CHILDHOOD ADVERSITIES, PSYCHOLOGICAL WELLBEING AND ACADEMIC ACHIEVEMENT: A STUDY ON BAGANIYA ADOLESCENTS IN DOOARS REGION

A thesis submitted to Jadavpur University for the award of the degree of Doctor of Philosophy in Arts (Education)

Submitted by

Partha Das

Under the Supervision of

Prof. Muktipada Sinha

Department of Education

Jadavpur University

Kolkata

2025

Dedicated to my parents, Haripada Das and Pratima Das

Certificate

Certified that the thesis entitled "**Childhood adversities, Psychological Wellbeing and Academic Achievement: A study on Baganiya adolescents in Dooars Region**" submitted by me for the award of the Degree of Doctor of Philosophy in Arts (Education) at Jadavpur University is based upon my work carried out under the supervision of Prof. Muktipada Sinha, Professor, Department of Education, Jadavpur University.

Neither this thesis nor any part of it has been submitted before for any degree or diploma elsewhere.

Countersigned by

Partha Das

Date: 02.09.2025

Mukti Pada Sinha 02/09/2025

(Prof. Muktipada Sinha)

Supervisor

Prof. (Dr.) Mukti Pada Sinha
Professor
Department of Education
Jadavpur University

Acknowledgement

The completion of this PhD would not have been possible without the guidance and support of many people whom I have received in the last few years.

My most profound gratitude goes to my respected teacher and PhD supervisor, Prof. Muktipada Sinha, Professor, Department of Education, Jadavpur University, for his time, effort, and understanding in helping me succeed in my studies. His vast wisdom and wealth of experience have inspired me throughout my academic journey.

I owe my deepest gratitude to Dr. Bijoy Krishna Panda, Assistant Professor in the Department of Education at Jadavpur University, for his unwavering support, insightful guidance, and generous encouragement throughout my research journey. His academic acumen, critical observations, and consistent motivation have been instrumental in enriching the quality and depth of this study.

I express my gratitude to Prof. Birbal Saha, the esteemed Professor and Head of the Department of Education at the SKBU, for her profound knowledge and constructive feedback on my research.

I am deeply grateful to Dr. Gour Sundar Ghosh, Associate Professor in the Department of Education at Ananda Chandra College, Jalpaiguri, for his expert supervision, thoughtful suggestions, and continued encouragement, which greatly contributed to the successful completion of this research.

I wish to convey my deepest gratitude to my esteemed colleague, Masih Ullah Khan, for his invaluable support, insightful guidance, and significant contribution—particularly in enhancing my writing skills and providing critical information—which played a vital role in shaping the quality and direction of this research.

I would also like to extend my heartfelt thanks to Mouli Di and Liton Da for their exceptional support and motivation throughout this research. I am grateful to my friends and fellow researchers—particularly Ataur, Suraj, Krishna, Chayan, Manas, Mallika, and Sanam—for their constant support and encouragement.

I am sincerely grateful to the authors of numerous books, journals, articles, blogs, and dissertations whose diverse insights and scholarly contributions have greatly informed and enriched my doctoral research. Their work not only broadened my academic horizon but also served as a valuable source of inspiration and critical engagement throughout this study.

I extend my heartfelt thanks to Mr. Pradip Kumar Barma (Mama), Assistant Inspector of Schools, Jalpaiguri, for his vital support in securing official permissions essential to this research, and to Mr. Dilip Kumar Barma (Mama), Vice Chairman of Jan Shikshan Sansthan, Jalpaiguri, and the Academy of Folklore, Kolkata, for his invaluable guidance and for deepening my understanding of the historical background of the Dooars region.

I am profoundly grateful to all the members of my joint family, particularly my parents, brothers, and sisters, for their enduring love and encouragement, and for creating an environment that allowed me to grow and persevere despite many challenges. My deepest appreciation also goes to my beloved wife, whose unwavering support, patience, and understanding have been a constant source of strength throughout this research journey.

Date: Partha Das
Kolkata

List of Tables

List of Figures

List of Acronyms

ANOVA	Analysis of Variance
AA	Academic Achievement
ACEs	Adverse Childhood Experiences
CA	Childhood Adversity
CR	Critical Ratio
df	Degree of Freedom
H_0	Hypothesis
IBM	International Business Machines Corporation
M	Mean
Mdn	Median
N	Sample Size
p	Probability Value
PWB	Psychological Wellbeing
R^2	Squared Multiple Correlation
HS	Higher Secondary
RMSEA	Root Mean Square Error of Approximation
SD	Standard Deviation
Sig.	Statistical Significance
SPSS	Statistical Package for the Social Sciences
ρ	Spearman's Coefficient
$\rho 2$	Spearman's Coefficient of Determination
$\chi 2$	Chi-square Value
UG	Undergraduate
OPHI	Oxford Poverty and Human Development Initiative
MPI	Multidimensional Poverty Index

List of Appendices

Abstract

Childhood adversity or adverse childhood experiences are highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity. People exposed to adverse experiences during the childhood can catch multiple short-and long-term health and lifestyle problems. Childhood adversity also affects the psychological wellbeing of the person who has experienced it. People who have faced adversities during their childhood are more likely to suffer from various kinds of psychiatric disorders like anxiety, depression, psychosis, and post-traumatic stress disorder. Adverse childhood experiences are equally related to lower levels of educational and academic achievements. Adversities and trauma experienced during the childhood damages the ability of an individual to pay attention and adequately grasp the point along with damaging her memory and retention capabilities. The present study aimed to explore the relationship between childhood adversities, psychological wellbeing, and academic achievement among Baganiya adolescents in the Dooars Region. A sample size 1016 students from 21 higher secondary school of the Dooars Region. This study using descriptive survey method to obtain a good representation of the population in the said geographical region. The Adverse Childhood Experience (ACE) scale, Ryff's Psychological Wellbeing scale and Multidimensional Poverty index were administrated to find out the relationship between childhood adversities, psychological wellbeing, and academic achievement among Baganiya adolescents students. Result showed that A weak positive correlation (r = .270) was found between childhood adversities and psychological wellbeing. The coefficient correlation between childhood adversities and psychological wellbeing scores was found to be Significant at .01 level. A weak positive correlation (r = .362) was found between deprivation and the childhood adversities Score. The coefficient correlation between deprivation and the childhood adversities Score was found to be Significant at .01 level. A weak positive correlation (r = .191) was found between poverty and psychological wellbeing which is also statistically significant. In the context of the current study, it was perceived that adverse experiences during childhood can have significant impacts on adolescents' psychological wellbeing and academic attainments in the Baganiya region. The study suggest schools should conduct parent-teacher meetings, educate local communities against domestic violence, awareness against consumption of alcohol and drugs as well as recommends that the local government take initiatives to empower financially deprived families in the Baganiya region of West Bengal through education, training and resource allocation.

TABLE OF CONTENTS

CHAPTER 1

CONTEXT OF THE STUDY

CHAPTER I: CONTEXT OF THE STUDY

1.1 Introduction

Childhood adversity or adverse childhood experiences are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity" (Young Minds, 2018 in Manchester University, 2025). These extremely stressful and even traumatizing situations or events, happening in the first 18 years of a person's life (Boullier and Blair, 2018: 132), can be physical, sexual or emotional abuse of the child concerned. Childhood adversity can also happen because of parental neglect of the child, the child living in a dysfunctional household, loss of a beloved family member of the child and the subsequent unresolved grief, and the child's exposure to violence taking place in the community in which he is growing up (Copley, 2024). The child can also face adverse experiences because of poverty and economic hardships of his family.

People exposed to adverse experiences during the childhood can catch multiple short- and long-term health and lifestyle problems. Children facing adversities witness a disruption of their proper brain development and possess a compromised nervous and immune systems (OECD, 2020). Moreover, such children are also likelier to suffer from developmental delays right during the childhood (OECD, 2020). Furthermore, children who have faced adversities can grow up to be aggressive and violent persons who may find it difficult to establish healthy and stable relationship with other people (Nelson *et al.*, 2020: 3). Adverse childhood experiences can also cause diabetes, heart diseases and a host of other chronic diseases (Shonkoff and Garner, 2012: e238). Moreover, childhood

adversity may equally cause addiction to drugs and alcohol. Overall, adverse experiences during the childhood may become one of the reasons for early mortality of a person (Dube *et al.*, 2003: 269). Childhood adversity also affects the psychological wellbeing of the person who has experienced it. People who have faced adversities during their childhood are more likely to suffer from various kinds of psychiatric disorders like anxiety, depression, psychosis, and post-traumatic stress disorder (Hilberdink, 2023). In fact, research says that those who have suffered childhood adversities are three times more at risk of mental health disorders and problems (Hogg *et al*., 2023: 403) and are 15 times more prone to develop Borderline Personality Disorder (Newport Institute, 2023; Bozzatello, 2021).

Adverse childhood experiences are equally related to lower levels of educational and academic achievements (Yeo *et al.*, 2024). Adversities and trauma experienced during the childhood damages the capacity of an individual person to heed attention and adequately grasp the point along with damaging her memory and retention capabilities (AnxiousMinds). Such children are unable to think or reason properly and fail at solving the problem at hand (NCTSN). These children fail to keep up their curiosity while also experiencing "deficits in language development and abstract reasoning skills" (NCTSN). Therefore, childhood adversity and maltreatment not only negatively impact the psychological wellbeing but it is also one of most consistent causes of cognitive dysfunction related to intelligence and execution (Yingying *et al.* 2019).

1.2 Childhood Adversity

Adverse Childhood Experiences may not be a new concept. One old study (Kempe *et al.*, 1962) has termed it as the "Battered-Child Syndrome." However, Kempe and his colleagues were concerned only with physical assault on a young child and it causing

permanent bodily injury to her or even her death. Whereas the "Battered Adult Syndrome," as William Foege (1998) has called the experiences and consequences of childhood adversities, came into prominence after a seminal research by Vincent Felitti *et al.* (1998). Actually, when Kaiser-Permanente – a healthcare provider based in the United States – noticed that a significant number of people attending its obesity clinic had a history of sexual abuse during the childhood then Kaiser-Permanente commissioned a study by Felitti *et al.* to understand the negative long-term consequences of adverse experiences faced by the children and the teenagers below the age of 18. (Boullier and Blair, 2018, p. 132). Though Felitti and his teammates do not provide a readily usable definition of Adverse Childhood Experiences, it can be understood as a "scale to measure negative early life experiences" (Petruccelli *et al.*, 2019, p., 1) whereby "the higher the ACE score, the greater the risk of experiencing risky health behaviors, chronic health conditions, low quality of life potential, and early death" (Petruccelli *et al.*, 2019, p., 1). In short, Adverse Childhood Experiences may be understood as "potentially traumatic events that can have negative lasting effects on health and well-being" (Boullier and Blair, 2018, p. 132).

1.2.1 Factors Associated with Childhood Adversity

As for factors constituting Adverse Childhood Experiences, the pioneering research by Felitti *et al.* (1998) had two parts to its questionnaire. The first part dealt with psychological, physical and sexual abuse of the children/adolescents. The second part dealt with children/adolescents living in dysfunctional households containing members who are either drunkard or drug addicts, members who are depressed, insane or have attempted suicide, members who have been imprisoned because of their criminal behavior or there has been domestic violence against the mother (or stepmother) of the

children/adolescents concerned (Felitti *et al*., 1998, p. 248, p. 250). Let us see the first set of original factors in some more detail. Psychological abuse is a kind of emotional attack on the child/adolescent whereby she was regularly belittled, ridiculed, insulted, and shouted and sworn at in way which made her fearful about her physical safety (Boullier and Blair, 2018, p. 133). Physical abuse is actual beating of the child/adolescent causing real physical injury or leaving visible marks (Felitti *et al*., 1998, p. 248). Sexual abuse means rape, attempt to rape, and sexual assault of the child/adolescent (Boullier and Blair, 2018, p. 133). As for factors within the dysfunctional households, another factor of parental separation or divorce was further added to the existing ones along neglecting the child/adolescent emotionally and/or physically. (Boullier and Blair, 2018, p. 133, p. 134). Of late, there have been some works which have criticized the original factors for childhood adversity as unrepresentative and narrow (McEwen and Gregorson, 2018, p. 1). The respondents for the survey conducted by Felitti his coresearchers were predominantly white and middle-class people (McEwen and Gregorson, 2018, p. 1). Therefore, Felitti *et al.* did not study other multiple other factors which can cause childhood adversity like "child poverty, economic and racial segregation, unaffordable housing, stagnant wages, and weak social supports for parents and caretakers" (McEwen and Gregorson, 2018, p. 1). Moreover, there is also a need to study factors like violence in the community, over-policing in the neighbourhood, environmental pollution, overcrowded housing or even homelessness for producing childhood adversity (Wade *et al*., 2015). Some scholars have also flagged child labour (Boullier and Blair, 2018, p. 133) and parental or sibling illness or death (Finkelhor, 2020) as factors which can result in adversities for children.

1.3 Psychological Wellbeing

Psychological Well-Being (PWB) is an evolving concept. The ideas on individuation by Carl Jung (1933), mature personality by Gordon Allport (1937), positive criteria for mental health by Marie Jahoda (1958), psychosocial stage model by Erik Erikson (1959), fully-functioning person by Carl Rogers (1961), self-realization by Abraham Maslow (1968), personality change in later life by Bernice Neugarten (1973) among others have contributed to the contemporary understanding of PWB. Carol Ryff (1995) has beautifully synthesized the above-mentioned and other works to come up with a comprehensive understanding of PWB. Therefore, PWB is neither the absence of negative mental conditions like anxiety and depression (Ryff, 1995, p. 99) nor it is presence of positive mental conditions like pleasure and happiness. Let it be emphasized over here that PWB is not hedonistic consumption of multiple kinds of goods and services for incessant enjoyment and gratification. Similarly, human life is not a bed of roses thus negative experiences and feelings are part and parcel of everyone's life (Huppert, 2009, p. 137). PWB lies in finding meaning in an absurd world and providing essence to our existence Ryff, 2014, pp. 11-12). PWB is about knowing ourselves and our potential and living our lives to the fullest extent and to achieve our true potential (Ryff, 2014, p. 11). Conforming with this latter eudemonic understanding of PWB, the World Health Organization (2001) has come up with a functioning definition of PWB i.e. "a state of well-being in which the individual realizes his or her own abilities, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

Carol Ryff suggested an integrative model that defines six principal dimensions of psychological well-being (Ryff,1989). These include autonomy, purpose in life, environmental mastery, personal growth, positive relationship with others and

acceptance of oneself. Psychological wellbeing as estimation of one's self is arranged according to favourable feelings, activities, and significance. This concept covers a broad range of good experiences, including satisfaction, pleasure, and happiness (Diener *et al.* 2010). Psychological well-being means being happy and satisfied with one's life. It further means that happiness is more than absence of bad feelings or experiences. Moreover, PWB is also about having good feelings, pleasure, and a fulfilling life with meaning and purpose (Seligman, 2002).

1.3.1 Factors Associated with Psychological wellbeing

A number of factors are strongly linked with psychological well-being. Optimistic traits like life satisfaction, happiness, hopefulness, and self-efficacy have been reported to have lower levels of stress as well as less chance of mental health problems (Zeizomi *et al.,* 2018). Satisfaction with life is among the primary elements of psychological wellbeing and has been correlated with improved mental health outcomes such as lower levels of depression, anxiety, and other psychological disorders. When people are generally satisfied with their lives, they show more emotional stability and resilience when facing challenges.

Happiness, means feelings of joy, gratitude, and love, also plays a relevant role in promoting psychological well-being. The existence of positive emotions not only protects better mood regulation but also facilitates physical health, motivation, and social connection. Likewise, self-efficacy—belief in oneself to be able to accomplish things in certain situations—has emerged as a significant predictor of mental well-being. Those who are more efficacious as teenagers are also more positive in dealing with stress, goal setting and attainment, healthy relationships, and resilience to challenges in life.

These psychological factors are strongly affected by social relationships, the family setting, and physical activity engagement. Positive family dynamics and close peer relationships can promote a feeling of belonging and security, both of which are prerequisites for emotional health in adolescence. Physical activity on a regular basis also plays a beneficial role by lowering stress levels, enhancing mood, and encouraging more favourable sleep habits, all of which contribute to mental health (Zeizomi *et al.,* 2018).

A further important variable for psychological wellbeing is the financial condition of the family. It is well-known that economic stressors have a detrimental effect on both men's and women's mental health. Economic adversity has the potential to cause chronic stress, low self-esteem, and helplessness, especially when primary needs remain unfulfilled (Oskrochi *et al*. 2018)

Demographic components like including gender, age, level of education, number of siblings, and marital status have also been known to affect psychological wellbeing. These factors might exert influence on exposure to stress, availability of social support, and the formation of coping strategies, hence having a direct effect on a person's emotional health.

Adolescents especially vulnerable to developing mental health problems because of their specific vulnerabilities. Poor living conditions, social stigma, discrimination, exclusion, and restricted access to quality mental health services can all add to shame, hopelessness, and isolation (WHO, 2024). At this critical developmental period, unmet psychological needs have long-term implications unless managed by timely and appropriate support systems.

1.3.2 Theoretical Models of wellbeing

There are so many models of wellbeing. Here some major models of wellbeing are discussed –

A. Carol Ryff's Model

This model was developed by Carol Ryff in the late 1980s. Here, Ryff discuss six key dimensions of wellbeing that collectively enhance personal mental wellbeing. These key dimensions are;

- Self-Acceptance: Self-acceptance refers to an individual's positive and warm self-perception, encompassing factors such as self-esteem and self-respect.
- Positive relationship with others: Here, a positive relationship with others means social relationships of an individual. Those who have strong, supportive, and effective connections with others tend to exhibit better wellbeing.
- Autonomy: Autonomy is another key dimension of Carol Ryff's model. Here, autonomy encompasses a sense of self-efficacy, self-management, and the power to choose in alignment with one's morals and goals.
- Environmental mastery: In the sense of environmental mastery, it refers to an understanding of how people manage and control their environmental and daily tasks.
- Purpose of life: It is another component of Carol Ryff's model. Those who have a purpose or goal in life tend to follow all the rules and guidance in their daily lives, and as a result, they exhibit better wellbeing.
- Personal Growth: Personal growth is another dimension of Carol Ryff's model of wellbeing. Here, personal growth means actively pursuing opportunities for self-development and an inclination to experience a higher level of overall wellbeing.

1.1 Diagram showing Carol Ryff's Psychological wellbeing model.

Source: 10.3389/fpsyg.2021.720340

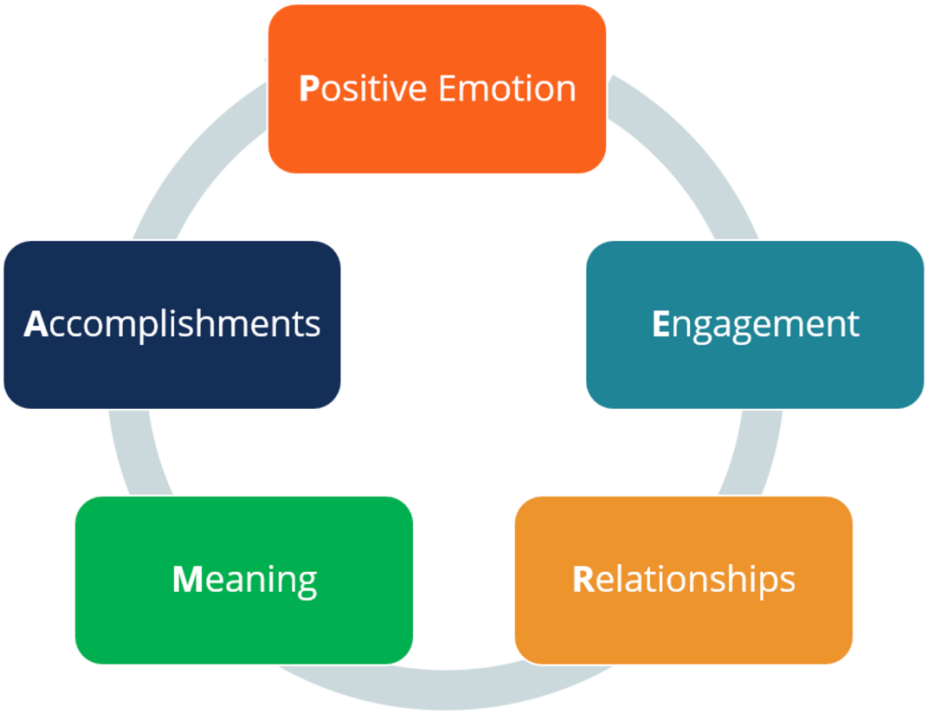
B. PERMA model

Dr. Martin Seligman, an important scholar in the discipline of positive psychology, gave the PERMA model as a framework of psychological wellbeing. It recognizes five main elements which are essential for any persons happiness and fulfilment in life:

1. **Positive Emotion (P):** This concept pertains to uplifting feelings like joy, gratitude, love, and satisfaction. It involves feeling joyful and discovering pleasure in everyday life.
2. **Engagement (E):** Engagement involves total focus and involvement in tasks or experiences. It is often linked to a condition of "flow" where an individual becomes so engrossed in their work that they lose all sense of time.
3. **Relationships (R):** Building and maintaining healthy social relationships is crucial for overall happiness. Good interactions with co-workers, family members, and the community greatly influence a person's sense of well-being.

4. **Meaning (M):** Having a clear purpose in life is an essential element for overall happiness. This aspect relates to striving for deeply meaningful and fulfilling goals.
5. **Accomplishment (A):** Achievement entails setting and reaching important goals. It involves progression, gaining new abilities, and feeling a sense of fulfilment.

1.2 Chart showing PERMA model of wellbeing



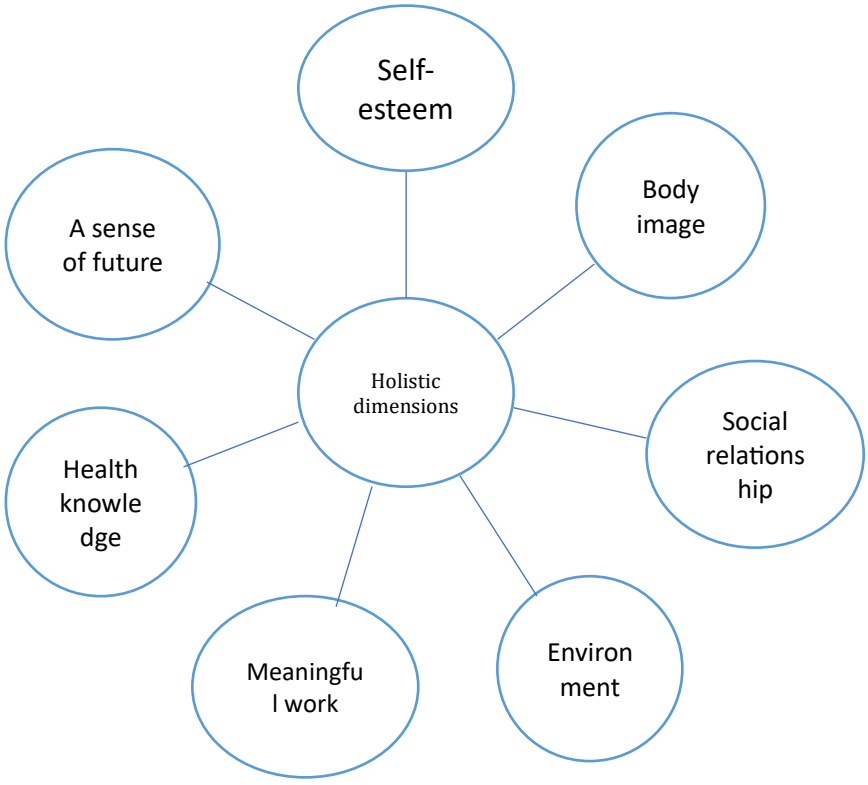
Source: https://corporatefinanceinstitute.com/resources/management/perma-model/

C. Seven Dimensions of Holistic Wellbeing (7DHW) Model

This model was developed by Silva et al. (2024). Holistic means something represented as a whole, instead of individual portions. According to this model, all aspects of a person are interconnected and interrelated. Here, Silva *et al.* (2024) said seven core elements that help keep us healthy. These elements are:

- Self-esteem
- Body image
- Social relationship
- Environment
- Meaningful work
- Health knowledge
- A sense of future

1.3 Diagram showing the Seven-dimensional model



Source:https://cdn.fortunejournals.com/articles/7-dimensions-of-holistic-wellbeing-7dhw-a-theoretical-model.pdf

D. Flow Model of Psychological wellbeing

Mihaly Csikszentmihalyi established the flow theory in the 1970s by observing people who participated in fun activities without any reward, either socially or financially. Psychological wellbeing is a highly intricate phenomenon encompassing the psychological and emotional state of a person. Flow, according to Csikszentmihalyi, refers to the optimal state of experience in which people are completely absorbed and immersed in an activity.

One of the most powerful contributors to the flow experience in Mihaly Csikszentmihaly i's FLOW model is the relationship between capability and the challenge generated by an activity.

1. Challenge level: "Challenge level" is the extent to which the task or activity has challenges in terms of challenge or difficulty. It is the expectations and demands that the activity places on one's skill and competence. The level of difficulty involved may be dependent on the activity, and it may be objectively measurable or subjectively experienced, depending on one's perspective.
2. Level of skill: A measure of a person's capability and frequency with which he or she does a certain activity or task. It indicates a person's abilities, expertise, and the expertise level he or she has at a certain task. You can improve and establish your skill with practice and learning.

The flow state will be most likely to occur when the individual challenge level matches the skill level of the person. The flow results are given below:

1. Low challenge, High skill: When the task is simple and the skills of the person are high, then it leads to boredom. The task is too simple and doesn't challenge the person's whole set of skills, so they are de-motivated and bored.

2. High challenge, Low skill: When the challenge is high but the person's ability is low, it can lead to tension or frustration. The job is too difficult and beyond the existing.

1.3.3. Psychological Wellbeing in Adolescents

Adolescence is a critical or vital phase of every human life found between childhood and adulthood. During this period, we followed pupils are significantly physical, emotional and social changes and hence, their identities and lay the foundation for future mental health. Good psychological wellbeing during this period is essential for ensuring a healthy adulthood. According to WHO, approximately 50 percent of mental health disorders start or commence at the of 14 (WHO, 2019). Family relationship, social support and measures of mental health like; self-concept and self-esteem where is strong reported lower level of depressive symptoms (Nabunya *et al.* 2020).

Good psychological wellbeing provides a healthy brain growth and development. These also helps remedies of mental health disorder issues, for example, depression and anxiety which can do long lasting effect of children. Good psychological wellbeing also improves adolescents academic performances. Moreover, its important of adolescents to create strong and healthy relationship with parents and friends or neighbours. Additionally, good psychological wellbeing increase resilience and assisting adolescents how to deal with stress, adversities and trauma. This create them future success with better employment opportunities, improves educational achievement and provides healthy life style. Finally, good psychological wellbeing enhances physical health and reduce like panic, disorders, substance abuse and other health problems.

1.4 Academic Achievement

Academic achievement is the end of the result of a student of all academic activities. In India, test and exams are used by the Indian educational system to evaluate students' academic achievement. It determines the students rank, grades, and success or failure, all of which are beneficial to their future education (Mathew. 2017). These academic success is very important of any student on his future perspectives that means massive chances of employment, good mental health, higher self-esteem, healthy family and also social relationship. Academic achievement helps in children to identify their skills, abilities and competence which is crucial for establishing professional aspirations (Illahi & Khandai. 2015) Academic achievement is deliberate a comprehensive learning environment in the end of the course. These academic achievement take a significant role for assessing of students future life. Various factors and situations effect on students achievement or performances in their particular field. Many times highly commendable students may not succussed as can expected on their abilities. Academic achievement might be characterised as perfection in all academic fields, in studies as well as extracurricular activities (Sarmah & Borah, 2019). In modern days technologies improves students qualities, facilities and academic outputs.

Academic success is the utmost importance. It is crucial because it helps pupils succeed not only in their present life but also in his future (Iyengar et al. 2021). There are so many aspects, like administration of school, personal characteristics of students, curriculum design, teaching-learning set-up, home facilities these all effect on their achievement (Illahi & Khandai. 2015). Students interest, method of teaching, school physical environment, socio-economic conditions, family environment and also some psychological factors affect students' performance directly or indirectly. In the most

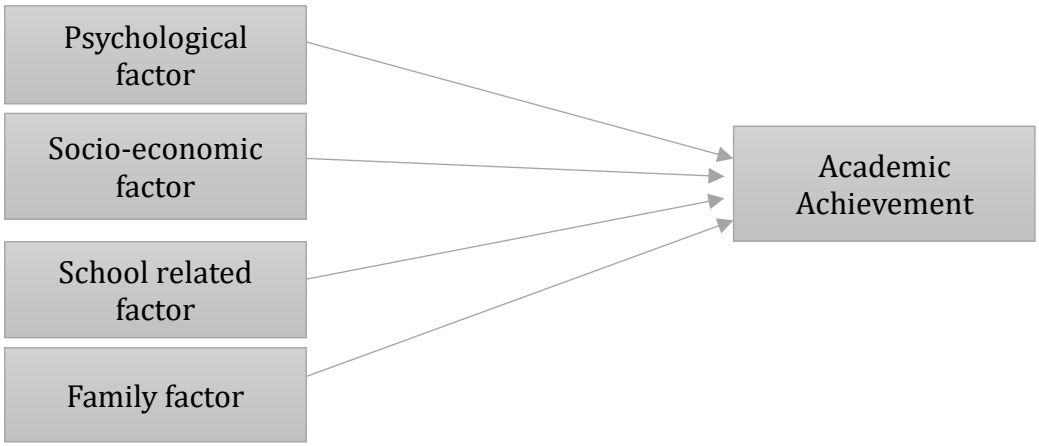
recent research study, academic performance meant finding out the elements that can affect how well children do in school.

Academic achievement has been recognised as a fundamental factor for assessing an individual's overall potential and talents. Academic success serves a number of purposes, including the following:

i) It helps students advance to higher grades.
ii) To evaluate the effectiveness of the educational opportunities offered by the organisation.
iii) Before beginning a new assignment, it is helpful to encourage the pupils.
iv) It is helpful to know how well the children are doing.

1.4.1 Factors Affecting Academic Achievement

There are so many factors responsible for students' academic success and failure. Most of the research reveal that education related factors like information, feedback, interaction of society, different types of training, co-curricular activities etcetera, and on the other hand, students related factors like educational experiences, intelligence and motivation are equally responsible for increasing academic achievement. Academic success depends on socioeconomic and psychological elements that facilitate the ideal development of children (Gular-Corbi *et al.* 2020). The infrastructure in the school and classrooms, insufficient and outdated equipment also affect students' academic achievement (Horanicova *et al.* 2024). Academic drive is a salient variable that affect educational success because it motivates and guides human action towards excellence (Steinmayr *et al.* 2019). Therefore, here, we are going to discuss some major factors that affects children's academic achievement. These are as following.



Psychological Factor: Many psychological factors affect the way people live their daily life. Most of the time, our everyday behaviour decides whether we shall fail or succeed fail in life. People can have wide range of mental health issues that make it very hard for them to go about their daily lives. These issues are mostly caused by mental health problem like stress, worry, sadness, low motivation, loneliness, anxiety and fears. These psychological problems can make students fail in their academic achievement (Beharu. 2018 : 59).

Socio-Economic Factor: Socio-economic factor also impact the students' academic performance. The low socio-economic status cannot develop students potentials and skills to the maximum for that reason students' performance negatively in their school.

School related factor: School related factors play a significant role in influencing academic achievement. A positive school climate; safety, respect and support these all provide or promote students wellbeing and academic success. A well-structure curriculum, availability of school resources like library, technology, sanitation, co-curricular activities these all are affect a student academic achievement.

Family factor: Family is an important factor that affect children academic achievement. Supportive home environment, access all the resources like books, computer, internet these all are improve a student's learning and academic success. Family member also

provide their student to develop social skill, manage their stress and handle with academic pressures.

1.5 Baganiyas in the Dooars Region

The Dooars tea garden workers are commonly known as Baganiyas. The term Baganiyas is derived from the Bengali word *Bagan* (বাগান) which means garden. On the other hand, Baganiyas refer to the workers who toil in the tea gardens. The Dooars region encapsulating Jalpaiguri and Alipurduar districts. Dooars also known as Home of Tea Estates where majority of tea is cultivated, harvested and and processed in West Bengal. These tea gardens are located throughout both the districts manned by the local workers from Jalpaiguri and Alipurduar. They are mostly from rural areas and 90 percent belong to Scheduled Tribes and Scheduled Caste communities. According to Debarshi Bhattacharya (2024), there is a total of 64 and 120 tea gardens registered in Alipurduar and Jalpaiguri districts, respectively.

In Dooars region, most of the people are totally depended on the tea garden. There are many types of working activities in tea garden such as plucking, driving, spraying of chemicals on tea garden, water pumping, guarding etc. Among all these most of the workers are engaged with plucking of tea leaves. Other hand, income is the most important factor that defines family living condition. In this region, majority of families they living below the poverty line. Many studies revealed that in Dooars region literacy rate lower than national and state average. Therefore, most of the tea garden workers have not studied after pass elementary education. For that reason the number of undergraduate, post graduate and above significantly low.

1.6 Importance of Studying Baganiya Adolescents

According to UNICEF, in 2023 there will be 1.3 billion adolescence worldwide, or 16 per cent of the total population (https://data.unicef.org/). Adolescents constituted around 20 per cent of the population in South-East Asia region reported by the World Health Organization (WHO, 2006). World Health Organization and United Nations (UN) adolescents as defined between childhood and adulthood, the period spans usually between 10 and 19 years (https://www.who.int/health-topics/adolescent-health). Adolescence is an emotional stage of life in which every person experiences change in several domains, like biological, social and also cognitive domain. During puberty, adolescents need autonomy from their parents or family and become more engaged with friends, that which may cause substance abuse and behavioural difficulties (Das *et al*. 2024).

In Dooars region of West Bengal, most of people belong to the tribal communities. They lack so many basic facilities in life. Majority of people in this area inhabit tea gardens and suffer from many problems. Hunger, poverty, limited source of income and dropout are main problem which are by the most of the people (Das *et al*. 2024). Another major issue in the Dooars is low literacy rates (Deb & Ghosh, 2015). In government sponsored schools, the majority of teachers speak Bengali unlike the students who Sadri and Jagarani as their mother tongues. This linguistic difference between the teachers and the students result in latter failing to understand the former. It also results in students losing their interest in attending the classes and learning (Sarkar, 2021). Moreover, persistent financial crises at home, lack of parental guidance and support, and infrastructural underdevelopment make it difficult for tribal adolescents in Dooars to get proper school education (Das *et al.* 2024). Since the tribal people are dependent on subsistent labour in tea gardens, any crisis in tea gardens leads to these people suffering economically and landing in regular

financial problems. Moreover, the parents are so occupied in daily labour at the tea gardens that they fail to send their children to school regularly. Unfortunately, the elder brothers and sisters of the family become busy in the household chores and fail to go to the school. Furthermore, the schools are not found close to all the villages and the transportation facilities like buses and autorickshaws do not ply either on time and all the times. To add furthermore, the frustrated adolescents picking drinking and smoking habits instead of going the school (Das *et al.* 2024). For all these above-stated reasons the Baganiyas of the Dooars in West Bengal make a good case to study whether childhood adversity affects psychological wellbeing and academic achievement, or not.

1.7 Childhood Adversity, Psychological Wellbeing and Academic Achievement

There is causal relationship between childhood aversities, psychological wellbeing and academic achievement. Research has shown that physical, sexual or emotional abuse of children can cause severe anxiety, fear and even depression in them as does the domestic violence, substance and alcohol abuse within the family. Toxic stress because of childhood adversities are known factors affecting mental health negatively (Hilberdink et al., 2023). Those children who have gone through adversities also lose their autonomy, purpose of life, environmental mastery, personal growth, positive relationship and self-acceptance, the six bases of psychological wellbeing distilled by Ryff.

Moreover, the childhood is also known as a factor in poor academic performance. For example, a child who is suffering from abuses at home or living in a dysfunctional home can barely focus on his studies. Normally, this child does not get any academic support either from his family members. Naturally, he cannot perform as well as other children who live in safe environments with supportive family members and relatives. Furthermore, rigorous studies have proven that toxic stress can permanently change the

brain structure and function at the foetal, infant and early childhood stages (Shonkoff et al., 2012, p. 236). This impairment of the developing brain results in a weak cognitive foundation for later academic achievement (Shonkoff et al., 2012, p. 236).

1.8 Rationale of the Study

Childhood adversities encompass a broad variety of adverse experiences that produce severe or prolonged stress in early developmental ages. These include physical, emotional and economic abuse, neglect by parents, witnessing violence, having a single parent, experiencing early maternal loss and other types of family disruption. These are not race, ethnic, gender or socio-economic restricted and are increasingly viewed as a public health issue worldwide. Submerged feelings and the prospect of shame in revealing traumatic incidents during childhood tend to create a long–lasting state of psychological malaise. This emotional load prevents individuals from forming healthy ways of dealing with challenges and negatively impacts their mental health and general wellbeing years into adulthood.

Childhood adversities have significant social and economic repercussions since they affect cognitive, emotional and behavioural development, leading ultimately to educational achievement, productivity, and social functioning. These hardships jeopardise a child's potential for success within the educational environment and damage their psychological resistance. The children of tea garden labourers within the Dooars area of West Bengal, who are locally known as Baganiyas, frequently experience various types of adversity. Housed in a poverty-stricken environment with parental drug use, poor supervision and risky living conditions, these children must deal with these issues on a daily basis, with factors that deskill their psychological health and academic development. Most are subjected to emotionally traumatic experiences at home or in

their communities, and are frequently forced to assume responsibilities that are inappropriate to their age, causing emotional tension and premature burnout.

In spite of an increasing volume of cross-national literature documenting the impact of childhood adversity on mental health and academic achievement, empirical studies in India are lacking, especially among disadvantaged and indigenous populations such as those living in Jalpaiguri and Alipurduar districts' tea estates. Such populations are traditionally undercounted and continue to experience institutional disregard. The area has more than 180 registered tea gardens, and the population relying on this industry is large, with their socio-economic risks usually crossing generations. This research then seeks to fill a significant gap by exploring the correlation between childhood adversities, psychological wellbeing and academic performance among Baganiya adolescents in the Dooars region of West Bengal.

1.9 Operational Definitions

Baganiya - The Baganiya Tea Garden neighbourhoods in the Dooars region of West Bengal consists largely of descendants of Adivasi (tribal) groups such as the Santhals, Oraons, Mundas, and Kharias. The settlements have been brought from central India by the British colonial regime to serve as plantation workers on tea estates. They are ethnically indigenous people with their own languages, cultures, and traditional practices.

Childhood adversity, as it is in the case of Baganiya Tea Garden settlements in the Dooars, refers to adverse experiences of children from circumstances like poverty, parental drug abuse, domestic violence, and inaccessibility to quality education and health facilities. These are deep-seated in a history of marginalization and exploitative labour systems. Such adversities significantly affect psychological, emotional, and social development of the child.

Psychological wellbeing among Baganiya children in the Dooars tea gardens is a specification of their social, cognitive, and functional abilities in the context of chronic socio-economic adversity. It encompasses their stress coping, self-esteem, and the development of supportive interpersonal relationships.

Academic Achievement – Academic achievement refers to the measurement of the student's performance and progress in academic activities that is generally evaluated through grades, exams, and successful completion of academic tasks. Determination of academic performance last year in an academic environment is thus considered Academic achievement.

References

"5 Ways Childhood Trauma Impacts Young Adults," *Newport Institute*, Monticello (Minnesota), 6 July 2023, last accessed on 9 March 2025 at [https://www.newportinstitute.com/resources/treatment/childhood-trauma/#:~:text=Research%20shows%20that%20people%20who,relationship%20skills%20and%20brain%20function].

"Adverse Childhood Experiences (ACEs) and Attachment," *Manchester University*, Manchester, 2025, last accessed on 8 March 2025 at [https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/].

"The Impact of Childhood Experiences on Adult Mental Health," *AnxiousMinds*, NorthTyneside (England), last accessed on 9 March 2025 at [https://www.anxiousminds.co.uk/impact-childhood-experiences-mental-health/#:~:text=Early%20life%20events%20often%20shape,separation%2C%20and%20other%20traumatic%20events].

Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., Dube, S. R., & Giles, W. H. (2005). The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience*, *256*(3), 174–186. https://doi.org/10.1007/s00406-005-0624-4

Bhattacharya, P. (2024). Gendered Harm and Social Abandonment: Stories of the Dooars Women tea garden workers. *Journal of Social Inclusion Studies*, *10*(1), 53–74. https://doi.org/10.1177/23944811241236810

Boullier, M., & Blair, M. (2018). Adverse childhood experiences. *Paediatrics and Child Health, 28*(3), 132–137. https://doi.org/10.1016/j.paed.2017.12.008

Boullier, Mary and Blair, Mitch, "Adverse Childhood Experiences," *Paediatrics and Child Health*, Vol. 28, Issue 3, 2018.

Bowman, N. A. (2010). The development of psychological well-being among first-year college students. *Journal of College Student Development*, *51*(2), 180–200. https://psycnet.apa.org/doi/10.1353/csd.0.0118

Bozzatello, Paola; Rocca, Paola; Baldassarri, Lorenzo; Bosia, Marco; and Bellino, Silvio, "The Role of Trauma in Early Onset Borderline Personality Disorder: A Biopsychosocial Perspective," *Frontiers in Psychology*, Vol. 12, 2021, pp. 1-13.

Childhood adversity is the term used to describe potentially traumatic events that occur during childhood or adolescence and can have a negative impact on one's health and well-being (World Health Organization, 2020).

Copley, Laura, "Childhood Trauma & Its Lifelong Impact: 12 Resources," *PositivePsychology.Com*, Amsterdam, 29 April 2024, last accessed on 8 March 2025 at [https://positivepsychology.com/childhood-trauma/].

Das, P., Das, T., & Roy, T. B. (2024). Initiation of alcohol consumption among the tribal male adolescents in Dooars region of West Bengal: A failure event Analysis approach. *Journal of Racial and Ethnic Health Disparities*. https://doi.org/10.1007/s40615-024-02089-8

Dube, Shanta R.; Felitti, Vincent J.; Dong, Maxia; Giles, Wayne H.; and Anda, Robert F., "The Impact of Adverse Childhood Experiences on Health Problems: Evidence from Four Birth Cohorts Dating Back to 1900," *Preventive Medicine*, Vol. 37, Issue 3, 2003, pp. 268–277.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine, 14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Finkelhor, D. (2020). Trends in adverse childhood experiences (ACEs) in the United States. *Child Abuse & Neglect, 108,*104641. https://doi.org/10.1016/j.chiabu.2020.104641

Foege, W. H. (1998). Adverse childhood experiences: A public health perspective. *American Journal of Preventive Medicine, 14*(4), 354–355.

Gilar-Corbi, R., Pozo-Rico, T., Castejón, J., Sánchez, T., Sandoval-Palis, I., & Vidal, J. (2020). Academic achievement and failure in university studies: motivational and emotional factors. *Sustainability*, *12*(23), 9798. https://doi.org/10.3390/su12239798

Heizomi, H., Allahverdipour, H., Hejazi, S. B., Jafarabadi, M. A., & Shirazi, A. (2018). Factors Associating Perceived Stress and Psychological Well-being among Iranian Female Adolescents. *International Journal of Depression and Anxiety*, *1*(1), 1–6.

Hilberdink, C. E.; van Zuiden, M.; Olff, M.; Roseboom, T. J.; and de Rooij, S. R., "The Impact of Adversities Across the Lifespan on Psychological Symptom Profiles in Late Adulthood: A Latent Profile Analysis," *Journal of Developmental Origins of Health and Disease*, Vol. 14, Issue 4, 2023, pp. 508-522.

Hogg, Bridget; Gardoki-Souto, Itxaso; Valiente-Gómez, Alicia; Rosa, Adriane Ribeiro; Fortea, Lydia; Radua, Joaquim; Amann, Benedikt L. and; Moreno-Alcázar, Ana, "Psychological Trauma as a Transdiagnostic Risk Factor for Mental Disorder: An Umbrella Meta-Analysis," *European Archives of Psychiatry and Clinical Neuroscience*, Vol. 273, Issue 2, 2023, pp. 397–410.

Horanicova, S., Husarova, D., Geckova, A. M., Rebicova, M. L., Sokolova, L., De Winter, A. F., & Reijneveld, S. A. (2024). Adolescents' academic performance: what helps them and what hinders them from achievement and success? *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1350105

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, *1*(2), 137–164. https://doi.org/10.1111/j.1758-0854.2009.01008.x

Iyengar, R. G., Gouri, G. P., Kumar, M., & Yanjana, N. (2021). Academic self concept and academic achievement of Indian CBSE school students. *National Journal of Community Medicine*, *12*(12), 405–410. https://doi.org/10.5455/njcm.20211127044355

Juwariah, T., Suhariadi, F., Soedirham, O., Priyanto, A., Setiyorini, E., Siskaningrum, A., Adhianata, H., & Da Costa Fernandes, A. (2022). Childhood adversities and mental

health problems: A systematic review. *Deleted Journal*, *11*(3). https://doi.org/10.1177/22799036221106613

Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. (1962). The battered-child syndrome. *Journal of the American Medical Association, 181*(1), 17–24. https://doi.org/10.1001/jama.1962.03050270019004

Kessler, R. C., McLaughlin, K. A., Green, J. G., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., Aguilar-Gaxiola, S., Alhamzawi, A. O., Alonso, J., Angermeyer, M., Benjet, C., Bromet, E., Chatterji, S., De Girolamo, G., Demyttenaere, K., Fayyad, J., Florescu, S., Gal, G., Gureje, O., . . . Williams, D. R. (2010). Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys. *The British Journal of Psychiatry*, *197*(5), 378–385. https://doi.org/10.1192/bjp.bp.110.080499

Khumalo, I. P., Temane, Q. M., & Wissing, M. P. (2011). Socio-demographic variables, general psychological well-being and the mental health continuum in an African context. *Social Indicators Research, 105*(3), 419–442. https://doi.org/10.1007/s11205-010-9777-2

Mathew, J. S. (2017). Self-perception and academic achievement. *Indian Journal of Science and Technology*, *10*(14), 1–6. https://doi.org/10.17485/ijst/2017/v10i14/107586

McEwen, C. A., & Gregerson, S. F. (2018). A critical assessment of the adverse childhood experiences study at 20 years. *American Journal of Preventive Medicine, 54*(6), 767–771. https://doi.org/10.1016/j.amepre.2018.10.016

McMahan, E. A., & Estes, D. (2011). Hedonic versus eudaimonic conceptions of well-being: Evidence of differential associations with self-reported well-being. *Social Indicators Research, 103*(1), 93–108. https://doi.org/10.1007/s11205-010-9698-0

Nabunya, P., Damulira, C., Byansi, W., Muwanga, J., Bahar, O. S., Namuwonge, F., Ighofose, E., Brathwaite, R., Tumwesige, W., & Ssewamala, F. M. (2020). Prevalence and correlates of depressive symptoms among high school adolescent girls in southern Uganda. *BMC Public Health*, *20*(1). https://doi.org/10.1186/s12889-020-09937-2

Naci, H., & Ioannidis, J. P. A. (2015). Evaluation of wellness determinants and interventions by citizen scientists. *JAMA*, *314*(2), 121. https://doi.org/10.1001/jama.2015.6160

Nelson, Charles A.; Scott, Richard David; Bhutta, Zulfiqar A.; Harris, Nadine Burke; Danese, Andrea; and Samara, Muthana, "Adversity in Childhood is Linked to Mental and Physical Health Throughout Life," *The BMJ*, 28 October 2020 (371:m3048).

Office of Early Childhood Development (OECD), "Early Childhood Adversity," *U.S. Department of Health and Human Services*, Washington (D.C.), 4 November 2020, last accessed on 8 March 2025 at [https://acf.gov/ecd/child-health-development/early-adversity#:~:text=Research%20on%20adverse%20childhood%20experiences,violence%2C%20and%20family%20economic%20hardship].

Oskrochi, G., Bani-Mustafa, A., & Oskrochi, Y. (2018). Factors affecting psychological well-being: Evidence from two nationally representative surveys. *PLoS ONE*, *13*(6), e0198638. https://doi.org/10.1371/journal.pone.0198638

Petruccelli, K., Davis, J., & Berman, T. (2019). Adverse childhood experiences and associated health outcomes: A systematic review and meta-analysis. *Child Abuse & Neglect, 97,* 104127. https://doi.org/10.1016/j.chiabu.2019.104127

Ruini, C., Ottolini, F., Rafanelli, C., Tossani, E., Ryff, C. D., & Fava, G. A. (2003). The relationship of psychological well-being to distress and personality. *Psychotherapy and Psychosomatics*, *72*(5), 268–275. https://doi.org/10.1159/000071898

Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, *4*(4), 99–104.

Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, *83*(1), 10–28. https://doi.org/10.1159/000353263

Ryff, C. D. & University of Wisconsin—Madison. (1989). Happiness is everything, or is it? Explorations on the meaning of Psychological Well-Being. In *Journal of Personality and Social Psychology* (Vol. 57, Issue 6, pp. 1069–1081). American Psychological Association, Inc. https://www.researchgate.net/profile/Espen-

Roysamb/post/Can_anybody_suggest_references_regarding_Ryffs_psychological_well-being_model/attachment/59d63616c49f478072ea3db0/AS%3A273644012408832%401442253224136/download/Ryff+1989.pdf

Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, *65*(1), 14–23. https://doi.org/10.1159/000289026

Ryff, C. D., & Singer, B. (2006). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, *9*(1), 13–39. https://doi.org/10.1007/s10902-006-9019-0

Sarkar, B. C. & Ananda Chandra College. (2017). Economic Transformation of Tribal People from Primitive to Tea Garden Workers in Dooars of Jalpaiguri District. *INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY*, 160–161. https://www.researchgate.net/publication/355357707

Sheldon, E., Simmonds-Buckley, M., Bone, C., Mascarenhas, T., Chan, N., Wincott, M., Gleeson, H., Sow, K., Hind, D., & Barkham, M. (2021). Prevalence and risk factors for mental health problems in university undergraduate students: A systematic review with meta-analysis. *Journal of Affective Disorders*, *287*, 282–292. https://doi.org/10.1016/j.jad.2021.03.054

Shonkoff, Jack P. and Garner, Andrew S., "The Lifelong Effects of Early Childhood Adversity and Toxic Stress," *Pediatrics*, Vol. 129, Issue 1, pp. e232-e246.

Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement – replicating and extending previous findings. *Frontiers in Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.01730

The National Child Traumatic Stress Network (NCTSN), "Effects," *University of California*, Los Angeles, last accessed on 9 March 2025 at [https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma/effects].

Wade, R. (2015). Household and community-level adverse childhood experiences and adult health outcomes in a diverse urban population. *American Journal of Public Health, 105*(12), 2483–2490.

Wells, I. E. (Ed.). (2010). *Psychological well-being*. Nova Science Publishers.

Yeo, GeckHong; Lansford, Jennifer E.; Hirshberg, Matthew J.; Tong, Eddie M.W.; "Associations of Childhood Adversity with Emotional Well-Being and Educational Achievement: A Review and Meta-Analysis," *Journal of Affective Disorders*, Vol. 347, 2024, pp. 387-398.

Yingyinga, Su; D'Arcya, Carl; Shuaic, Yuan; Xiangfeid, Meng, "How Does Childhood Maltreatment Influence Ensuing Cognitive Functioning Among People with the Exposure of Childhood Maltreatment? A Systematic Review of Prospective Cohort Studies," *Journal of Affective Disorders*, Vol. 252, 2019, pp. 278-293.

CHAPTER 2

PROBLEM OF THE STUDY

CHAPTER II: PROBLEM OF THE STUDY

2.1 Review of the Related Literature

Research makes use of the experience gained in the past as a result of ongoing human effort. It is impossible to be conducted independently of the work already done on the problem, which is either directly or indirectly pertaining to a study suggested by a researcher. Closely going through the research journal, book, dissertation, thesis, or other source of information on the problem to be studied is one of the most critical steps in planning any research study. A review of related literature should be done before conducting any well-planned research study. Review of literature, apart from that, enables the researcher to familiarize himself with existing information in a particular field or subject in which he will be pursuing his research (Koul, 2009).

For this purpose, contemporary studies on Childhood Adversities, Psychological Well-being and Academic Achievement among Baganiya adolescents in Dooars Region (West Bengal) are reviewed to specify the present research problem. The reviews of related literature are below**:**

Singh *et al*. (2024) conducted a study entitled "Comprehensive assessment of the psychological well-being of school-going adolescent girls in Chandigarh, India". The chief purpose of this study is to holistically evaluate the causes of excessive psychological distress among school-going adolescent girls in Chandigarh. A cross-sectional design was employed, where 168 adolescents in the age of 13 to 19 years were studied, with the data being gathered using a multi-stage sampling design. The result of this study found that major factors contributing to psychological distress among teenage girls include

academic pressure 87.5%, negative thinking 83.4%, loneliness 81%, communication difficulties 51.2%.

Alsughier (2024) conducted a study entitled " The impact of early childhood adversity on mental health outcomes". This study's main objective is to examine how difficult experiences in childhood, such as abuse, neglect, and violence, may cause prolonged negative effects on a person's mental health. The findings of this study show that poverty and want of access to support services increase the risk of childhood trauma, especially in marginalised communities. This study has also observed that adversity can be passed from one generation to the next, and parents may unintentionally model harmful behaviours.

Kageyama *et al*. (2023) conducted a study entitled "Childhood Adversities and Psychological Health of Adult Children of Parents with Mental Illness in Japan". This study aims to explore whether psychological distress in adults with mentally ill parents is linked to childhood abuse, neglect, and emotional caregiving during their school years. A total of 120 adults over age 20 who responded to this survey, 94 had a father or mother with a mental disease and were part of this study. The result showed that 69% had high psychological distress. They also highlighted that those who gave emotional care to their parents during their own childhood were significantly likelier to suffer high distress as adults.

Felitti *et al*. (1998) conducted a study entitled "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults". This study looks at how different types of adverse experiences during childhood – physical, emotional or sexual abuse and household dysfunction affect health and behaviours in adulthood. The questionnaire on childhood adversity was emailed to 13,494 people, and

approximately 9,508 responded. The result was that more childhood adversity was linked to a higher risk of many serious health problems and risky behaviours in adulthood.

Petruccelli *et al.* (2019) conducted a study entitled "Adverse childhood experiences and associated health outcomes: A systematic review and meta-analysis". This study aims to review the various health outcomes associated with adverse childhood experiences (ACEs) using the official ACE scale developed by the CDC and Kaiser Permanente. The result of a study of 3,167 research titles reviewed found 96 studies that measured health outcomes related to ACEs using the CDC Kaiser ACE scale. The findings also showed that higher ACE scores were more strongly linked to mental and behavioural issues than to physical health problems.

Kessler *et al*. (2010) conducted a study entitled "Childhood adversities and adult psychopathology in the WHO World Mental Health Survey". The main goal of this study is to analyze how 12 different types of childhood adversities are linked to the first occurrence of 20 mental health disorders defined by DSM-IV. Fifty-one thousand nine hundred forty-five adult participants nationally or regionally were included in this study, and Participants were asked about their experiences of childhood adversities and any lifetime mental health disorders, based on the DSM-IV criteria**.** The result showed that adverse factors like mental illness of the parents, and abuse and neglect of the child were the strongest predictors of later mental health disorders. The study also suggested that overall childhood adversities were found to contribute to nearly 30% of all mental health disorders across the countries studied.

Moen (2021) conducted a study examining the various types of adversity faced by young South African children, drawing on the unique insights and experiences of their teachers.

The study had 135 teachers from primary schools based six provinces of South Africa. Data were picked up using the checklist on adversity along with open-ended questions. The result was found 71% reported that divorce was the most common adversity faced by children in schools. They also observed that divorce often leads to emotional distress, parental conflict, and children left with relatives, all of which negatively affect the child's wellbeing.

Ossai (2023) conducted a study exploring the relationship between self-esteem and childhood adversity of Nigerian teenage students. This research was done on 30 junior school students using a purposive sampling procedure, with the assistance of the childhood adversity scale (Felitti et al., 1998) and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The results show a moderate negative relationship between adverse childhood experiences and students' self-esteem. This study also found that gender has a minimal effect on the relationship between ACEs and self-regard among students.

Wang *et al.* (2021) did a research on Eritrean college students to explore how different types of ACEs are linked to current stressful events (CSEs), psychological distress, and overall wellbeing. A total of 507 samples were collected with a cross-sectional survey method. This study indicates that 86.4% of the participants had experienced at least one adverse childhood experience (ACE). This study also finds out that there are three groups: those with low ACEs(66.3%), those exposed mainly to domestic violence (19.1%) and those with numerous childhood adversities (14.6%).

Bekele *et al*. (2018) conducted a study entitled "Childhood adversities and Physical and Mental Health Outcomes in Adult Living with HIV: Findings from the Ontario HIV Treatment Network Cohort Study". This research examines how prevalent childhood adversity is among individuals with HIV, and its effects on their health. 1,409 adults took

part, and data was collected by interviewing them and reviewing medical records. Out of the total people studied, 71% suffered from adverse childhood experiences. This study also found these experiences are everyday among younger people, those of indigenous or African or Caribbean or black background, individuals with lower income and those who smoked or used drugs. This study highlighted that HIV care providers should screen for childhood trauma and provide support as part of HIV Treatment.

Bhattarai *et al*. (2023) did a research to examine the connection between childhood adversity and mental health outcomes among university undergraduate students, and whether social and behavioural factors also help. A total sample of 5943 was collected through a follow-up survey in spring 2019. The results found that students who experienced childhood abuse were almost thrice prone to have mental problems, and whose parents were separated or divorced also had a higher risk.

Haahr-Pedersen *et al*. (2020) conducted a study entitled "Female have more complex patterns of childhood adversity: implication for mental, social and emotional outcomes in adulthood". This study's main objective is to identify gender-specific patterns of childhood adversity and examine their links to adult mental health and emotional wellbeing. 1,839 adults from all over the United States took part in this research, and information was gathered using online self-reported surveys. The findings demonstrated men and women have different patterns of adverse childhood experiences, with women experiencing more complicated and diverse adversities. This adversity was linked to several adverse mental, emotional, and social outcomes in both groups.

Karatekin (2017) conducted a study entitled "Adverse Childhood Experiences (ACEs), Stress and Mental Health in College Students." This study aims to examine whether ACEs can identify college students at risk for mental health issues and whether stress mediates

this relationship. Data were collected from 239 students at the start and end of the semester. The findings of this research show that pupils with more adversities had worsening mental problems over time, and current stress played a key role in this.

Thomson *et al*. (2016) explored the connection suicidal behavior and between childhood adversities. Moreover, they observed a relationship between three different kinds of childhood adversities and suicide attempts throughout the life, and gender specific and intervening effects. A cross-sectional survey was conducted, and 22,559 samples were collected. The results of this study on mental health factors and chronic pain are linked to ACEs and suicide attempts.

Shahina & Parveen (2022) conducted a study entitled "A Study of Psychological Well-Being Among Adolescents in Relation to Meaning in Life and Personal Growth Initiative". The main purpose of this research is to study the association among initiative, personal growth, meaning in life and psychological well-being among adolescents. Approximately 100 samples were collected in this study using purposive sampling techniques. The Personal Growth Initiative scale–II and the Ryff Psychological Well-being Scale were used for data collection. The results of this research hints at a positive and significant relationship between personal growth initiative, meaning in life and psychological well-being among adolescents.

Beharu (2018) conducted a study entitled "Psychological Factors Affecting Students' Academic Performance Among Freshman Psychology Students in Dire Dawa University". The primary objective of this study is to investigate the psychological factors that affect the academic results of first-year students at the Ethiopian Dire Dawa University. Using questionnaire and observation, a purposive sampling process was employed to collect data from freshman students. It was found that there was a robust relationship between

psychological factors and the academic achievement of the Dire Dawa University students.

Khan *et al*. (2015) did research to measure the psychological wellbeing of adolescents attending school and examine its relationship with physical activity and socio-demographic factors. A cross-sectional study was done and five schools were randomly selected, with a total of 345 samples being collected. The outcome of the study indicated that 43.4% had moderate psychological well-being, whereas 23.2% had low levels. This study also observed that socio-demographic factors were significantly associated with psychological wellbeing, and after adjusting for these factors, females had significantly lower PWB than males.

Monika *et al*. (2023) conducted a study titled "Psychological Well-Being of Adolescents." The primary goal of this research was to establish the relationship between the factors and examine gender differences. The sample was 520 adolescents between 13-18 years, selected purposively from five Punjab districts. The results of this study indicated an advanced degree of parent-adolescent relationships and average pressure among school-going adolescents. In this study the gender variable showed were not significant.

Poudel *et al*. (2020) conducted a study to investigate the connection between perceived social support and psychological wellbeing among adolescents from Nepal, with a focus on the intervening role of self-esteem. The research was carried out on 348 teenagers of the 9th and 10th grades of the government secondary school in Pokhara Metropolitan City, Nepal. The research showed that Perceived Social Support (PSS) affects adolescents' Psychological Well-being (PWB) indirectly via self-esteem (SE), acting as a mediator. Adolescents who felt supported had higher self-esteem, which helped improve their wellbeing.

Bojanowska & Piotrowski (2018) did a research to investigate the relationship between adolescents' personal values and various dimensions of psychological wellbeing. Data were collected from 147 adolescents using a standardized questionnaire. There was a significant correlation found between value types and certain PWB dimensions. Openness was positively correlated with autonomy, while self-enhancement was negatively correlated with environmental mastery; however, it was also seen to have a positive relationship in general.

Vinayak & Judge (2018) conducted a study entitled "Resilience and Empathy as Predictors of Psychological Wellbeing among Adolescents". The goal of this research was to explore the predictors of psychological wellbeing among adolescents. A total of 150 samples were studied in this paper. The results of this study, Resilience and empathy, were found to be positively related to psychological wellbeing. Resilience and empathy were retained as predictors among girls, while resilience sole predictor of psychological wellbeing among boys.

Rodrigues *et al*. (2023) conducted a study entitled "Mental Well-being Among Adolescents: A Cross-Sectional Survey". The primary purpose of this research was to measure the mental wellbeing among adolescents. A descriptive survey approach was used in this research and a total of 720 adolescents were collected. The results of this research indicate that three-fourths of the adolescents exhibited good mental well-being, while 2.08% reported poor mental well-being. This study also found that mental well-being was significantly associated with the stream of study.

Gamage *et al*. (2021) conducted a study to assess how an OPD drug abuse treatment program affects the psychological wellbeing of teenagers. This study was conducted with 36 adolescents attending the youth drug and alcohol service in Dublin, using evidence-

based therapies. PWB were measured using the Beck Youth Inventory again after three months. The result showed that substance use treatment helps adolescents improve their mental health and behaviour.

Mallick *et al*. (2023) conducted a study entitled "Psychological Well-being of Adolescence Students". The primary goal of this research is to assess male and female adolescents' psychological well-being and the interconnection between psychological well-being and academic performance. A descriptive survey was utilized and a purposive sampling method was employed to choose a total of 142 samples. The result was that male and female adolescents have equal psychological well-being. The research proved that there is no relationship between psychological well-being and academic achievement.

Jorfizadeh *et al*. (2023) conducted a study to examine whether sexual closeness mediates the relationship between mothers' behavior, self-differentiation, sexual health, and psychological wellbeing of their adolescent children in Ahvaz City, Iran. The descriptive correlational study was conducted during the 2021-2022 academic year with 300 senior high school students selected through stratified cluster sampling. The results of this study show that all direct factors had a significant impact on adolescents' psychological wellbeing, except for mother self-differentiation. However, mothers' attitudes towards sexual health and their self-differentiation were significantly linked to adolescents' wellbeing when sexual intimacy acted as a mediator.

Horanicova *et al.* (2024) conducted a study titled "Adolescents' academic performance: what helps them and what hinders them from achievement and success?" The primary objectives of this study were to investigate factors influencing adolescents' academic performance from their perspective. In this research, 11 semi-structured group

interviews were carried out in the year 2020-21 with 45 Slovakian first-year high school students. The results of this study show that adolescents reported that their academic performance is influenced by teaching methods, teacher behaviour, study habits, support systems, and the school environment.

Dalal and Sharma (2023) conducted a study entitled "Academic Achievement Motivation and School Satisfaction Among Adolescents". The present study's main aim was to analyse teenage male and female students of private and government schools in Delhi. A group of 100 students – 50 boys and 50 girls – were selected from both government and private schools. The research proved that there was no real difference in the level of satisfaction between the two types (government and private) of schools. However, a significant relationship was found between the level of scholarly drive and achievement in private and government schools.

Crede *et al*. (2015) conducted a study entitled "Adolescents' academic achievement and life satisfaction: the role of parents' education". The main objectives were to investigate and explore whether parents' education influences the connection between satisfaction of life and academic performance. 411 students from a German high school were studied in this research. The results of this study show that only mothers' education affected the relationship between academic performance and life satisfaction of the students. Father's education did not have a significant effect.

Pervaz and Shakir (2014) conducted a study to find out the connection and impact of academic performance and anxiety among the school-going teenagers. 361 samples were used in this research employing purposive sampling methods. The major findings of this study were an adverse link between anxiety and academic achievement among school-going teenagers. This study also said there was no significant difference in academic

performance between high and low anxiety students in the science group, or between science and social science students with similar anxiety levels.

Abdullah, B. (2017) conducted a study entitled "Academic Achievement of Adolescents in Relation to Parental encouragement". This research aimed to investigate the link between adolescent parental encouragement and academic performance. Data from 200 school-going adolescents was collected through simple random sampling in the Baramulla district of Kashmir. The study results found that academic achievement is influenced by parental encouragement, gender differences and whether students live in urban and rural areas.

Dash and Bairiganjan (2021) conducted a study entitled "Emotional Intelligence and Academic Achievement of Adolescents". This study aimed to examine the relationship between academic performance and emotional intelligence of adolescents. The sample of this study comprises 80 students (n = 40 male and n = 40 female) from Class 9 in the Puri district of Odisha. This research exhibited a positive correlation between the variables mentioned above.

Ansary and Luthar (2015) conducted a study entitled "Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviours and school performance". The primary objective of this research was to study the connection between externalizing and internalizing dimensions and academic performance. Around 256 samples were collected from students from class 10 till class 12. The result of this study the marijuana and multi-problem youth showed the poorest academic performance over time. The lowest-achieving students also had the highest level of behavioural issues. This study also found that both academic and personal competence remained stable over time.

Morales-Vives *et al*. (2020) conducted a study entitled "Predicting academic achievement in adolescents: The role of maturity, intelligence and personality". The main goals of this research are to investigate the impact of psychological maturity, personality characteristics, and mental abilities on adolescents' academic performance. Three hundred and five adolescents (n = 305) participated in this study. Results from this study proved that intelligence was the strongest predictor of academic performance, conscientiousness and openness to experience also playing indirect roles.

Priya *et al*. (2023) conducted a study entitled "Comparison of Academic Achievement among Adolescents in Urban and Rural Schools". This research adopted a design based on descriptive survey research, and 200 adolescents were selected through purposive sampling techniques in urban and rural schools in Puducherry. The adolescents in urban schools had 43% high achievers, 57% moderate achievers, and none of them were lower achievers. Among the rural teenagers, 38% were high performers and 62% were moderate performers.

2.2 The Statement of the Problem

Childhood adversities such as abuse, neglect, family dysfunction, and poverty have long been recognized as major risk factors that undermine children's psychological functioning and educational outcomes. Such adverse experiences may produce long-term emotional and conduct problems, low self-esteem, poor performance at school, and restricted life chances. Although global research has established strong links between early adversity and developmental outcomes, there is limited empirical evidence in the Indian context, particularly among socio-economically marginalised communities.

The Dooars area of West Bengal, covering the Jalpaiguri and Alipurduar districts, harbours a sizeable number of tea garden workers, more commonly referred to as Baganiyas. They are comprised mainly of Scheduled Tribe (ST) and Scheduled Caste (SC) populations with chronic poverty, low education, poor access to healthcare, and unstable family backgrounds. The children are often exposed to several adversities from an early age, such as parental alcohol or drug abuse, domestic violence, and educational neglect this resulting to poor mental health and academic failure.

Despite the high vulnerability of these adolescents, focused research examining the specific impacts of childhood adversities on their psychological and educational development are lacking. Existing policies and interventions often overlook the unique socio-cultural and economic realities of the tea garden communities. As a result, support systems remain inadequate and ineffective.

In light of the identified knowledge gap, the researcher has formulated the following research questions.

i) How far have the Baganiya Children experienced Childhood Adversities?

ii) Do the children in the Tea garden region have a satisfactory level of Psychological Wellbeing?

iii) What is the academic performance of the Baganiya children during the last year?

iv) Does Multidimensional Poverty prevail in the Tea Garden region of West Bengal? To what extent?

v) Does poverty play any role in the adverse childhood experiences and Psychological Wellbeing of the Baganiya Children?

To find the answers for the research questions stated above, this thesis identifies and specifies the research problem as "***Childhood adversities, Psychological Wellbeing and Academic Achievement: A study on Baganiya Adolescents in Dooars Region****."*

2.3 Delimitations of the Study

This research has been limited to the following details:

i. The sample is composed of only 1,016 students from 21 schools located in the Dooars region of West Bengal.

ii. Only Bengali-medium schools were included in the study.

iii. The study considered students from Classes IX, X, and XII only.

iv. The study primarily focused on the wards of tea garden workers, who predominantly belong to Scheduled Tribes communities.

v. Socioeconomic indicators considered in the study were limited to: Class**,** Gender**,** Social Category**,** Number of Family Members**,** Father's Occupation**,** Mother's Occupation**,** Father's Educational Qualification, and Mother's Educational Qualification**.**

vi. The study utilised standardised tools, including the Adverse Childhood Experiences Questionnaire (Felitti et al., 1998) and Ryff's Scales of Psychological Well-being (18-item version) (Ryff, 1995).

vii. Academic Achievement was measured by analysing and aggregating students' performance of last academic year.

viii. Deprivation measured by IMPI by NITI AAYOG, 2021, based on GMPI (Oxford Poverty and Human Development Initiative), 2010.

2.4 Objectives of the Study

i. To understand the extent of childhood adversities among Baganiya students in the Dooars Region.

ii. To assess Baganiya students' psychological wellbeing in the Dooars Region.

iii. To find out the effect of Baganiya students' childhood adversities on psychological wellbeing.

iv. To investigate whether Baganiya students' childhood adversities and psychological wellbeing, separately as well as in combination, affect their academic achievement.

v. To assess the academic achievement of Baganiya students through the school's annual examination scores.

2.5 Hypotheses of the Study

The following null hypotheses were formulated regarding the basic research questions and objective of the study,

- **$H_0$1**: There is no significant difference in childhood adversities between male and female Baganiya students.
- **$H_0$2**: There is no significant difference in childhood adversities based on the grade level of Baganiya students.
- **$H_0$3**: There is no significant correlation between childhood adversities and the age of Baganiya students.
- **$H_0$4**: There is no significant difference in childhood adversities based on the social category of Baganiya students.
- **$H_0$5**: There is no significant difference in childhood adversities based on the father's occupation among Baganiya students.

- **$H_0$6**: There is no significant difference in childhood adversities based on the mother's occupation among Baganiya students.
- **$H_0$7**: There is no significant difference in childhood adversities based on the father's education among Baganiya students.
- **$H_0$8**: There is no significant difference in childhood adversities based on the mother's education among Baganiya students.
- **$H_0$9**: There is no significant correlation between childhood adversities and fathers' education among Baganiya students.
- **$H_0$10**: There is no significant correlation between childhood adversities and mothers' education among Baganiya students.
- **$H_0$11**: There is no significant difference in psychological wellbeing between male and female Baganiya students.
- **$H_0$12**: There is no significant difference in psychological wellbeing based on the grade level of Baganiya students.
- **$H_0$13**: There is no significant correlation between psychological wellbeing and age among Baganiya students.
- **$H_0$14**: There is no significant difference in psychological wellbeing based on the social category of Baganiya students.
- **$H_0$15**: There is no significant difference in psychological wellbeing based on the father's occupation among Baganiya students.
- **$H_0$16**: There is no significant difference in psychological wellbeing based on the mother's occupation among Baganiya students.

- **$H_0$17**: There is no significant difference in psychological wellbeing based on the father's education among Baganiya students.
- **$H_0$18**: There is no significant difference in psychological wellbeing based on the mother's education among Baganiya students.
- **$H_0$19**: There is no significant correlation between psychological wellbeing and the father's education among Baganiya students.
- **$H_0$20**: There is no significant correlation between psychological wellbeing and the mother's education among Baganiya students.
- **$H_0$21**: There is no significant difference in deprivation between male and female Baganiya students.
- **$H_0$22**: There is no significant difference in deprivation based on the grade level of Baganiya students.
- **$H_0$23**: There is no significant correlation between deprivation and the age of Baganiya students.
- **$H_0$24**: There is no significant difference in deprivation based on the social category of Baganiya students.
- **$H_0$25**: There is no significant difference in deprivation based on the father's occupation among Baganiya students.
- **$H_0$26**: There is no significant difference in deprivation based on the mother's occupation among Baganiya students.
- **$H_0$27**: There is no significant difference in deprivation based on the father's education among Baganiya students.

- **$H_0$28**: There is no significant difference in deprivation based on the mother's education among Baganiya students.
- **$H_0$29**: There is no significant correlation between education and living standard among Baganiya students.
- **$H_0$30**: There is no significant correlation between childhood adversities and psychological wellbeing among Baganiya students.
- **$H_0$31**: There is no significant correlation between deprivation and childhood adversities among Baganiya students.
- **$H_0$32**: There is no significant correlation between psychological wellbeing and deprivation among Baganiya students.
- **$H_0$33**: There is no significant association between childhood adversity and psychological wellbeing among Baganiya students.
- **$H_0$34**: There is no significant association between MPI status and childhood adversity among Baganiya students.
- **$H_0$35**: There is no significant association between MPI status and psychological wellbeing among Baganiya students.
- **$H_0$36**: There is no significant association between academic achievement and childhood adversities among Baganiya students.
- **$H_0$37**: There is no significant association between academic achievement and psychological wellbeing among Baganiya students.

References

Abdullah, B. (2017). Academic achievement of adolescents in relation to parental encouragement. *The International Journal of Indian Psychology, 4*(3), 1–4.

Afrashteh, M. Y., & Hasani, F. (2022). Mindfulness and psychological well-being in adolescents: the mediating role of self-compassion, emotional dysregulation and cognitive flexibility. *Borderline Personality Disorder and Emotion Dysregulation*, *9*(1), 1–11. https://doi.org/10.1186/s40479-022-00192-y

Alsughier, N. A. (2024). The impact of early childhood adversity on mental health outcomes. *ASEAN Journal of Psychiatry, 25*(6), 1–14. https://doi.org/10.54615/2231-7805.47360

Ansary, N. S., & Luthar, S. S. (2009). Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance. *Development and Psychopathology, 21*(1), 319–341. https://doi.org/10.1017/S0954579409000182

Beharu, W. T. (2018). Psychological factors affecting students academic performance among freshman psychology students in Dire Dawa University. *Journal of Education and Practice*, *9*(4), 131–138. https://doi.org/10.7176/JEP/9-4-15

Bekele, T., Collins, E. J., Maunder, R. G., Gardner, S., Rueda, S., Globerman, J., Le, T. L., Hunter, J., Benoit, A., & Rourke, S. B. (2018). Childhood adversities and physical and mental health outcomes in adults living with HIV: Findings from the Ontario HIV treatment network cohort study. *AIDS Research and Treatment, 2018*, 1–17. https://doi.org/10.1155/2018/2187232

Bhattarai, A., King, N., Adhikari, K., & others. (2023). Childhood adversity and mental health outcomes among university students: A longitudinal study. *The Canadian Journal of Psychiatry, 68*(7), 510–520. https://doi.org/10.1177/07067437221111368.

Bojanowska, A., & Piotrowski, K. (2018). Values and psychological well-being among adolescents – Are some values 'healthier' than others? *European Journal of Developmental Psychology*. Advance online publication. https://doi.org/10.1080/17405629.2018.1438257

Crede, J., Wirthwein, L., McElvany, N., & Steinmayr, R. (2015). Adolescents' academic achievement and life satisfaction: the role of parents' education. *Frontiers in Psychology, 6*, 52. https://doi.org/10.3389/fpsyg.2015.00052

Dalal, G., & Sharma, R. (2023). Academic achievement motivation and school satisfaction among adolescents. *The International Journal of Indian Psychology, 11*(2). https://doi.org/10.25215/1102.160

Dash, L., & Bairiganjan, C. (2021). Emotional Intelligence and Academic Achievement of Adolescents. *International Advanced Research Journal in Science, Engineering and Technology, 8*(8). https://doi.org/10.17148/IARJSET.2021.88103

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine, 14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Fuller-Thomson, E., Baird, S. L., Dhrodia, R., & Brennenstuhl, S. (2016). The association between adverse childhood experiences (ACEs) and suicide attempts in a population-based study. *Child: Care, Health and Development, 42*(5), 725–734. https://doi.org/10.1111/cch.12351

Gamage, N. M., Darker, C., & Smyth, B. P. (2021). Improvement in psychological wellbeing among adolescents with a substance use disorder attending an outpatient treatment programme. *Irish Journal of Psychological Medicine*. https://doi.org/10.1017/ipm.2021.6

Haahr-Pedersen, I., Perera, C., Hyland, P., Vallières, F., Murphy, D., Hansen, M., Spitz, P., Hansen, P., & Cloitre, M. (2020). Females have more complex patterns of childhood adversity: Implications for mental, social, and emotional outcomes in adulthood. *European Journal of Psychotraumatology, 11*(1), 1708618. https://doi.org/10.1080/20008198.2019.1708618

Horanicova, S., Husarova, D., Madarasova Geckova, A., Lackova Rebicova, M., Sokolova, L., de Winter, A. F., & Reijneveld, S. A. (2024). Adolescents' academic performance:

What helps them and what hinders them from achievement and success? *Frontiers in Psychology, 15*, Article 1350105. https://doi.org/10.3389/fpsyg.2024.1350105

Iyengar, R. G., Padma, G., Kumar, M., & Yanjana. (2021**).** Academic self-concept and academic achievement of Indian CBSE school students. *National Journal of Community Medicine, 12*(12), 405–410. https://doi.org/10.5455/njcm.20211127044355

Jorfizadeh, H., Makvandi, B., Heidari, A., & Asgari, P. (2023). Psychological wellbeing in adolescents: Examining the mediating role of self-differentiation and sexual intimacy of mothers. *Iranian Journal of Health Sciences, 11*(4), 249–258. https://doi.org/10.32598/ijhs.11.4.740.2

Juwariah, T., Suhariadi, F., Soedirham, O., et al. (2022). Childhood adversities and mental health problems: A systematic review. *Journal of Public Health Research, 11*(3). https://doi.org/10.1177/22799036221106613

Kageyama, M., Sakamoto, T., Kobayashi, A., Hirama, A., Tamura, H., & Yokoyama, K. (2023). Childhood adversities and psychological health of adult children of parents with mental illness in Japan. *Healthcare, 11*(2), 214. https://doi.org/10.3390/healthcare11020214

Karatekin, C. (2017). Adverse childhood experiences (ACEs), stress and mental health in college students. *Stress and Health, 34*(1), 36–45. https://doi.org/10.1002/smi.2761

Khan, Y., Taghdisi, M. H., & Nourijelyani, K. (2015). Psychological well-being (PWB) of school adolescents aged 12–18 yr, its correlation with general levels of physical activity (PA) and socio-demographic factors in Gilgit, Pakistan. *Iranian Journal of Public Health, 44*(6), 804–813. http://ijph.tums.ac.ir

Mallick, S., Bera, A., & Pramanik, K. C. (2023). Psychological well-being of adolescence students. *International Journal for Research Trends and Innovation, 8*(3), 145–148. Retrieved from https://www.ijrti.org

Moen, M. (2021). Teachers' perspectives on the factors contributing to childhood adversity. *Pastoral Care in Education*, *40*(2), 177–189. https://doi.org/10.1080/02643944.2020.1855671

Monika. (2023). Psychological well-being of adolescents. *International Journal of Research in Social Sciences and Humanities, 13*(1), 175–181. https://www.ijrssh.com

Morales-Vives, F., Camps, E., & Dueñas, J. M. (2020). Predicting academic achievement in adolescents: The role of maturity, intelligence and personality. *Psicothema, 32*(1), 84–91.

Ossai, O. V. (2023). Assessment of the association between adverse childhood experiences and self-esteem in a sample of teenage students in Nigeria. *International Journal of Home Economics, Hospitality and Allied Research, 2*(1), 44–55. https://doi.org/10.57012/ijhhr.v2n1.004

Parvez, M., & Shakir, M. (2014). Academic Achievement of Adolescents in Relation to Academic Anxiety, Gender, and Choice of Academic Stream. *Research on Humanities and Social Sciences, 4*(12), 114-118.

Petruccelli, K., Davis, J., & Berman, T. (2019). Adverse childhood experiences and associated health outcomes: A systematic review and meta-analysis. *Child Abuse & Neglect, 97*, 104127. https://doi.org/10.1016/j.chiabu.2019.104127

Poudel, A., Gurung, B., & Khanal, G. P. (2020). Perceived social support and psychological wellbeing among Nepalese adolescents: The mediating role of self-esteem. *BMC Psychology, 8*(43). https://doi.org/10.1186/s40359-020-00409-1

Priya, R. S., Anitha, D., & Priyaa, M. (2023). Comparison of academic achievements among adolescents in urban and rural schools. *Journal of Nurse Midwifery and Maternal Health, 9*(2), 51–55.

Rodrigues, L., Safeekh, A. T., & Veigas, J. (2023). Mental well-being among adolescents: A cross-sectional survey. *Journal of Health and Allied Sciences NU, 14*(2), 273–276. https://doi.org/10.1055/s-0043-1771384

Shahina, G., & Parveen, A. (2022). A study of psychological well-being among adolescents in relation to meaning in life and personal growth initiative. *International Journal of Indian Psychology, 10*(3), 1414–1425. https://doi.org/10.25215/1003.151

Singh, C., & Kaur, G. (2024). Comprehensive assessment of the psychological well-being of school-going adolescent girls in Chandigarh, India. *International Journal of*

Advanced Research in Science, Communication and Technology, 4(1), 129–135. https://www.ijcmph.com/index.php/ijcmph/article/view/12077

Singh, S., Manjula, M., & Philip, M. (2012). Suicidal risk and childhood adversity: A study of Indian college students. *Asian Journal of Psychiatry, 5*(2), 154–159. https://doi.org/10.1016/j.ajp.2012.02.024

Vinayak, S., & Judge, J. (2018). Resilience and empathy as predictors of psychological wellbeing among adolescents. *International Journal of Health Sciences and Research, 8*(4), 192–200. https://www.ijhsr.org/IJHSR_Vol.8_Issue.4_April2018/29.pdf

Yu, Z., Wang, L., Chen, W., Perrin, N., & Gross, D. (2021). Childhood adversity and mental health among Chinese young adults: The protective role of resilience. *Journal of Advanced Nursing, 77*, 4793–4804. https://doi.org/10.1111/jan.15070

CHAPTER 3

METHOD AND PROCEDURE

CHAPTER-III: METHOD AND PROCEDURE

This chapter gives an outline of the research design employed in the thesis. It also has sample and population of the study, research instruments, research methods, data collection techniques and methods of data analysis.

3.1 Method

This study was conducted to determine the extent of childhood adversities faced by Baganiya adolescents in the Dooars region of West Bengal and their impact on their psychological wellbeing, as well as on their academic achievement. A descriptive survey was conducted in various schools in the Dooars region of West Bengal to collect the required information from the respondents. Quantitative research approach was followed for the study.

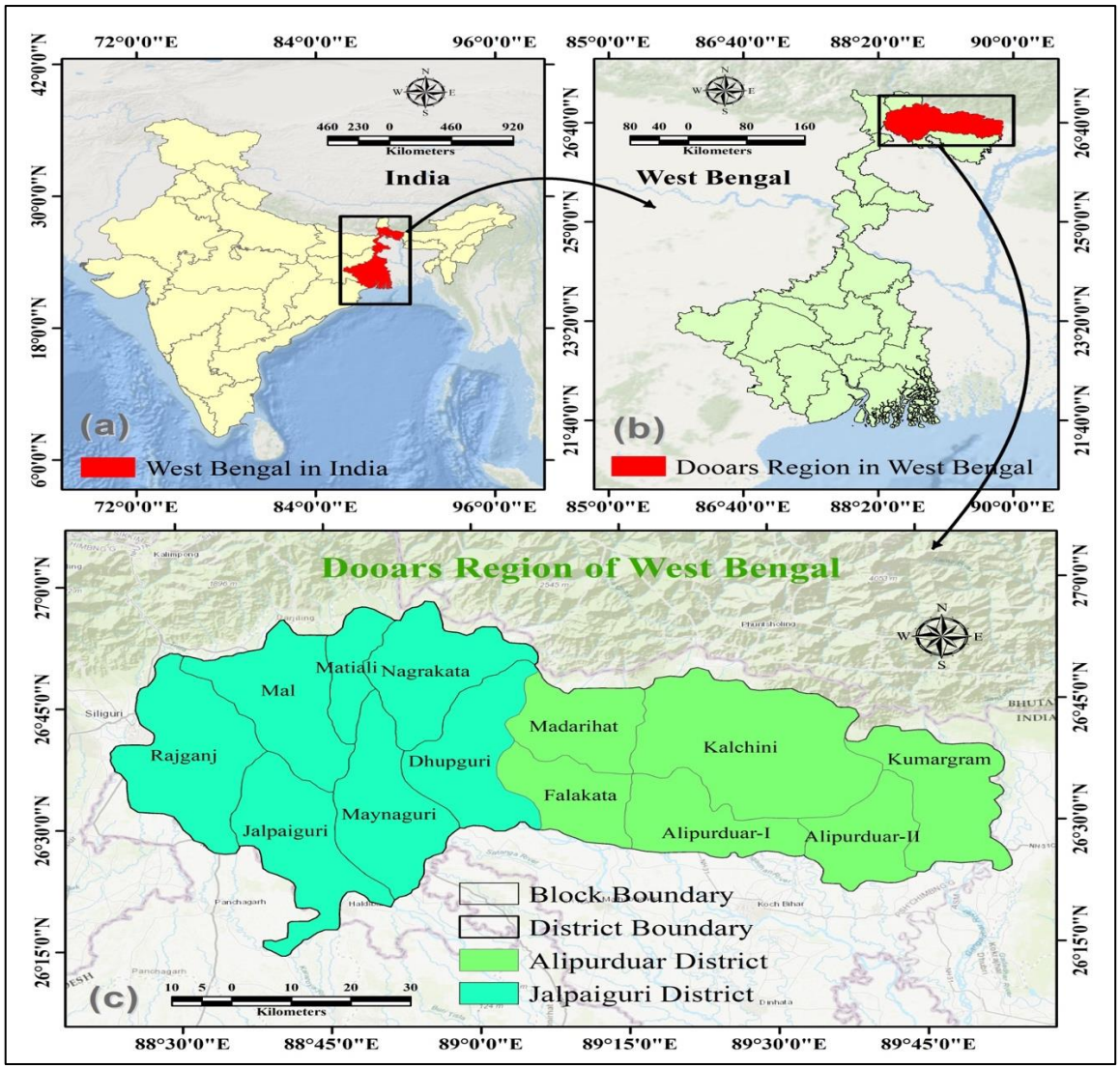
3.1.1 Study Design

The descriptive survey research design was used in the current study. Surveys are usually administered to gather detailed descriptions of what currently exists, with the aim of utilizing data to support existing conditions and practices or to guide wiser plans for change. Survey research design was utilized since it is viewed as a proper approach to collecting data regarding the emotional and behavioural characteristics and practices of a huge population made up of respondents from various backgrounds.

3.1.2 Population

All Baganiya adolescent students whose either of the parents work in tea garden of the Dooars region (Jalpaiguri and Alipurduar district) were considered as population of the study.

Figure 3.1 Map showing the location of the population area

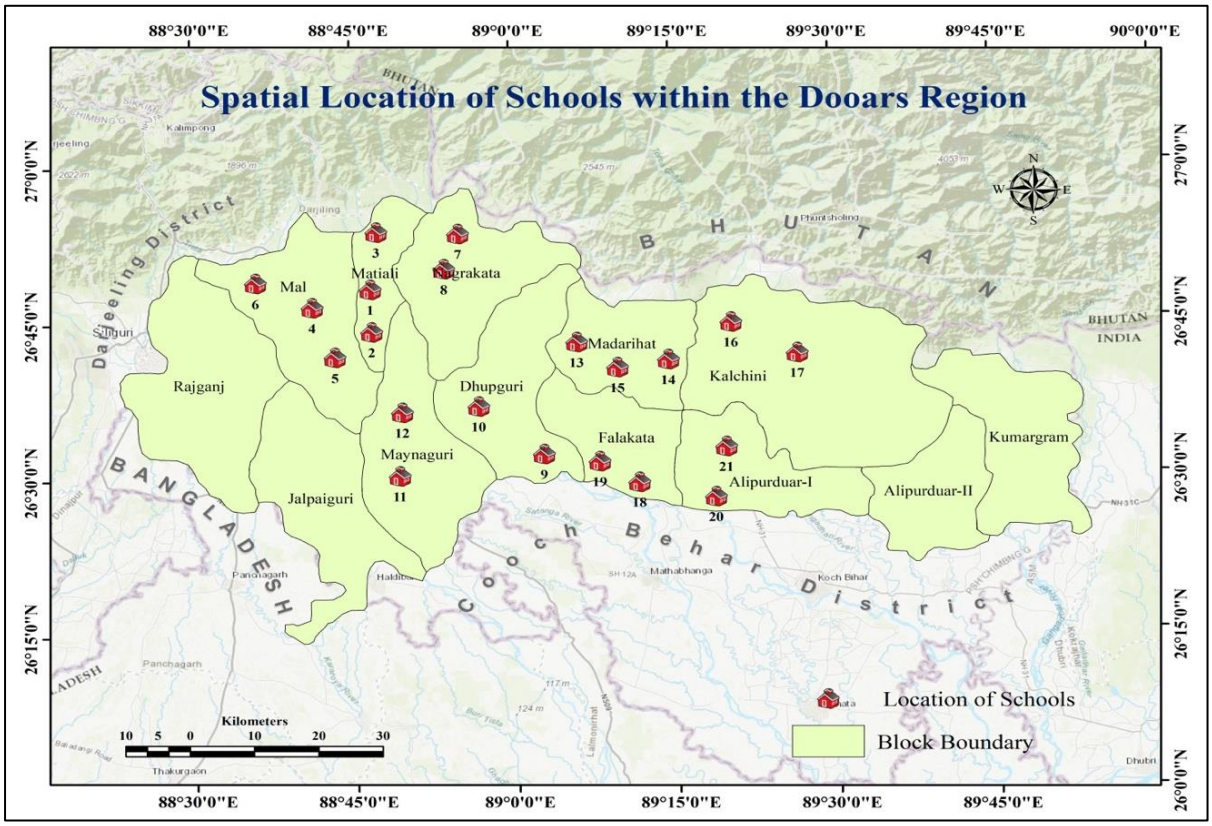


3.1.3 Sample & Sampling Technique

The study covered 21 schools in the Dooars region (Jalpaiguri and Alipurduar districts) of West Bengal. Firstly, the schools were selected purposively due to their remote location and geographical characteristics. Then classes IX, X and XII of those schools were considered as the sampling frame. Identification of adolescents whose either of the parents work in tea garden was done using snowball sampling method. A total of 1059 students were identified as having parents working in a tea garden (চা বাগান), but 43 did

not agree to respond to the research questionnaires. Therefore, 1030 students who have consented and participated in the study were considered as the sample for this research.

Figure 3.2: Map showing the location of the sample area



3.1.4 Sample (Participants) demographics

Figure 3.3 Gender wise distribution of the sample

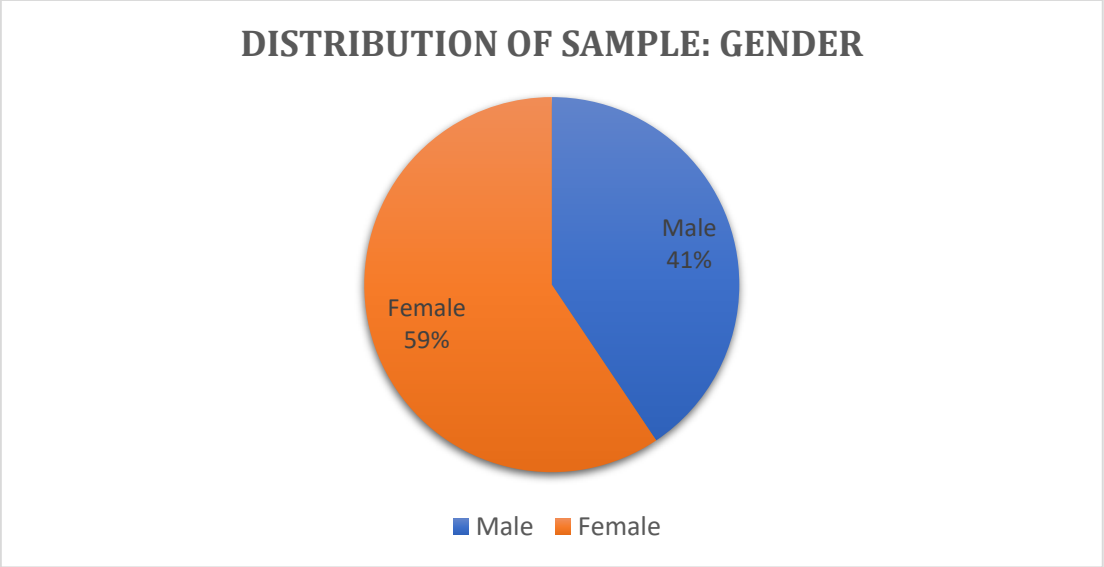


Figure 3.4 Grade of students wise distribution of sample

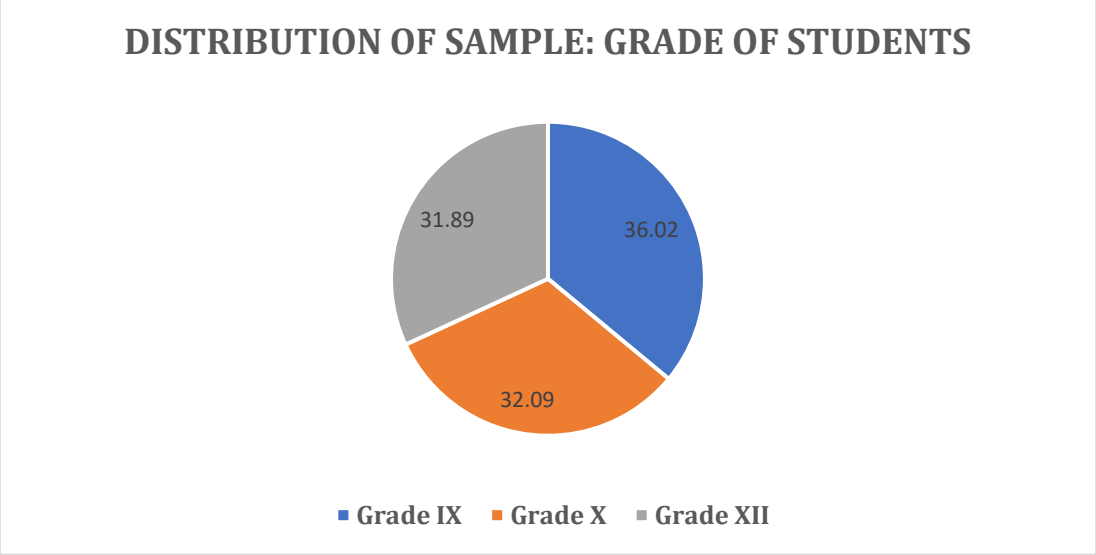


Figure 3.5 Age-wise distribution of the sample

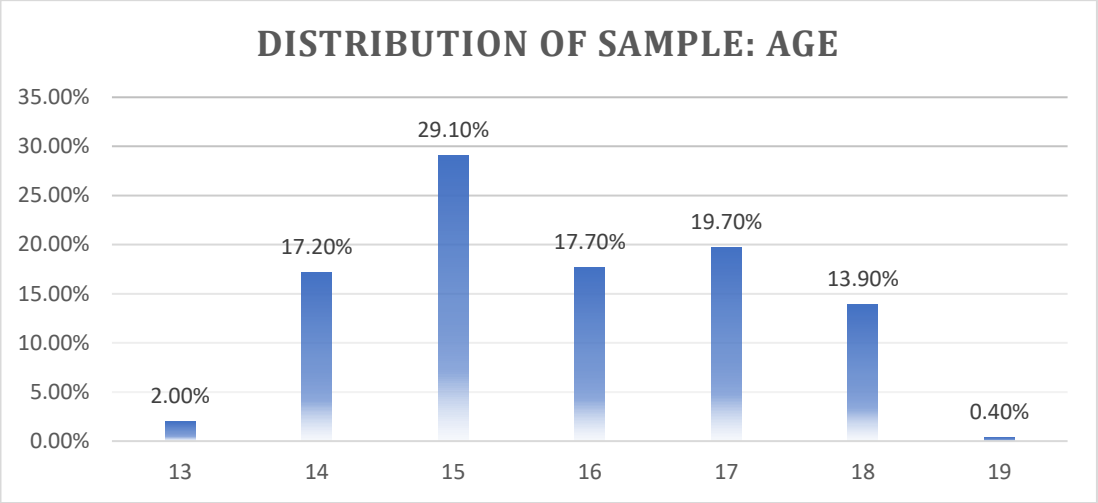


Figure 3.6 Social Category-wise distribution of the sample

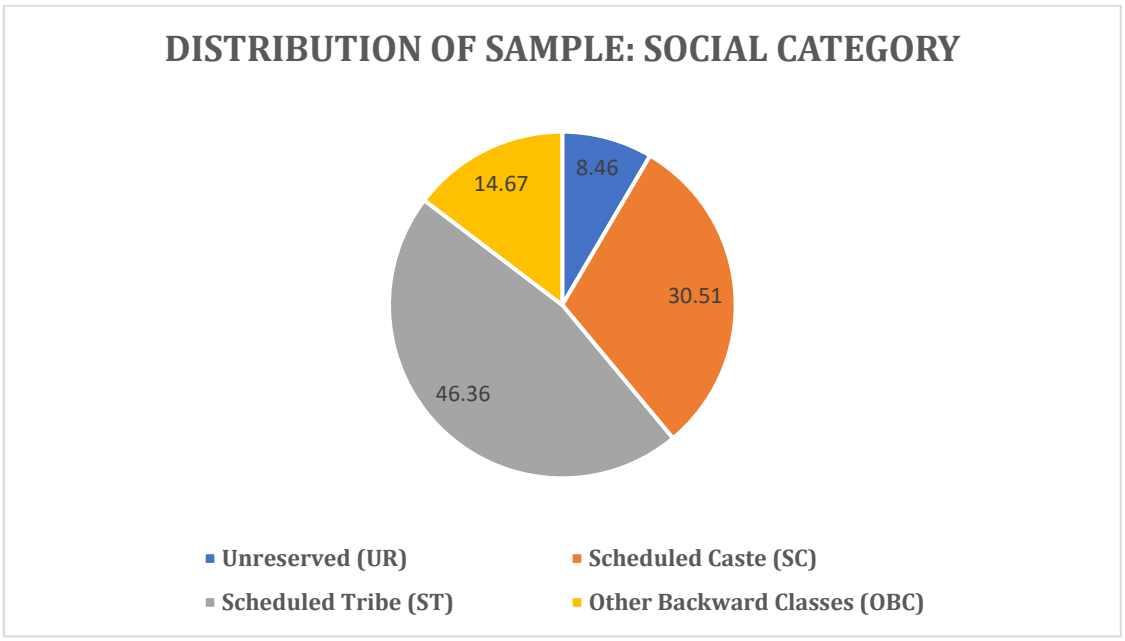


Figure 3.7 Occupation of father wise distribution of the sample

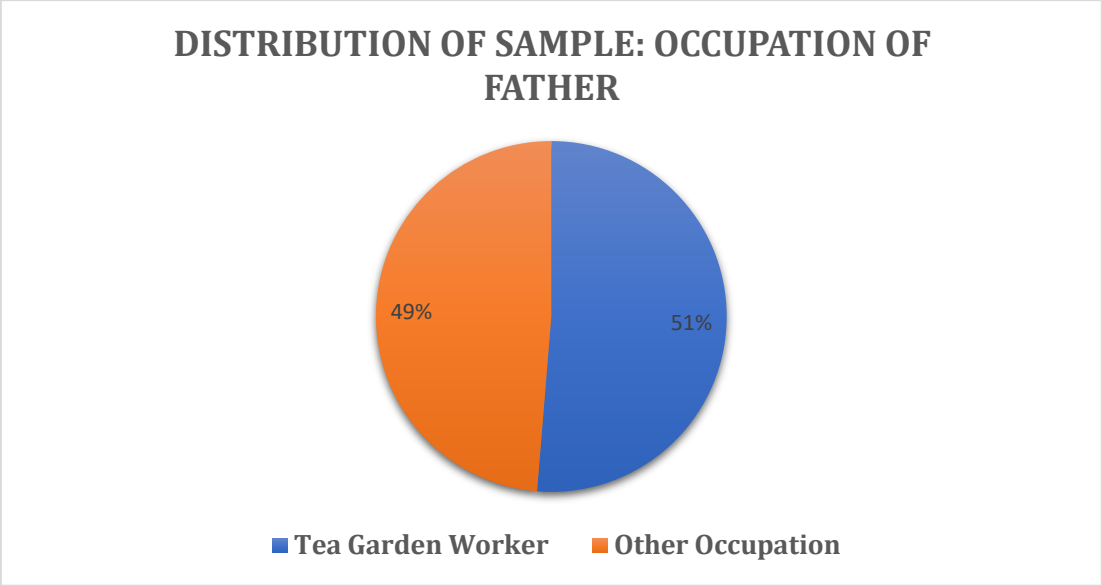


Figure 3.8 Occupation of mother wise distribution of sample

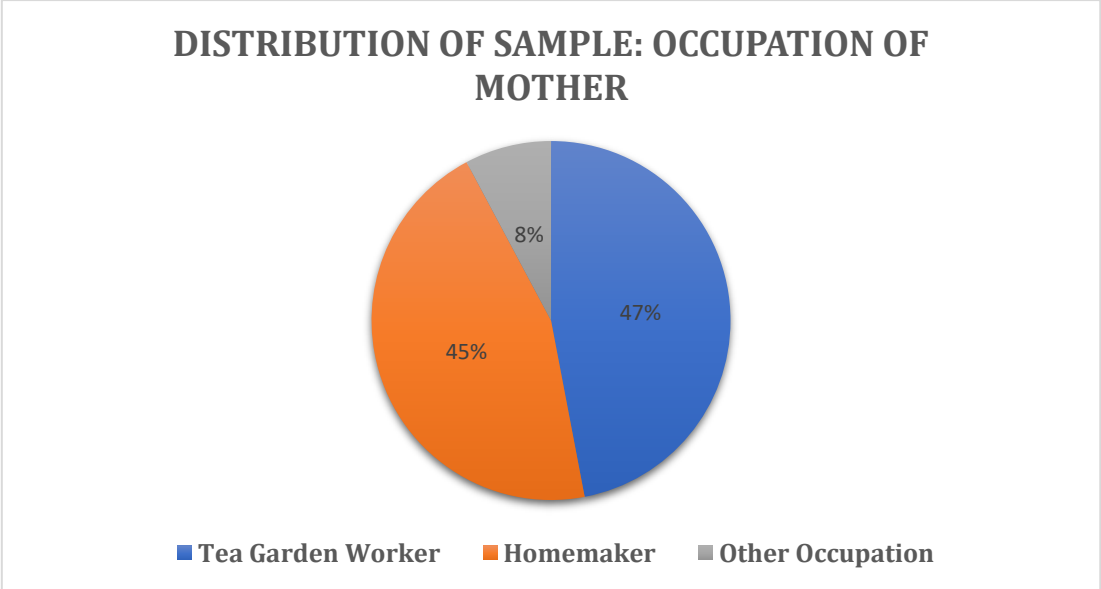


Figure 3.9 Educational qualification of father wise distribution of sample

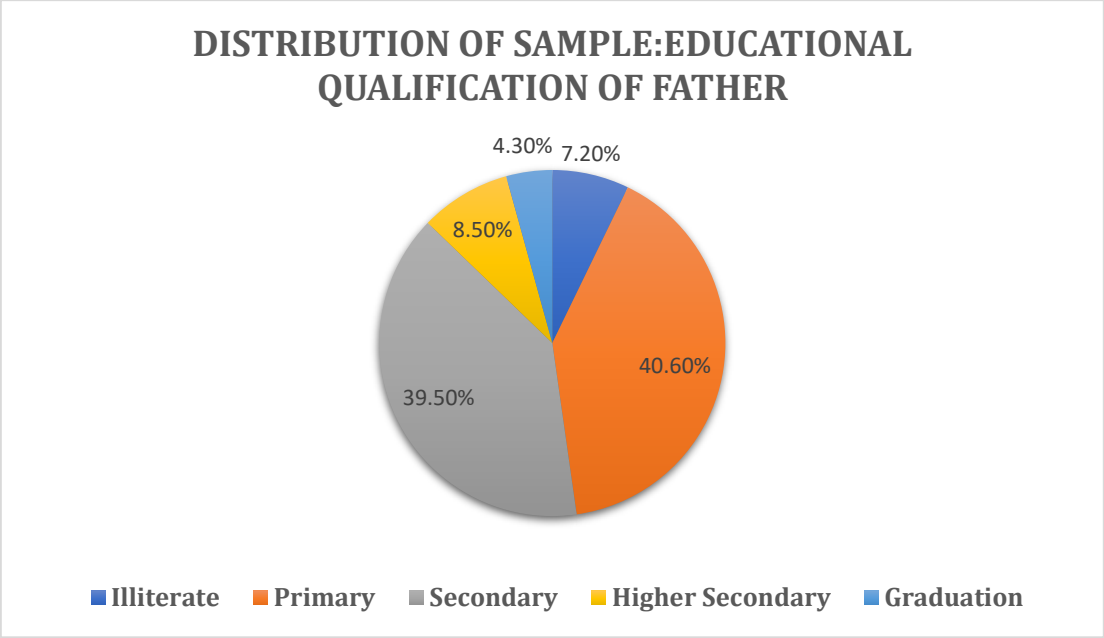
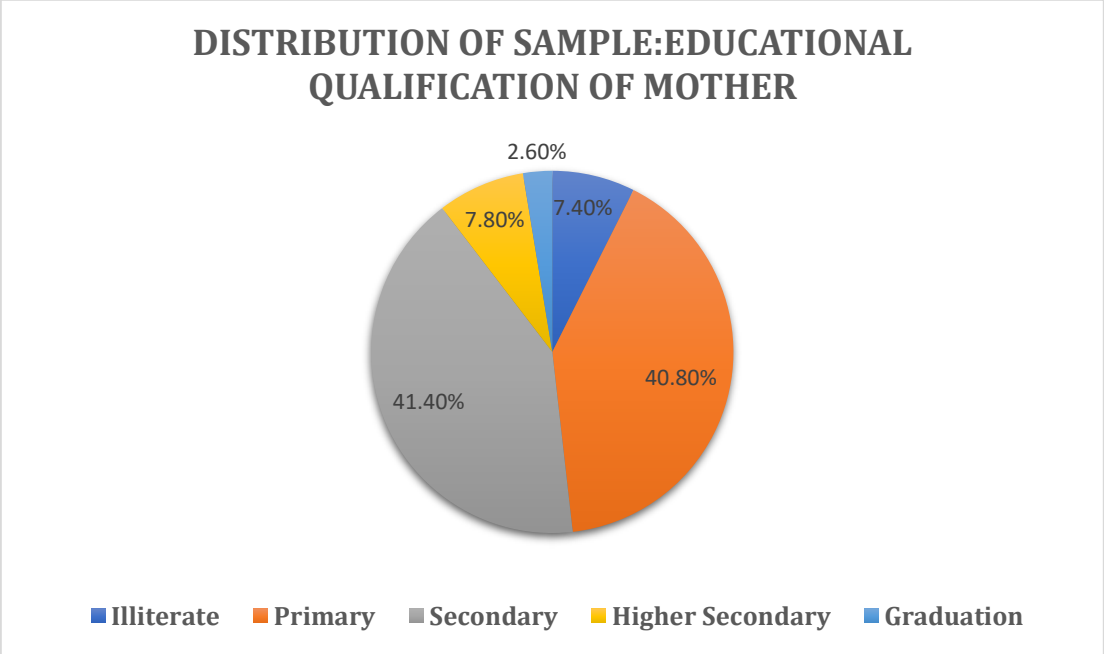


Figure 3.10 Educational qualification of mother wise distribution of sample



3.1.5 Variables

In the present study, the following variables were identified and used:

1. **Independent variable:** An independent variable is a factor that is presumed to influence or affect the dependent variable. Hereunder are given the independent factors of the study:

    - **Gender**: This variable included two categories — Male and Female.
    - **Age**: Represented the actual chronological age of the students.
    - **Grade**: Students from Class IX, X, and XII were included, representing three distinct grade levels.
    - **Social Category**: Participants were classified into five groups — Unreserved, Scheduled Caste, Scheduled Tribe, Other Backwards Classes, and Minority — to assess social diversity and its potential impact on the study.
    - **Father's Occupation**: Categorised into two groups — Tea garden worker and Other.
    - **Mother's Occupation**: Classified into three groups — Tea garden worker, Housewife, and Other.
    - **Father's Educational Qualification**: Reflected the actual level of education attained by the father.
    - **Mother's Educational Qualification**: Reflected the actual level of education attained by the mother.
    - **Deprivation**: This variable measured the extent to which individuals or communities lacked access to essential resources, services, or opportunities, indicating levels of socioeconomic disadvantage.

2. **Dependent Variables:** In the present study, Childhood adversity, Psychological wellbeing and Academic Achievement were taken as dependent variables. The study aimed to measure the influence of independent variables on the dependent variable. Three dependent variables were selected for this study. These are the following:

- Childhood Adversity
- Psychological Wellbeing
- Academic Achievement

Figure 3.11: Thematic Diagram of the Variables of the Study

3.1.6 Tools for Data Collection

Accurate data collection is crucial for testing hypotheses in a study. To gather the necessary information, researchers often employ questionnaires or scales. In this study, three distinct scales were utilised to collect relevant data, enabling the researcher to test the hypothesis effectively. These are:

1) Adverse Childhood Experiences (ACEs)
2) Ryff Scales of Psychological Well-being (18-item)
3) India's Multi-dimensional Poverty Index (Niti Aayog, 2021)

- **Adverse Childhood Experiences (ACEs)**

The questionnaire on childhood adversity developed by Vincent Felitti and colleagues in 1998 is a widely recognised 10-item tool designed to evaluate traumatic experiences during childhood. The items are generally divided into two main categories. The first includes personal experiences such as physical abuse (harm or threats of harm within the household), verbal abuse (being intimidated or frightened through words or actions), sexual abuse (unwanted or forced sexual contact), physical neglect (lack of essential needs like food, clothing, or safety), and emotional neglect (feeling unloved, uncared for, or emotionally unsupported). The second category involves family-related experiences, including living with someone who has a drug abuse problem, witnessing domestic violence, having an incarcerated member of the family, exposure to mental illness or suicidal behaviour in the household, and experiencing the loss, separation, or abandonment of a parent through divorce or death.

The ACE Questionnaire (ACE-Q) is designed to be a quick and straightforward tool, taking only 2-5 minutes to complete. Scores range from 0 to 10, with higher scores indicating greater exposure to childhood trauma. A score of 4 or more is considered clinically

significant, indicating a higher risk for negative life outcomes such as depression, substance abuse, and chronic diseases. The childhood adversity questionnaire utilises a “Yes/No” answer format, where each "Yes" answer is counted to calculate a total score between 1 and 10 and each "No" answer is counted as 0. A higher score reflects a greater number of adverse childhood experiences.

Reliability

The childhood adversity questionnaire has shown acceptable internal consistency, with Cronbach’s alpha coefficients generally ranging from 0.70 to 0.76 (Olah et al., 2023; Wingenfeld et al., 2010).

Qualitative Interpretation

The qualitative interpretation of the obtained scores on Adverse Childhood Experiences (ACEs) is as under.

Table 3.1 Qualitative interpretation of scores Adverse Childhood Experiences scale

Scores	Interpretation
6+ ACEs	Very High Adversity
4+ ACEs	High Adversity
1-3 ACEs	Low to Moderate Adversity
0 ACEs	No Adversity

- **Ryff Scales of Psychological Well-being (18 items)**

The Psychological wellbeing scale by Carol Ryff (1995) was employed in this research. This questionnaire consists of 18 items.

Table 3.2 Division of Items of Psychological Wellbeing Scale

Sl. No.	Dimensions	Serial-Wise Item No.	Total
I	Autonomy	Q15, Q17, Q18	3
II	Environmental Mastery	Q4, Q8, Q9	3
III	Personal Growth	Q11, Q12, Q14	3
IV	Positive Relations with Others	Q6, Q13, Q16	3
V	Purpose in Life	Q3, Q7, Q10	3
VI	Self-Acceptance	Q1, Q2, Q5	3
		Total	18

Scoring

Respondents rate 18 items on a 7-point scale, indicating their level of agreement. To calculate subscale scores, sum the responses for each subscale's items, noting that some items require reverse-scoring due to their wording. For reverse-scoring, apply the formula (8 - respondent's answer) to flip the score. After scoring, higher totals indicate greater psychological well-being in that area.

Strongly agree	Somewhat agree	A little agree	Neither agree or disagree	A little disagree	Somewhat disagree	Strongly Disagree
7	6	5	4	3	2	1

Table 3.3 Qualitative interpretation of scores on the Psychological Wellbeing Scale by Carol Ryff (1995)

Scores	Interpretation
18-72	Low Psychological Wellbeing
73- 126	High Psychological Wellbeing

Reliability

The correlation coefficients of the shortened subscales spans from 0.70 to 0.89 with their equivalent subscales in the authentic 120-item copy (Ryff and Keyes, 1995).

- **India's Multi-dimensional Poverty Index (Niti Aayog, 2021)**

India's Multi-Dimensional Poverty Index is composed of three broad components. These are health, education, and standard of living. The health component is further subdivided in three parts. These are nutrition, child-adolescent mortality, and maternal health or antenatal care. The component on education has two parts to it. First is the total number of years of schooling and second is the school attendance of the children in the home. The standard of living component has seven parts to it. These are the kind of cooking fuel, the sanitation level and facilities, easy accessibility of potable water, availability of electricity, the kind of housing facilities, ownership of household items and appliances, and possession of a bank account.

- **Calculation method of MPI (India)**

MPI = Headcount ratio (H) X Intensity of poverty (A)

- **Calculation of Academic Achievement**

For calculating academic achievement percentage of score in the last annual examination. Here academic performance divided into three category; High academic performance (Score 65-93), Moderate (Score 37-64) and Low academic performance (Score 10-36).

3.2 Procedure

This phase includes the description of different steps followed in collecting all quantitative and qualitative data from the primary sample under study.

3.2.1 Collection of data

This research collected data from 21 schools in the Dooars region (Jalpaiguri and Alipurduar districts) of West Bengal. The researcher personally approached the school's authority for the collection of data. The researcher also assured about the confidentiality of the data provided. After clearing the formal permission, a basic information sheet with the multi-dimensional poverty index and two instruments was given to the participating students in the classroom. Approximately 30 minutes were spent completing the questionnaires for all the students. The entire data collection process was conducted on school working days from March 26 to April 29, 2025.

Table 3.4 Name, nearest tea garden and address of the School

Sl/ No	School Name	Tea Garden name	Address
1	Chalsa Gayanath Vidyapith (XII)	Aibhil & Chalsa tea garden	Matelli Block, Jalpaiguri
2	Purba Batabari CM High School	Baradighi tea garden	
3	Matelli High School	Nagaisuri, Chalauni, Samsung, Yongttong tea garden	
4	Gajendranath Vidyamandir High School	Damdim, Betbari & Sisubari tea garden	Malbazar Block, Jalpaiguri
5	Baradighi High School	Baradighi & Nipuchhapur tea garden	
6	Oodlabari Hs School	Oodlabri & Manabari tea garden	
7	Nagrakata High School	Nagrakata, Bhagatpur & Looksun tea garden	Nagrakata Block, Jalpaiguri
8	Sulkapara High School	Bamandanga & Grassmore tea garden	
9	Gadheyarkuthi High School XII	Debpara, Lakhipara & red bank tea garden	Dhupguri Block,

10	Duramari CK High School	Sanjoy's Lakshikantapur tea garden	Jalpaiguri
11	Amguri Rammohan High School	Bera tea garden	Maynaguri Block, Jalpaiguri
12	Bhawani High School(HS)	Harishpur tea garden	
13	Birpara High School(H.S)	Birpara tea garden	Madarihat Block, Alipurduar
14	Madarihat High (HS) School	Jaldapara tea garden	
15	Rangalibazna Mohan Singh HS School	Gopalpur tea garden	
16	Hasimara High School	Beech, Bharnobari & Dalsingpara tea garden	Kalchini Block, Alipurduar
17	Hamiltanganj High School	Kalchini, Mechpara & Bhatpara tea garden	
18	Jadabpalli High School	Cooch Behar Tea estate	Falakata Block, Alipurduar
19	Parangerpar Shishu Kalyan High School	Cooch Behar Tea estate	
20	Jogendranagar High School	Home tea garden	Alipurduar – I, Alipurduar
21	Salkumar Hat High School	Mothura tea garden	

Table 3.5 Distribution of Sample

Variable	**Levels**	**No. of Students**	**Percent of total**
Gender	Male	412	40.6%
	Female	604	59.4%
Age	Range 13 Years to 19 Years		
Grade	Class IX	366	36.02%
	Class X	326	32.09%
	Class XII	324	31.89%

Social Category	UR	86	8.46%
	SC	310	30.51%
	ST	471	46.36%
	OBC	149	14.67%
Occupation of Father	Tea Garden Worker	521	51.3%
	Other	495	48.7%
Occupation of Mother	Tea Garden Worker	478	47.0&
	Homemaker	459	45.2%
	Other	79	7.8%
Educational qualification of Father	Illiterate	73	7.20%
	Primary	412	40.60%
	Secondary	401	39.50%
	Higher Secondary	86	8.50%
	Graduation	44	4.30%
Educational qualification of Mother	Illiterate	75	7.4%
	Primary	415	40.8%
	Secondary	421	41.4%
	Higher Secondary	79	7.8%
	Graduation	26	2.6%
Deprivation	Not Deprived	825	81.2%
	Deprived	191	18.8%

3.2.2 Data Quality

The researcher has ensured the authenticity and truthfulness of the data while compiling from the response sheets. 1,030 participants responded to the questionnaire. However, due to incompleteness and extreme responses, the data of 14 students were removed from the final dataset, leading to a total of 1,016.

3.2.3 Tabulation of Data

The entire data set was systematically drawn and tabulated sequentially for further analysis and to draw inferences based on the goals of this doctoral dissertation.

3.2.4 Normality of Data

In the present study, the sample size was large (N = 1016, which is well above 30). Shapiro-Wilk test and the Kolmogorov-Smirnov test are commonly used to study the normality of data distribution. While the Shapiro-Wilk test is generally preferred for small to moderate sample sizes (n < 2000), the Kolmogorov-Smirnov test is used when there is a large sample size. In this study, the Shapiro-Wilk test results showed significant p-values for both Psychological Wellbeing (p = 0.017) and Childhood Adversities (p = 0.000), indicating that the distributions deviate from normality. However, according to the Central Limit Theorem (CLT), when the sample size is sufficiently large (generally n > 30), the sampling distribution of the mean tends to approximate a normal distribution regardless of the population distribution. Therefore, despite the non-normality indicated by the Shapiro-Wilk test, the large sample size justifies the use of parametric tests, provided that the data were collected through snow ball sampling.

3.2.5 Statistical Analysis

The raw data of 1016 students were tabulated individually in a Microsoft Excel sheet. Data were analysed using SPSS, Version 20 because it contains a large number of factors at the same time and shortens detailed and laborious calculations by hand, thereby minimising the chance of error.

References

Cohen, L., Manion, L. & Morrison, K. (2007). Research Method in Education (6th Edition), Routledge Taylor & Francis Group, ISBN: 0-203-02905-4.

Creswell, J.W. (2018). Educational Research (4th edition), Pearson India Education Services Pvt. Ltd.

Garrett, H.E. (1979). Statistics in Psychology and Education, 6th Edition: *International Book Bureau,* Hyderabad, pp. 42-48.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2012). Educational Research Competencies for Analysis and Application (10th Edition), Pearson Education, Delhi.

Kothari, C. R. (2004). Research Methodology Methods & Techniques, 2nd Edition, *New Age International (P) Limited publishers,* ISBN: 978-81-224-2488-1.

Koul, L. (2009). Methodology of Educational Research (4th Edition), *Vikas Publishing House* Pvt. Ltd

Mangal, S.K. (2004). Statistics in Psychology and Education, 2nd Edition: *PHI Learning Private Limited,* ISBN-978-81-203-2088-8.

Singh, Y. K. (2006). Fundamental of Research Methodology and Statistics, *New Age International (P) Limited,* ISBN: 978-81-224-2418-8.

CHAPTER 4

RESULT AND INTERPRETATION

CHAPTER IV: RESULT AND INTERPRETATION

This chapter encompasses the comprehensive examination and elucidation of the data obtained from the study. To enhance understanding, the study examined both descriptive data and inferential conclusions. To begin with, descriptive statistics, the mean and standard deviation, were calculated. These values were then utilised in parametric inferential statistics, such as one-way ANOVA, T-Test (for equal variance), and Chi-Square tests. The thesis studied 1) childhood adversity and demographic variables, 2) psychological wellbeing and demographic variables, 3) deprivation and demographic variables, and 4) chi-square tests of association between childhood adversity and psychological wellbeing, MPI status and childhood adversity, and MPI status and psychological wellbeing, 5) chi-square tests of association between academic achievement and childhood adversity, academic achievement and psychological wellbeing.

4.1 Childhood adversity and demographic variables (Descriptive & Inferential statistics)

Table 4.1: Overall childhood adversities among the Baganiya adolescents

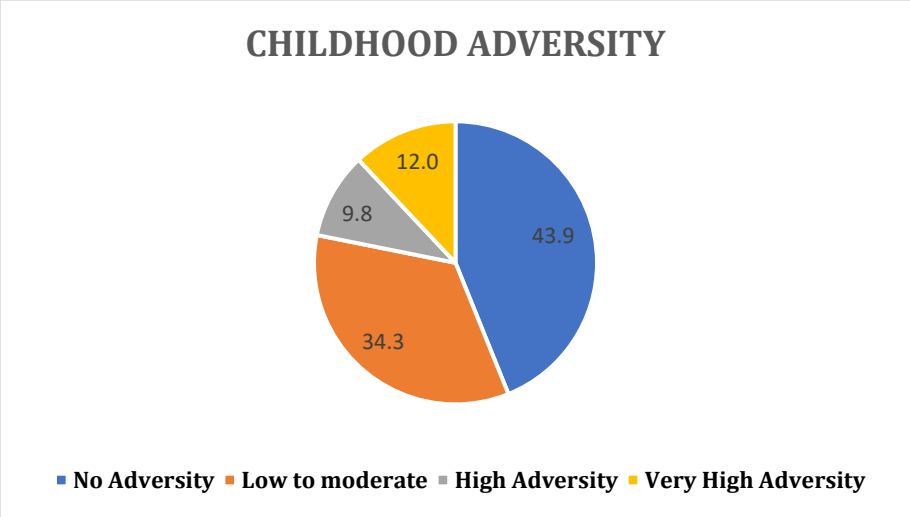


Table 4.1: Two-tailed independent samples t-test for childhood adversities by gender

Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Gender	Male	412	2.29	2.594	4.771	1014	0.731	0.000	S*
	Female	604	1.56	2.255					P<0.01

***Significant**

From the above table Independent samples t-test was conducted to examine the difference in mean scores of childhood adversities between male and female participants. The results show that statistically significant difference, with males (M = 2.29, SD = 2.594) scoring higher on average than females (M = 1.56, SD = 2.255). The mean difference between the two groups is 0.731, and the t-value is 4.771 with 1014 df. The p-value is .000, indicating a highly significant result ($p < 0.01$); therefore, the null hypothesis **$H_0$1** could be rejected. These findings suggest that gender has a significant impact on the measured outcome, with males showing higher average scores than females.

Figure 4.2: Diagram showing the mean level of childhood adversity by gender.

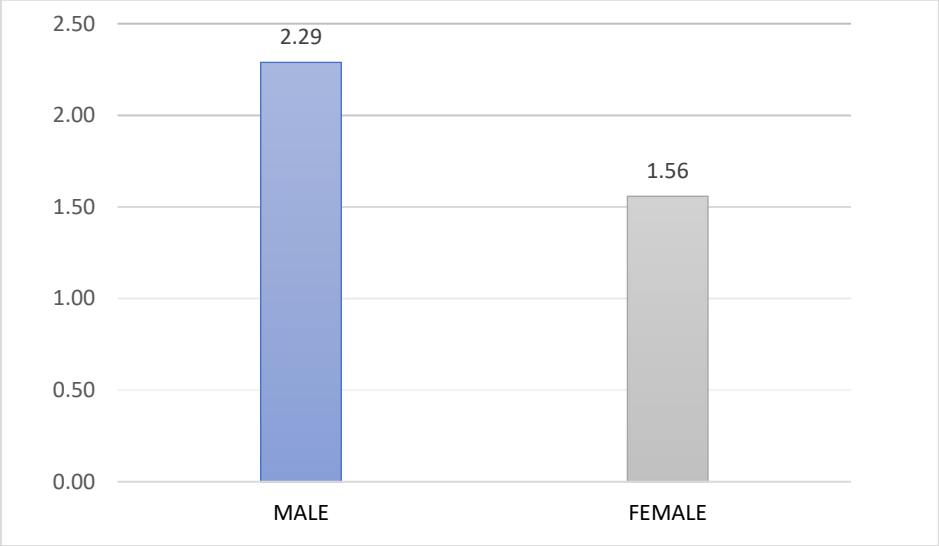


Table 4.2: Mean, standard deviation and sample size for childhood adversity by students' grade levels

CHILDHOOD ADVERSITIES SCORE			
Students grade	**N**	**Mean**	**Std. Deviation**
Grade - IX	366	1.75	2.267
Grade - X	326	1.70	2.355
Grade - XII	324	2.13	2.637
Total	1016	1.85	2.423

The descriptive statistics presented in Table 4.2 indicate variation in scores of childhood adversities from different grade levels. Students in Grade IX (n = 366) had show mean score of 1.75 with a standard deviation of 2.27, while Grade X students (n = 326) had a similar mean of 1.70 and a standard deviation of 2.35. Grade 12 students (n = 324) show higher mean score of 2.13, with a standard deviation of 2.64. Overall, the total sample of 1016 students had an average score of 1.85 and a standard deviation of 2.42, indicating moderate variation across the entire group.

Figure: 4.3: Diagram showing the mean childhood adversity scores by students' grade levels.

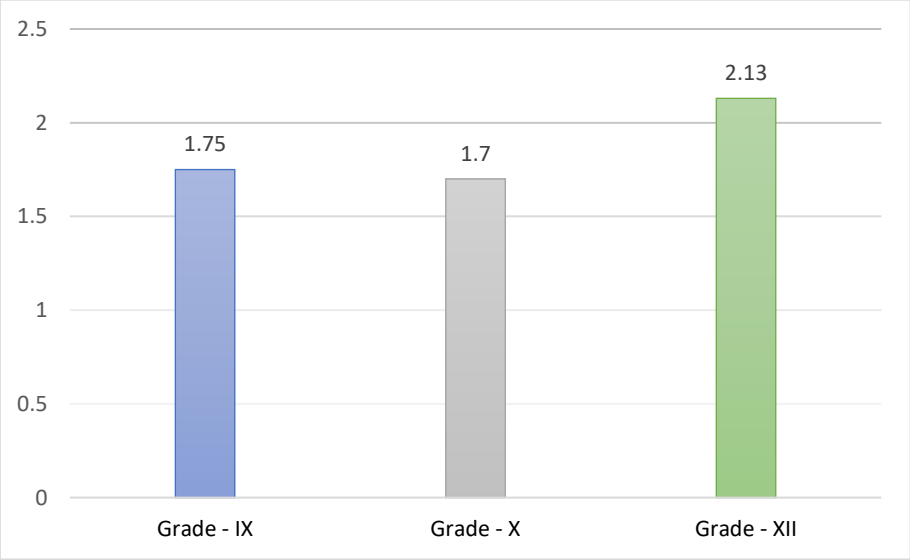


Table 4.3: ANOVA table for childhood adversity by students' grades.

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Between Groups	37.239	2	18.620	3.184	.042
Within Groups	5923.202	1013	5.847		
Total	5960.441	1015			

A one-way ANOVA was conducted to assess whether there were any significant differences in the dependent variable among the three groups. The results showed a significant difference, F(2, 1013) = 3.184, p = .042, indicating that at least one group had a mean score that differed from the others. The variation between the groups was larger than the variation within the groups, indicating that group membership had a significant effect**.** Hence**,** the null hypothesis **$H_0$2** could be rejected.

Table 4.4: Correlation between childhood adversity scores and students' age.

CORRELATIONS			
		AGE	CA_SCORE
AGE	Pearson Correlation	1	.071*
	Sig. (2-tailed)		.024
	N	1016	1016
CA_SCORE	Pearson Correlation	.071*	1
	Sig. (2-tailed)	.024	
	N	1016	1016

A Pearson correlation was conducted to assess the association between age and childhood adversity scores. The analysis showed a weak but statistically significant positive correlation**,** $r(1014) = 0.071, p = 0.024$, indicating that as age increases, childhood adversity scores tend to increase slightly**.** Although the correlation is significant at the 0.05 level (2-tailed)**,** the strength of the association is weak, suggesting

that age explains only a small proportion of the variance in childhood adversity within this sample (N = 1016). Therefore, the null hypothesis **$H_0$3** could be rejected.

Table 4.5: Mean, standard deviation and sample size for childhood adversity by social category

CHILDHOOD ADVERSITIES SCORE			
Social Category	**N**	**Mean**	**Std. Deviation**
Unreserved (UR)	86	1.08	1.716
Scheduled Caste (SC)	310	2.07	2.661
Scheduled Tribe (ST)	471	2.14	2.499
Other Backward Classes (OBC)	149	0.96	1.572
Total	1016	1.85	2.423

Table 4.5 presents differences in mean scores and variability across various social categories. The Scheduled Tribe (ST)group records the high mean score of 2.14 with a standard deviation of 2.499**,** followed closely by the Scheduled Caste (SC) group with a mean of 2.07 and standard deviation of 2.661**,** indicating higher average outcomes along with greater variation. The Unreserved (UR) group shows a lower mean score of 1.08 (SD = 1.716), while the Other Backwards Classes (OBC) group has a mean of 0.96 (SD = 1.572), both reflecting comparatively better and more consistent outcomes. Overall, the total mean score across all categories is 1.85 with a standard deviation of 2.423. These findings suggest that social category may be an influencing factor in the outcome measured, with SC and ST groups experiencing higher and more varied scores compared to UR and OBC groups.

Figure 4.4: Diagram showing the mean childhood adversities scores based on social category.

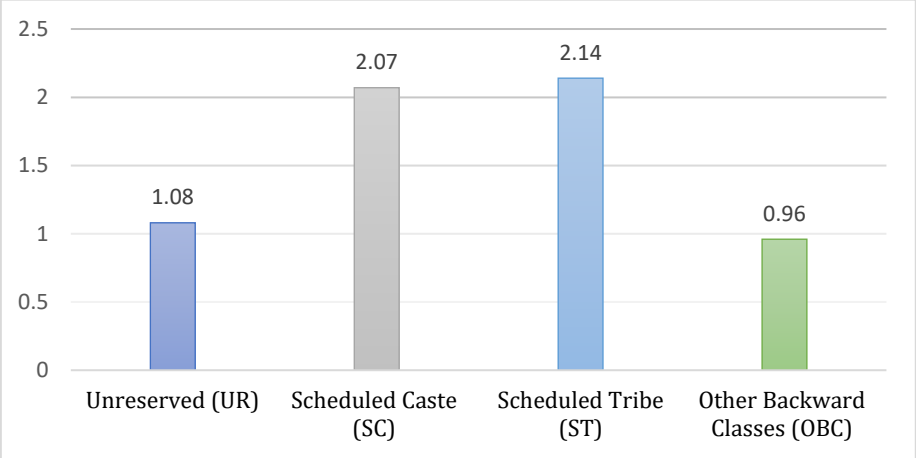


Table 4.6: ANOVA table for childhood adversity by students' social category

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	222.645	3	74.215	13.09	.000
Within Groups	5737.796	1012	5.67		
Total	5960.441	1015			

The ANOVA was used to measure whether there were statistically significant differences among the means of the four groups. The results indicated a significant effect, $F(3, 1012) = 13.09$, $p < .001$. The between-groups sum of squares was 222.645 with a mean square of 74.215, while the within-groups sum of squares was 5737.796 with a mean square of 5.67. The p-value (.000) indicates that the observed differences among group means are statistically significant. Therefore, it can be concluded that at least one group mean significantly differs from the others. Therefore, the null hypothesis **$H_0$4** could be rejected.

Table 4.7: Two-tailed independent samples t-test for childhood adversities by father's occupation

Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Father Occupation	Tea garden worker	521	2.39	2.644	7.385	1014	1.095	0.000	S* P<0.01
	others	495	1.29	2.022					

***Significant**

An independent samples t-test was conducted to compare the mean scores based on the father's occupation. The results show that children of tea garden workers have a higher average score (M = 2.39, SD = 2.644) compared to children whose fathers have other occupations (M = 1.29, SD = 2.022). The mean difference is 1.095, with a t-value of 7.385 and 1014 df. The p-value is .000, indicating statistically significant. ($p < 0.01$)**.** This suggests that a father's occupation has a significant impact on the measured outcome, with children of tea garden workers showing higher scores. Therefore, the null hypothesis **$H_0$5** could be rejected.

Figure: 4.5: Diagram showing the mean childhood adversity scores by father's occupation.

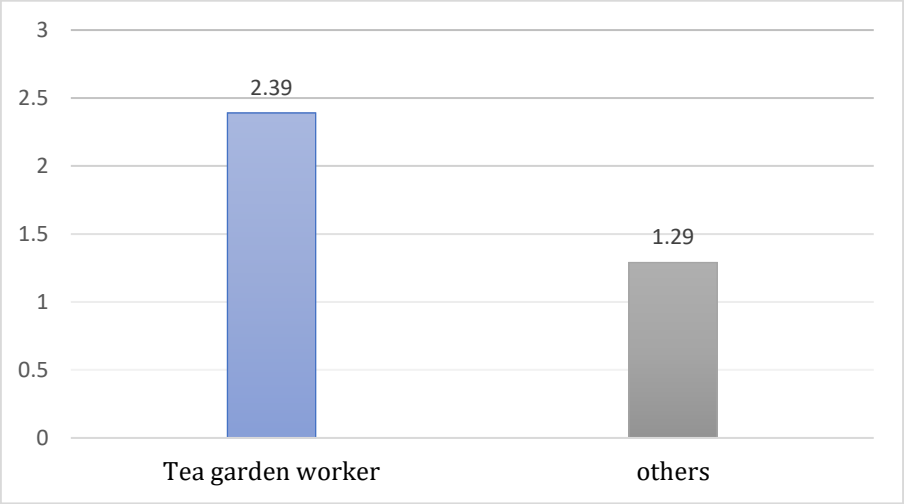


Table 4.8: Mean, standard deviation and sample size for childhood adversity by mother's occupation

CHILDHOOD ADVERSITIES SCORE			
Mother's Occupation	**N**	**Mean**	**Std. Deviation**
Tea garden worker	478	2.14	2.554
Homemaker	459	1.53	2.301
Other	79	2.01	2.072
Total	1016	1.85	2.423

The above table shows that childhood adversities were highest among children whose mothers were tea garden workers, with a mean score of 2.14 and standard deviation of 2.554**.** Children of homemakers reported the lowest level of adversity, with mean of 1.53 and standard deviation of 2.301**.** For children whose mothers were engaged in other occupations, the mean adversity score was 2.01 (SD = 2.072)**.** The overall average score for the entire group of 1,016 participants was 1.85 (SD = 2.423)**.** These results suggest that a mother's occupation is associated with variations in the level of childhood adversities experienced.

Figure: 4.6: Diagram showing the mean childhood adversity scores by mother's occupation.

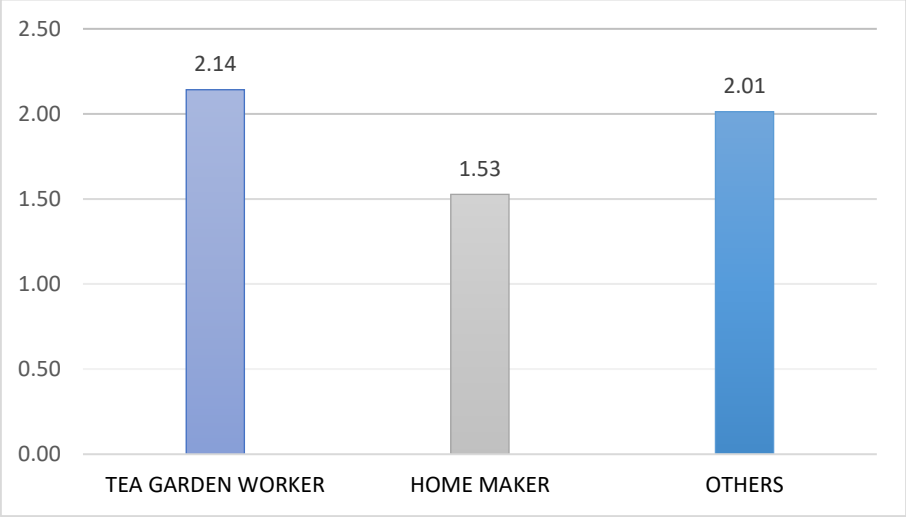


Table 4.9: ANOVA table for students' childhood adversity by mother's occupation

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	90.718	2	45.359	7.828	0.000
Within Groups	5869.723	1013	5.794		
Total	5960.441	1015			

The one-way ANOVA was statistically significant in childhood adversity scores throughout the three categories based on mothers' occupation**:** tea garden workers, homemakers, and others. The analysis produced an F-value of 7.828 with a p-value of 0.000, indicating significant. ($p < 0.01$). This finding suggests that the mean childhood adversity scores vary significantly depending on the mother's occupation. Hence, the null hypothesis **$H_0$6** could be rejected.

Table 4.10: Mean, standard deviation and sample size for students' childhood adversity by father's education level

CHILDHOOD ADVERSITIES SCORE			
Father's education	**N**	**Mean**	**Std. Deviation**
Illiterate	73	3.84	2.693
Up to Primary	412	2.61	2.685
Up to Secondary	401	1.06	1.804
Up to HS	86	1.00	1.542
Up to UG	44	.34	0.888
Total	1016	1.85	2.423

Table 4.10 shows a clear trend indicating that lower levels of fathers' education are associated with higher childhood adversity scores**.** Children whose fathers were illiterate had the highest mean score (3.84, SD = 2.693)**,** followed by those with education up to primary level (Mean = 2.61, SD = 2.685)**.** The adversity scores significantly decreased as the father's education level increased. Children whose fathers studied up to secondary (Mean = 1.06, SD = 1.804) or higher secondary (Mean = 1.00, SD = 1.542) levels reported lower adversity. The lowest adversity score was observed

among children whose fathers had an undergraduate education (Mean = 0.34, SD = 0.888). The overall mean score for the sample (N = 1016) was 1.85 (SD = 2.423). This suggests that higher paternal education is associated with fewer childhood adversities.

Figure: 4.7: Diagram showing the mean childhood adversity scores by father's education level.

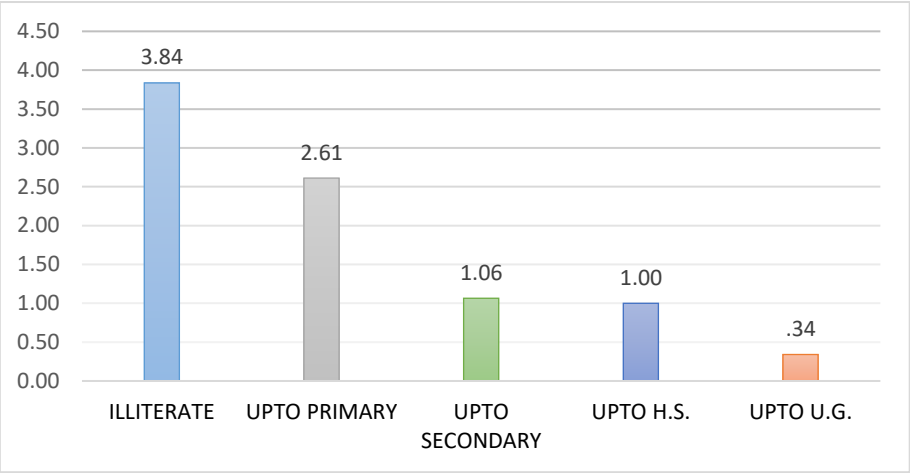


Table 4.11: ANOVA table for childhood adversity by the level education of father

	Sum of Squares	*df*	Mean Square	*f*	Sig.
Between Groups	936.349	4	234.087	47.105	.000
Within Groups	5024.092	1011	4.969		
Total	5960.441	1015			

The ANOVA test indicates a significant difference in the average scores among the five groups. The F-value is 47.105, and the p-value is 0.000, which is less than 0.01. This means the result is statistically significant at the 1% level, indicating that the differences between group averages are unlikely to be due to chance. This suggests that at least one group is meaningfully different from the others. Therefore, the null hypothesis **$H_0$7** could be rejected.

Table 4.12: Mean, standard deviation and sample size for students' childhood adversity by mother's education level

CHILDHOOD ADVERSITIES SCORE			
Mother's Education	**N**	**Mean**	**Std. Deviation**
Illiterate	75	4.01	2.812
Up to Primary	415	2.59	2.627
Up to Secondary	421	1.03	1.766
Up to HS	79	.89	1.561
Up to UG	26	.12	0.588
Total	1016	1.85	2.423

Table 4.12 reveals a clear decreasing trend in childhood adversity scores with increasing levels of mothers' education**.** Children of illiterate mothers experienced the highest level of adversities with a mean score of 4.01 (SD = 2.812), while those whose mothers had only primary education reported a mean score of 2.59 (SD = 2.627)**.** The adversity scores dropped further among children of mothers with secondary (M = 1.03, SD = 1.766) and higher secondary education (M = 0.89, SD = 1.561). The lowest adversity score was found among children of graduate mothers, with a mean of 0.12 (SD = 0.588)**.** The overall mean score for the entire sample was 1.85 (SD = 2.423)**.** These results suggest that higher levels of maternal education are strongly associated with lower childhood adversity, indicating the potential influence of maternal education on the wellbeing and environment of children.

Figure 4.8: Diagram showing the mean childhood adversity scores by mother's education level.

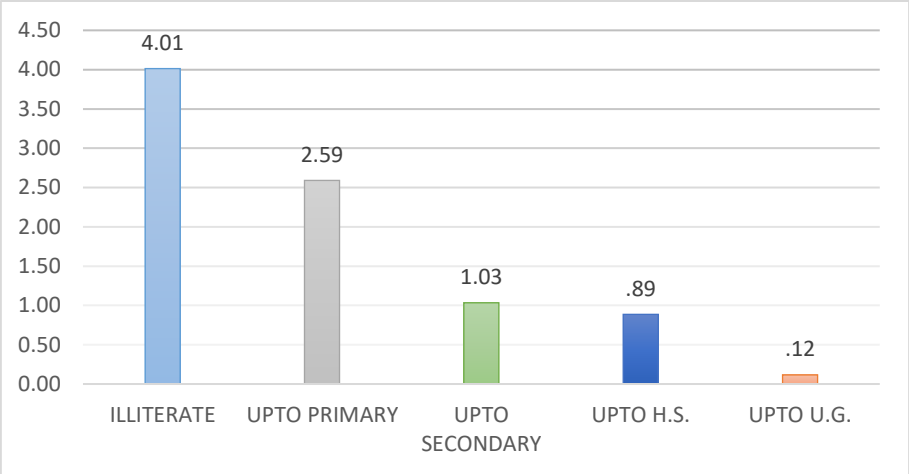


Table 4.13 ANOVA table for students' childhood adversity by the level of education mother

	Sum Of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	1010.930	4	252.732	51.624	.000
Within Groups	4949.511	1011	4.896		
Total	5960.441	1015			

The one-way ANOVA test indicates that the mean scores differ significantly across the different levels of mothers' education. The test produced an F-value of 51.624 with a significance level (p-value) of .000**,** which is well below the accepted threshold of 0.05**.** This confirms that the differences observed between the groups are statistically meaningful. In other words, the level of a mother's education has a significant influence on the outcome measured, with higher education levels associated with more favourable and consistent results. Therefore, the null hypothesis **$H_0$8** could be rejected.

Table 4.14: Correlation between childhood adversities score and father's education.

CORRELATIONS			
		FAT_EDU	CA_SCORE
FAT_EDU	Pearson Correlation	1	-.388**
	Sig. (2-tailed)		.000
	N	1016	1016
CA_SCORE	Pearson Correlation	-.388**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.14 shows that the Pearson correlation coefficient revealed a moderate, statistically significant negative relationship between father's education and childhood adversity score**,** r = -0.388, p < .01 (2-tailed) and therefore, the null hypothesis **$H_0$9** could be rejected. This indicates that children whose fathers have higher levels of education tend to report lower levels of childhood adversity. The correlation was significant at the 0.01 level, highlighting the vital role of paternal education in reducing exposure to adverse childhood experiences.

Table 4.15: Correlation between childhood adversities score and mother's education.

CORRELATIONS			
		CA_SCORE	MOT_EDU
CA_SCORE	Pearson Correlation	1	-.396**
	Sig. (2-tailed)		.000
	N	1016	1016
MOT_EDU	Pearson Correlation	-.396**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.15 shows the Pearson correlation between childhood adversity scores and the mother's education level. The analysis reveals a moderate negative correlation (r = – 0.396), which is statistically significant. (p < 0.01). This result showed that higher levels of maternal education are related with lower levels of childhood adversity experienced by the participants. Therefore, the null hypothesis **$H_0$10** could be rejected.

4.2 Psychological wellbeing and demographic variables (Descriptive & Inferential statistics)

Figure 4.9: showing the overall psychological wellbeing among the Baganiya adolescents.

Table 4.16: Two-tailed independent samples t-test for psychological wellbeing by gender

Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Gender	Male	412	59.48	10.745	1.290	1014	0.897	0.197	*NS
	Female	604	58.58	10.979					$p<0.05$

***Not Significant**

An independent samples of t-test was conducted to assess differences in psychological well-being based on gender. The results showed that males (Mean = 59.48, SD = 10.745) had slightly higher psychological well-being scores than females (Mean = 58.58, SD = 10.979). However, this difference was not statistically significant, $t(1014) = 1.290$, $p = 0.197$. This indicates that gender does not have a substantial impact on psychological well-being in this sample. Therefore, the null hypothesis **$H_0$11** could be retained.

Figure: 4.10: Diagram showing the mean psychological wellbeing scores by gender.

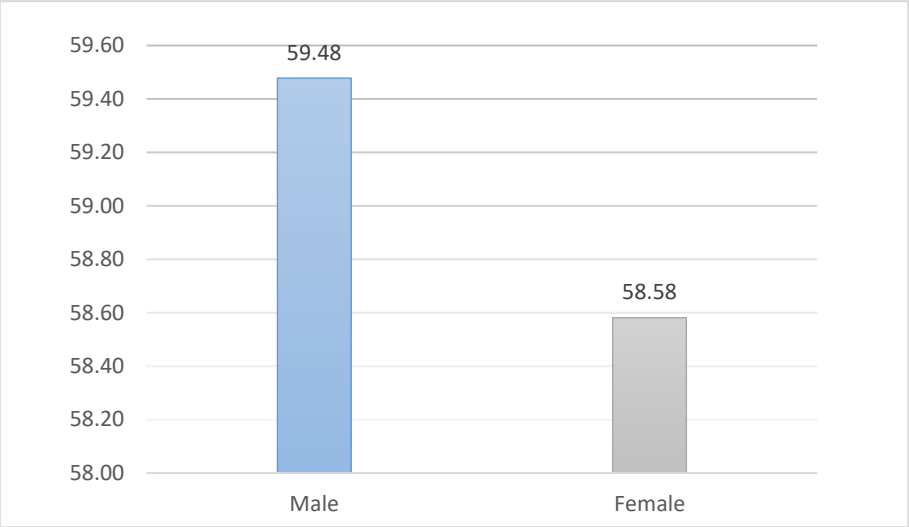


Table 4.17: Mean, standard deviation and sample size for psychological wellbeing by students' grade levels

PSYCHOLOGICAL WELLBEING SCORE			
Students Grade	**N**	**Mean**	**Std. Deviation**
Grade - IX	366	60.39	10.739
Grade - X	326	56.82	10.829
Grade - XII	324	59.46	10.819
Total	1016	58.94	10.888

The analysis of psychological well-being scores across student grades shows some variation. Students in Grade IX had the highest mean score (60.39, SD = 10.739), indicating relatively better well-being. Grade XII students followed with a mean score of 59.46 (SD = 10.819), while Grade X students reported a lower mean score of 56.82 (SD = 10.829). The overall average score for the total sample was 58.94 (SD = 10.888). These findings suggest that psychological well-being levels differ slightly by grade, with students in Grade IX showing slightly higher wellbeing.

Figure 4.11: Diagram showing the mean of psychological wellbeing in terms of students' grades.

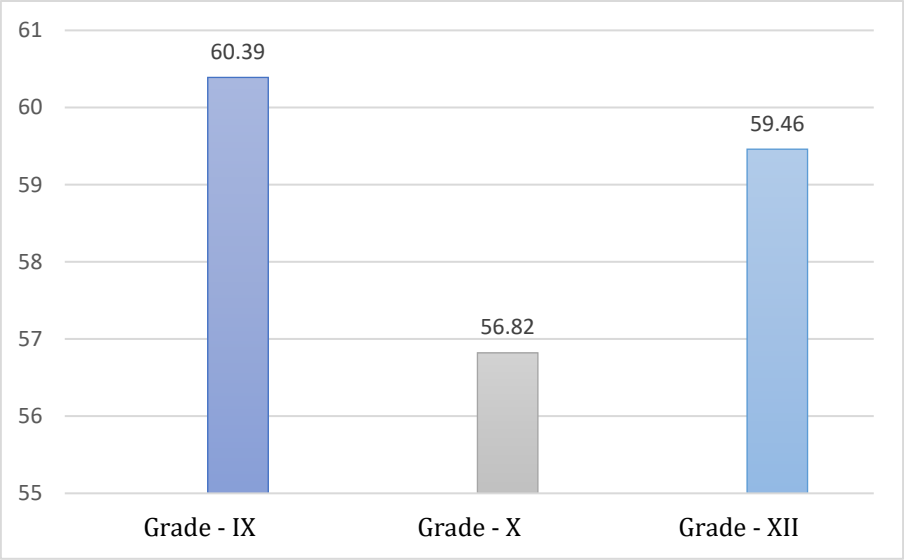


Table 4.18: ANOVA table for psychological wellbeing by Students' grades

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	2317.516	2	1158.758	9.947	.000
Within Groups	118009.397	1013	116.495		
Total	120326.913	1015			

The ANOVA results show that students in different grades have different levels of psychological well-being**.** The difference is statistically significant, f (2, 1013) = 9.947, p = 0.000, which means it is significant. (p < 0.01)**.** This suggests that a student's grade may impact their psychological well-being**,** particularly when a grade differs from the others. Therefore, the null hypothesis **$H_0$12** could be rejected.

Table 4.19: Correlation between psychological wellbeing and students' age

CORRELATIONS			
		AGE	PWB_SCORE
AGE	Pearson Correlation	1	.036
	Sig. (2-tailed)		.255
	N	1016	1016
PWB_SCORE	Pearson Correlation	.036	1
	Sig. (2-tailed)	.255	
	N	1016	1016

A Pearson correlation to assess the relationship between age and psychological wellbeing scores. The analysis revealed a very weak positive correlation (r = 0.036), but this relationship was not statistically significant (p = 0.255). It indicates that there is no meaningful association between age and psychological wellbeing in this sample of 1,016 students. In other words, age does not appear to influence psychological well-being significantly**.** Therefore, the null hypothesis **$H_0$13** could be retained.

Table 4.20: Mean, standard deviation and sample size for psychological wellbeing by social category

PSYCHOLOGICAL WELLBEING SCORE			
Social Category	**N**	**Mean**	**Std. Deviation**
Unreserved (UR)	86	59.85	12.002
Scheduled Caste (SC)	310	57.86	10.768
Scheduled Tribe (ST)	471	59.93	10.795
Other Backward Classes (OBC)	149	57.57	10.500
Total	1016	58.94	10.888

Table 4.20, Psychological well-being scores showed slight differences across social categories. Students from the Scheduled Tribe (ST) group had the highest average score (Mean = 59.93, SD = 10.795), followed by those from the Unreserved (UR) category

(Mean = 59.85, SD = 12.002). Scheduled Caste (SC) students had a mean score of 57.86 (SD = 10.768), and Other Backwards Classes (OBC) students had a mean of 57.57 (SD = 10.500). The overall mean score for all students was 58.94 (SD = 10.888). These results suggest that psychological well-being differs slightly among social categories; however, further statistical testing would be necessary to confirm whether the differences are significant.

Figure 4.12: Diagram showing the mean of psychological wellbeing in terms of social category.

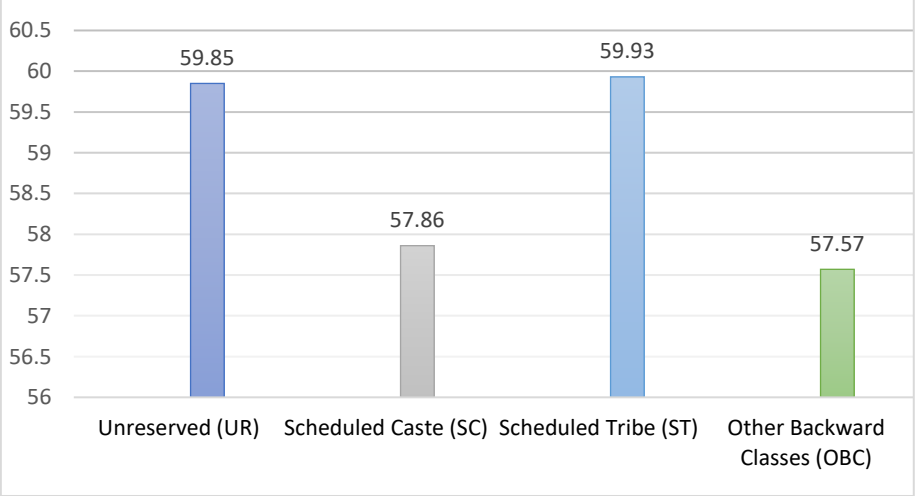


Table 4.21: ANOVA table for psychological wellbeing by social category

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	1166.660	3	388.887	3.303	0.020
Within Groups	119160.254	1012	117.747		
Total	120326.913	1015			

A one-way ANOVA was used to see if students from different social categories had different psychological well-being scores. The result showed a statistically significant difference, $f(3, 1012) = 3.303$, $p = 0.020$, which means the difference is significant. ($p <$

0.05)**.** This suggests that psychological well-being scores vary across different social groups, and at least one group differs from the others. Therefore, the null hypothesis **$H_0$14** could be rejected.

Table 4.22: Two-tailed independent samples t-test for psychological wellbeing by father's occupation

Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Father occupation	Tea garden worker	521	61.25	10.086	7.075	1014	4.722	.000	*S
	Other	495	56.52	11.182					P<0.01

An t-test was conducted to compare psychological well-being scores based on the father's occupation**.** The results showed that students whose fathers were tea garden workers had a significantly higher mean score (M = 61.25, SD = 10.086) than those whose fathers had other occupations (M = 56.52, SD = 11.182). This difference was statistically significant**,** $t(1014) = 7.075$, $p = 0.000$, and is significant. ($p < 0.01$). Therefore, a father's occupation appears to have a significant effect on students' psychological well-being**.** Therefore, the null hypothesis **$H_0$15** could be rejected.

Figure: 4.13: Diagram showing the mean of psychological wellbeing in terms of the father's occupation.

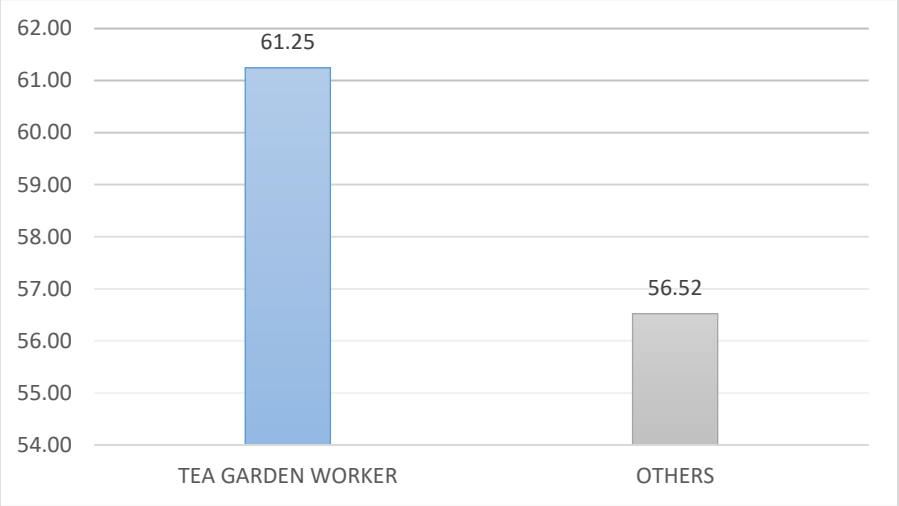


Table 4.23: Mean, standard deviation and sample size for psychological wellbeing by mother's occupation

PSYCHOLOGICAL WELLBEING SCORE			
Mother's occupation	**N**	**Mean**	**Std. Deviation**
Tea garden worker	478	59.63	10.67
Homemaker	459	58.14	11.20
Other	79	59.51	10.13
Total	1016	58.94	10.89

The above table (4.23) shows that psychological well-being scores based on the mother's occupation show slight differences between groups. Students whose mothers were tea garden workers had a mean score of 59.63 (SD = 10.67), those with mothers in other occupations had a mean of 59.51 (SD = 10.13), and students whose mothers were homemakers had a slightly lower mean of 58.14 (SD = 11.20). The overall average score was 58.94 (SD = 10.89). These findings suggest that mothers' occupations may be related to slight differences in psychological wellbeing.

Figure 4.14: Diagram showing the mean of psychological wellbeing in terms of the mother's occupation.

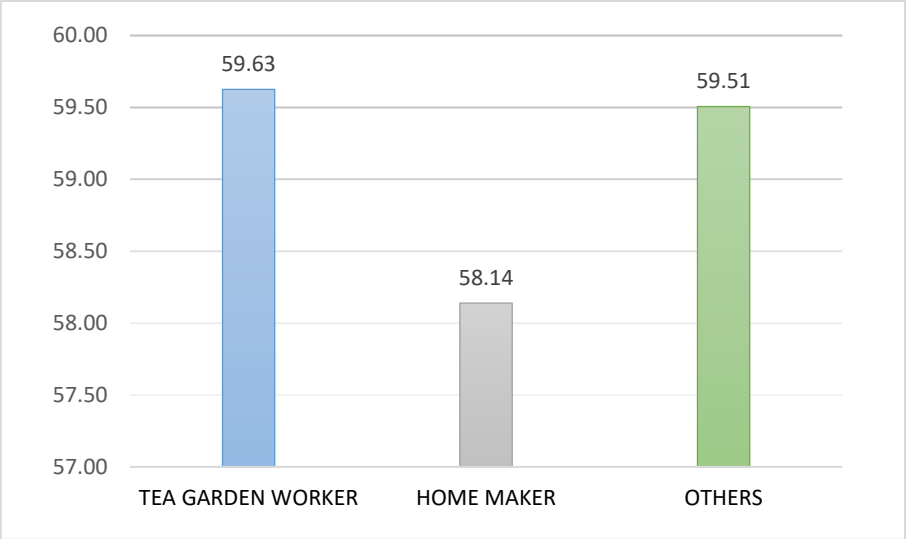


Table 4.24: ANOVA table for psychological wellbeing by mother's occupation

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	544.122	2	272.061	2.301	0.101
Within Groups	119782.792	1013	118.246		
Total	120326.913	1015			

A one-way ANOVA was performed to determine whether psychological well-being scores varied significantly according to the mother's occupation**.** The analysis yielded a non-significant result**,** f (2, 1013) = 2.301, p = 0.101, indicating that the differences in mean psychological well-being scores across the three occupational groups were not statistically significant at the 0.05 level. These findings suggest that mothers' occupations do not have a significant influence on the psychological well-being of students in the present sample. Therefore, the null hypothesis **$H_0$16** could be retained.

Table 4.25: Mean, standard deviation and sample size for psychological wellbeing by father's education

PSYCHOLOGICAL WELLBEING SCORE			
Father's Education	**N**	**Mean**	**Std. Deviation**
Illiterate	73	63.6	7.72
Up to Primary	412	59.87	9.58
Up to Secondary	401	57.66	11.63
Up to HS	86	58.37	12.29
Up to UG	44	55.34	13.79
Total	1016	58.94	10.89

The analysis shows a gradual decline in psychological well-being scores as the level of the father's education increases. Students whose fathers were illiterate reported the highest mean score of 63.6 (SD = 7.72). This was followed by those with fathers educated up to primary level , with a mean of 59.87 (SD = 9.58), and up to secondary level , with a mean of 57.66 (SD = 11.63). Students whose fathers completed higher secondary and undergraduate education had mean scores of 58.37 (SD = 12.29) and 55.34 (SD = 13.79), respectively. The overall mean psychological well-being score was 58.94 (SD = 10.89). These results suggest that students with less-educated fathers tended to report slightly higher psychological well-being.

Figure 4.15: Diagram showing the mean of psychological wellbeing in terms of the father's education.

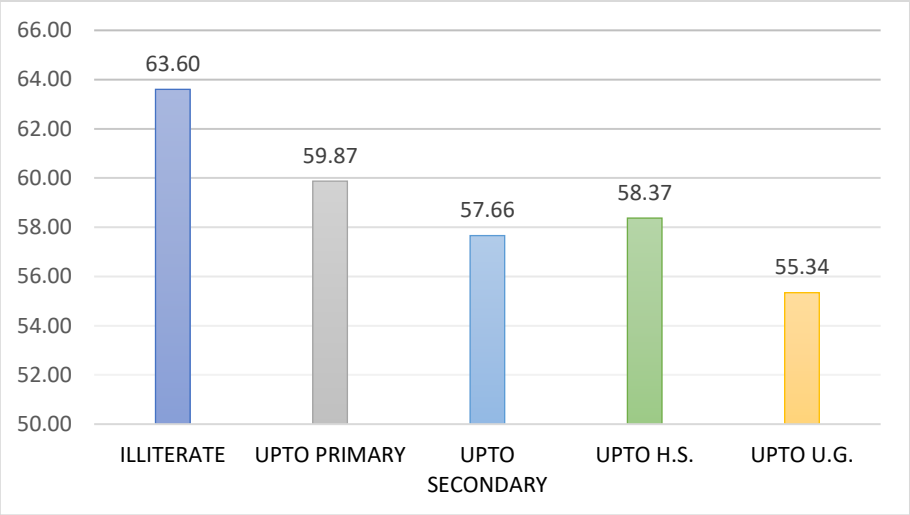


Table 4.26: ANOVA table for psychological wellbeing by father's education

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	3200.142	4	800.036	6.906	.000
Within Groups	117126.771	1011	115.852		
Total	120326.913	1015			

Table 4.26, A one-way ANOVA was find out to see if the father's education level affected students' psychological wellbeing scores. The results showed a significant difference between the groups, $f(4, 1011) = 6.906$, $p = 0.000$, which is significant. ($p < 0.01$). This means that students' psychological well-being scores change depending on their father's level of education, and the difference is statistically meaningful. Hence, the null hypothesis **$H_0$17** could be rejected.

Table 4.27: Mean, standard deviation and sample size for psychological wellbeing by mother's education

PSYCHOLOGICAL WELLBEING SCORE			
Mother's Education	**N**	**Mean**	**Std. Deviation**
Illiterate	75	64.40	6.81
Up to Primary	415	59.65	10.20
Up to Secondary	421	57.99	11.34
Up to HS	79	55.87	11.70
Up to UG	26	56.81	14.76
Total	1016	58.94	10.89

The table 4.27 data show that students' psychological well-being scores differ across levels of the mother's education**.** Students whose mothers were illiterate had the highest average score of 64.4 (SD = 6.81)**,** followed by those with mothers educated up to primary level (Mean = 59.65, SD = 10.20) and up to secondary level (Mean = 57.99, SD = 11.34). Students whose mothers completed higher secondary and undergraduate education had lower mean scores of 55.87 (SD = 11.70) and 56.81 (SD = 14.76), respectively. The overall mean psychological well-being score was 58.94 (SD = 10.89)**.** These results suggest a declining trend in well-being scores as mothers' education level increases.

Figure 4.16: Diagram showing the mean of psychological wellbeing in terms of the mother's education.

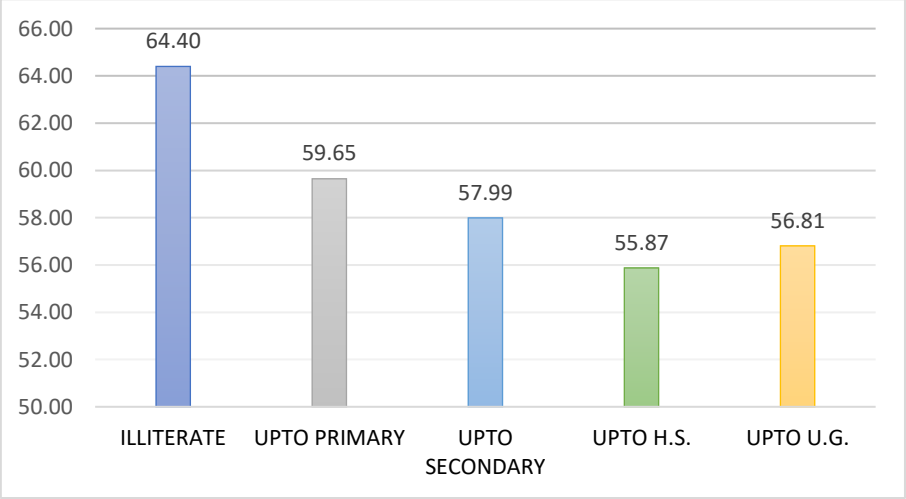


Table 4.28: ANOVA table for psychological wellbeing by mother's education

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	3683.249	4	920.812	7.981	.000
Within Groups	116643.665	1011	115.375		
Total	120326.913	1015			

ANOVA was examine whether mothers' level of education had a significant effect on students' psychological wellbeing scores. The results indicated a statistically significant difference among the groups, f (4, 1011) = 7.981, p = 0.000, which is significant. ($p < 0.01$)**.** This means that students' psychological well-being scores vary significantly depending on their mothers' education level**.** These findings suggest that mothers' education is an essential factor associated with variations in students' psychological well-being. Therefore, the null hypothesis **$H_0$18** could be rejected.

Table 4.29: Correlation between psychological wellbeing and father's education.

CORRELATIONS			
		PWB_SCORE	FAT_EDU
PWB_SCORE	Pearson Correlation	1	-.159**
	Sig. (2-tailed)		.000
	N	1016	1016
FAT_EDU	Pearson Correlation	-.159**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.29, shows that Pearson correlation analysis was conducted to examine the relationship between the father's education and psychological wellbeing score. The study result showed a significant negative correlation**,** r = -0.159, p < 0.01 (2-tailed), suggesting that higher levels of paternal education are associated with slightly lower psychological wellbeing scores. While this relationship is significant at 0.01 level, the correlation is

weak in strength, indicating that a father's education may have a limited influence and is unlikely to be a strong standalone predictor of psychological wellbeing. Hence, the null hypothesis **$H_0$19** could be rejected.

Table 4.30: Correlation between psychological wellbeing score and mother's education.

CORRELATIONS			
		PWB_SCORE	MOT_EDU
PWB_SCORE	Pearson Correlation	1	-.179**
	Sig. (2-tailed)		.000
	N	1016	1016
MOT_EDU	Pearson Correlation	-.179**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.30 showed a weak but statistically significant negative correlation between psychological well-being and the mother's education, with a Pearson correlation coefficient of $r = -0.179$. This result is significant at the 0.01 level ($p < 0.01$), and the null hypothesis **$H_0$20** could be rejected. It suggests that as the mother's education level increases, the psychological well-being of the participants slightly decreases.

4.3 Deprivation and demographic variables (Descriptive & Inferential statistics)

Table 4.17: showing the overall deprivation among the Baganiya adolescents.

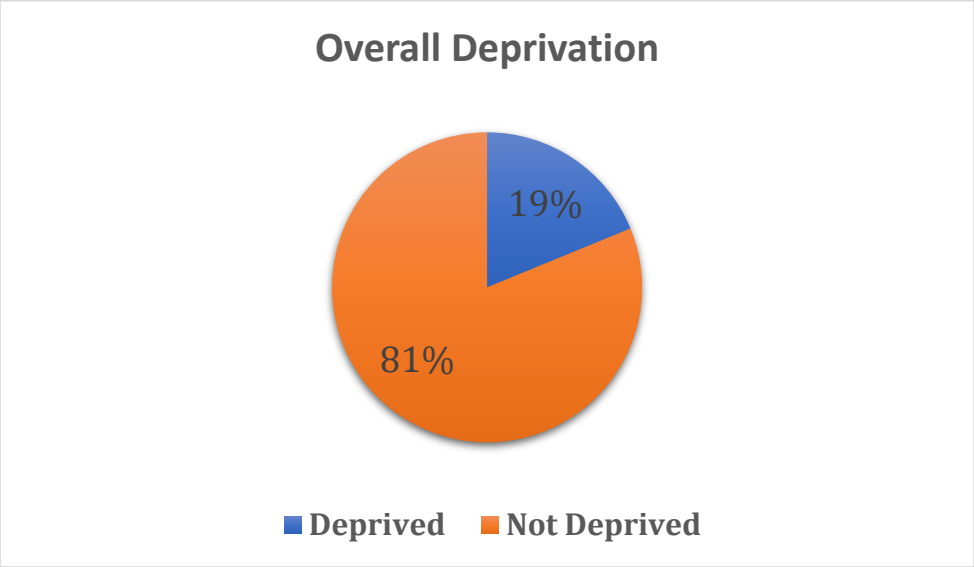


Table 4.31: Two-tailed independent samples t-test for deprivation by gender

		Deprivation Score							
Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Gender	Male	412	0.25	0.15	2.59	1014	0.023	.010	***S** *p*<0.05
	Female	604	0.23	0.14					

***Significant**

The comparison of deprivation scores between genders revealed that males (N = 412) had a higher average score (Mean = 0.25, SD = 0.15) than females (N = 604, Mean = 0.23, SD = 0.14). An independent t-test showed that this difference is statistically significant at the 5% level ($t(1014) = 2.59$, $p = .010$). This indicates a significant gender-based variation in deprivation scores, with males experiencing slightly higher levels of deprivation. Therefore, the null hypothesis **$H_0$21** could be rejected.

Figure 4.18: Diagram showing the mean deprivation score in terms of gender.

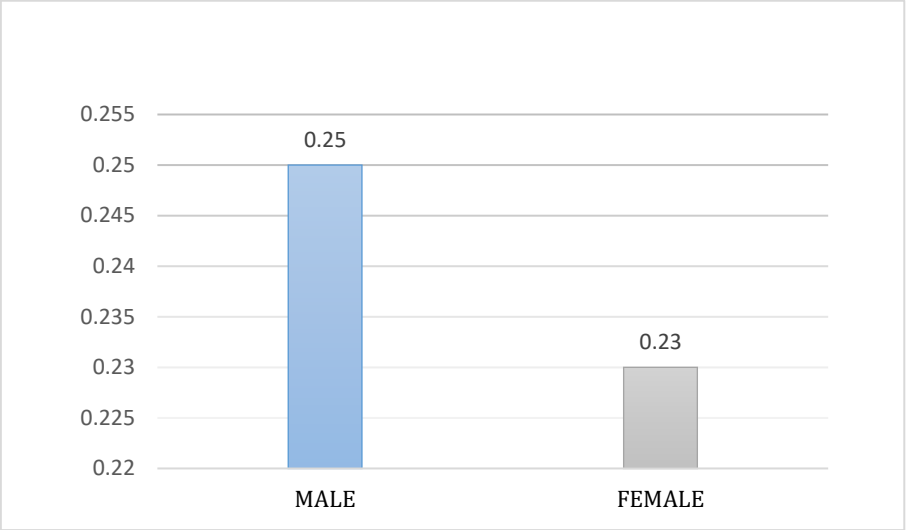


Table 4.32: Mean, standard deviation and sample size for deprivation by students' grades

DEPRIVATION SCORE			
Students grade	**N**	**Mean**	**Std. Deviation**
Grade - IX	366	0.24	0.14
Grade - X	326	0.24	0.15
Grade - XII	324	0.22	0.14
Total	1016	0.23	0.14

The analysis of deprivation scores across different student grades shows only slight differences in mean values. Grade IX students (N = 366) had a mean score of 0.24 (SD = 0.14), which was similar to that of Grade X students (N = 326), with a mean of 0.24 (SD = 0.15). Grade XII students (N = 324) had the lowest mean score of 0.22 (SD = 0.14). Overall, the mean deprivation score for all students was 0.23 (SD = 0.14).

Figure 4.19: Diagram showing the mean of deprivation score in terms of students' grade.

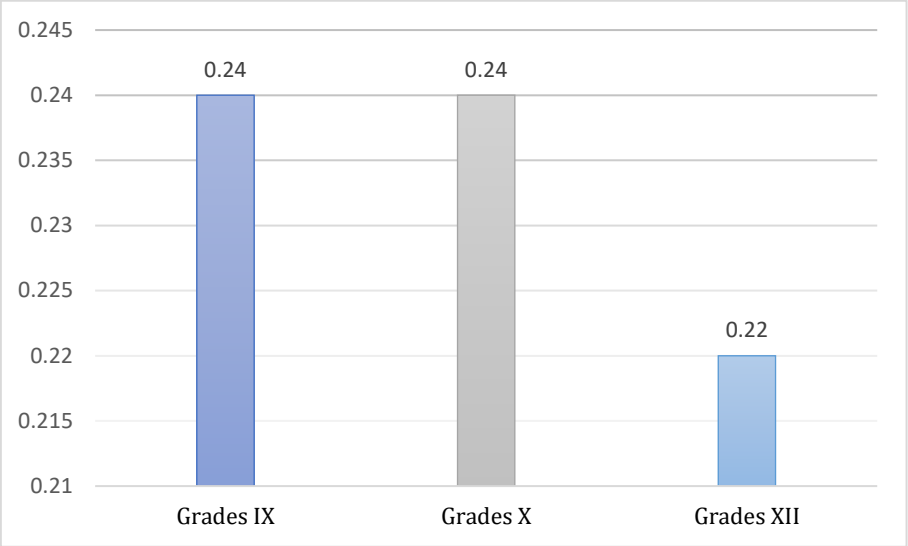


Table 4.33: ANOVA table for deprivation by students' grades

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	0.056	2	0.028	1.365	0.256
Within Groups	20.658	1013	0.020		
Total	20.714	1015			

A one-way ANOVA was performed to assess differences in deprivation scores across three grade levels (Grades IX, X and XII). The results indicated that the differences in mean scores were not statistically significant at the 5% level**,** f (2, 1013) = 1.365, p = 0.256. This suggests that students' deprivation scores remain relatively consistent across grades. Therefore, the null hypothesis **$H_0$22** could be retained.

Table 4.34: Correlation between deprivation and students' age

CORRELATIONS			
		AGE	DEPRIVATION SCORE
AGE	Pearson Correlation	1	.000
	Sig. (2-tailed)		.991
	N	1016	1016
DEPRIVATION SCORE	Pearson Correlation	.000	1
	Sig. (2-tailed)	.991	
	N	1016	1016

A Pearson correlation was conducted to assess the relationship between age and deprivation score among the Baganiya students. The result showed a correlation coefficient of r = .000 with a p-value of .991. This result showed that there is no significant relationship between age and deprivation score. Since the p-value is much higher than the 0.05 significance level, the association is not statistically significant. Therefore, the null hypothesis **$H_0$23** could be retained. Suggesting that age has no meaningful impact on students' deprivation levels.

Table 4.35: Mean, standard deviation and sample size for deprivation by social category

DEPRIVATION SCORE			
Social category	**N**	**Mean**	**Std. Deviation**
Unreserved (UR)	86	0.18	0.14
Scheduled Caste (SC)	310	0.24	0.14
Scheduled Tribe (ST)	471	0.26	0.14
Other Backward Classes (OBC)	149	0.18	0.14
Total	1016	0.23	0.14

The above table showed that students from the Scheduled Tribe (ST) group reported the highest mean deprivation score (M = 0.26, SD = 0.14), followed by those from the

Scheduled Caste (SC) group (M = 0.24, SD = 0.14). In contrast, students from the Unreserved (UR) category (M = 0.18, SD = 0.14) and Other Backwards Classes (OBC) (M = 0.18, SD = 0.14) had lower mean scores. These findings suggest that deprivation levels tend to be higher among students from ST and SC categories students.

Figure 4.20: Diagram showing the mean deprivation score in terms of social category.

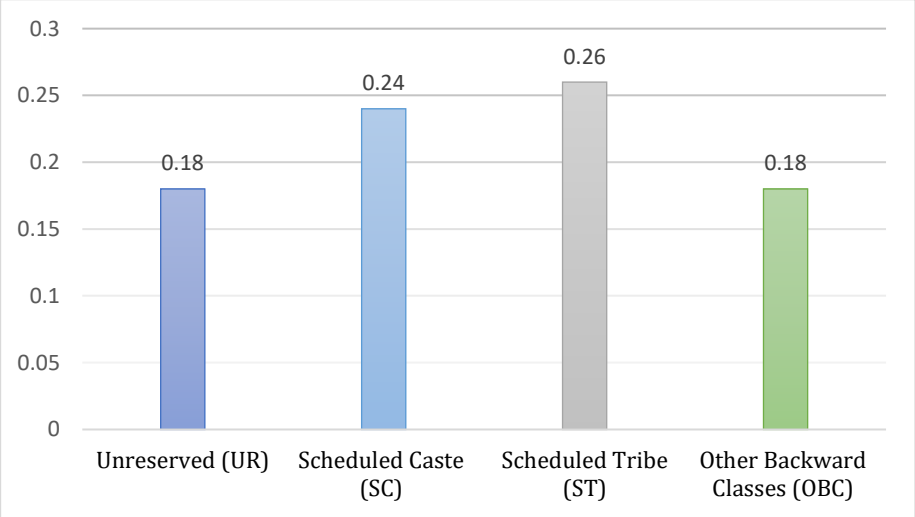


Table 4.36: ANOVA table for deprivation by social category

ANOVA

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	0.908	3	0.303	15.458	.000
Within Groups	19.807	1012	0.020		
Total	20.714	1015			

A one-way ANOVA was conducted to examine whether deprivation scores differed significantly across social categories. The results showed statistically significant at 5% level, $f(3, 1012) = 15.458$, $p < .001$. This indicates that students' social category has a significant effect on their level of deprivation. Therefore, the null hypothesis **$H_0$24** could

be rejected. The variation in mean scores observed among groups—notably higher scores in the ST and SC categories—reflects meaningful differences that are unlikely to be due to chance.

Table 4.37: Two-tailed independent samples t-test for deprivation by father's occupation

Independent T-test

Variable	*Category*	*N*	*Mean*	*SD*	*t*	*df*	*MD*	*p - value*	*Remarks*
Father occupation	Tea garden worker	521	0.27	0.14	7.199	1014	0.063	.000	***S**
	others	495	0.20	0.14					*p* < .001

***Significant**

An independent t-test was conducted to compare deprivation scores based on the father's occupation. Students whose fathers are tea garden workers (N = 521, Mean = 0.27, SD = 0.14) had higher deprivation scores compared to those whose fathers have occupations other than tea garden work (N = 495, Mean = 0.20, SD = 0.14). The difference was found to be statistically significant at the 1% level, $t(1014) = 7.199$, $p < .001$. Therefore, the null hypothesis **$H_0$25** could be rejected. This result indicates that fathers' occupation has a significant effect on deprivation levels, with students from tea garden worker families experiencing greater deprivation.

Table 4.38: Mean, standard deviation and sample size for deprivation by mother's occupation

DEPRIVATION SCORE			
Mother's occupation	**N**	**Mean**	**Std. Deviation**
Tea garden worker	478	0.26	0.14
Homemaker	459	0.21	0.14
Other	79	0.24	0.16
Total	1016	0.23	0.14

The analysis of deprivation scores across different categories of mothers' occupation shows some variation in mean values. Students whose mothers work as tea garden workers (N = 478) had the highest mean deprivation score (M = 0.26, SD = 0.14), followed by those in the 'Other' occupation category (N = 79, M = 0.24, SD = 0.16). Students whose mothers are homemakers (N = 459) had the lowest mean score (M = 0.21, SD = 0.14). These results suggest that students with mothers working in tea gardens tend to experience higher levels of deprivation compared to those whose mothers are homemakers or engaged in other occupations.

Figure 4.21: Diagram showing the mean of deprivation score in terms of the Mother's occupation.

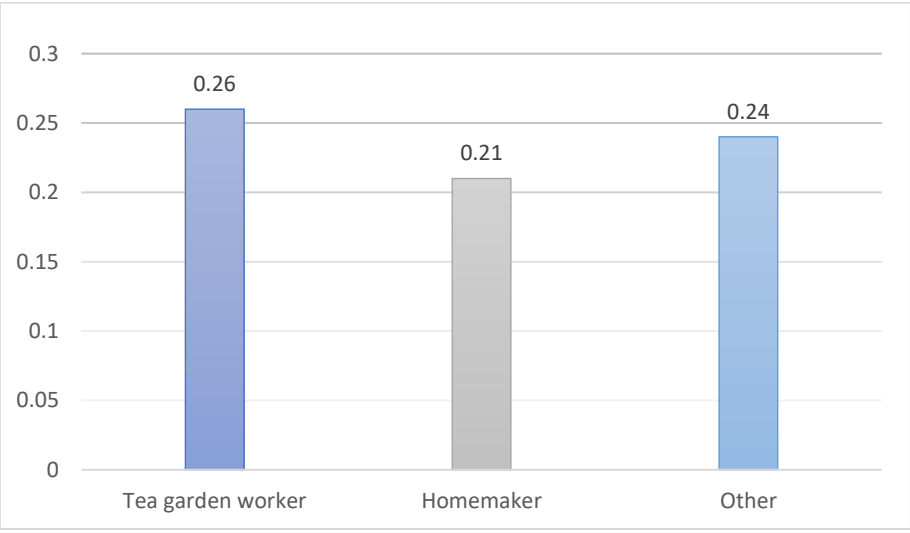


Table 4.39: ANOVA table for deprivation by mother's occupation

ANOVA

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	0.519	2	0.26	13.02	.000
Within Groups	20.195	1013	0.02		
Total	20.714	1015			

A one-way ANOVA was conducted to examine whether deprivation scores differ significantly across mothers' occupations. The results revealed a statistically significant difference at the 5% level, $f(2, 1013) = 13.02$, $p < .001$. This indicates that a mother's occupation has a significant effect on students' deprivation scores. Therefore, the null hypothesis **$H_0$26** could be rejected. The differences in mean scores suggest that students whose mothers work as tea garden workers experience higher levels of deprivation compared to those whose mothers are homemakers or engaged in other occupations.

Table 4.40: Mean, standard deviation and sample size for deprivation by father's education

DEPRIVATION SCORE			
Father's education	**N**	**Mean**	**Std. Deviation**
Illiterate	73	0.31	0.13
Up to Primary	412	0.28	0.14
Up to Secondary	401	0.20	0.14
Up to HS	86	0.17	0.13
Up to UG	44	0.13	0.12
Total	1016	0.23	0.14

From the above table showed students whose fathers were illiterate had the highest average deprivation score (M = 0.31, SD = 0.13), while those whose fathers had completed undergraduate education reported the lowest average score (M = 0.13, SD = 0.12).

Intermediate categories also showed a gradual decrease in mean deprivation scores, from primary (M = 0.28) to secondary (M = 0.20) and higher secondary (M = 0.17). The results indicates a negative association between the father's education level and student deprivation, implying that greater educational attainment of the father is linked to lower levels of deprivation experienced by the student.

Figure 4.22: Diagram showing the mean of deprivation score in terms of the father's education.

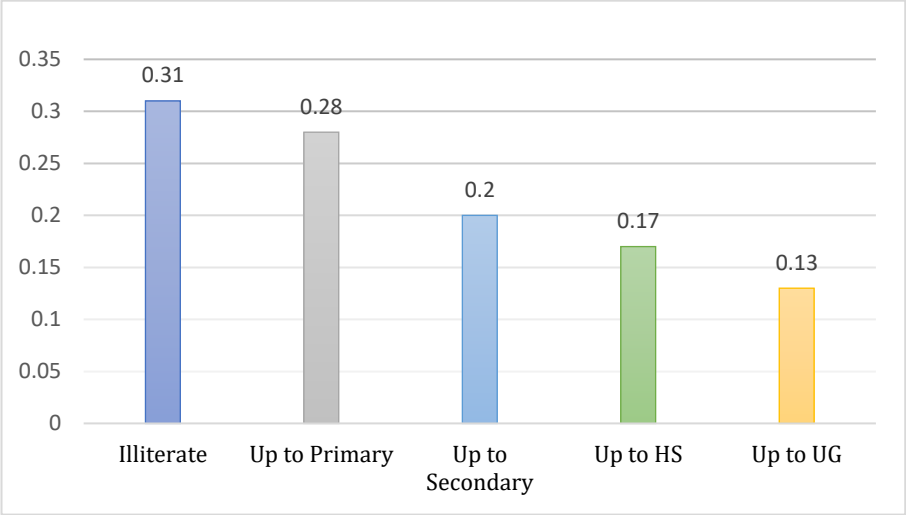


Table 4.41: ANOVA table for deprivation by father's education

ANOVA

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Between Groups	2.317	4	0.579	31.836	.000
Within Groups	18.397	1011	0.018		
Total	20.714	1015			

A one-way ANOVA was performed to examine the effect of the father's education level on the mean scores. The analysis indicated a statistically significant difference in mean scores across different educational levels of fathers, $F(4, 1011) = 31.836$, $p < .001$. The mean scores decreased consistently with higher levels of father's education: Illiterate (M

= 0.305), Up to Primary (M = 0.277), Up to Secondary (M = 0.202), Up to Higher Secondary (M = 0.173), and Up to Undergraduate (M = 0.132)**.** Hence, the null hypothesis **$H_0$27** could be rejected.

Table 4.42: Mean, standard deviation and sample size for deprivation by mother's education

DEPRIVATION SCORE			
Mother's Education	**N**	**Mean**	**Std. Deviation**
Illiterate	75	0.34	0.12
Up to Primary	415	0.28	0.13
Up to Secondary	421	0.199	0.137
Up to HS	79	0.144	0.125
Up to UG	26	0.123	0.099
Total	1016	0.23	0.14

The descriptive statistics indicate a consistent inverse relationship between the mother's education level and the deprivation score. Children of illiterate mothers had the highest mean deprivation score (M = 0.341, SD = 0.117), followed by those whose mothers were educated up to primary level (M = 0.276, SD = 0.132) and up to secondary level (M = 0.199, SD = 0.137). The scores further declined for children whose mothers had education up to higher secondary (M = 0.144, SD = 0.125) and up to undergraduate level (M = 0.123, SD = 0.099). The overall mean deprivation score across all groups was 0.235 (SD = 0.143)**.** These findings suggest that as maternal education increases, the level of deprivation experienced by children tends to decrease.

Figure 4.23: Diagram showing the mean of deprivation score in terms of education of mother

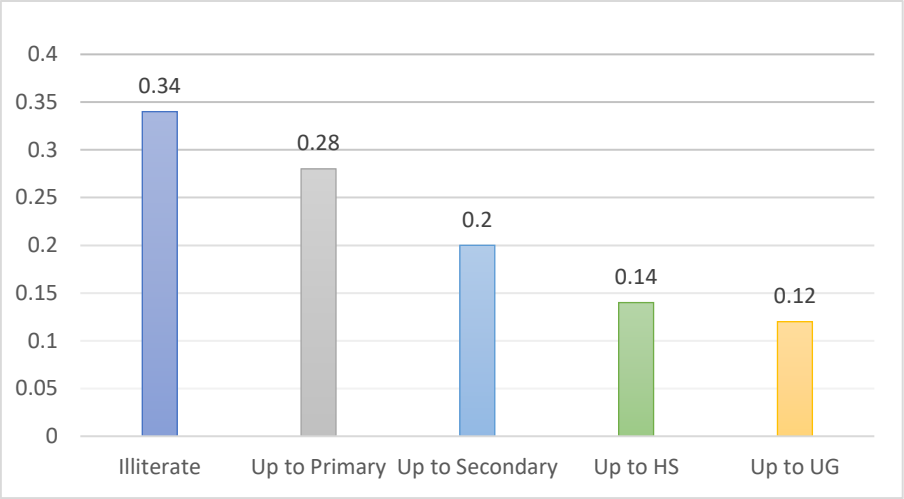


Table 4.43: ANOVA table for deprivation by mother's education.

ANOVA

	Sum of Squares	*df*	*Mean Square*	*f*	*Sig.*
Between Groups	3.08	4	0.77	44.142	.000
Within Groups	17.634	1011	0.017		
Total	20.714	1015			

A one-way ANOVA was conducted to examine the effect of mothers' education on the deprivation score, which revealed a statistically significant difference among the groups, $F(4, 1011) = 44.142$, $p < .001$, significant at the 0.01 level. The mean deprivation score decreased consistently with increasing levels of maternal education: Illiterate ($M = 0.341$, $SD = 0.117$), Up to Primary ($M = 0.276$, $SD = 0.132$), Up to Secondary ($M = 0.199$, $SD = 0.137$), Up to Higher Secondary ($M = 0.144$, $SD = 0.125$), and Up to Undergraduate ($M = 0.123$, $SD = 0.099$). These findings suggest that children of more educated mothers experience significantly lower levels of deprivation, emphasising the protective influence of maternal education. Therefore, the null hypothesis **$H_0$28** could be rejected.

Table 4.44: Correlation between education and living standard.

CORRELATIONS			
		Education	Living Standard
Education	Pearson Correlation	1	.192**
	Sig. (2-tailed)		.000
	N	1016	1016
Living Standard	Pearson Correlation	.192**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

A Pearson correlation analysis was conducted to assess the relationship between education level and living standard. The results indicated a positive and statistically significant correlation, $r = 0.192$, $p < 0.01$ (2-tailed). This suggests that individuals with higher levels of education tend to have slightly better living standards. Although the relationship is significant and the null hypothesis **$H_0$29** can be rejected, and the strength of the association is weak, implying that while education contributes to improved living conditions, it may be one of several factors influencing this outcome.

4.4 Correlation between childhood adversity and psychological wellbeing, deprivation and childhood adversities, and psychological wellbeing and deprivation

Table 4.45: Correlation between childhood adversities score and psychological wellbeing score.

CORRELATIONS			
		CA_SCORE	PWB_SCORE
CA_SCORE	Pearson Correlation	1	.270**
	Sig. (2-tailed)		.000
	N	1016	1016
PWB_SCORE	Pearson Correlation	.270**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

The results in Table 4.45 indicate a small but significant between childhood adversity and psychological wellbeing. The correlation is $r = 0.270$, and it is statistically significant ($p < 0.01$). Therefore, the null hypothesis **$H_0$30** could be rejected. This means that students who experienced more childhood adversity also reported slightly higher levels of psychological well-being. Although this may seem surprising, facing challenges in childhood might help some individuals develop strengths like resilience, which can support their well-being later on.

Table 4.46: Correlation between deprivation score and childhood adversities score.

CORRELATIONS			
		DEPRIVATION SCORE	CA_SCORE
DEPRIVATION SCORE	Pearson Correlation	1	.362**
	Sig. (2-tailed)		.000
	N	1016	1016
CA_SCORE	Pearson Correlation	.362**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.46 showed that a statistically significant positive correlation between the deprivation score and the childhood adversity score, Pearson correlation coefficient of $r = 0.362$ ($p < 0.01$). This indicates a moderate relationship, suggesting that as levels of deprivation increase, experiences of childhood adversity also tend to increase. The result is significant, hence the null hypothesis **$H_0$31** could be rejected. This finding highlights a meaningful connection between socioeconomic disadvantage and childhood adversities among the participants.

Table 4.47: Correlation between psychological wellbeing and deprivation score.

CORRELATIONS			
		PWB_SCORE	DEPRIVATION SCORE
PWB_SCORE	Pearson Correlation	1	.191**
	Sig. (2-tailed)		.000
	N	1016	1016
DEPRIVATION SCORE	Pearson Correlation	.191**	1
	Sig. (2-tailed)	.000	
	N	1016	1016

Table 4.47 shows weak but significant positive relationship between psychological well-being and deprivation scores, with a correlation of $r = 0.191$ ($p < 0.01$). This means that as deprivation increases, psychological well-being also increases slightly and therefore, the null hypothesis **$H_0$32** could be rejected. Although the connection is not strong, the result is unlikely to be due to chance. This finding suggests that some individuals facing deprivation may still maintain or develop positive well-being, possibly through resilience or support systems.

Table 4.48: chi-square test of association between childhood adversity and psychological wellbeing.

			Level of psychological wellbeing		Total
			Low	High	
Childhood adversities	No Adversity	Count	415	31	446
		% within level of PWB	45.4%	30.7%	43.9%
	Low to Moderate Adversity	Count	310	38	348
		% within level of PWB	33.9%	37.6%	34.3%
	High Adversity	Count	85	15	100
		% within level of PWB	9.3%	14.9%	9.8%
	Very High Adversity	Count	105	17	122
		% within level of PWB	11.5%	16.8%	12.0%
Total		Count	915	101	1016
		% within level of PWB	100.0%	100.0%	100.0%
$\chi 2 = 9.859$, df=3, p<.05 (Significant)					

According to the table, 43.9% of all students reported experiencing no childhood adversity. Regarding psychological wellbeing, 45.4% of students had low psychological well-being, while 30.7% reported high psychological well-being. Low to moderate levels of adversity were observed in 34.3% of students, of whom 33.9% had low and 37.6% had high psychological well-being. Among students with high adversity (9.8%), 9.3% reported low and 14.9% reported high psychological well-being. Additionally, 12.0% of students experienced very high adversity, with 11.5% showing low and 16.8% showing high psychological wellbeing.

Chi-squared test was conducted to assess the association between childhood adversity and psychological well-being. The results showed statistically significant, $\chi^2 = 9.859$, df =

3, p = .020. This indicates that the relationship between childhood adversity and psychological wellbeing is significant at the 0.05 level.

4.5 Relationship between childhood adversity and psychological wellbeing, MPI status and childhood adversity, MPI status and psychological wellbeing

Table 4.49: chi-square test of association between MPI status and childhood adversity.

			Childhood adversity				Total
			No adversity	Low to moderate	High adversity	Very high adversity	
MPI STATUS	Not Deprived	Count	395	275	73	82	825
		% within CA	88.6%	79.0%	73.0%	67.2%	81.2%
	Deprived	Count	51	73	27	40	191
		% within CA	11.4%	21.0%	27.0%	32.8%	18.8%
Total		Count	446	348	100	122	1016
		% within CA	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi 2 = 36.969$, df=3, p<.01 (Significant)

From the above table, it was found that 81.2% of all students reported that they were not deprived. Among these, 88.6% had no childhood adversity, while 73.0% and 67.2% had experienced high and very high levels of adversity, respectively. On the other hand, 18.8% of students reported being deprived. Within this group, 11.4% had no adversity, whereas 32.8% had experienced very high childhood adversity.

Chi-square test was conducted to assess the association between deprivation and childhood adversity. The results showed statistically significant association χ^2 = 36.969, df = 3, p = .000. This indicates that the relationship between deprivation and childhood adversity is significant at the 0.01 level.

Table 4.50: chi-square test of association between MPI status and psychological wellbeing

			Psychological wellbeing		Total
			Low	High	
MPI STATUS	Not Deprived	Count	747	78	825
		% within PWB	81.6%	77.2%	81.2%
	Deprived	Count	168	23	191
		% within PWB	18.4%	22.8%	18.8%
Total		Count	915	101	1016
		% within PWB	100.0%	100.0%	100.0%

$\chi 2 = 1.160$, df=1, p>.05 (Not Significant)

According to the table, 81.2% of all students reported that they were not deprived. Among them, 81.6% had low psychological wellbeing, while 77.2% had high psychological wellbeing. Conversely, 18.8% of students were classified as deprived. Within this group, 18.4% had low psychological wellbeing, and 22.8% had high psychological wellbeing.

Chi-squared test was conducted to assess the association between deprivation and childhood adversity. The results showed statistically significant association, $\chi^2 = 1.160$, df = 1, $p = .282$. This relationship between deprivation and psychological wellbeing is not significant at the 0.05 level.

4.6 Relationship between academic achievement and childhood adversity

Table 4.51: chi-square test of association between academic achievement and childhood adversity

			Childhood adversity				Total
			No adversity	Low to moderate	High adversity	Very high adversity	
Academic Achievement	Low academic Achievement	Count	115	130	54	74	373
		% within CA	11.3%	12.8%	5.3%	7.3%	36.7%
	Moderate academic Achievement	Count	251	182	44	45	522
		% within CA	24.7%	17.9%	4.3%	4.4%	51.4%
	High academic Achievement	Count	80	36	2	3	121
		% within CA	7.9%	3.5%	.2%	.3%	11.9%
Total		Count	446	348	100	122	1016
		% within CA	43.9%	34.3%	9.8%	12.0%	100.0%

$\chi 2 = 81.643$, df=6, p<.01 (Significant)

From the above table, it was found that 36.7% of all students reported that they were low level academic achievement. Among these, 11.3% had no childhood adversity, while 5.3% and 7.3% had experienced high and very high levels of adversity, respectively. On the other hand, 51.4% of students reported being moderate level academic achievement. Within this group, 24.7% had no adversity, whereas 4.4% had experienced very high childhood adversity. 11.9% were found high level of academic achievement, among these 7.9% had no childhood adversity, while 0.2% and 0.3% had experienced high and very high levels of adversity, respectively.

Chi-square test was conducted to assess the association between academic achievement and childhood adversity. The results revealed a statistically significant association, χ^2 = 81.643, df = 6, p = .000. This indicates that the relationship between academic achievement and childhood adversity is significant at the 0.01 level.

4.7 Relationship between academic achievement and psychological wellbeing

Table 4.52: chi-square test of association between academic achievement and psychological wellbeing

			Psychological wellbeing		Total
			Low	High	
Academic achievement	Low academic achievement	Count	333	40	373
		% within PWB	32.8%	3.9%	36.7%
	Moderate academic achievement	Count	467	55	522
		% within PWB	46.0%	5.4%	51.4%
	High academic achievement	Count	115	6	121
		% within PWB	11.3%	.6%	11.9%
Total		Count	915	101	1016
		% within PWB	90.1%	9.9%	100.0%

$\chi 2 = 3.817$, df=2, p>.05 (Not Significant)

From the above table, it was found that 36.7% of all students reported that they were low level academic achievement. Among these, 32.8% had low level of psychological wellbeing, while 3.9% showed high levels of psychological wellbeing, respectively. On the other hand, 51.4% of students reported being moderate level academic achievement. Within this group, 46.0% had low level of psychological, whereas 5.4% high levels of psychological wellbeing. 11.9% were found high level of academic achievement, among them 11.3% low level of psychological, while 0.6% showed high levels of psychological wellbeing, respectively.

Chi-squared test was conducted to assess the association between academic achievement and psychological wellbeing. The results showed a statistically significant association, $\chi^2 = 3.817$, df = 2, $p = .148$. This relationship between academic achievement and psychological wellbeing is not significant at the 0.05 level.

References

Cohen, L., Manion, L. & Morrison, K. (2007). Research Method in Education (6th Edition), Routledge Taylor & Francis Group, ISBN: 0-203-02905-4.

Creswell, J.W. (2018). Educational Research (4th edition), Pearson India Education Services Pvt. Ltd.

Garrett, H.E. (1979). Statistics in Psychology and Education, 6th Edition: *International Book Bureau,* Hyderabad, pp. 42-48.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2012). Educational Research Competencies for Analysis and Application (10th Edition), Pearson Education, Delhi.

Kothari, C. R. (2004). Research Methodology Methods & Techniques, 2nd Edition, *New Age International (P) Limited publishers,* ISBN: 978-81-224-2488-1.

Koul, L. (2009). Methodology of Educational Research (4th Edition), *Vikas Publishing House* Pvt. Ltd

Mangal, S.K. (2004). Statistics in Psychology and Education, 2nd Edition: *PHI Learning Private Limited,* ISBN-978-81-203-2088-8.

Singh, Y. K. (2006). Fundamental of Research Methodology and Statistics, *New Age International (P) Limited,* ISBN: 978-81-224-2418-8.

CHAPTER 5

DISCUSSION AND CONCLUSION

CHAPTER V: DISCUSSION AND CONCLUSION

The primary goal of this research was to explore the causal relationship between childhood adversities, psychological wellbeing, and academic achievement among Baganiya adolescents in the Dooars region. In this section provides a summary of the findings, rejected hypotheses, discuss the conclusions, discusses the results, discuss the limitations, recommendations suggestions and scope of further study.

5.1 Summary of Findings

- Out of the 1,016 Baganiya adolescent students, the distribution of childhood adversity levels was as follows: 43.9% (n = 446) reported no adversity, 34.3% (n = 348) experienced low to moderate adversity, 9.8% (n = 100) reported high adversity, and 12.0% (n = 122) experienced very high adversity.
- Male students have more childhood adversities (statistically significant) than female students in the Dooars region.
- Grade 12 students were found to have more childhood adversities (Statistically Significant) than students from other grades.
- A very weak positive correlation (r = 0.071) was found between childhood adversities and age. The coefficient correlation between age and childhood adversities scores was found to be Significant at .01 level.
- Students from Scheduled Tribes were found to have more childhood adversities (Statistically Significant) than students from other social categories.
- It was found that students whose parents' occupation was a tea-garden worker had more childhood adversities (Statistically Significant) than students from other parents' occupations.

- It was found that students whose parents are illiterate had more childhood adversities (Statistically Significant) than students whose parents are educated.
- Out of the 1,016 Baganiya adolescent students, 90.1% (n = 915) were found to have a low level of psychological well-being, while only 9.9% (n = 101) reported a high level of psychological wellbeing.
- Male students were found to have better psychological wellbeing (Statistically not Significant) than female students.
- Grade 9 students were found to have better psychological wellbeing (Statistically Significant) than students from other higher grades.
- Students from Scheduled Tribes were found to have better psychological well-being (Statistically Significant) than students from other social categories.
- It was found that students whose fathers were tea-garden workers had better psychological wellbeing (Statistically Significant) than students whose fathers had other occupations.
- It was found that students whose mothers' were tea-garden workers had better psychological wellbeing (Statistically Not Significant) than students whose mothers had other occupations.
- It was found that students whose parents are illiterate had better psychological wellbeing (Statistically Significant) than students whose parents are educated.
- Out of the 1,016 Baganiya adolescent students, 18.8% (n = 191) were found deprived and 81.2% (n=825) were found not deprived.
- Male students were found to have more deprivation scores (Statistically Significant) than female students.

- Grade 11 students were found to have higher deprivation scores (Statistically Significant) than students from other grades.
- A weak positive correlation was found between deprivation score and students' age, though the relationship was not statistically significant.
- Students from Scheduled Tribes were found to have a higher deprivation score (Statistically Significant) than students from other social categories.
- It was found that students whose fathers were tea-garden workers had a higher deprivation score (Statistically Significant) than students whose fathers were from other occupations.
- It was found that students whose mothers' occupations were tea-garden workers had a higher deprivation score (Statistically Not Significant) than students from other mothers ' occupations.
- It was found that students whose parents are illiterate had a higher deprivation score (Statistically Significant) than students whose parents are educated.
- A weak positive correlation (r = .270) was found between childhood adversities and psychological wellbeing. The coefficient correlation between childhood adversities and psychological wellbeing scores was found to be Significant at .01 level.
- A weak positive correlation (r = .362) was found between deprivation and the childhood adversities Score. The coefficient correlation between deprivation and the childhood adversities Score was found to be Significant at .01 level.

- A weak positive correlation (r = .191) was found between deprivation and the psychological wellbeing Score. The coefficient correlation between deprivation and the psychological wellbeing Score was found to be Significant at .01 level.
- A weak negative correlation (r = .388) was found between childhood adversity scores and the level of the father's education. The coefficient of correlation between childhood adversity scores and the level of the father's education was found to be Significant at .01 level.
- A weak negative correlation (r = .159) was found between psychological wellbeing scores and the level of the father's education. The coefficient of correlation between psychological wellbeing scores and the level of the father's education was found to be Significant at .01 level.
- A weak negative correlation (r = .396) was found between childhood adversity scores and the level of the mother's education. The coefficient of correlation between childhood adversity scores and the level of the mother's education was found to be Significant at .01 level.
- A weak negative correlation (r = .179) was found between psychological wellbeing scores and the level of the mother's education. The coefficient of correlation between psychological wellbeing scores and the level of the mother's education was found to be Significant at .01 level.
- A weak positive correlation (r = .192) was found between students' level of education and their living standards. The coefficient of correlation between students' level of education and their living standards was found to be Significant at .01 level.

- It was found that 43.9% of all students reported experiencing no childhood adversity. Regarding psychological wellbeing, 45.4% of students had low psychological well-being, while 30.7% reported high psychological wellbeing. Low to moderate levels of adversity were observed in 34.3% of students, of whom 33.9% had low and 37.6% had high psychological wellbeing. Among students with high adversity (9.8%), 9.3% reported low and 14.9% reported high psychological well-being. Additionally, 12.0% of students experienced very high adversity, with 11.5% showing low and 16.8% showing high psychological wellbeing. The results showed a statistically significant association, $\chi^2 = 9.859$, df = 3, $p = .020$ (Statistically Significant).
- It was found that 81.2% of all students reported that they were not deprived. Among these, 88.6% had no childhood adversity, while 73.0% and 67.2% had experienced high and very high levels of adversity, respectively. On the other hand, 18.8% of students reported being deprived. Within this group, 11.4% had no adversity, whereas 32.8% had experienced very high childhood adversity. The results revealed a statistically significant association, $\chi^2 = 36.969$, df = 3, $p = .000$ (Statistically Significant).
- It was found 81.2% of all students reported that they were not deprived. Among them, 81.6% had low psychological wellbeing, while 77.2% had high psychological wellbeing. Conversely, 18.8% of students were classified as deprived. Within this group, 18.4% had low psychological wellbeing, and 22.8% had high psychological wellbeing. The results showed a statistically significant association, $\chi^2 = 1.160$, df = 1, $p = .282$ (Statistically not Significant).

- It was found that 36.7% of all students reported that they had low level academic achievement. Among these, 11.3% had no childhood adversity, while 5.3% and 7.3% had experienced high and very high levels of adversity, respectively. On the other hand, 51.4% of students reported having moderate level of academic achievement. Within this group, 24.7% had no adversity, whereas 4.4% had experienced very high childhood adversity. 11.9% were found to have high level of academic achievement, among these 7.9% had no childhood adversity, while 0.2% and 0.3% had experienced high and very high levels of adversity, respectively. The results showed a statistically significant association, $\chi^2 = 81.643$, df = 6, $p = 0.000$ (Statistically Significant).
- It was found that 36.7% of all students reported that they were low level academic achievement. Among these, 32.8% had low level of psychological wellbeing, while 3.9% showed high levels of psychological wellbeing, respectively. On the other hand, 51.4% of students reported being moderate level academic achievement. Within this group, 46.0% had low level of psychological, whereas 5.4% high levels of psychological wellbeing. 11.9% were found high level of academic achievement, among them 11.3% low level of psychological, while 0.6% showed high levels of psychological wellbeing, respectively. The results showed a statistically significant association, $\chi^2 = 3.817$, df = 2, $p = .148$ (Statistically not Significant).

5.2 Summary of the rejected hypotheses

Here is the all rejected hypotheses:

Table 5.1 Summary of rejected Hypotheses

Sl.	*Hypotheses No.*	*Statement*
1	$H_0$1	There is no significant difference in childhood adversities between male and female Baganiya students.
2	$H_0$2	There is no significant difference in childhood adversities based on the grade level of Baganiya students.
3	$H_0$3	There is no significant correlation between childhood adversities and the age of Baganiya students.
4	$H_0$4	There is no significant difference in childhood adversities based on the social category of Baganiya students.
5	$H_0$5	There is no significant difference in childhood adversities based on the father's occupation among Baganiya students.
6	$H_0$6	There is no significant difference in childhood adversities based on the mother's occupation among Baganiya students.
7	$H_0$7	There is no significant difference in childhood adversities based on the father's education among Baganiya students.
8	$H_0$8	There is no significant difference in childhood adversities based on the mother's education among Baganiya students.
9	$H_0$9	There is no significant correlation between childhood adversities and father's education among Baganiya students.
10	$H_0$10	There is no significant correlation childhood adversities and mother's education among Baganiya students.
11	$H_0$12	There is no significant difference in psychological wellbeing based on grade level of Baganiya students.
12	$H_0$14	There is no significant difference in psychological wellbeing based on the social category of Baganiya students.
13	$H_0$15	There is no significant difference in psychological wellbeing based on the father's occupation among Baganiya students.
14	$H_0$17	There is no significant difference in psychological wellbeing based on the father's education among Baganiya students.
15	$H_0$18	There is no significant difference in psychological wellbeing based on the mother's education among Baganiya students.
16	$H_0$19	There is no significant correlation between psychological wellbeing and father's education among Baganiya students.

Sl.	*Hypotheses No.*	*Statement*
17	$H_0$20	There is no significant correlation between psychological wellbeing and mother's education among Baganiya students.
18	$H_0$21	There is no significant difference in deprivation between male and female Baganiya students.
19	$H_0$24	There is no significant difference in deprivation based on the social category of Baganiya students.
20	$H_0$25	There is no significant difference in deprivation based on the father's occupation among Baganiya students.
21	$H_0$26	There is no significant difference in deprivation based on the mother's occupation among Baganiya students.
22	$H_0$27	There is no significant difference in deprivation based on the father's education among Baganiya students.
23	$H_0$28	There is no significant difference in deprivation based on the mother's education among Baganiya students.
24	$H_0$29	There is no significant correlation between education and living standard among Baganiya students.
25	$H_0$30	There is no significant correlation between childhood adversities and psychological wellbeing among Baganiya students.
26	$H_0$31	There is no significant correlation between deprivation and childhood adversities among Baganiya students.
27	$H_0$32	There is no significant correlation between psychological wellbeing and deprivation among Baganiya students.
28	$H_0$33	There is no significant association between childhood adversity and psychological wellbeing among Baganiya students.
29	$H_0$34	There is no significant association between MPI status and childhood adversity among Baganiya students.
30	$H_0$36	There is no significant association between academic achievement and childhood adversities among Baganiya students.

5.3 Conclusions

Findings of the study were verified in relation to each of the five research questions.

- **Research Question 1:** How far have the Baganiya children experienced Childhood Adversities?

Analysis of the self-reported rating scale revealed that almost half i.e. 43.9% (n=446) of the Baganiya adolescents reported no adversity, a little more than one-third i.e. 34.3% (n=348) experienced low to moderate adversity, 9.8% (n=100) Baganiya adolescents reported high adversity, and 12.0% (n=122) Baganiya adolescents experienced very high adversity. Within the surveyed sample, the male students, the students coming from the Scheduled Tribes community, those whose parents are tea-garden workers, and the children of illiterate parents have the highest level of childhood adversity. Therefore, one can also conclude that sons of illiterate tea-garden workers from Scheduled Tribes communities experience the most amount of adversity during their childhood.

- **Research Question 2:** Do the children in the tea-garden region have a satisfactory level of psychological wellbeing?

The analysis revealed out of the 1,016 Baganiya adolescent students in the Dooars Region of West Bengal, 90.1% (n=915) were found to have low level of psychological wellbeing, while only 9.9% (n = 101) reported a high level of psychological wellbeing. It should be noted that within the surveyed sample, the male students, students of lowest grade i.e. 9th standard, students coming from Scheduled Tribes communities, children of illiterate parents and those of the tea-garden workers have the best psychological wellbeing. Therefore, one may conclude that male students of 9th

standard coming from illiterate, tea-garden worker families from Scheduled Tribes communities have the highest level of psychological wellbeing.

- **Research Question 3:** What is the academic performance of the Baganiya children during the last year?

Despite all the odds that the Baganiya students face like adverse childhood experiences, low level of psychological wellbeing and deprivation of numerous kinds, one can conclude that there is a certain progress in their academic performance especially if one analyses their scores in the last academic year. Out of the total, 11.9% of the students have achieved high levels of score, 51.4% of them have secured a moderate range of marks, and the remaining 36.7% have got low levels of score.

- **Research Question 4:** Does Multidimensional Poverty prevail in the Tea Garden region of West Bengal? To what extent?

Out of the 1,016 Baganiya adolescent students, 18.8% (n = 191) were found deprived and 81.2% (n=825) were found not deprived. The survey has revealed that the male students, the students in higher grades, the students coming from Scheduled Tribes communities, the children of illiterate parents and those of tea-garden workers are among the most deprived of the students. One may say that the higher grade male students whose parents are illiterate tea-garden workers from Scheduled Tribes communities are poorest of all.

- **Research Question 5:** Does poverty play any role in the adverse childhood experiences and Psychological Wellbeing of the Baganiya Children?

There is a certain positive corelation between poverty and adverse childhood experiences because it has been found in the survey that the male students of illiterate

tea-garden workers from Scheduled Tribes communities suffer from both poverty and childhood adversities. But the causation between poverty and adverse childhood experiences with the former causing the latter among the Baganiya children has not been well-established through the research conducted. Surprisingly, there is a certain positive corelation between poverty and psychological wellbeing because it has been found it the survey that the children of illiterate, tea-garden workers from Scheduled Tribes communities are among the poorest of the lot and yet they have the best of the psychological wellbeing. There can a couple of reasons for this counterintuitive corelation between poverty and psychological wellbeing. First, illiterate parents occupied day and night in earning livelihood may not find either enough time or may not be sufficiently concerned about the education and career of the children. Such parents do not put excessive pressure on their children regarding education and career resulting in latter having better psychological wellbeing. Second, children from poorer backgrounds facing adversities of multiple kinds since early childhood develop a certain resilience by their teenage and thus these children exhibit better psychological wellbeing.

5.4 Discussion

The present study has endeavored to explore the interrelation among childhood adversities, psychological wellbeing, and academic performance of Baganiya adolescent students in the Dooars Region, West Bengal. The study carried out a descriptive survey among 1,016 students to collect interesting facts and track variations against research questions. The researcher tried to analyze and comment on those findings based on his perspectives.

The current research discusses a thorough understanding of inter-relation between childhood adversities, psychological wellbeing, deprivation, and different sociodemographic factors in Baganiya students in West Bengal's Dooars Region. The results show that demographic factors play an important role in experiences of childhood adversity. Male students and those studying in Grade 12 reported greater childhood adversity, perhaps due to greater exposure to family or socio-environmental stressors at later ages. This view is supported by a weak but statistically significant positive correlation between age and childhood adversities. In addition, students from Scheduled Tribes, children of tea-garden workers, and those with illiterate parents reported markedly higher adversity scores indicating that structural and intergenerational disadvantages are strong factors in determining adverse childhood experiences.

Psychological wellbeing also differed across demographic variables. While male students scored slightly more than females, the difference was not statistically significant. However, Grade 9 students showed much higher levels of psychological wellbeing than other grades, which could reflect protective factors at earlier phases of adolescence. Like patterns of adversity, Scheduled Tribes children and children with fathers working on tea-gardens both showed much higher psychological wellbeing scores indicating complex interplay among cultural context, resilience, and psychosocial resources. Interestingly, though higher psychological wellbeing was reported in the children of illiterate parents, this could be indicative of adaptive coping patterns or support mechanisms at a community level in socioeconomically disadvantaged environments.

Levels of deprivation varied considerably across gender, social category, and parental schooling. Male students, students of Scheduled Tribes, and children of tea-garden workers or those of illiterate parents consistently reported higher deprivation scores.

Although, statistically significant associations between deprivation and psychological wellbeing were weak, and they do not necessarily indicate that deprivation is the sole or even partial explanation of psychological outcomes. The finding that deprivation was positively and significantly associated with child adversity also supports the notion that material deprivation is frequently compounded by negative psychosocial exposure.

Correlation analyses further demonstrate significant, albeit weak, associations between variables of concern. Childhood adversities were weak but positively associated with psychological wellbeing, which may result from post-adversity growth or adaptive responses in some cultural contexts. In addition, significant negative correlations between parental education and both adversity and psychological wellbeing underscore the protective role of education in family contexts. This pattern was consistent for both fathers and mothers underlining the role of parental literacy in serving as a buffer against adverse experiences and leading to mental health. A positive although weak correlation between students' level of education and their economic conditions implies that education might play a small role in enhancing socioeconomic status, hence affecting long-term consequences.

Chi-square analysis established significant relationships between adversity during the childhood and psychological wellbeing, and between deprivation and adversity. There is no significant relationship between deprivation and psychological wellbeing implying that while poverty is a cause of adversity, it may not always impact mental health outcomes directly.

The chi-square test of independence test revealed a statistically significant link between academic achievement and childhood adversity. This means that academic achievement and childhood adversity are not independent of each other; rather, the two variables are

related significantly. In other words, the significance at the 0.01 level indicates a strong probability that the observed relationship is not chance. In the context of the current study, this would mean that experiences of childhood adversity can have a significant impact on Baganiya students' educational performance. The outcome suggests children exposed to adverse environments tend to experience academic difficulties, such as lower concentration levels, decreased motivation, and inadequate academic support.

The chi-square test of independence conducted to examine the relationship between academic achievement and psychological wellbeing. The p-value exceeds the conventional threshold of .05, the result indicates that the association between academic achievement and psychological wellbeing is not statistically significant. This finding suggests that students' levels of academic achievement are not necessarily dependent on or directly associated with their psychological wellbeing in the present study.

5.5 Limitations of the study

Some of the prominent limitations of this study has been produced hereunder.

- This research is limited to childhood adversities, psychological wellbeing and academic achievement of Baganiya adolescents in the Dooars Region of West Bengal in gender, age, grade, social category, parent's education, parent's occupations and deprivation.
- The study could not cover all level of school education except secondary and higher secondary.
- The study pertained to childhood adversities, psychological wellbeing, academic achievement and deprivation measured through survey.
- For testing the hypotheses, this study used only a 5% level of significance.

5.6 Recommendations & Suggestions

This study has found that there is a big and direct causal relationship between childhood adversity and academic performance of the Baganiya students. Moreover, psychological wellbeing may be an intermediate variable between childhood adversity and academic achievement, but our survey has found that it is not such a big factor regarding academic achievement. Therefore, the government should primarily focus on lessening the adversities faced by the Baganiya children to boost their academic result. Hereunder, this study would like to give some concrete policy suggestions regarding the same.

- The syllabi of schools in Dooars region should include a section on childhood adversity and how to escape and overcome it. Moreover, the students should also be equipped with some kind of practical training regarding the same. The students must be provided with understanding about sexual abuse and physical violence, and how to resist it if ever one faces these adverse experiences.
- The parents and family members of the Baganiya students should also be regularly educated about the childhood adversities during the parent-teacher meetings and other school functions. Moreover, the schools should equally train the parents and family members to avoid contributing to adverse experiences faced by the children. It must be drilled into parents' mind that beating does not turn a child either hardworking or intelligent.
- The schools in the Dooars region should create awareness against dysfunctional households. For example, the schools should educate local communities against domestic violence, and consumption of alcohol and drugs. The importance of a caring and loving family for the wellbeing of the children and adolescents should also be stressed in the local communities.

- If found that any student is undergoing through adversities then the schools should have some support system to help the her avoid and recover from the adverse experiences. Similarly, the student should also be provided with some help to have a sound psychological wellbeing.

5.7 Scope of Further Research

The present study on childhood adversities, psychological wellbeing, and academic achievement: A study on Baganiya adolescents in Dooars region of West Bengal. This study has found that children of illiterate, tea-garden workers from Scheduled Tribes communities suffer from childhood adversities. However, and quite surprisingly, these children displayed a high level of psychological wellbeing despite all the odds they faced. There could be two reasons for this puzzling finding. First is that the parents of these children, i.e. the illiterate, tea-garden workers from Scheduled Tribes communities, do not put excessive pressure on their wards to study hard and build a good career through education. In fact, these parents may not be sufficiently aware and concerned about the future of their children. Second is that the children of these illiterate, tea-garden workers from Scheduled Tribes communities become psychologically quite resilient after having faced adverse experiences since childhood. However, these two propositions are mere assumption and have not been either tested or verified through any scientific study. Therefore, there is a real scope for research and validate the two hypotheses provided above for the puzzling anomaly that despite having experienced adversities since early childhood the children of illiterate, tea-garden workers from Scheduled Tribes communities have robust psychological wellbeing.

This thesis has studied the students at the secondary and higher secondary levels (Grade 9, 10 and 12) to examine the relationship between childhood adversities, psychological

wellbeing and academic achievement. The same can be done with students at the primary (Grade 1 to 5) and tertiary (college and university) levels.

The researcher believe that the study is a beginning rather than complete in itself to find out livelihood and educational attainments of people in the Dooars region as well as improve it. Future researcher conduct ethnographic studies and causal – comparative studies to dive deep into the phenomena of childhood adversities and bring out more insightful ways to reduce for say eradicate it from Baganiya households.

References

Creswell, J.W. (2018). Educational Research (4th edition), Pearson India Education Services Pvt. Ltd.

Garrett, H.E. (1979). Statistics in Psychology and Education, 6th Edition: *International Book Bureau,* Hyderabad, pp. 42-48.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2012). Educational Research Competencies for Analysis and Application (10th Edition), Pearson Education, Delhi.

Kothari, C. R. (2004). Research Methodology Methods & Techniques, 2nd Edition, *New Age International (P) Limited publishers,* ISBN: 978-81-224-2488-1.

Koul, L. (2009). Methodology of Educational Research (4th Edition), *Vikas Publishing House* Pvt. Ltd

Mangal, S.K. (2004). Statistics in Psychology and Education, 2nd Edition: *PHI Learning Private Limited,* ISBN-978-81-203-2088-8.

BIBLIOGRAPHY

BIBLIOGRAPHY

"5 Ways Childhood Trauma Impacts Young Adults," *Newport Institute*, Monticello (Minnesota), 6 July 2023, last accessed on 9 March 2025 at [https://www.newportinstitute.com/resources/treatment/childhood-trauma/#:~:text=Research%20shows%20that%20people%20who,relationship%20skills%20and%20brain%20function].

Abdullah, B. (2017). Academic achievement of adolescents in relation to parental encouragement. *The International Journal of Indian Psychology, 4*(3), 1–4.

"Adverse Childhood Experiences (ACEs) and Attachment," *Manchester University*, Manchester, 2025, last accessed on 8 March 2025 at [https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/].

Afrashteh, M. Y., & Hasani, F. (2022). Mindfulness and psychological well-being in adolescents: the mediating role of self-compassion, emotional dysregulation and cognitive flexibility. *Borderline Personality Disorder and Emotion Dysregulation*, *9*(1), 1–11. https://doi.org/10.1186/s40479-022-00192-y

Alsughier, N. A. (2024). The impact of early childhood adversity on mental health outcomes. *ASEAN Journal of Psychiatry, 25*(6), 1–14. https://doi.org/10.54615/2231-7805.47360

Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., Dube, S. R., & Giles, W. H. (2005). The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience*, *256*(3), 174–186. https://doi.org/10.1007/s00406-005-0624-4

Ansary, N. S., & Luthar, S. S. (2009). Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance. *Development and Psychopathology, 21*(1), 319–341. https://doi.org/10.1017/S0954579409000182

Beharu, W. T. (2018). Psychological factors affecting students academic performance among freshman psychology students in Dire Dawa University. *Journal of Education and Practice*, *9*(4), 131–138. https://doi.org/10.7176/JEP/9-4-15

Bekele, T., Collins, E. J., Maunder, R. G., Gardner, S., Rueda, S., Globerman, J., Le, T. L., Hunter, J., Benoit, A., & Rourke, S. B. (2018). Childhood adversities and physical and mental health outcomes in adults living with HIV: Findings from the Ontario HIV treatment network cohort study. *AIDS Research and Treatment, 2018*, 1–17. https://doi.org/10.1155/2018/2187232

Bhattacharya, P. (2024). Gendered Harm and Social Abandonment: Stories of the Dooars Women tea garden workers. *Journal of Social Inclusion Studies*, *10*(1), 53–74. https://doi.org/10.1177/23944811241236810

Bhattarai, A., King, N., Adhikari, K., & others. (2023). Childhood adversity and mental health outcomes among university students: A longitudinal study. *The Canadian Journal of Psychiatry, 68*(7), 510–520. https://doi.org/10.1177/07067437221111368.

Bojanowska, A., & Piotrowski, K. (2018). Values and psychological well-being among adolescents – Are some values 'healthier' than others? *European Journal of Developmental Psychology*. Advance online publication. https://doi.org/10.1080/17405629.2018.1438257

Boullier, M., & Blair, M. (2018). Adverse childhood experiences. *Paediatrics and Child Health, 28*(3), 132–137. https://doi.org/10.1016/j.paed.2017.12.008

Boullier, Mary and Blair, Mitch, "Adverse Childhood Experiences," *Paediatrics and Child Health*, Vol. 28, Issue 3, 2018.

Bowman, N. A. (2010). The development of psychological well-being among first-year college students. *Journal of College Student Development*, *51*(2), 180–200. https://psycnet.apa.org/doi/10.1353/csd.0.0118

Bozzatello, Paola; Rocca, Paola; Baldassarri, Lorenzo; Bosia, Marco; and Bellino, Silvio, "The Role of Trauma in Early Onset Borderline Personality Disorder: A Biopsychosocial Perspective," *Frontiers in Psychology*, Vol. 12, 2021, pp. 1-13.

Childhood adversity is the term used to describe potentially traumatic events that occur during childhood or adolescence and can have a negative impact on one's health and well-being (World Health Organization, 2020).

Cohen, L., Manion, L. & Morrison, K. (2007). Research Method in Education (6th Edition), Routledge Taylor & Francis Group, ISBN: 0-203-02905-4.

Copley, Laura, "Childhood Trauma & Its Lifelong Impact: 12 Resources," *PositivePsychology.Com*, Amsterdam, 29 April 2024, last accessed on 8 March 2025 at [https://positivepsychology.com/childhood-trauma/].

Crede, J., Wirthwein, L., McElvany, N., & Steinmayr, R. (2015). Adolescents' academic achievement and life satisfaction: the role of parents' education. *Frontiers in Psychology, 6*, 52. https://doi.org/10.3389/fpsyg.2015.00052

Creswell, J.W. (2018). Educational Research (4th edition), Pearson India Education Services Pvt. Ltd.

Dalal, G., & Sharma, R. (2023). Academic achievement motivation and school satisfaction among adolescents. *The International Journal of Indian Psychology, 11*(2). https://doi.org/10.25215/1102.160

Das, P., Das, T., & Roy, T. B. (2024). Initiation of alcohol consumption among the tribal male adolescents in Dooars region of West Bengal: A failure event Analysis approach. *Journal of Racial and Ethnic Health Disparities*. https://doi.org/10.1007/s40615-024-02089-8

Dash, L., & Bairiganjan, C. (2021). Emotional Intelligence and Academic Achievement of Adolescents. *International Advanced Research Journal in Science, Engineering and Technology, 8*(8). https://doi.org/10.17148/IARJSET.2021.88103

Dube, Shanta R.; Felitti, Vincent J.; Dong, Maxia; Giles, Wayne H.; and Anda, Robert F., "The Impact of Adverse Childhood Experiences on Health Problems: Evidence from Four Birth Cohorts Dating Back to 1900," *Preventive Medicine*, Vol. 37, Issue 3, 2003, pp. 268–277.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household

dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine, 14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine, 14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Finkelhor, D. (2020). Trends in adverse childhood experiences (ACEs) in the United States. *Child Abuse & Neglect, 108,*104641. https://doi.org/10.1016/j.chiabu.2020.104641

Foege, W. H. (1998). Adverse childhood experiences: A public health perspective. *American Journal of Preventive Medicine, 14*(4), 354–355.

Fuller-Thomson, E., Baird, S. L., Dhrodia, R., & Brennenstuhl, S. (2016). The association between adverse childhood experiences (ACEs) and suicide attempts in a population-based study. *Child: Care, Health and Development, 42*(5), 725–734. https://doi.org/10.1111/cch.12351

Gamage, N. M., Darker, C., & Smyth, B. P. (2021). Improvement in psychological wellbeing among adolescents with a substance use disorder attending an outpatient treatment programme. *Irish Journal of Psychological Medicine*. https://doi.org/10.1017/ipm.2021.6

Garrett, H.E. (1979). Statistics in Psychology and Education, 6th Edition: *International Book Bureau,* Hyderabad, pp. 42-48.

Gay, L. R., Mills, G. E. & Airasian, P. W. (2012). Educational Research Competencies for Analysis and Application (10th Edition), Pearson Education, Delhi.

Gilar-Corbi, R., Pozo-Rico, T., Castejón, J., Sánchez, T., Sandoval-Palis, I., & Vidal, J. (2020). Academic achievement and failure in university studies: motivational and emotional factors. *Sustainability*, *12*(23), 9798. https://doi.org/10.3390/su12239798

Haahr-Pedersen, I., Perera, C., Hyland, P., Vallières, F., Murphy, D., Hansen, M., Spitz, P., Hansen, P., & Cloitre, M. (2020). Females have more complex patterns of childhood adversity: Implications for mental, social, and emotional outcomes in adulthood. *European Journal of Psychotraumatology, 11*(1), 1708618. https://doi.org/10.1080/20008198.2019.1708618

Heizomi, H., Allahverdipour, H., Hejazi, S. B., Jafarabadi, M. A., & Shirazi, A. (2018). Factors Associating Perceived Stress and Psychological Well-being among Iranian Female Adolescents. *International Journal of Depression and Anxiety*, *1*(1), 1–6.

Hilberdink, C. E.; van Zuiden, M.; Olff, M.; Roseboom, T. J.; and de Rooij, S. R., "The Impact of Adversities Across the Lifespan on Psychological Symptom Profiles in Late Adulthood: A Latent Profile Analysis," *Journal of Developmental Origins of Health and Disease*, Vol. 14, Issue 4, 2023, pp. 508-522.

Hogg, Bridget; Gardoki-Souto, Itxaso; Valiente-Gómez, Alicia; Rosa, Adriane Ribeiro; Fortea, Lydia; Radua, Joaquim; Amann, Benedikt L. and; Moreno-Alcázar, Ana, "Psychological Trauma as a Transdiagnostic Risk Factor for Mental Disorder: An Umbrella Meta-Analysis," *European Archives of Psychiatry and Clinical Neuroscience*, Vol. 273, Issue 2, 2023, pp. 397–410.

Horanicova, S., Husarova, D., Geckova, A. M., Rebicova, M. L., Sokolova, L., De Winter, A. F., & Reijneveld, S. A. (2024). Adolescents' academic performance: what helps them and what hinders them from achievement and success? *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1350105

Horanicova, S., Husarova, D., Madarasova Geckova, A., Lackova Rebicova, M., Sokolova, L., de Winter, A. F., & Reijneveld, S. A. (2024). Adolescents' academic performance: What helps them and what hinders them from achievement and success? *Frontiers in Psychology, 15*, Article 1350105. https://doi.org/10.3389/fpsyg.2024.1350105

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, *1*(2), 137–164. https://doi.org/10.1111/j.1758-0854.2009.01008.x

Iyengar, R. G., Gouri, G. P., Kumar, M., & Yanjana, N. (2021). Academic self concept and academic achievement of Indian CBSE school students. *National Journal of*

Community Medicine, *12*(12), 405–410. https://doi.org/10.5455/njcm.20211127044355

Iyengar, R. G., Padma, G., Kumar, M., & Yanjana. (2021). Academic self-concept and academic achievement of Indian CBSE school students. *National Journal of Community Medicine,* *12*(12), 405–410. https://doi.org/10.5455/njcm.20211127044355

Jorfizadeh, H., Makvandi, B., Heidari, A., & Asgari, P. (2023). Psychological wellbeing in adolescents: Examining the mediating role of self-differentiation and sexual intimacy of mothers. *Iranian Journal of Health Sciences, 11*(4), 249–258. https://doi.org/10.32598/ijhs.11.4.740.2

Juwariah, T., Suhariadi, F., Soedirham, O., et al. (2022). Childhood adversities and mental health problems: A systematic review. *Journal of Public Health Research, 11*(3). https://doi.org/10.1177/22799036221106613

Juwariah, T., Suhariadi, F., Soedirham, O., Priyanto, A., Setiyorini, E., Siskaningrum, A., Adhianata, H., & Da Costa Fernandes, A. (2022). Childhood adversities and mental health problems: A systematic review. *Deleted Journal*, *11*(3). https://doi.org/10.1177/22799036221106613

Kageyama, M., Sakamoto, T., Kobayashi, A., Hirama, A., Tamura, H., & Yokoyama, K. (2023). Childhood adversities and psychological health of adult children of parents with mental illness in Japan. *Healthcare,* *11*(2), 214. https://doi.org/10.3390/healthcare11020214

Karatekin, C. (2017). Adverse childhood experiences (ACEs), stress and mental health in college students. *Stress and Health,* *34*(1), 36–45. https://doi.org/10.1002/smi.2761

Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. (1962). The battered-child syndrome. *Journal of the American Medical Association, 181*(1), 17–24. https://doi.org/10.1001/jama.1962.03050270019004

Kessler, R. C., McLaughlin, K. A., Green, J. G., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., Aguilar-Gaxiola, S., Alhamzawi, A. O., Alonso, J., Angermeyer, M., Benjet, C., Bromet, E., Chatterji, S., De Girolamo, G., Demyttenaere, K., Fayyad, J., Florescu, S., Gal, G.,

Gureje, O., . . . Williams, D. R. (2010). Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys. *The British Journal of Psychiatry*, *197*(5), 378–385. https://doi.org/10.1192/bjp.bp.110.080499

Khan, Y., Taghdisi, M. H., & Nourijelyani, K. (2015). Psychological well-being (PWB) of school adolescents aged 12–18 yr, its correlation with general levels of physical activity (PA) and socio-demographic factors in Gilgit, Pakistan. *Iranian Journal of Public Health, 44*(6), 804–813. http://ijph.tums.ac.ir

Khumalo, I. P., Temane, Q. M., & Wissing, M. P. (2011). Socio-demographic variables, general psychological well-being and the mental health continuum in an African context. *Social Indicators Research, 105*(3), 419–442. https://doi.org/10.1007/s11205-010-9777-2

Kothari, C. R. (2004). Research Methodology Methods & Techniques, 2nd Edition, *New Age International (P) Limited publishers,* ISBN: 978-81-224-2488-1.

Koul, L. (2009). Methodology of Educational Research (4th Edition), *Vikas Publishing House* Pvt. Ltd

Mallick, S., Bera, A., & Pramanik, K. C. (2023). Psychological well-being of adolescence students. *International Journal for Research Trends and Innovation, 8*(3), 145–148. Retrieved from https://www.ijrti.org

Mangal, S.K. (2004). Statistics in Psychology and Education, 2nd Edition: *PHI Learning Private Limited,* ISBN-978-81-203-2088-8.

Mathew, J. S. (2017). Self-perception and academic achievement. *Indian Journal of Science and Technology*, *10*(14), 1–6. https://doi.org/10.17485/ijst/2017/v10i14/107586

McEwen, C. A., & Gregerson, S. F. (2018). A critical assessment of the adverse childhood experiences study at 20 years. *American Journal of Preventive Medicine, 54*(6), 767–771. https://doi.org/10.1016/j.amepre.2018.10.016

McMahan, E. A., & Estes, D. (2011). Hedonic versus eudaimonic conceptions of well-being: Evidence of differential associations with self-reported well-being. *Social*

Indicators Research, 103(1), 93–108. https://doi.org/10.1007/s11205-010-9698-0

Moen, M. (2021). Teachers' perspectives on the factors contributing to childhood adversity. *Pastoral Care in Education*, *40*(2), 177–189. https://doi.org/10.1080/02643944.2020.1855671

Monika. (2023). Psychological well-being of adolescents. *International Journal of Research in Social Sciences and Humanities, 13*(1), 175–181. https://www.ijrssh.com

Morales-Vives, F., Camps, E., & Dueñas, J. M. (2020). Predicting academic achievement in adolescents: The role of maturity, intelligence and personality. *Psicothema, 32*(1), 84–91.

Nabunya, P., Damulira, C., Byansi, W., Muwanga, J., Bahar, O. S., Namuwonge, F., Ighofose, E., Brathwaite, R., Tumwesige, W., & Ssewamala, F. M. (2020). Prevalence and correlates of depressive symptoms among high school adolescent girls in southern Uganda. *BMC Public Health*, *20*(1). https://doi.org/10.1186/s12889-020-09937-2

Naci, H., & Ioannidis, J. P. A. (2015). Evaluation of wellness determinants and interventions by citizen scientists. *JAMA*, *314*(2), 121. https://doi.org/10.1001/jama.2015.6160

Nelson, Charles A.; Scott, Richard David; Bhutta, Zulfiqar A.; Harris, Nadine Burke; Danese, Andrea; and Samara, Muthana, "Adversity in Childhood is Linked to Mental and Physical Health Throughout Life," *The BMJ*, 28 October 2020 (371:m3048).

Office of Early Childhood Development (OECD), "Early Childhood Adversity," *U.S. Department of Health and Human Services*, Washington (D.C.), 4 November 2020, last accessed on 8 March 2025 at [https://acf.gov/ecd/child-health-development/early-adversity#:~:text=Research%20on%20adverse%20childhood%20experiences,violence%2C%20and%20family%20economic%20hardship].

Oskrochi, G., Bani-Mustafa, A., & Oskrochi, Y. (2018). Factors affecting psychological well-being: Evidence from two nationally representative surveys. *PLoS ONE*, *13*(6), e0198638. https://doi.org/10.1371/journal.pone.0198638

Ossai, O. V. (2023). Assessment of the association between adverse childhood experiences and self-esteem in a sample of teenage students in Nigeria. *International Journal of Home Economics, Hospitality and Allied Research, 2*(1), 44–55. https://doi.org/10.57012/ijhhr.v2n1.004

Parvez, M., & Shakir, M. (2014). Academic Achievement of Adolescents in Relation to Academic Anxiety, Gender, and Choice of Academic Stream. *Research on Humanities and Social Sciences, 4*(12), 114-118.

Petruccelli, K., Davis, J., & Berman, T. (2019). Adverse childhood experiences and associated health outcomes: A systematic review and meta-analysis. *Child Abuse & Neglect, 97,* 104127. https://doi.org/10.1016/j.chiabu.2019.104127

Petruccelli, K., Davis, J., & Berman, T. (2019). Adverse childhood experiences and associated health outcomes: A systematic review and meta-analysis. *Child Abuse & Neglect, 97*, 104127. https://doi.org/10.1016/j.chiabu.2019.104127

Poudel, A., Gurung, B., & Khanal, G. P. (2020). Perceived social support and psychological wellbeing among Nepalese adolescents: The mediating role of self-esteem. *BMC Psychology, 8*(43). https://doi.org/10.1186/s40359-020-00409-1

Priya, R. S., Anitha, D., & Priyaa, M. (2023). Comparison of academic achievements among adolescents in urban and rural schools. *Journal of Nurse Midwifery and Maternal Health, 9*(2), 51–55.

Rodrigues, L., Safeekh, A. T., & Veigas, J. (2023). Mental well-being among adolescents: A cross-sectional survey. *Journal of Health and Allied Sciences NU, 14*(2), 273–276. https://doi.org/10.1055/s-0043-1771384

Ruini, C., Ottolini, F., Rafanelli, C., Tossani, E., Ryff, C. D., & Fava, G. A. (2003). The relationship of psychological well-being to distress and personality. *Psychotherapy and Psychosomatics*, *72*(5), 268–275. https://doi.org/10.1159/000071898

Ryff, C. D. & University of Wisconsin—Madison. (1989). Happiness is everything, or is it? Explorations on the meaning of Psychological Well-Being. In *Journal of Personality and Social Psychology* (Vol. 57, Issue 6, pp. 1069–1081). American Psychological Association, Inc. https://www.researchgate.net/profile/Espen-Roysamb/post/Can_anybody_suggest_references_regarding_Ryffs_psychological_

well-being_model/attachment/59d63616c49f478072ea3db0/AS%3A273644012408832%401442253224136/download/Ryff+1989.pdf

Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, *4*(4), 99–104.

Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, *83*(1), 10–28. https://doi.org/10.1159/000353263

Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, *65*(1), 14–23. https://doi.org/10.1159/000289026

Ryff, C. D., & Singer, B. (2006). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, *9*(1), 13–39. https://doi.org/10.1007/s10902-006-9019-0

Sarkar, B. C. & Ananda Chandra College. (2017). Economic Transformation of Tribal People from Primitive to Tea Garden Workers in Dooars of Jalpaiguri District. *INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY*, 160–161. https://www.researchgate.net/publication/355357707

Shahina, G., & Parveen, A. (2022). A study of psychological well-being among adolescents in relation to meaning in life and personal growth initiative. *International Journal of Indian Psychology, 10*(3), 1414–1425. https://doi.org/10.25215/1003.151

Sheldon, E., Simmonds-Buckley, M., Bone, C., Mascarenhas, T., Chan, N., Wincott, M., Gleeson, H., Sow, K., Hind, D., & Barkham, M. (2021). Prevalence and risk factors for mental health problems in university undergraduate students: A systematic review with meta-analysis. *Journal of Affective Disorders*, *287*, 282–292. https://doi.org/10.1016/j.jad.2021.03.054

Shonkoff, Jack P. and Garner, Andrew S., "The Lifelong Effects of Early Childhood Adversity and Toxic Stress," *Pediatrics*, Vol. 129, Issue 1, pp. e232-e246.

Singh, C., & Kaur, G. (2024). Comprehensive assessment of the psychological well-being of school-going adolescent girls in Chandigarh, India. *International Journal of Advanced Research in Science, Communication and Technology, 4*(1), 129–135. https://www.ijcmph.com/index.php/ijcmph/article/view/12077

Singh, S., Manjula, M., & Philip, M. (2012). Suicidal risk and childhood adversity: A study of Indian college students. *Asian Journal of Psychiatry, 5*(2), 154–159. https://doi.org/10.1016/j.ajp.2012.02.024

Singh, Y. K. (2006). Fundamental of Research Methodology and Statistics, *New Age International (P) Limited,* ISBN: 978-81-224-2418-8.

Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement – replicating and extending previous findings. *Frontiers in Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.01730

"The Impact of Childhood Experiences on Adult Mental Health," *AnxiousMinds*, NorthTyneside (England), last accessed on 9 March 2025 at [https://www.anxiousminds.co.uk/impact-childhood-experiences-mental-health/#:~:text=Early%20life%20events%20often%20shape,separation%2C%20and%20other%20traumatic%20events].

The National Child Traumatic Stress Network (NCTSN), "Effects," *University of California*, Los Angeles, last accessed on 9 March 2025 at [https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma/effects].

Vinayak, S., & Judge, J. (2018). Resilience and empathy as predictors of psychological wellbeing among adolescents. *International Journal of Health Sciences and Research, 8*(4), 192–200. https://www.ijhsr.org/IJHSR_Vol.8_Issue.4_April2018/29.pdf

Wade, R. (2015). Household and community-level adverse childhood experiences and adult health outcomes in a diverse urban population. *American Journal of Public Health, 105*(12), 2483–2490.

Wells, I. E. (Ed.). (2010). *Psychological well-being*. Nova Science Publishers.

Yeo, GeckHong; Lansford, Jennifer E.; Hirshberg, Matthew J.; Tong, Eddie M.W.; "Associations of Childhood Adversity with Emotional Well-Being and Educational Achievement: A Review and Meta-Analysis," *Journal of Affective Disorders*, Vol. 347, 2024, pp. 387-398.

Yingyinga, Su; D'Arcya, Carl; Shuaic, Yuan; Xiangfeid, Meng, "How Does Childhood Maltreatment Influence Ensuing Cognitive Functioning Among People with the Exposure of Childhood Maltreatment? A Systematic Review of Prospective Cohort Studies," *Journal of Affective Disorders*, Vol. 252, 2019, pp. 278-293.

Yu, Z., Wang, L., Chen, W., Perrin, N., & Gross, D. (2021). Childhood adversity and mental health among Chinese young adults: The protective role of resilience. *Journal of Advanced Nursing, 77*, 4793–4804. https://doi.org/10.1111/jan.15070

APPENDICES

Appendix I

Information Schedule about the Student

Name of the School:

Your Class: (Class – IX/ Class – X/ Class – XII)

Your Age: (In Years)

Your Gender (Male/ Female)

Your Social Category: (UR/SC/ST/OBC)

Your Father's Occupation:

Your Mother's Occupation:

Your Father's Education:

Your Mother's Education:

Number of family members:

Please provide the percentage marks that you have received in the last year annual examination.

2024:

Appendix II

Adverse Childhood Experience (ACEs) Scale

Sl. No.	Statement	Yes	No
1	Did a parent or other adult in the household **often**… Swear at you, insult you, put you down, or humiliate you? **Or** Act in a way that made you afraid that you might be physically hurt?		
2	Did a parent or other adult in the household **often**… Push, grab, slap, or throw something at you? **Or** Even hit you so hard that you had marks or were injured?		
3	Did an adult or person at least 5 years older than you **ever**… Touch or fondle you or have touch their body in a sexual way? **Or** Try to or actually have sexual activity with you?		
4	Did you **often** feel that… No one in your family loved you or thought you were important or special? **Or** Your family didn't look out for each other, feel close to each other, or support each other?		
5	Did you **often** feel that… You didn't have enough to eat, had to were to dirty clothes, and had no one to protect you? **Or** Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?		
6	Were your parents ever separated or divorced?		
7	Was your mother or stepmother: **Often** pushed, grabbed, slapped, or had something thrown at her? **Or** **Sometimes or often** kicked, bitten, hit with a fist, or hit with something hard? **Or** **Ever** repeatedly hit over at least few munities or threatened with a gun or knife?		
8	Did you live with anyone who was a problem drinker or alcoholic or used street drugs?		
9	Was a household member depressed or mentally ill or did a household member attempt suicide?		
10	Did a household member go to prison?		

Appendix III

Ryff Psychological Wellbeing Scale (18-item)

Sl. No.	Statement	Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
1	I like most parts of my personality							
2	When I look at the story of my life, I am pleased with how things have turned out so far							
3	Some people wander aimlessly through life, but I am not one of them							
4	The demands of everyday life often get me down							
5	In many ways I feel disappointed about my achievements in life							
6	Maintaining close relationships has been difficult and frustrating for me							
7	I live life one day at a time and don't really think about the future							
8	In general, I feel I am in charge of the situation in which I live							
9	I am good at managing the responsibilities of daily life							
10	I sometimes feel as if I've done all there is to do in life							
11	For me, life has been a continuous process of learning, changing, and growth							
12	I think it is important to have new experiences that challenge how I think about myself and the world.”							
13	People would describe me as a giving person, willing to share my time with others							
14	I gave up trying to make big improvements or changes in my life a long time ago							
15	I tend to be influenced by people with strong opinions							
16	I have not experienced many warm and trusting relationships with others							
17	I have confidence in my own opinions, even if they are different from the way most other people think							
18	I judge myself by what I think is important, not by the values of what others think is important							

Appendix IV

Multi-dimensional Poverty Index (NITI Aayog, 2021)

Sl. No	Statement	Yes	No
1	Any child between the ages of 0 to 59 months, or women between the ages of 15 to 49 years, or man between the ages of 15 to 54 years for whom nutritional information is available – is found to be undernourished.		
2	A child/adolescent under 18 years of the age has died in the family in the five-year period preceding the survey		
3	Any women in the household who has given birth in the five years preceding the survey, has not received at least 4 antenatal care visits for the most recent birth or has not received assistance from trained skilled medical personnel during the most recent childbirth		
4	Not even one member of the household aged 10 years or older has completed six years of schooling		
5	Any school-aged child is not attending school up to the age at which he/she would complete class 8		
6	A household cooks with dung, agriculture crops, shrubs, wood, charcoal or coal		
7	The household has unimproved or no sanitation facility or it is improved but shared with other households		
8	The household has does not have access to improved drinking water or safe drinking water is at least a 30 minutes' walk from home (as a round trip)		
9	The household has no electricity		
10	The household has inadequate housing: the floor is made natural materials, or the roof or wall are made of rudimentary materials		
11	The household does not own more than one of these assets: radio, TV, mobile, computer, animal cart, bicycle, motorbike, or refrigerator, and does not own a car or truck		
12	No household member has a bank account or post office account		

Appendix V

Copy of Consent Letter for Data Collection

যাদবপুর বিশ্ববিদ্যালয়
কলকাতা - ৭০০ ০৩২, ভারত

JADAVPUR UNIVERSITY
KOLKATA-700 032, INDIA

DEPARTMENT OF EDUCATION

To
The Principal
_____
_____
_____
_____

Dear Sir/Madam,

This is to inform you that Mr. Partha Das, a bona fide Ph.D. research scholar in the Department of Education, Jadavpur University, bearing Registration No. - A00ED1200519, is pursuing his Ph.D. work under my supervision. The area of his Ph.D. research is **"Childhood Adversities, Psychological Wellbeing and Academic Achievement: A Study on Baganiya adolescents in Dooars region".**

To successfully complete his Ph.D. research, Mr. Partha Das needs to collect empirical data from students of class 8 to class 12 at your school using standardised research questionnaires which will be kept strictly anonymous and confidential.

I hereby request you to kindly give him necessary permissions in this regard.

Date: 24.03.2025

Prof. Muktipada Sinha
(Supervisor)
Professor
Department of Education
Jadavpur University

Prof. (Dr.) Mukti Pada Sinha
Professor
Department of Education
Jadavpur University

* Established on and from 24th December, 1955 vide Notification No. 10986/IU-42/55 dated 6th December, 1955 under Jadavpur University Act, 1955 (West Bengal Act XXXIII of 1955) followed by Jadavpur University Act, 1981 (West Bengal Act XXIV of 1981)

দূরভাষ : (৯১) ০৩৩ ২৪৫৭-২৮৮২
Phone : (91) 033 2457-2882

E-mail
hod.education@jadavpuruniversity.in

Website
www.jadavpuruniversity.in

Copy of Consent Letter (continued)

Chalsa Gayanath Vidyapith (XII)

Govt. aided High School ❖ Estd.-1961 ❖ Index No. N-1-023 ❖ H.S. Code : 108060
P.O. CHALSA ❖ DIST. JALPAIGURI
Pin Code : 735 206 ❖ Mobile : 98004 11069

Memo / Ref. No. ..... Date 28.03.25

CHALSA GAYANATH VIDYAPITH (XII) Index No. N-1-023 H.S. Code: 080-60 Estd- 1961 P.O. CHALSA, DT. JALPAIGURI

To
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: Permission to Collect Data for PhD Research

Dear Partha,
You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University.

Head Master/ Mistress
School name.

28/3/25
Headmaster
Chalsa Gayanath Vidyapith-XII
P.O. Chalsa, Dist. Jalpaiguri

Copy of Consent Letter (continued)

PURBA BATABARI C.M. HIGH SCHOOL

P.O.- BATABARI :: DIST- JALPAIGURI

Index No. N1-083 :: Institute Code:108242 :: ESTD:1962 :: Phone: 8016548656

Memo No: Date: 25/04/2025

To
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: Permission to Collect Data for PhD Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response you questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University.

25.04.25

Signature of the T. I. C.

Teacher In-charge
Purba Batabari C.M. High School (H.S.)
P.O. Batabari, Dist. Jalpaiguri

Copy of Consent Letter (continued)

INDEX NO. N1-067 DISE CODE - 19021004102 H.S. CODE - 108240

MATELLI HIGH SCHOOL (H.S.)

P.O. MATELLI + DIST. JALPAIGURI + PIN - 735223

Phone No. - 94341 18077 (M), 983326 66303 (M)

Ref No. .....

Date 21/04/2025

To
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: Permission to Collect Data for PhD Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response you questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University

Head Master/Mistress 21/04/2025

Headmistress
Matelli High School(H.S.)
P.O.Matelli,Dt.Jalpaiguri

Copy of Consent Letter (continued)

School Index No. 039.6-421/NI-037
H.S. Code-108213

Ph. No.- 9733049361

GAJENDRA VIDYAMANDIR HIGH SCHOOL (H.S.)

UDISE:19020906302 GOVT. SPONSORED mail address : gvm.jal@gmail.com

P.O. DAMDIM, DIST. JALPAIGURI

Ref. No. G/263/T.C. Date. 29/04/25

President/Headmaster

To
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: - Permission to Collect Data for PhD Research

Dear Partha,

You are permitted to carry out data collection amongst the students of the School who shall be willing to response your questions in connection with your research work.

Respected teachers of this School are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University.

29/04/25

Teacher-In-Charge
Heat Master/Mistress/TIC
GAJENDRA VIDYA MANDIR HIGH SCHOOL
Damdim, Jalpaiguri

Copy of Consent Letter (continued)

Index - N1-013

Ph. 9064121914

E-mail : baradighihighschool@gmail.com

BARADIGHI HIGH SCHOOL (H.S.)

P.O. BARADIGHI, P.S. MAL, DIST. JALPAIGURI, PIN - 735230

INSTITUTION CODE (H.S.) : 08156

ESTD. 1954

Ref. No. .....

Date 25-04-2025

To,
Partha Das
Ph.D. Research Scholar
Department of Education,
Jadavpur University

Sub: Permission to Collect Data for Ph.D. Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his Ph.D. at the Department of Education, Jadavpur University.

(Headmaster) 25/4/25
Baradighi High School (H.S.)
Mal, Dist: Jalpaiguri
Pin-735230

Headmaster
Baradighi High SChool
P.O. Baradighi, Dt Jalpaigur

BARADIGHI HIGH SCHOOL (H.S.)

Copy of Consent Letter (continued)

:
The Teacher – in – Charge / President

H.S. CODE NO: 108035
Index No: N1-080

OODLABARI HIGH SCHOOL (H.S.)

P.O.: MANABARI ; DIST: JALPAIGURI; PIN: 735222

MOBILE NO: 9775912824 / 89180 02122 ; E-MAIL: oodlabarihighschool.jal@gmail.com

ESTD. - 1951

Ref No: **Date: 25-04-2026**

OODLABARI HIGH SCHOOL (H.S.) Dt.- Jalpaiguri

To
Mr . Partha Das
Ph.D. Researcher
Dpt. of Education
Jadavpur University

Subject: permission to collect data from the students of the school.

As per the request by Prof. Muktipada Sinha (Supervisor) , Professor, Dpt. of Education , Jadavpur University and the consent letter of DI of Schools, Jalpaiguri vide memo no:824 Dt.- 28.03.2025, Mr Patha Das Ph.D. Researcher, is allowed to collect the data for his research work from our students.
I wish him every success in life.

25.4.25

Teacher-In-Charge
Oodlabari High School (H S)
P O Manabari, Dt. Jalpaigun

Copy of Consent Letter (continued)

Index : N1-074

H.S. Code : 08138
VOC Code : 8786

NAGRAKATA HIGH SCHOOL (XII)

Recognised Govt Sponsored and Co-Educational

P.O.+P.S.- Nagrakata :: Sub. Dvn.- Mal :: Dist.- Jalpaiguri

Ph: 9434192372, 9475218764, 8670016162

Ref. No.....

Date. 22/04/2024

To
Partha Das.
PhD Research Scholar
Department of Education
Jadavpur University

Sub:- Permission to collect Data for PhD Research.

Sir,

As per letter from D.I. memo No. 824 dated: 28/03/2024 I am giving permission to Mr. Partha Das to collect data among the students of our school.

I wish him all the success in his project.

Nagrakata High School (XII) P.O.: P.S. Nagrakata, Dt. Jalpaiguri

Teacher-in-charge
Nagrakata High School (H.S.)
Nagrakata : Jalpaiguri

Copy of Consent Letter (continued)

Index No. N1-152 / H.S. CODE-08228

SULKAPARA HIGH SCHOOL (H.S.)

GOVT. SPONSORED CO-AIDED HIGHER SECONDARY SCHOOL

P.O. SULKAPARA, DIST. JALPAIGURI,PIN-735225 -W.B.

Ref. No.....

SULKAPARA HIGH SCHOOL ESTD-1997 SULKAPARA, JALPAIGURI

Date..22/04/2025.....

To,
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: **Permission to collect Data for PhD Research**

Dear Sir,

As per the letter of DI memo no :824 Dated: 28/03/2024 I am giving permission to Mr. Partha Das to collect data among the students of our school for his ongoing research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University.

Sudipta Biswas
22/04/2025
AHM & TIC
Sulkapara High School (H.S.)
P.O. Sulkapara, Dist. Jalpaiguri

Copy of Consent Letter (continued)

GADHEYAR KUTHI HIGH SCHOOL(XII)

ESTD-1974,INDEX NO.-NI-129,HS CODE-08247

P.O- BHANDANI, DIST- JALPAIGURI, PIN-735210, MOB NO-7001559810

EMAIL:gkhs.jal@gmail.com

Gadheyar Kuthi High School Estd 1974 Dhupguri, Jal 735210 Bhandani (XII)

Ref No: **Date:**

To
Partha das
Ph.d research scholar
Department of Education
Jadavpur University

Sub : Permission to collect Data for Ph.D Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to ~~take~~ make it convenient to support him as he is pursuing his Ph.D at the Department of Education, Jadavpur University.

29.04.2025

Teacher-in-Charge
Gadheyar Kuthi High School (XII
Bhandani, Dhupguri, Jal

Headmaster/TIC
Gadheyarkuthi High School (XII)
Vill+Po-Bahndani
Dist-Jalpaiguri
PIN-735210

Copy of Consent Letter (continued)

H.S.Code No.- 108055 Mobile : 9609883348

DAUKIMARI D.N. HIGH SCHOOL (XII)

Estd. : 1950

CO-EDUCATIONAL

P.O : Daukimari ✣ Dist. Jalpaiguri ✣ Pin- 735210

Dise Code No. - 19020504002 Index No. : NI-026

E-Mail ID : daukimaridnhs.jal@gmail.com

Memo No. .....

From : The Headmaster / Secretary / President

Date...29-4-2025

To
Partha Das
PhD research scholar
Department of Education
Jadavpur University

Subject- Permission to collect data for PhD Research.

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD at the Department of Education , Jadavpur University.

29-4-25

TIC/HM
Daukimari DN High School (XII)
Daukimari, Jalpaiguri

Teacher-in-charge
Daukimari D.N. High School (XII)
Daukimari :: Jalpaiguri

Copy of Consent Letter (continued)

AMGURI RAM MOHAN HIGH SCHOOL (H.S.)

Index No. - NI-004
Code No. - H.S.108087

From : Secretary / Headmaster

P.O. AMGURI BAZAR, DIST - JALPAIGURI

S/ Memo No.....

Date : 26/4/25.....

To,

Partha Das

Ph.D Research Scholar

Department of Education,

Jadavpur University.

Sub: Permission to Collect Data for Ph.D Research.

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Respected Teachers of this school are requested to make it convenient to support him as he is pursuing his Ph. D at the department of Education, Jadavpur University.

26/4/2025

HEAD MASTER
Amguri Rammohan High School (H.S.)
P.O.-Amguri Bazar, Dist-Jalpaiguri

Copy of Consent Letter (continued)

H.M.-9800253943
A.H.M.-9832083793
E-mail- bhawanihighschool67@gmail.com

BHAWANI HIGH SCHOOL (H.S.)

Govt.Sponsored
P.O.-Panbari::Dist- Jalpaiguri
INDEX No.- NI-019 Council Code-08236,HSV Code-8788

Ref.No.....

Date:26/04/2025

From Headmaster/President

Partha Das
Ph.D Research Scholar
Department of Education,
Jadavpur University.

Sub: Permission to collect Data for Ph.D Research.

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall be willing to response your questions in connection with your research work.

Research Teachers of this school are requested to make it convenient to support him as he is pursuing his Ph.D at the department of Education, Jadavpur University.

26/4/25.
Asst. Headmaster
BHAWANI HIGH SCHOOL (H.S.)
(Govt. Sponsored)
P.O. Panbari, Dist - Jalpaiguri

Copy of Consent Letter (continued)

BIRPARA HIGH SCHOOL (H.S.)
GOVT. SPONSORED
ESTD : 1952

☐ From :
☐ President
☐ Secretary
☐ Headmaster

Index No. : N2-010
H.S. Code : 208013
UDISE CODE : 19220803001

Ref. No. .....

Date 23.04.2025

Mr. Partha Das ,
Ph.D Research Scholar
Department of Education
Jadavpur University
Reg. No. – AOOEB1200519.

Sub: Permission to hold a session with students of class VIII to XII .

Sir,

I do hereby give permission to hold a session with the students of Birpara High School (H.S.) in order to collect empirical data from the students for the help of your Ph.D research work .

This permission is solely based on the letter of Prof. Mukti Pada Sinha (Supervisor) Dept. of Education , Jadavpur University .

I wish you all the best for your research work.

Regards,

23/11/2025
(Joyabrata Bhattacharjee)
Headmaster
Birpara High School (H.S.)

P.O. BIRPARA, DIST. ALIPURDUAR , PIN - 735 204 (W.B.)
E-mail : birparahighschool.jal@gmail.com | Ph. : 03563 - 266057

Copy of Consent Letter (continued)

Index No. - N2-037
Council Code No.- 208049

9832031465/ 9733267517

MADARIHAT HIGH SCHOOL (H.S.)

Co-Education & Govt. Sponsored (Govt. Aided)

ESTD - 1960

P.O. MADARIHAT, DIST. - ALIPURDUAR, PIN - 735220

Memo No. ..... Date 24.04.25

From : President / Headmaster

Mr. Partha Das,
Ph.D Research Scholar
Department of Education
Jadavpur University
Reg. No.-AOOEB1200519.

Sub: Permission to hold a session with students of class VIII to XII.

Sir,

I do hereby give permission to hold a session with the students of Madarihat High School (H.S.) in order to collect empirical data from the students for the help of your Ph.D research work.

This permission is solely based on the letter of Prof. Mukti Pada Sinha (Supervisor) Dept. of Education, Jadavpur University.

I wish you all the best for your research work.

Regards

24.04.25

(Arup Mirta) Teacher-in-charge
Teacher in charge
Madarihat High School (H.S.)

Madarihat High School (H.S.)
Madarihat, Alipurduar

Copy of Consent Letter (continued)

From : Headmaster / President

Index No. : N2-051 (S.E.)
Code No. : 208036 (H.S.)

Rangalibazna Mohan Singh High School (H.S.)

(Govt. Sponsored)
Estd. 1948
DISE Code : 19220810902
VTC Code : 8765
RMV Code : 1211
P.O. RANGALIBAZNA, DIST. ALIPURDUAR, PIN 735213
E.Mail-rbmshs@rediffmail.com, Mobile: 90640 37283

Ref. No. ..... Date 23.04.25

Mr. Partha Das,
Ph.D Research Scholar
Department of Education
Jadavpur University
Reg. No. - AOOEB1200519

Sub:Permission to hold a session with students of class VIII to XII.

Sir,

I do hereby give permission to hold a session with the students of Rangalibazna Mohan Singh High School (H.S.) in oder to collect empirical data from the students for the help of your Ph.D research work.

This permission is solely based on the letter of Prof. Mukti Pada Sinha (Supervisor) Dept. of Education , Jadavpur University.

I wish you all the best for your research work.

Regards,

23/4/25

(Amal Ray)
Headmaster
Rangalibazna Mohan Singh High School (H.S.)

Head Master
Rangalibazna M.S. High School (H.S.)
P.O. Rangalibazna, Dist. Alipurduar

Copy of Consent Letter (continued)

From Secretary / President / Administrator
Headmaster

Phone No.: 03566-255099

HASIMARA HIGH SCHOOL (H.S.)

P.O. HASIMARA, DIST. ALIPURDUAR, PIN-735215

Recognised & Aided by Govt. of W.B.
Estd.: 1950

Index No.L N2-022
H.S. Council Code : 08050

Affiliated by West Bengal State Council of Vocational Education & Training Institute Code 8769

Ref. No. .....

Date 24/04/2025

Mr. Partha Das
Ph.D. Research Scholar
Department of Education
Jadavpur University
Reg No - A00EB1200519

HASIMARA HIGH SCHOOL (H.S.) P.O. Hasimara Estd. 1950

Sub: Permission for Holding a Session with students of Class - VIII to XII

Sir,

I do hereby give permission to hold a Session with the students of our School in order to collect empirical data from students for help of your P.hd. research.

This permission is solely based on the letter of Prof. Mukti Pada Sinha (supervisor). Dept. of Education, Jadavpur University.

I wish you all the best for your research work.

Headmaster
HASIMARA HIGH SCHOOL (H.S.)
Hasimara, Dist. Alipurduar

Copy of Consent Letter (continued)

INDEX NO. : N2-084
H.S. Code : 208223
DISE CODE - 19220601004

Whatsapp - 9733080896
Mob.: 7501197181 (HM)
E-MAIL ID - hamiltonganjhighschool.jal@gmail.com

HAMILTONGANJ HIGH SCHOOL (H.S.)

ESTD. 1966

AT SUBHASPALLY, P.O. HAMILTONGANJ, DT. ALIPURDUAR, PIN - 735214

Ref. No. :.....

Date : 24.04.2025

To

Sri Partha Das,

Ph.D Research Scholar,

Dept of Education,

Jadavpur University,

Reg No-AOOEB1200519

Sub: Permission to hold a session with students of class IX to XII

Sir,

I do hereby give permission to hold a session with the students of Hamiltonganj High School(H.S) in order to collect empirical data from the students for the help of your Ph.D research work.

This permission is solely based on the letter of Prof. Mukti Pada Sinha(Supervisor), Dept of Education, Jadavpur University.

I wish you all the best for your research work.

Regards,

Arindam Majumder
Headmaster, Hamiltonganj High School(HB.S)

Headmaster
Hamiltonganj High School (H.S.)
P.O. Hamiltonganj, Dist. Alipurduar, (W.B.)

Copy of Consent Letter (continued)

Index No. N-2-024
Council Code :208020
E-mail : jadabpallihs.jal@gmail.com
Ph. No. 97331-20927

JADABPALLI HIGH SCHOOL (H.S.)

ESTD.- 1968

Govt. Sponsored (Memo No. 97/ RMSA / SL / SS-264 / 12 dt. 30.09.2013
P.O. FALAKATA * DIST. ALIPURDUAR
WEST BENGAL* PIN - 735211

Dise Code : 19220410704 VTC CODE :- 8789

Memo No. ..... *Date* .....

To
Partha Das
Ph. D. Research Scholar
Department of Education,
Jadavpur University

Sub: Permission to Collect Data for Ph. D. Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who Shall be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him As he is pursuing his Ph.D. at the Department of Education , Jadavpur University.

28/4/2025

(Headmaster)
Jadabpalli High School (H.S)
Falakata, Dist: Alipurduar
Pin - 735211

Headmaster
Jadabpalli High School(H.S)
Falakata, Alipurduar

Copy of Consent Letter (continued)

INDEX NO. : N2-105 H.S. CODE. : 208168

PARANGERPAR SISHU KALYAN HIGH SCHOOL(H.S.)

(CO – EDUCATIONAL) MOB. – 9832529700(HM)

ESTD. 2000 EMAIL. – pskhs.fkt@gmail.com

VIVEKANANDA MORE, PARANGERPAR, P.O. & P.S. : FALAKATA, PIN: 735211, DIST. : ALIPURDUAR

To
Partha Das
Ph.D. Research Scholar
Department of Education
Jadavpur University

PARANGERPAR SISHU KALYAN HIGH SCHOOL (H.S.) FALAKATA ALIPURDUAR UDISE : 19220412302 ESTD-2000

Subject: Authorization for Data Collection for Ph.D. Research

Dear Mr. Das,

This is to formally grant you permission to conduct data collection among the students of Parangerpar Sishu Kalyan High School (H.S.), subject to their voluntary participation and consent, as part of your doctoral research.

Faculty members and staff are hereby requested to provide all reasonable assistance to facilitate your academic activities, recognizing your enrollment as a Ph.D. scholar at the Department of Education, Jadavpur University.

We trust that your research will contribute meaningfully to the academic community, and we extend our best wishes for the successful completion of your study.

Yours sincerely,

28.04.2025

Prabir Roy Chowdhury
(Headmaster)

Headmaster
Parangerpar Sishu Kalyan High School (H.S.)

Copy of Consent Letter (continued)

JOGENDRANAGAR HIGH SCHOOL (H.S.)

Estd. : 1981

(Govt. Sponsored)

P. O. JOGENDRANAGAR ✱ Dist. ALIPURDUAR

Index No. : N2-107
H.S. Code No. 208169
DISE CODE : 19220109503
Email : jnhs.jal@gmail.com

From : President / Headmaster

Ref. No.....

Estd.- 1981

Date: .....

To
Partha Das
Ph.D Reseach Scholar
Department Of Education
Jadavpur University

Sub: Permission to Collect Data for Ph.D. Research

Dear Partha,

You are permitted to carry out data collection amongst the students of this school who shall Be willing to response your questions in connection with your research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his Ph.D at the Depertment of Education , jadavpur University.

28/04/2025

Teacher-in charge
Jogendranagar High School (H.S.)
P.O.Jogendranagar, Dist: Alipurduar

(Headmaster /TIC)
Jogendranagar High School (H.S)
Dist: Alipurduar
Pin- 736204

Copy of Consent Letter (continued)

Index No. N1-152 / H.S. CODE-08228

SULKAPARA HIGH SCHOOL (H.S.)

GOVT. SPONSORED CO-AIDED HIGHER SECONDARY SCHOOL

P.O. SULKAPARA, DIST. JALPAIGURI,PIN-735225 -W.B.

Ref. No.....

SULKAPARA HIGH SCHOOL ESTD-1997 SULKAPARA, JALPAIGURI

Date..22/04/2025.....

To,
Partha Das
PhD Research Scholar
Department of Education
Jadavpur University

Sub: **Permission to collect Data for PhD Research**

Dear Sir,

As per the letter of DI memo no :824 Dated: 28/03/2024 I am giving permission to Mr. Partha Das to collect data among the students of our school for his ongoing research work.

Respected teachers of this school are requested to make it convenient to support him as he is pursuing his PhD research at the Department of Education, Jadavpur University.

Sudipta Biswas
22/04/2025
AHM & TIC
Sulkapara High School (H.S.)
P.O. Sulkapara, Dist. Jalpaiguri

Appendix VI

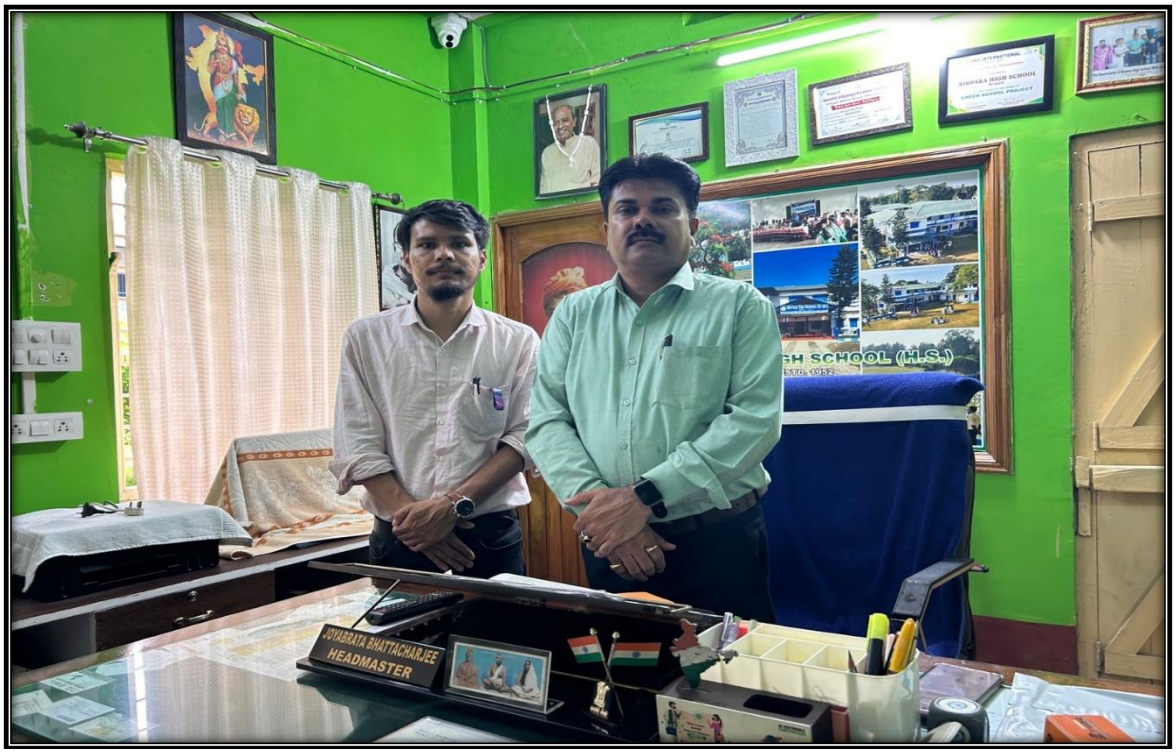
List of Pictures

Chalsa Gayanath Vidyapith (XII), Block-Matelli, Dist-Jalpaiguri

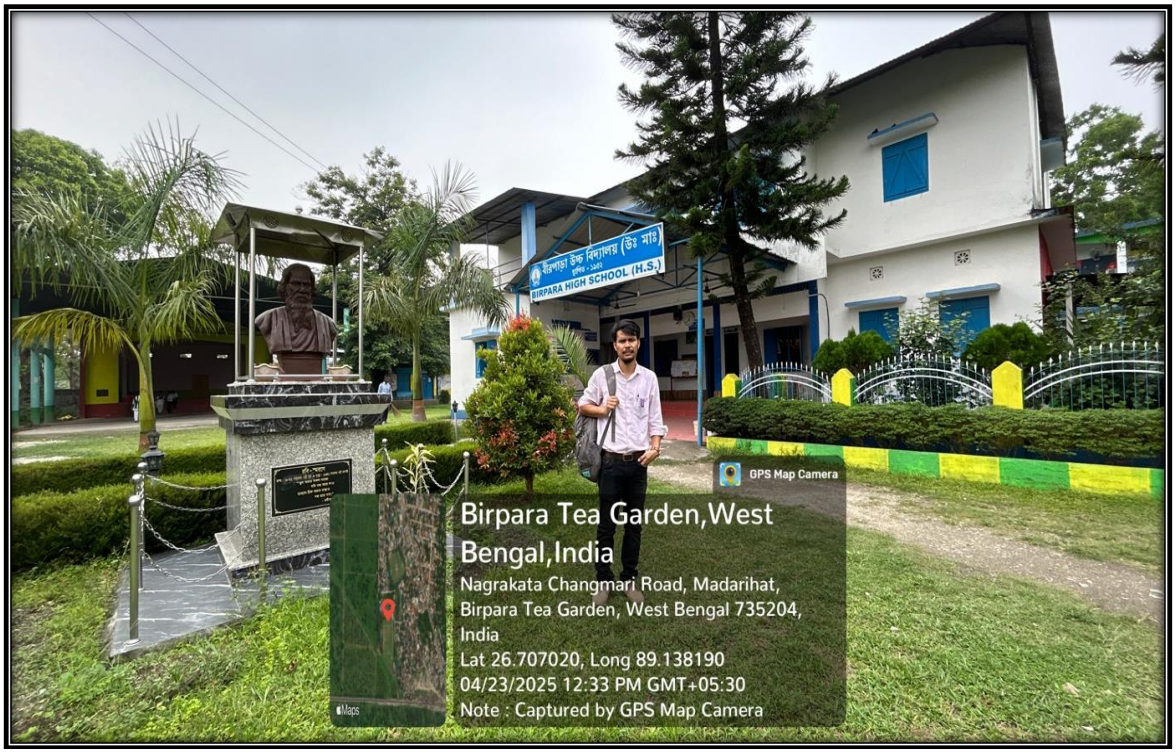
Chalsa Gayanath Vidyapith (XII), Block-Matelli, Dist-Jalpaiguri

Purba Batabari C.M. High School, Block-Matelli, Dist-Jalpaiguri

Birpara High School (H.S), Block-Madarihat, Dist-Alipurduar



Birpara High School (H.S), Block-Madarihat, Dist-Alipurduar



Matelli High School (H.S.), Block-Matelli, Dist-Jalpaiguri

Baradighi High School (H.S.), Block-Malbazar, Dist-Jalpaiguri

Gajendra Vidyamandir High School (H.S.), Block- Malbazar, Dist-Jalpaiguri

Oodlabari High School (H.S), Block-Malbazar, Dist-Jalpaiguri

Oodlabari High School (H.S), Block-Malbazar, Dist-Jalpaiguri

Sulkapara High School (H.S.), Block-Nagrakata, Dist-Jalpaiguri

Nagrakata High school (XII), Block-Nagrakata, Dist-Jalpaiguri

Nagrakata High school (XII), Block-Nagrakata, Dist-Jalpaiguri

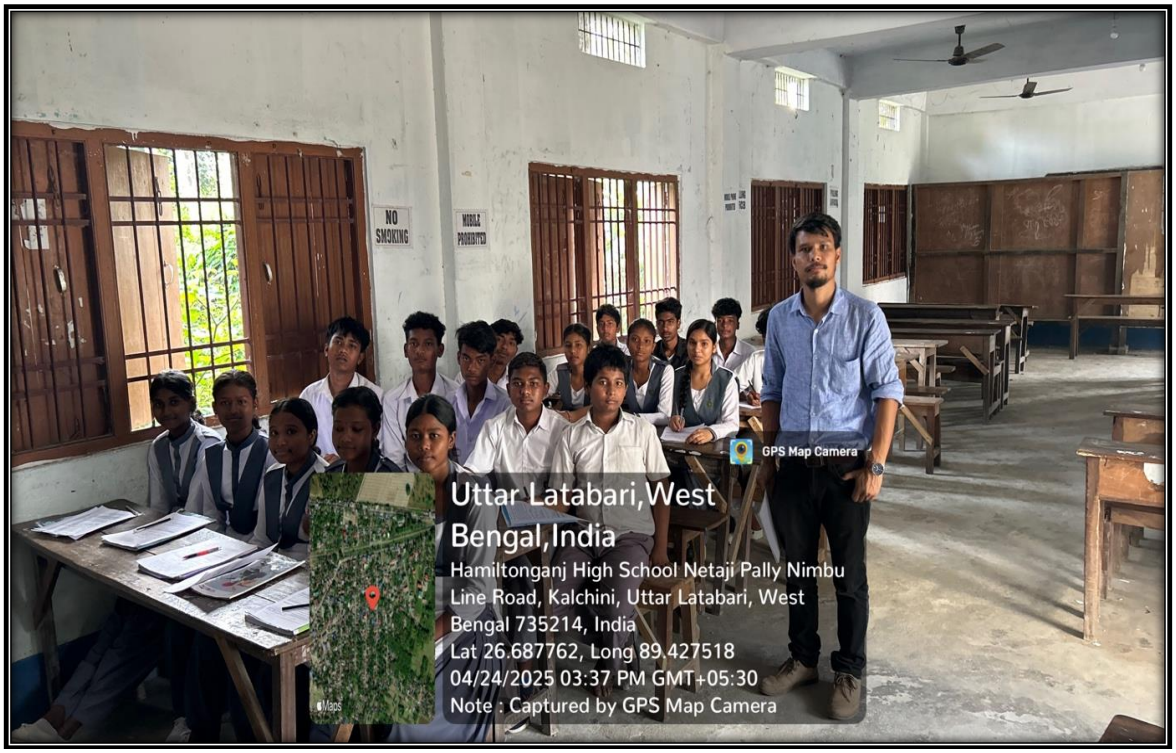
Amguri Ram Mohan High school (H.S.), Block-Maynaguri, Dist-Jalpaiguri

Bhawani High School (H.S.), Block-Maynaguri, Dist-Jalpaiguri

Rangalibazna Mohan Singh High School (H.S.), Block-Madarihat, Dist-Jalpaiguri

Hasimara High School (H.S.), Block-Kalchini, Dist-Alipurduar

Hamiltanganj High school (H.S.), Block-Kalchini, Dist-Jalpaiguri



Madarihat High School (H.S.), Block-Madarihat, Dist-Alipurduar

Jadabpalli High school (H.S.), Block-Falakata, Dist-Alipurduar

Jogendranagar High school (H.S.), Block-Alipurduar-I, Dist-Alipurduar

Daukimari D.N. High School (XII), Block-Dhupguri, Dist-Jalpaiguri

Gadheyar Kuthi High School (XII), Block-Dhupguri, Dist-Jalpaiguri

Salkumarhat High School (H.S.), Block-Alipurduar-I, Dist-Alipurduar

Appendix VII

Originality Report checked by iThenticate

Childhood adversities, Psychological Wellbeing and Academic Achievement: A study on Baganiya adolescents in Dooars Region.

By Partha Das

WORD COUNT	26443	TIME SUBMITTED	29-AUG-2025 11:08AM
		PAPER ID	117935865

Childhood adversities, Psychological Wellbeing and Academic Achievement: A study on Baganiya adolescents in Dooars Region.

ORIGINALITY REPORT

9%
SIMILARITY INDEX

PRIMARY SOURCES

1	Sahin Kenan Deniz, Hatice Turgut, Fatih Deveci, Hüseyin Kaya, Ismail Kursad Gokce, Ramazan Ozdemir, Selami Cagatay Onal. "Long-term mortality outcomes and mortality predictors in patients with myelomeningocele", Clinical Neurology and Neurosurgery, 2024 Crossref	126 words — < 1%
2	dora.dmu.ac.uk Internet	111 words — < 1%
3	www.researchgate.net Internet	109 words — < 1%
4	ijip.in Internet	71 words — < 1%
5	pdfs.semanticscholar.org Internet	66 words — < 1%
6	docplayer.net Internet	64 words — < 1%
7	www.iksi.ac.rs Internet	54 words — < 1%
8	psasir.upm.edu.my Internet	46 words — < 1%

9	www.mak.ac.ug Internet	46 words — < 1%
10	entri.app Internet	44 words — < 1%
11	rajpub.com Internet	39 words — < 1%
12	rfppl.co.in Internet	39 words — < 1%
13	www.frontiersin.org Internet	38 words — < 1%
14	assets.researchsquare.com Internet	37 words — < 1%
15	old.rrjournals.com Internet	36 words — < 1%
16	www.ohiolink.edu Internet	33 words — < 1%
17	educatia21.reviste.ubbcluj.ro Internet	32 words — < 1%
18	scholar.stjohns.edu Internet	32 words — < 1%
19	link.springer.com Internet	27 words — < 1%
20	rulrepository.ru.ac.bd Internet	24 words — < 1%
21	www.ajol.info Internet	

		23 words — < 1%
22	Bailey, Cherise J.. "Emergence of Childhood Adversities Impacting Coping Strategies Among African American Adults.", Walden University ProQuest	22 words — < 1%
23	isidl.com Internet	22 words — < 1%
24	talpykla.elaba.lt Internet	22 words — < 1%
25	www.tcp.ac.in Internet	22 words — < 1%
26	elsmar.com Internet	21 words — < 1%
27	novopsych.com Internet	21 words — < 1%
28	lup.lub.lu.se Internet	20 words — < 1%
29	www.ijfmr.com Internet	20 words — < 1%
30	Ratzlaff, Brandon DaRell. "A Life Course Perspective on Childhood Adversity, Protective Factors, and Financial Fraud Vulnerability", Kansas State University, 2025 ProQuest	19 words — < 1%
31	krishisanskriti.org Internet	19 words — < 1%
	repository.ju.edu.et	

32	Internet	19 words — < 1%
33	Gotore, Medalto. "Urban Tourism Demand Modelling : A City of Tshwane Investigation", University of South Africa (South Africa) ProQuest	18 words — < 1%
34	Ramon Mayor Martins, Christiane G. von Wangenheim, Marcelo F. Rauber, Adriano F. Borgatto, Jean C. R. Hauck. "Exploring the Relationship between Learning of Machine Learning Concepts and Socioeconomic Status Background among Middle and High School Students: A Comparative Analysis", ACM Transactions on Computing Education, 2024 Crossref	18 words — < 1%
35	dspace.mic.ul.ie Internet	18 words — < 1%
36	ir-library.mmarau.ac.ke:8080 Internet	18 words — < 1%
37	research.vu.nl Internet	18 words — < 1%
38	www.lume.ufrgs.br Internet	18 words — < 1%
39	scholar.colorado.edu Internet	16 words — < 1%
40	konferencje.termedia.pl Internet	15 words — < 1%
41	Cömert, Merve. "Üniversite Öğrencilerinin Psikolojik Katilik ve Merkezsizleştirme	14 words — < 1%

Düzeylerinin Utanç ve Suçluluk Düzeyi Üzerindeki Yordayici Rolünün Incelenmesi", Necmettin Erbakan University (Turkey)
ProQuest

42	healthdocbox.com Internet	14 words — < 1%
43	iosrjournals.org Internet	14 words — < 1%
44	www.slideshare.net Internet	14 words — < 1%
45	Ghazi, Jamal N.. "Acculturation Strategies, Perceptions of Parenting Styles, and Psychological Functioning Among Arab American Muslims", Michigan School of Psychology ProQuest	13 words — < 1%
46	Tremer, Cortney. "Exploring Website Accessibility of U.S.-Based Retailers: A Quantitative Descriptive-Correlational Study", Northcentral University, 2023 ProQuest	13 words — < 1%
47	dspace.cus.ac.in Internet	13 words — < 1%
48	journals.nawroz.edu.krd Internet	13 words — < 1%
49	pubmed.ncbi.nlm.nih.gov Internet	13 words — < 1%
50	www.jptcp.com Internet	13 words — < 1%
51	www.pressacademia.org Internet	13 words — < 1%

52	www.science.gov Internet	13 words — < 1%
53	F. A. Huppert, R. A. Abbott, G. B. Ploubidis, M. Richards, D. Kuh. "Parental practices predict psychological well-being in midlife: life-course associations among women in the 1946 British birth cohort", Psychological Medicine, 2009 Crossref	12 words — < 1%
54	api.diu.ac Internet	12 words — < 1%
55	dayofdifference.org.au Internet	12 words — < 1%
56	journal.walisongo.ac.id Internet	12 words — < 1%
57	jurnal.ahmar.id Internet	12 words — < 1%
58	www.ijcmph.com Internet	12 words — < 1%
59	Ainhoa Ugarteche Pérez, Eloïse Berger, Michelle Kelly-Irving, Cyrille Delpierre, Lucile Capuron, Raphaële Castagné. "Early life stress in relation with risk of overweight, depression, and their comorbidity across adulthood: findings from a British birth cohort", Psychological Medicine, 2024 Crossref	11 words — < 1%
60	Alan Bryman, Duncan Cramer. "Quantitative Data Analysis with SPSS Release 10 for Windows - A Guide for Social Scientists", Routledge, 2019 Publications	11 words — < 1%

61	Anna Niitembu Hako, Emilia Ndapandula Mbongo. "chapter 13 Psychological Well-Being of Students in Higher Education Institutions", IGI Global, 2023 Crossref	11 words — < 1%
62	Hesham Alomyan. "The Impact of Distance Learning on the Psychology and Learning of University Students during the Covid-19 Pandemic", International Journal of Instruction, 2021 Crossref	11 words — < 1%
63	Jianye Li, Yuebo Li, Keqiang Li, Mariusz Lipowski, Zhan Shang, Dominika Wilczyńska. "Psychological wellbeing as a buffer against burnout and anxiety in academic achievement situations among physical education students", Frontiers in Psychology, 2025 Crossref	11 words — < 1%
64	Louie, Amanda. "Self-Compassion and Shame: The Role of Socioeconomic Status.", George Fox University ProQuest	11 words — < 1%
65	Shudong Yang. "Learning well, living well: the causal effects of higher education on self-rated health and mental health in China", Frontiers in Public Health, 2025 Crossref	11 words — < 1%
66	archive.org Internet	11 words — < 1%
67	languagetestingasia.springeropen.com Internet	11 words — < 1%
68	sciencepg.org Internet	11 words — < 1%

69	staffnew.uny.ac.id Internet	11 words — < 1%
70	tr.iksadkongre.com Internet	11 words — < 1%
71	www.granthaalayahpublication.org Internet	11 words — < 1%
72	www.iksadamerica.org Internet	11 words — < 1%
73	www.tandfonline.com Internet	11 words — < 1%
74	M. Niveditha, Prabir Chandra Padhy. "Impact of organizational structure and commitment on organizational citizenship behavior: Insights from the IT sector", Multidisciplinary Reviews, 2024 Crossref	10 words — < 1%
75	Mathilde M. Husky, Christophe Léon, Helen-Maria Vasiliadis. "Association of family dysfunction childhood adversities and lifetime attempts in men and women", Journal of Affective Disorders, 2025 Crossref	10 words — < 1%
76	McKenzie, Kevin J.. "The Pursuit of Happiness: Freedom and Well-Being in Positive Psychology", Antioch University, 2024 ProQuest	10 words — < 1%
77	Neuman, Erica L.. "The Social and Psychological Costs of Avoiding Taxes: An Archival Analysis of Firm and Peer Effects.", Case Western Reserve University, 2020 ProQuest	10 words — < 1%

78	Ngoma, Moreblessing R.. "Access to Finance as a Challenge for Burgersfort Small and Medium-Sized Enterprises in Tourism", University of South Africa (South Africa) ProQuest	10 words — < 1%
79	Shqipe Gërguri-Rashiti, Donjeta Zejnullahu-Pllana, Ganimete Podvorica, Gentiana Berisha. "Unveiling the Path to Sustainable Family Business: A Case Study of Environmentalism in the Food and Non-Alcoholic Beverages Industry", Journal of Family and Economic Issues, 2024 Crossref	10 words — < 1%
80	core.ac.uk Internet	10 words — < 1%
81	debracollege.dspaces.org Internet	10 words — < 1%
82	digitalcommons.wayne.edu Internet	10 words — < 1%
83	files.eric.ed.gov Internet	10 words — < 1%
84	journalofbusiness.org Internet	10 words — < 1%
85	tutorsonspot.com Internet	10 words — < 1%
86	uwcscholar.uwc.ac.za:8443 Internet	10 words — < 1%
87	www.bartleby.com Internet	10 words — < 1%

88	www.cambridge.org Internet	10 words — < 1%
89	www.grin.com Internet	10 words — < 1%
90	www.srkvcoe.org Internet	10 words — < 1%
91	Chowdhury, Golam Subhani. "Entry to higher education in Bangladesh - an investigation into students' characteristics.", Maharaja Sayajirao University of Baroda (India), ProQuest	9 words — < 1%
92	Janet D. Latner, Mackenzie C. Kelly, Jessica M. Murakami. "Chapter 804 Eating Disorder(s) and Health-Related Quality of Life", Springer Science and Business Media LLC, 2023 Crossref	9 words — < 1%
93	Karen C. Barrett, Nancy L. Leech, Gene W. Gloeckner, George A. Morgan. "IBM SPSS for Introductory Statistics - Use and Interpretation", Routledge, 2025 Publications	9 words — < 1%
94	Likhe, Mahesh. "Strategies for Smart Factory Migration, a Managerial Perspective Using Mcgregor's Theory X and Theory Y.", American Business Management and Technology College (Switzerland) ProQuest	9 words — < 1%
95	McKenzie, Matthew R.. "Sleeping Through the Fright: Examining the Role of Posttraumatic Symptoms on the Relationship Between Sleep Quality, Well-Being, and Health", Louisiana Tech University ProQuest	9 words — < 1%

96 Ngema, Mbalenhle Happiness. "The Effect of Integrating the Virtual Lab in Grade 10 Life Sciences: A Case of Rural Schools in Umkhanyakude District", University of South Africa (South Africa) — 9 words — < 1%
ProQuest

97 Portney, Danielle Nicole. "Attachment at Work: Examining the Relationship Between Attachment Style, Psychological Well-Being, and Work Performance", The Chicago School of Professional Psychology, 2023 — 9 words — < 1%
ProQuest

98 R. Gayatri Iyengar, G. Padma Gouri, Mahendra Kumar, Yanjana. "Academic Self Concept and Academic Achievement of Indian CBSE School Students", National Journal of Community Medicine, 2022 — 9 words — < 1%
Crossref

99 Ravelombola, Waltram Second. "Genetic Architecture of Salt and Drought Tolerance in Cowpea.", University of Arkansas, 2020 — 9 words — < 1%
ProQuest

100 Rejani Nair. "Psychological effect of Online Learning- A study of college students", SAGE Publications, 2022 — 9 words — < 1%
Crossref Posted Content

101 Takehiko Kariya. "Education Reform and Social Class in Japan - The emerging incentive divide", Routledge, 2012 — 9 words — < 1%
Publications

102 Wilkinson, Darrell. "Effects of Word Card Methodology and Testing on Vocabulary Knowledge and Motivation.", Temple University, 2020 — 9 words — < 1%
ProQuest

conference.stamford.edu

103	Internet	9 words — < 1%
104	dcfs.nv.gov Internet	9 words — < 1%
105	earsiv.anadolu.edu.tr Internet	9 words — < 1%
106	eprints.umm.ac.id Internet	9 words — < 1%
107	erl.ucc.edu.gh Internet	9 words — < 1%
108	escholarship.org Internet	9 words — < 1%
109	etiadpajohi.ir Internet	9 words — < 1%
110	iiari.org Internet	9 words — < 1%
111	ikesra.kra.go.ke Internet	9 words — < 1%
112	ir.amu.ac.in Internet	9 words — < 1%
113	lib.ugent.be Internet	9 words — < 1%
114	midus.wisc.edu Internet	9 words — < 1%
115	mobt3ath.com Internet	9 words — < 1%

116	nadre.ethernet.edu.et Internet	9 words — < 1%
117	nova.newcastle.edu.au Internet	9 words — < 1%
118	pure.eur.nl Internet	9 words — < 1%
119	rsisinternational.org Internet	9 words — < 1%
120	sail.cnu.edu Internet	9 words — < 1%
121	sajip.co.za Internet	9 words — < 1%
122	ugspace.ug.edu.gh Internet	9 words — < 1%
123	web.uob.edu.pk Internet	9 words — < 1%
124	www.alleducationjournal.com Internet	9 words — < 1%
125	www.lrrb.org Internet	9 words — < 1%

EXCLUDE QUOTES	ON	EXCLUDE SOURCES	< 9 WORDS
EXCLUDE BIBLIOGRAPHY	ON	EXCLUDE MATCHES	< 9 WORDS