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## ABSTRACT

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A child's home is often regarded as the first educational institution, where children acquire formal, informal, and moral knowledge before entering school. A conducive home environment not only contributes to students' academic success but also lays a strong foundation for their future careers and success. The current study examines the relationship between academic performance and various aspects of the home environment among Karbi tribe students in Assam, India. This study employed a descriptive survey method using a sample of 140 Karbi students from six government-provincialized secondary schools in Kamrup (Metro), Assam. The students were given a standardized home environment questionnaire with a reliability index of split-half = 0.74 and test-retest = 0.69, which measures the quality and quantity of psychological, social, and emotional support available to the child within the home. Descriptive as well as inferential statistics were utilized to address the study objectives and test the formulated hypotheses. The results indicated that the majority of the Karbi tribe students (55%) demonstrated an average level of academic performance. The study also found a favorable level of home environment and a significant positive association between academic performance and different dimensions of the home environment. The study highlights the need for parental awareness programs, maintaining conducive home environments, and policy interventions in enhancing the academic performance of students. This, in turn, can promote improved academic outcomes for tribal students in Assam through targeted support strategies.

**Contribution/Originality:** The study contributes to the existing literature by empirically examining home-related factors influencing the academic performance of secondary school Karbi students in Assam, India. It is one of the first investigations of its kind, providing region-specific insights into an underexplored tribal community, thereby filling a significant research gap.

## 1. INTRODUCTION

Academic performance plays a crucial role in predicting a person's future success. Excelling in academics can significantly influence future educational pursuits, scholarship attainment, and promising career trajectories (Gayary & Kalita, 2024). Nevertheless, understanding the extent to which environmental factors affect the academic performance of children and overall development is crucial. Many interconnected factors influence academic performance, including school environment, home environment, social context, and personal characteristics. The education system in India has undergone significant evolution over the last few decades, with a growing emphasis on the education of excluded sections of society. However, the nation has yet to achieve universalization of education for

all societies. Assam, a state in northeast India with an extensive Scheduled Tribes (ST) population, faces several constraints and difficulties in entering and succeeding in the fields of education, government jobs, and legislatures. The STs are among India's most economically and socially marginalized groups. India has the world's largest tribal population, with a population of 104.2 million (as per the 2011 Census of India). The Karbis are an indigenous tribal group inhabiting the Kamrup district of Assam, and they are also scattered across several parts of northeast India. They are a subgroup of the Tibeto-Burman group and were previously known as Mikir. The Indian government is committed to ensuring that marginalized groups in society have access to education through policies such as the reservation system in schools, colleges, and universities. However, ST students' enrollment and performance in higher education continue to be a challenge, lagging behind other social groups (Chandel, Rathour, & Ramesh, 2023). In regard to ST communities, the Karbi is a tribe in Assam with a larger population that faces significant challenges that make it difficult for them to give their kids quality education. These difficulties include living in the countryside with poor infrastructure, experiencing financial difficulties, being unaware, having illiterate parents, and having low expectations. There is a significant disparity between Karbi students and other social groups in the context of their enrollment in schools and academic performance. Prior research shows that students from ST backgrounds face socioeconomic hardships, a lack of academic assistance, and language barriers that impact their educational success (Dey & Ghildyal, 2020). Factors such as home environment, teaching facilities, campus facilities, institutional conditions, student habits, and the nature of student-teacher relationships have a substantial effect on students' academic performance (Chapagai, 2024).

Family is a fundamental institution in an individual's life, playing a crucial role in a child's overall development. Consequently, a parent's responsibility is important and cannot be neglected. The first and most essential learning environment typically originates from the home (Mensah, Acquah, & Mensah, 2024). An individual's cognitive development is primarily influenced by various home-related factors, including family income, parental education, parental engagement, home location, parental occupation, marital status, and parenting style (Anthonia, 2019). Moreover, parents' attentiveness, discipline approach, environmental organization, affordability of learning resources, and provision of daily stimulation are pivotal elements at home that affect a child's education. A substantial body of literature suggests the home environment as a key predictor of academic performance (Faruk, 2018; Subramaniam & Yasin, 2022). Adolescents from healthy family environments tend to perform better academically than those from low-income families (Kumar & Lal, 2014). However, some research suggests a weak positive relationship between students' academic performance and their home environment (Younas, Liu, Khalid, & Bakar, 2021). A significant and negative correlation was found between family demographics and the academic achievement of Karbi students. However, a positive and significant association was observed between the family's education, occupation, income levels, and the academic performance of Karbi students (Bhagabati & Panyang, 2015). Several studies suggest that factors contributing to children's academic struggles include family interactions, the physical condition of the home, lack of a dedicated study space, and difficulties participating in domestic activities (Imad, Khan, & Begum, 2019). The psychological effects of parental financial and moral support are also said to influence a child's academic success (Dzever, 2015). Furthermore, factors such as curriculum, educator-related issues, family, learning environment, and socio-economic conditions are critical in shaping students' academic progress (Najimi, Sharifirad, Amini, & Meftagh, 2013). Parental divorce, lack of interest in children's education, low income, and smoking also contribute to school failure among students (Kamal & Bener, 2009).

The current study also considers associations with other variables, such as gender. The association between children's academic performance and home environment (HE) may vary depending on gender (Seema, Lalita, & Mann, 2023; Suneetha & Mayuri, 2001). Female adolescents perceive a higher level of cohesion, acceptance, caring, conformity, reward, and permissiveness in their families than male adolescents. While components of HE, such as punishment, deprivation of privileges, social isolation, control, and rejection, significantly influence the academic performance of males (Narad, 2018; Nisarga & Nambiar, 2020).

Identifying the home environment factors related to the academic performance of Karbi tribe students in Assam, India, can provide valuable insights for practitioners and policymakers. In this study, we included home environment components such as the protective nature of parents, parental involvement, academic stimulation, parental warmth, rewards, parental control, punishment, participation in household affairs, permissiveness, and parental expectations.

### *1.1. Home Environment Factors Affecting Karbi Students' Academic Performance*

#### *1.1.1. Protectiveness*

It refers to parents being overly cautious and concerned about their children's safety, which may hinder their ability to undertake harmless or beneficial activities independently. Research indicates that protective factors in early life, including family background and social support, significantly impact children's academic success (Meng, Fleury, Xiang, Li, & D'arcy, 2018).

#### *1.1.2. Parental Involvement*

Parental involvement means that parents are involved in every aspect of their children's psychological, behavioral, academic, and emotional development. Parents contribute to home-based learning by participating in homework tasks and creating a learning environment for their children (Epstein et al., 2002). Studies show that parents' active involvement in their children's education has a positive impact on their academic outcomes (Fan & Chen, 2001). Moreover, higher levels of parental participation are related to fewer behavioral concerns among students in a school setting.

#### *1.1.3. Academic Stimulation*

Academic stimulation involves parents encouraging their children to engage in intellectually stimulating conversations, reading, problem-solving, and educational play. This ongoing support helps develop curiosity, critical thinking, and self-directed learning. Children raised in environments that foster academic stimulation tend to excel in school because they are motivated to explore new ideas, stay motivated from within, and develop habits that lead to long-term educational success.

#### *1.1.4. Reward*

Reward refers to the use of tangible and symbolic reinforcements aimed at promoting desirable behaviors. Students often feel acknowledged and appreciated when their parents reward them for their academic efforts. This boosts self-confidence and motivates further effort. Whether through verbal praise or tangible incentives, appropriate rewards encourage students to strive for better performance. Therefore, it is crucial to maintain a healthy balance in order to sustain consistent academic interest and self-discipline, as an excessive reliance on rewards may reduce intrinsic motivation.

#### *1.1.5. Parental Warmth*

A crucial element of parenting methods is parental warmth, which is characterized by parents' affection, acceptance, and emotional support for their children (Chong, Yeo, & Mislán, 2014). Existing literature consistently highlights a positive association between academic performance and parental warmth (Kim & Rohner, 2002; Ogg & Anthony, 2020; Uddin, 2011). Further, Different parenting styles produce varying developmental outcomes in children (Talib, Mohamad, & Mamat, 2011). These styles are primarily derived from two central dimensions: strictness and warmth. The interaction of these dimensions results in four widely recognized parenting styles: authoritarian (characterized by strictness without warmth), authoritative (characterized by warmth and strictness), neglectful (characterized by neither warmth nor strictness), and indulgent (characterized by warmth without strictness).

#### *1.1.6. Punishment*

The term 'punishment' refers to aversive interventions that involve psychological and physical discomfort, used to address and correct undesirable behavior. Especially harsh or frequent punishment can have a negative impact on a student's academic motivation and self-esteem. Fear of reprimand may lead to stress, anxiety, and resentment toward learning. Instead of fostering growth, punishment may hinder creativity and interest in academics.

#### *1.1.7. Participation in Home Affairs*

When students actively participate in household duties, they gain practical skills such as responsibility, time management, and teamwork. These experiences foster self-reliance and discipline, which indirectly benefit their academic performance. A supportive environment that values contributions to household responsibilities enhances students' sense of belonging and accountability, positively impacting their academic performance and study habits.

#### *1.1.8. Control*

The control dimension of the home environment refers to the presence of rigid parental authority within a family, where children are subjected to strict rules to enforce discipline. Parental control entails setting rules, schedules, and study routines. Moderate control provides structure, ensuring that students dedicate time to academic tasks and develop good study habits.

#### *1.1.9. Permissiveness*

Permissiveness means providing opportunities for children to express their ideas without restriction and act upon them. A permissive home environment allows students substantial room, fostering independence and creativity. However, without clear boundaries or academic expectations, students may lack discipline and practical time management skills, which can negatively impact their school performance. Striking a balance between freedom and guidance is crucial for encouraging initiative while ensuring that students remain focused on their academic goals.

#### *1.1.10. Parental Expectation*

Parental expectations significantly shape students' attitudes toward learning. High yet realistic expectations motivate students to aim higher, believe in their abilities, and persevere through challenges. Parents who communicate supportive and attainable goals can help students strive for academic excellence with confidence and enthusiasm.

#### *1.1.11. Other Contributing Factors*

In addition to the aforementioned home environment factors, parental education and family socioeconomic status also significantly influence students' academic performance. They are discussed below.

#### *1.1.12. Impact of Parental Education*

Numerous studies have consistently demonstrated that parents' educational attainment has a significant influence on their children's academic performance (Eccles, 2005; Idris, Hussain, & Ahmad, 2020). Generally, higher-educated parents are more likely to foster an encouraging home life for their children and understand the value of education. At the same time, parents with little or no education may lack the necessary resources, knowledge, or confidence to actively support their child's progress. The intergenerational transmission of schooling theory suggests that parents' educational attainment has a significant impact on the academic trajectories of their children. Extensive empirical evidence supports this theory, indicating a statistically significant correlation between the educational levels of parents and those of their offspring (Guilin & Chunhua, 2024).

### 1.1.13. Socio-Economic Status of the Family (SES)

Socioeconomic status is a metric that examines a family's social and economic position in society by considering several factors, including income, occupation, education level, and social standing (Hoff & Laursen, 2023; Sirin, 2005). SES is a crucial determinant of assets, access to opportunities, and privileges afforded to individuals. This has a direct impact on their current situation and their children's future prospects, influencing their overall well-being, education, and health. Over the last few decades, numerous scholars have proposed a correlation between academic performance and family socioeconomic status among children, influenced by various social and cultural factors. Another study (Guo, 2025) found that family SES had a significant impact on children's academic performance. As a result, it influences their further studies and career goals. Families with higher economic status often have better access to social networks, money, support services, and other resources for their children. Conversely, families with lower socioeconomic status often struggle financially and have less access to opportunities and resources. Considine and Zappalà (2002) assert that a correlation exists between a family's socio-economic status (SES) and the academic performance of students. This assertion emerged from a study aimed at identifying factors that influence the performance of pupils from disadvantaged backgrounds. Their findings demonstrated that low parental socioeconomic status (SES) negatively impacts the educational outcomes of their children. While several studies have explored the relationship between academic performance and home environment, there is a lack of research that focuses explicitly on tribal communities such as the Karbi tribe in Assam. Most existing literature addresses student achievement in general populations or urban settings. There is a notable lack of empirical data on the academic development of Karbi students, especially from a home environment perspective. Furthermore, few studies examine how individual components of the home environment, such as academic stimulation or parental control, affect educational outcomes in tribal settings. Therefore, this study addresses this gap by examining the relationship between academic performance and various dimensions of the home environment among Karbi students. Identifying the home environment factors related to the academic performance of Karbi tribe students in Assam, India, can provide valuable insights for practitioners and policymakers. The present research aimed to examine the role of home environment factors (parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectation) in predicting the educational performance of Karbi students in Assam, India. Additionally, the study aims to investigate the differences in academic performance between male and female students.

### 1.2. Objectives of the Study

- 1) To find out the level of academic performance of Karbi students.
- 2) To examine gender-based differences in the academic performance of Karbi students.
- 3) To examine the different dimensions of the home environment of Karbi students.
- 4) To find out if any significant relationship exists between the academic performance and different dimensions of the home environment of Karbi students.

### 1.3. Hypotheses

$H_{01}$ : There is no significant difference in the academic performance of Karbi students with regard to gender.

$H_{02}$ : There is no significant relationship between academic performance and different dimensions of the home environment of Karbi students.

## 2. METHOD

### 2.1. Research Design

The current research utilized a descriptive survey research design. This design enables the understanding of the magnitude of a phenomenon and the establishment of the link between two variables. The primary objective was to

examine the relationship between students' academic performance and home environment, while concurrently identifying which aspects of the home environment, such as parental involvement and academic stimulation, were linked to children's academic performance.

The researcher employed a correlational research methodology to determine the significant relationship between the different dimensions of the home environment and children's academic performance. A validated, standardized tool was used as a key instrument for addressing the main and sub-problems of the study.

## 2.2. Study Population

The study population comprises all the Karbi tribe students enrolled in selected Government-Provincialized Secondary Schools (GPSS) in class XI, across arts, science, and commerce streams under the Assam Higher Secondary Education Council (AHSEC) during the academic year 2023-2024. Out of the total GPSS in Kamrup Metro district, only 28 schools were identified where Karbi tribe students were enrolled, with a total of 382 students. Among them, 44% were male (168) and 56% were female (214).

## 2.3. Sample and Sampling Technique

The current study employed a simple random sampling technique, involving 140 Karbi students from the Kamrup Metro district of Assam, India, comprising 70 males and 70 females from class XI in various government-provincialized secondary schools in the Kamrup Metro district, Assam.

**Table 1.** Distribution of sample.

Variables	Groups	N	Percentage
Gender	Male	70	50%
	Female	70	50%

Looking at Table 1, we see that the sample consists of 70 males, accounting for 50% of the total, and 70 females, accounting for the other 50%.

## 2.4. Research Instrument

Home Environment Scale (HES) (Akhtar & Saxena, 2013) is a 50-item, five-point Likert-type scale was used to measure the home environment of students. This scale was standardized on students studying at the secondary school level. It consists of 40 positive and 10 negative statements. Responses ranged from 4 (Always) to 0 (Never), measuring ten dimensions: protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in household chores, control, permissiveness, and parental expectations. For positive statements, scores are assigned as 4, 3, 2, 1, and 0, respectively. For negative statements, scores are assigned in the reverse order. The reported reliability (split-half=0.74, test-retest=0.69) and validity (content and concurrent=0.67) ensure the soundness of the scale.

Academic performance: Academic performance was measured based on the total marks obtained by Karbi students in the High School Leaving Certificate (HSLC) examination conducted by the Secondary Education Board of Assam (SEBA) in 2024. As the HSLC examination for the academic year 2023-2024 had already been completed, and the results were officially declared prior to the commencement of data collection, the students' performance data were readily available from official school records. These served as a reliable source for collecting data on students' academic performance, ensuring that the data reflected the most recent and complete assessment for the 2023-2024 academic session.



### 2.5. Procedure of Data Analysis

The analysis of student data was performed using SPSS version 27. To determine the levels and percentages of occupational aspiration and home environment, the raw scores of the students were transformed into Z-scores and percentages. These values were then compared against the standardized Z-scores from the established scale. The investigator employed descriptive analysis in this study, incorporating frequency, percentage, mean, standard deviation, t-test, Pearson correlation, and graphical representation.

**Table 2.** Presents the distribution of Karbi students based on their academic performance in the 2024 HSLC examination.

Division	Range	Frequency	Percentage	Category
1 <sup>st</sup> Division	360-600	47	33.6%	High
2 <sup>nd</sup> Division	270-359	77	55%	Average
3 <sup>rd</sup> Division	180-269	16	11.4%	Low

## 3. RESULTS

### 3.1. To Find Out the Level of Academic Performance of Karbi Students

Table 2 presents an overview of the academic performance of 140 Karbi students, based on their HSLC examination results. The data reveal that 47 (33.6%) of the students secured the first division, indicating high academic performance. Additionally, 77 (55%) attained the second division, reflecting average academic performance, while 16 (11.4%) obtained the third division, indicating low academic performance. This data highlights that most Karbi tribe students are performing at a moderate level rather than excelling or significantly underperforming.

**Table 3.** Mean, Standard Deviation, and Significance of Academic Performance Scores of Karbi Boys and Girls.

Variable	Gender	N	Mean	SD	p-value	0.05 level of significance
Academic performance	Boys	70	324.24	50.88	0.698	Not significant
	Girls	70	327.7	54.22		

### 3.2. To Examine Gender-Based Differences in Academic Performance of Karbi Students

Table 3 highlights the comparison of academic performance between male and female Karbi children. The results reveal that the mean score for males is 324.24 with an SD of 50.88, while the mean for females is 327.70 with an SD of 54.22. The calculated value for the difference in scores is 0.698. As a result, the null hypothesis stating that 'There exists no significant difference in the academic performance of Karbi students with regard to gender' is retained.

**Table 4.** Shows a comparison of various dimensions of home environment among the Karbi students.

Dimension	Mean	SD	Possible Scores
Protectiveness	14.27	2.82	20
Parental involvement	15.56	2.54	20
Academic stimulation	15.32	3.03	20
Reward	15.73	2.87	20
Parental warmth	15.07	2.53	20
Punishment	6.45	3.61	20
Participation in home affairs	14.17	3.31	20
Control	12.72	2.43	20
Permissiveness	15.72	2.30	20
Parental expectation	17.49	1.87	20
Total	142.55	13.97	200

### 3.3. To Examine the Different Dimensions of Home Environment of Karbi Students

Table 4 shows that students scored highest in the dimension of Parental Expectation (Mean=17.49), indicating that parents have strong academic aspirations for their children. This is followed by high mean scores in Reward

(Mean=15.73), Permissiveness (Mean=15.72), Parental Involvement (Mean=15.56), Academic Stimulation (Mean=15.32), and Parental Warmth (Mean=15.07). These results suggest that students perceive their home environment as supportive, encouraging, and emotionally nurturing factors that positively contribute to their academic development.

Conversely, student mean scores were found to be lowest in dimensions such as protectiveness (mean=14.27), participation in home affairs (mean=14.17), control (mean=12.72), and particularly punishment (mean=6.45). This suggests that parents adopt a more liberal and less authoritarian approach, with minimal use of punitive discipline. While children moderately engage in household activities, overall, the home environment appears to foster autonomy and emotional support. These conditions create a positive environment that is conducive to learning and academic success.

**Table 5.** Correlation between academic performance and different dimensions of home environment.

Dimension of HE	Correlations
Protectiveness	0.226**
Parental involvement	0.050
Academic stimulation	0.230**
Reward	0.114
Parental warmth	-0.071
Punishment	-0.193*
Participation in home affairs	-0.114
Control	0.171*
Permissiveness	-0.061
Parental expectation	-0.106

**Note:** \*\* - correlation is significant at 0.01 level.  
\* - correlation is significant at 0.05 level.

### *3.4. To Find Out If Any Significant Relationship Exists Between the Academic Achievement and Different Dimensions of Home Environment of Karbi Students*

From Table 5, it is evident that the correlation coefficients for protectiveness, academic stimulation, punishment, and control in relation to the academic performance of Karbi students are 0.226, 0.230, -0.071, and 0.171, respectively. Out of the ten dimensions of the home environment, these two dimensions protectiveness and academic stimulation correlate significantly with academic performance at the 0.01 level. Dimensions such as punishment and control significantly correlate with academic performance at the 0.05 level. On the other hand, parental involvement, children's participation in home affairs, parental warmth, parental expectation, reward, and permissiveness dimensions of the home environment showed an insignificant relationship with academic performance.

## **4. DISCUSSION**

The primary aim of this study was to evaluate the academic performance of secondary school students (Class XI) from the Karbi community. The results revealed that their performance ranged from good to poor, with most students (77%) falling into the average category (2<sup>nd</sup> division) out of the total sample of 140 respondents. These results align with earlier work by Rabha and Saikia (2019), who also found average academic performance among students. Additionally, the study explored potential gender-based differences in academic performance. The results of the independent t-test analysis showed no discernible difference in academic performance between males and females, which corroborates the findings of Rani, Anjali, Usha, and Sudesh (2023), who similarly found no gender-based variation in academic performance. In addition, the results showing no significant difference in academic performance are consistent with those of Parajuli and Thapa (2017) and Jain and Mohta (2019). However, these results contradict the previous studies by Nagji (2015), which revealed significant differences in academic performance scores between males and females. The present study also sought to investigate the relationship between academic performance and various dimensions of the home environment among Karbi tribe students. Contrary to the initial hypothesis of no



significant association between academic performance and home environment, the findings revealed that certain dimensions of the home environment, namely protectiveness, academic stimulation, control, and punishment, are significantly related to the academic performance of students.

The results of the current study revealed that the protectiveness dimension is positively and significantly related to academic outcomes ( $r = .226$ ) at the 0.01 level. A similar relationship was also observed in the study conducted by Mimrot (2016). This implies that the higher the protectiveness in the family, the higher the academic performance of students. A protective parenting approach, as noted by Corallo, Carr, Lavner, Koss, and Ehrlich (2023) can contribute to healthier outcomes in adulthood. When parents adopt a protective attitude, they not only shield their children from harmful influences but also nurture confidence and healthy interpersonal skills among children. When parents are involved in various aspects of their child's life, such as education and career planning, it fosters a sense of security and a supportive environment for them. Parental participation can help youngsters develop desired social skills. Such an environment at home promotes good social behaviour while also contributing to learning and overall development.

Academic stimulation has been found to be significantly and positively associated with academic achievement ( $r=.230$ ) at the 0.01 level. Children who receive academic stimulation for their studies tend to perform better than their peers who do not receive academic stimulation for their efforts. Providing a stimulating academic environment can lead to improved performance and better learning outcomes for students, as supported by parents. Providing a stimulating learning environment in terms of psychological, material, and intellectual resources fosters better cognitive development and academic motivation in students. Such environments help in enhancing focus, curiosity, and engagement, which ultimately lead to improved academic performance and various life skills.

Control dimension was found to have a significant and positive relationship with academic performance ( $r=.171$ ) at the 0.05 level. Young children and adolescents raised in homes with a high degree of parental control tend to perform better academically. However, the extent or nature of parental control over their child plays a crucial role. While excessive control can hinder autonomy, less control allows students to develop independence and decision-making skills. Adolescents from highly controlled home environments may become overly dependent on their parents, lacking the freedom to explore, solve problems, or make choices independently. This can suppress their motivation and overall academic development. This finding is aligned with the research done by Lakshmi and Arora (2006), who reported a negative association between parental control and academic achievement of students.

Punishment has been found to be related to academic performance, showing a significant negative correlation ( $r = -0.193$ ) at the 0.05 level. This confirms the findings of Rana (2019). Adolescents from highly punitive homes tend to score lower academically than those from less punitive home environments. Punishment instills fear, which in turn diminishes adolescents' academic motivation. Punishment undermines adolescents' self-motivation, inspiration, and self-guidance, which are critical for academic performance. Hence, adolescents from low-punishing home environments succeed not due to fear of punishment, but ultimately because they excel in their studies and academics.

Furthermore, factors within the home environment, such as socioeconomic status, parental education, occupation, and access to study materials, also influence academic performance. Joh and William (2024) and Fuentes and Victoria (2024) highlight that children from families with higher socio-economic status typically have access to more educational resources, including internet connectivity, private tuition, and better study spaces. These resources contribute to improved cognitive skills, better time management, and stronger academic habits. Conversely, limited income and parental illiteracy often result in less academic guidance and fewer learning materials, posing barriers to academic success.

## 5. CONCLUSION

In light of the above discussion, the results indicate that the home environment has a significant impact on the academic performance of Karbi students. The academic performance of a student is intrinsically linked to the home environment in which they are raised. A supportive and nurturing home environment provides the emotional stability

and security essential for a child's academic development. Students with better home environments have notably higher academic achievements than those with less supportive home environments (Jassar & Popil, 2023). The study found that home factors such as protectiveness, academic stimulation, punishment, and parental control play a significant role in academic performance. The study also found that the level of academic performance of Karbi secondary school students is generally moderate. It is neither poor nor highly favourable. Most students achieve average results, indicating a need for further academic growth. To improve the performance and academic engagement of Karbi students, it is crucial to address both internal and external factors, such as students' aspirations and self-perception, as well as external factors, including home environment, parental support, and peer influences. A targeted, holistic approach involving schools, families, and communities is essential for fostering better academic outcomes among students.

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**Institutional Review Board Statement:** The study involved minimal risk and followed ethical guidelines for social science fieldwork. Formal approval from an Institutional Review Board was not required under the policies of Gauhati University, India. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.

**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

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