design was adopted for the study. A total of 200 higher secondary students, comprising 100 male and 100 female students, were selected through a stratified random sampling technique. Data were collected using a researcher-developed two-point Likert-type awareness questionnaire, the reliability and validity of which were established before administration. The collected data were analysed using descriptive statistics (mean and standard deviation) and an independent-samples *t*-test.

The findings reveal that higher secondary students possess a moderate level of awareness regarding women's education. Although most students acknowledge the importance of educating women for individual and societal development, certain traditional beliefs and socio-cultural barriers continue to influence their perceptions. The statistical analysis further indicates a significant difference in awareness levels between male and female students, with female students demonstrating comparatively higher awareness. The study highlights the

need for sustained awareness programmes, gender-sensitive educational initiatives, and active community participation to strengthen positive attitudes towards women's education among adolescents in tea tribe communities. The findings may assist educators, policymakers, and community stakeholders in designing interventions that promote educational equity and gender-inclusive development in marginalized regions.

KEYWORDS: Women's education, awareness, higher secondary students, tea tribe communities, gender equality, Hapjan Block, Tinsukia District, Assam.

1.0 INTRODUCTION

Education is widely regarded as one of the most powerful instruments for individual and societal development. It equips individuals with knowledge, skills, values, and attitudes that enable them to participate effectively in social, economic, and political life. Among its many dimensions, women's education holds particular significance because it contributes not only to the empowerment of women but also to the overall development of families, communities, and nations. Educated women are more likely to make informed decisions regarding health, education, employment, and family welfare, thereby contributing to sustainable development and social transformation (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023).

Women's education is internationally recognized as a fundamental human right and an essential component of gender equality. The Constitution of India guarantees equality before the law and equal opportunities in education without discrimination based on gender. In addition, several national initiatives, such as Beti Bachao Beti Padhao, Samagra Shiksha, **and the** National Education Policy (2020), aim to improve girls' access to quality education and reduce gender disparities. Despite these policy interventions, many girls living in socially and economically disadvantaged communities continue to encounter barriers such as poverty, early marriage, household responsibilities, traditional gender norms, and limited educational opportunities (Government of India, 2020).

The tea tribe communities of Assam represent one of the state's historically marginalized population groups. Descendants of labourers brought to Assam during the colonial period to work in tea plantations, these communities continue to face multiple socio-economic challenges, including low household income, inadequate educational facilities, poor living conditions, and limited educational awareness. These challenges often have a greater impact on girls, whose education may receive lower priority because of prevailing cultural

expectations and economic constraints. Although educational opportunities have gradually improved through government programmes and community initiatives, disparities in awareness and attitudes towards women's education continue to exist within many tea tribe areas.

Awareness refers to an individual's knowledge, understanding, beliefs, and attitudes towards a particular issue. In the present study, awareness denotes the extent to which higher secondary students understand and appreciate the importance of women's education, gender equality, and equal educational opportunities. Higher secondary education represents a crucial stage of adolescence during which students develop values, attitudes, and perspectives that influence their future decisions and social behaviour. Their awareness of women's education is therefore important, as it can shape their attitudes towards gender equality and contribute to broader social change.

The theoretical foundation of this study draws upon Human Capital Theory, Gender Equality Theory and Social Learning Theory. Human Capital Theory suggests that investment in education enhances individuals' productivity, employability, and economic contribution, making women's education an important driver of national development (Becker, 1993). Gender Equality Theory emphasizes that equal access to education is essential for eliminating discrimination and promoting social justice (UN Women, 2023). Social Learning Theory further explains that students develop attitudes and behaviours by observing parents, teachers, peers, and community members; consequently, supportive educational environments and positive female role models can strengthen favourable attitudes towards women's education (Bandura, 1977).

Schools play a vital role in fostering awareness among young people through classroom teaching, textbooks, co-curricular activities, awareness campaigns, and interactions with teachers and peers. Likewise, families, communities, and the media significantly influence students' perceptions of girls' education and gender equality. Developing awareness during adolescence encourages students to challenge discriminatory practices, support equal educational opportunities, and become advocates for women's empowerment.

The tea tribe areas of Hapjan Block in Tinsukia District provide an important context for examining students' awareness of women's education because these communities continue to experience educational and socio-economic disadvantages despite ongoing developmental efforts. Understanding the awareness levels of higher secondary students will help identify existing perceptions, knowledge gaps, and gender differences. The findings of the study are expected to provide useful insights for educators, policymakers, school administrators, and

community organizations in designing effective awareness programmes and educational interventions that promote women's education and gender equality within tea tribe communities.

Therefore, the present study seeks to examine the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block in Tinsukia District of Assam. By investigating students' perspectives, the study aims to contribute to the growing body of research on gender equity in education and support efforts towards achieving inclusive and sustainable educational development.

2.0 Review of Literature

A review of related literature provides the theoretical and empirical foundation for a research study. It helps identify existing knowledge, research gaps, and the relevance of the present investigation. The following review presents significant studies conducted at the international, national, and state levels concerning women's education, awareness, empowerment, and the socio-economic conditions of tea tribe communities.

2.1 Review of Literature at the International Level

Kato (2004) examined the significance of the Japanese tea ceremony in empowering women in modern Japan. The study highlighted that participation in cultural practices such as the tea ceremony enhanced women's confidence, identity, and social participation. It further demonstrated that cultural traditions can contribute to women's empowerment by providing opportunities for leadership, learning, and self-expression.

Liyanage (2023) investigated the impact of Sri Lanka's economic crisis on women working in tea plantations. The study reported that the economic downturn reduced tea production, resulting in unemployment and financial insecurity among women workers. The author emphasized that improving access to education, healthcare, and social welfare services is essential for enhancing the well-being and livelihood of women in tea plantation communities.

The international studies indicate that women's empowerment is closely associated with access to education, economic opportunities, and supportive social policies. Although these studies were conducted in different socio-cultural contexts, they demonstrate that educational awareness and institutional support are essential for improving the status of women in marginalized communities.

2.2 Review of Literature at the National Level

Bez, Saikia, and Sarkar (2024) examined the impact of women's illiteracy on the economic conditions of tea tribe communities in Namsai District, Arunachal Pradesh. Their findings revealed that low literacy levels among women significantly limited their employment opportunities, economic independence, and entrepreneurial potential. The study further reported a high rate of school dropout among women, which contributed to persistent socio-economic disadvantages.

Tamang and Lavanya (2025) explored the educational aspirations, awareness of government welfare schemes, and challenges faced by women college students from tea garden areas of Darjeeling. The researchers found that financial constraints, limited educational resources, and socio-cultural barriers continued to hinder women's access to higher education. They recommended targeted interventions such as scholarships, mentoring programmes, awareness campaigns, and institutional support to improve educational opportunities for women from tea garden communities.

The national studies consistently demonstrate that education remains a crucial factor in improving the socio-economic status of women belonging to tea garden communities. They further indicate that despite various governmental initiatives, financial hardship, educational inequality, and traditional social norms continue to restrict women's educational advancement. These findings reinforce the need for greater awareness regarding women's education among adolescents.

2.3 Review of Literature at the State Level

Hazarika (2012) investigated the socio-economic conditions of tea tribe workers in selected tea gardens of Assam. The study reported that a large proportion of workers, particularly women, were illiterate and economically disadvantaged. It also revealed poor awareness regarding family planning, limited educational attainment, and inadequate access to welfare services, indicating the continued marginalization of tea tribe communities.

Duara and Mallick (2012) examined migration and gender discrimination within Assam's tea industry. Their study revealed that women workers experienced both economic and social discrimination. Although women actively participated in plantation labour, control over wages and household financial decisions generally remained with male family members. The researchers concluded that gender inequality continued to affect women's empowerment and socio-economic development in tea estates.

The studies conducted in Assam demonstrate that educational deprivation, gender discrimination, and economic dependency remain significant challenges for tea tribe

communities. These studies highlight the importance of strengthening educational awareness and promoting gender equality to improve the overall socio-economic conditions of women living in tea plantation areas.

Summary of the Review

The reviewed literature demonstrates that women's education plays a vital role in promoting gender equality, economic development, and social empowerment. Previous studies have primarily focused on women's literacy, empowerment, employment conditions, educational aspirations, and socio-economic challenges within tea garden communities. However, relatively few studies have specifically examined the awareness of higher secondary students towards women's education, particularly in the tea tribe areas of Hapjan Block in Tinsukia District of Assam. This gap provides a strong justification for undertaking the present study.

3.0 Research Gap

The review of the related literature indicates that considerable research has been conducted on women's empowerment, literacy, socio-economic conditions, educational aspirations, and gender discrimination among tea garden and tea tribe communities at the international, national, and state levels. Previous studies have primarily focused on issues such as women's educational attainment, economic participation, employment conditions, and the challenges faced by women living in tea plantation areas.

However, limited attention has been given to examining the awareness of higher secondary students towards women's education, particularly in the tea tribe communities of Assam. Most existing studies have concentrated on women workers, adult literacy, or the socio-economic status of tea tribe populations, while the perceptions and awareness of adolescent students regarding women's education remain largely unexplored.

Furthermore, no study identified in the reviewed literature specifically investigates the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam. Since higher secondary students represent the future generation and play a significant role in shaping societal attitudes towards gender equality and educational inclusion, understanding their level of awareness is essential.

Therefore, the present study seeks to address this research gap by assessing the awareness of higher secondary students towards women's education and comparing the awareness levels of male and female students in the tea tribe areas of Hapjan Block. The findings are expected to contribute to the existing body of knowledge and provide useful insights for educators,

policymakers, and community stakeholders in promoting gender-equitable educational practices within marginalized communities.

4.0 Significance of the Study

The present study is significant from both educational and social perspectives as it examines the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam. Education is a fundamental instrument for promoting gender equality, social justice, and sustainable development. Understanding students' awareness of women's education is particularly important because adolescents are at a formative stage of life, during which their attitudes and beliefs influence future behaviours, decisions, and contributions to society.

The tea tribe communities of Assam have historically experienced socio-economic disadvantages, including limited access to quality education, financial constraints, and traditional gender norms. These challenges often reduce educational opportunities for girls and contribute to gender disparities within the community. By assessing students' awareness of women's education, the present study provides valuable insights into how young people perceive gender equality and the importance of educating women in these marginalized communities.

The findings of this study are expected to benefit educators, school administrators, policymakers, and community organizations by identifying existing levels of awareness and highlighting areas that require educational intervention. The results may assist in designing gender-sensitive educational programmes, awareness campaigns, and school-based activities that encourage positive attitudes towards women's education and promote equal educational opportunities for both boys and girls.

Furthermore, the study contributes to the existing body of educational research by addressing an underexplored area, namely the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block. The findings may serve as a useful reference for future researchers interested in gender studies, educational awareness, and the educational development of marginalized communities.

At the community level, the study is expected to encourage greater parental and societal support for girls' education. Enhanced awareness among students can contribute to reducing gender stereotypes, promoting educational equity, and strengthening community participation in educational development. In the long term, improving awareness of women's education

may support women's empowerment, socio-economic advancement, and inclusive development within tea tribe communities.

Overall, the present study provides meaningful evidence that can support educational planning, policy formulation, and community-based initiatives aimed at strengthening women's education and promoting gender equality in the tea tribe areas of Assam.

5.0 Statement of the Problem

Women's education is widely recognized as a fundamental requirement for achieving gender equality, social justice, and sustainable development. Although the Government of India and the Government of Assam have introduced various policies and programmes to promote girls' education and reduce gender disparities, educational inequalities continue to exist among socially and economically marginalized communities. The tea tribe communities of Assam, in particular, continue to face challenges such as poverty, limited educational resources, low parental literacy, and traditional socio-cultural beliefs, which may influence attitudes towards women's education.

Higher secondary students are at a critical stage of personal and intellectual development, where their knowledge, beliefs, and attitudes are shaped by family, school, peers, and the wider community. Their awareness of women's education is important because it can influence future support for gender equality and educational opportunities for women. However, despite the growing emphasis on inclusive education and women's empowerment, little empirical evidence is available regarding the level of awareness among higher secondary students in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

In the absence of such information, it becomes difficult to understand students' perceptions, identify existing knowledge gaps, and develop effective educational interventions that promote positive attitudes towards women's education. Therefore, there is a need to investigate the level of awareness of higher secondary students regarding women's education and to examine whether differences exist between male and female students in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

Accordingly, the present study is undertaken to assess the awareness of higher secondary students towards women's education and to generate evidence that may support educators, policymakers, and community stakeholders in strengthening gender-sensitive educational practices and promoting educational equity within tea tribe communities.

6.0 Objectives of the Study

The present study was undertaken with the following objectives:

1. To assess the level of awareness of higher secondary students regarding women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.
2. To compare the level of awareness towards women's education between male and female higher secondary students in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

7.0 Hypotheses of the Study

The following null hypotheses were formulated to achieve the objectives of the study:

H₀₁: There is no significant difference in the overall level of awareness of higher secondary students regarding women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

H₀₂: There is no significant difference between male and female higher secondary students in their level of awareness towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

8.0 METHODOLOGY

8.1 Research Method

The present study employed a **descriptive survey research design**. This method was considered appropriate because it facilitates the systematic collection, analysis, and interpretation of data to describe the existing level of awareness among higher secondary students regarding women's education. Descriptive survey research enables researchers to examine participants' opinions, attitudes, and perceptions without manipulating the study variables (Creswell & Creswell, 2018). Accordingly, the method was used to assess students' awareness and compare the awareness levels of male and female students in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

8.2 Population of the Study

The population of the study comprised all higher secondary students (Classes XI and XII) enrolled in Government Higher Secondary Schools under the Board of Secondary Education, Assam (SEBA) located in Hapjan Block of Tinsukia District, Assam. The study area included eight Government Higher Secondary Schools, with an estimated total student population of approximately 1,200. These schools collectively represented the target population for the investigation.

8.3 Sample and Sampling Technique

A sample of 200 higher secondary students was selected from the target population. The sample consisted of 100 male students and 100 female students, ensuring equal representation of both genders.

The participants were selected using the stratified random sampling technique. Initially, the population was stratified on the basis of gender, after which respondents were selected randomly from each stratum. This sampling technique ensured adequate representation of both male and female students and enhanced the reliability of gender-based comparisons.

8.4 Research Tool

Data were collected using a self-constructed awareness questionnaire developed by the researcher to assess students' awareness of women's education. The questionnaire followed a two-point Likert-type response format, consisting of statements with response options such as Yes/No and Agree/Disagree.

The items were prepared after an extensive review of relevant literature, the objectives of the study, and existing research on women's education and educational awareness. The questionnaire was designed to measure students' knowledge, perceptions, and attitudes towards women's education within the tea tribe communities.

8.5 Scoring Procedure

The questionnaire followed a two-point Likert-type scoring system. Positive and correct responses (Yes/Agree) were assigned a score of 1, whereas negative or incorrect responses (No/Disagree) were assigned a score of 0. The total awareness score for each respondent was obtained by summing the scores across all questionnaire items. Higher total scores indicated a higher level of awareness regarding women's education, whereas lower scores indicated comparatively lower awareness.

8.6 Statistical Techniques Used for Data Analysis

The collected data were analysed using both descriptive **and** inferential statistical techniques. Descriptive statistics, including the Mean (M) and Standard Deviation (SD), were used to determine the overall level of awareness and to examine the distribution of responses among the participants.

To test the formulated hypothesis concerning gender differences in awareness, an independent-samples *t*-test was employed. The *t*-test was used to determine whether the observed difference in the mean awareness scores of male and female students was statistically significant at the 0.05 level of significance.

The statistical analyses enabled the researcher to interpret the data objectively and draw valid conclusions regarding the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

9.0 Data Analysis and Interpretation

Data analysis is a crucial stage of the research process, as it enables the researcher to organize, summarize, and interpret the collected data in relation to the objectives and hypotheses of the study. In the present investigation, descriptive statistics (Mean and Standard Deviation) and inferential statistics (Independent Samples *t*-test) were employed to analyse the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam. The findings are presented and interpreted objective-wise.

Objective 1: To assess the level of awareness of higher secondary students regarding women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

Table 1: Mean and Standard Deviation of Higher Secondary Students' Awareness towards Women's Education.

Variable	N	Mean	SD	Remarks
Higher secondary students	200	22.78	3.75	Moderate level of awareness and fairly consistent responses

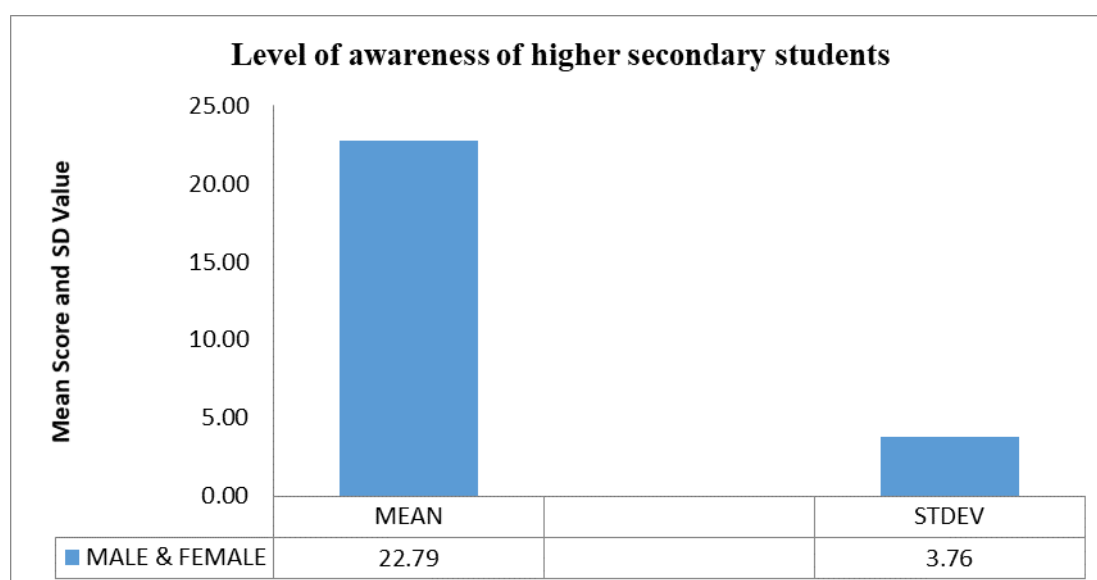


Figure 1: Graphical representation of the mean and standard deviation of higher secondary students' awareness towards women's education.

Table 1 presents the mean and standard deviation of higher secondary students' awareness towards women's education. The study included a sample of 200 higher secondary students, with a mean score of 22.78 and a standard deviation of 3.75. Based on the scoring criteria adopted in the study, the mean score indicates that the students possess a moderate level of awareness regarding women's education. The standard deviation of 3.75 suggests that the responses are relatively consistent, indicating only moderate variation in students' awareness levels. This implies that most students hold similar perceptions regarding the importance of women's education.

Figure 1 graphically presents the mean and standard deviation of the awareness scores for all higher secondary students combined. The figure clearly illustrates that the average awareness score is substantially higher than the dispersion of scores, reflecting a fairly stable pattern of responses among the students. Thus, both Table 1 and Figure 1 indicate that higher secondary students possess a moderate and relatively consistent level of awareness towards women's education. However, the findings also suggest that there remains scope for further awareness programmes and educational interventions to enhance students' understanding of women's education.

Objective 2: To compare the level of awareness towards women's education between male and female higher secondary students in the tea tribe areas of Hapjan Block, Tinsukia District, Assam.

Table 2: Mean, Standard Deviation and *t*-Value of Male and Female Higher Secondary Students' Awareness towards Women's Education.

Variable	N	Mean	SD	t-value	Remarks
Male Student	100	22.15	3.61	2.42	Since the calculated <i>t</i> -value (2.42) is greater than the table value (1.98 at the 0.05 level of significance), there is a significant difference between male and female students. Female students exhibit higher awareness towards women's education than male students.
Female Student	100	23.42	3.81		

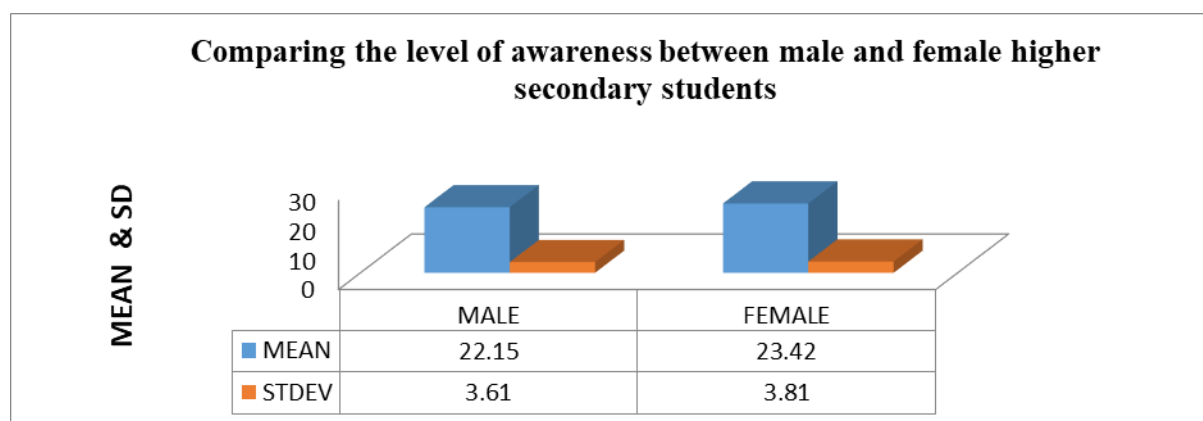


Figure 2 Graphical representation of the mean and standard deviation of male and female higher secondary students' awareness towards women's education.

Table 2 presents a comparative analysis of the awareness levels of male and female higher secondary students towards women's education. The study included 100 male students and 100 female students. The mean awareness score of male students was 22.15 with a standard deviation of 3.61, whereas female students obtained a higher mean score of 23.42 with a standard deviation of 3.81. An Independent Samples *t*-test was conducted to determine whether the difference between the two groups was statistically significant. The calculated *t*-value was 2.42, which is greater than the critical (table) value of 1.98 at the 0.05 level of significance. Therefore, the null hypothesis is rejected, and it is concluded that there is a statistically significant difference in the awareness levels of male and female higher secondary students towards women's education. The higher mean score of female students indicates that they possess greater awareness regarding women's education than male students. The standard deviations of both groups are relatively similar (3.61 and 3.81), suggesting that the variability in responses within each group is nearly the same.

Figure 2 graphically illustrates the comparison between male and female students. The figure shows that the mean awareness score of female students is slightly higher than that of male students, while the standard deviations are comparable. This visual representation supports the statistical findings presented in Table 2, indicating that female higher secondary students demonstrate significantly higher awareness towards women's education than their male counterparts.

10.0 Major Findings of the Study

The major findings of the study are summarized below:

1. The overall awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam was found to be moderate, as indicated by the mean awareness score ($M = 22.78$, $SD = 3.75$). This suggests that students possess a reasonable understanding of the importance of women's education, although their awareness is not at a highly satisfactory level.
2. The responses of the students showed relatively low variability ($SD = 3.75$), indicating that students shared similar perceptions regarding women's education irrespective of their individual backgrounds.
3. A statistically significant difference was found between male and female students in their awareness towards women's education. Female students ($M = 23.42$, $SD = 3.81$) demonstrated significantly higher awareness than male students ($M = 22.15$, $SD = 3.61$).
4. The calculated t -value (2.42) exceeded the critical value (1.98) at the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant difference between male and female students was rejected.
5. The findings indicate that female students are comparatively more conscious of issues related to women's education, gender equality, and women's empowerment than male students.
6. The study highlights the continuing influence of socio-cultural traditions and gender norms within tea tribe communities, which may affect students' awareness and perceptions regarding women's education.

11.0 DISCUSSION OF THE STUDY

The present study investigated the awareness of higher secondary students towards women's education in the tea tribe areas of Hapjan Block, Tinsukia District, Assam. The findings reveal that students possess a moderate level of awareness regarding women's education. Although students generally recognize that educating women contributes to individual development, family welfare, and national progress, the awareness level is not sufficiently high to indicate complete understanding. This suggests that traditional beliefs, socio-economic conditions, and limited exposure to gender-sensitive educational programmes continue to influence students' attitudes.

The study further revealed a statistically significant gender difference in awareness, with female students demonstrating higher awareness than male students. Female students may

exhibit greater awareness because issues related to educational opportunities, gender discrimination, and women's empowerment directly influence their lives and future aspirations. Their personal experiences and greater sensitivity to gender-related challenges may contribute to their higher awareness levels.

The findings are consistent with earlier studies reviewed in the literature, which reported that education plays a crucial role in promoting women's empowerment and reducing gender inequality. Previous research also emphasized that financial constraints, socio-cultural barriers, and traditional attitudes continue to restrict educational opportunities for women in tea tribe and tea garden communities. The present study extends these findings by demonstrating that gender differences in awareness are already evident among higher secondary students.

The results also support the theoretical foundations of the study. Human Capital Theory suggests that investment in women's education contributes to economic and social development. Gender Equality Theory emphasizes equal educational opportunities as a prerequisite for social justice, while Social Learning Theory explains that students develop attitudes through interaction with family, schools, peers, and society. The moderate awareness observed in the present study indicates that these social influences continue to shape students' perceptions of women's education. Overall, the findings suggest that schools, families, community organizations, and policymakers should work collaboratively to strengthen awareness programmes that encourage positive attitudes towards women's education and gender equality.

12.0 CONCLUSION

Women's education is a fundamental requirement for achieving gender equality, social justice, and sustainable development. The present study concludes that higher secondary students in the tea tribe areas of Hapjan Block possess a moderate level of awareness regarding women's education. Although students generally appreciate the value of educating women, their awareness requires further strengthening through continuous educational interventions.

The study also concludes that female students demonstrate significantly higher awareness than male students, indicating that gender remains an important factor influencing awareness towards women's education. This finding emphasizes the need to promote gender-sensitive education among both boys and girls to encourage equal respect for women's educational rights.

The study contributes to educational research by providing empirical evidence from a marginalized tea tribe community where limited research has previously been conducted. The findings may assist educational planners, teachers, policymakers, and community organizations in developing effective strategies to improve awareness, reduce gender stereotypes, and promote equal educational opportunities.

Ultimately, improving awareness among adolescents will contribute not only to increased support for women's education but also to the broader goals of women's empowerment, social inclusion, and sustainable community development.

13.0 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. Schools should regularly organize awareness programmes, seminars, workshops, debates, and campaigns focusing on women's education and gender equality.
2. Gender-sensitive concepts should be integrated across the school curriculum to promote positive attitudes towards women's education among both male and female students.
3. Teachers should encourage classroom discussions and co-curricular activities that challenge gender stereotypes and promote equal educational opportunities.
4. Parents and community leaders should actively support girls' education and participate in awareness programmes organized by schools and local authorities.
5. Government agencies and non-governmental organizations should strengthen educational outreach programmes in tea tribe communities to increase awareness regarding the importance of women's education.
6. Scholarship schemes, career guidance programmes, and mentoring initiatives should be expanded to motivate girls to continue their education beyond the higher secondary level.
7. Schools should collaborate with local community organizations to conduct regular gender-sensitization programmes involving students, parents, and teachers.
8. Educational policymakers should formulate and implement policies that specifically address the educational needs of marginalized tea tribe communities.
9. Mass media and digital platforms should be effectively utilized to disseminate information promoting women's education and gender equality.
10. Future researchers may conduct similar studies in different districts or states using larger samples and additional variables such as socio-economic status, parental education, locality, and academic achievement to obtain broader insights into students' awareness towards women's education.

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