INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS

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Thesis Submitted for the Degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

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DECLARATION

   I hereby declare that the thesis entitled "**Influence of Scio-Economic Status Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI Parents**" submitted to the University of Calicut for the award of Degree of Doctor of Philosophy in Education under the guidance and supervision of **Dr. Sunil Kumar A.S.**, **Associate Professor, N.S.S Training College Ottapalam** is a record of bonafide research work done by me and no part of the thesis has been presented for the award of any degree, diploma, fellowship, or other similar title or recognition of any University/Institution before.

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LIST OF ABBREVIATIONS

MA   :   Mastery Approach

PA   :   Performance Approach

Pav   :   Performance Avoidance

Mav   :   Mastery Avoidance

QSSES   :   Questionnaire on Student's Socio-Economic Status

SSILS   :   Scale on Student's Individual Life Satisfaction

SSSE   :   Scale on Student's Self Efficacy

SAGOI   :   Student's Academic Goal Orientation Inventory

LGO   :   Learning Goal Orientation

CHAPTER 1

INTRODUCTION

- Introduction

- Need and significance of the study

- Statement of the Problem

- Definition of key terms

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- Objectives of the study

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Introduction

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education"

– Martin Luther King Jr.

The goal of true education, as emphasized by Martin Luther King Jr., is the harmonious integration of intellectual development and ethical principles. It aims to produce individuals who can think critically, contribute positively to society and work towards justice and equality. By nurturing both intensive thinking and character development, education becomes a transformative force that empowers individuals to create a better world.

Education is the strongest weapon for the progress of a nation. The central objective of education is to make children able for successful living. It decides the level of prosperity, welfare and security of the society. A student should become responsible and resourceful citizen through education. He should use all his potentialities to develop himself, the society and the nation to a great extent by contributing oneself for national civilization of which he also is an integral part. Education is not a mere of deliver of knowledge, skills, and information from teachers to students. What is really important is everyone becoming educated. In education the process of gaining new experiences in the whole sense is said to be educative. Everything we say, think or do educates us a lot than that taught by other beings, animate or inanimate. In general, life is an education and education is also life.

The major aim of education is to develop physical, mental, emotional, social, moral and spiritual domains of life. Education is said to be a lifelong process. It starts from the womb to tomb. In wider sense in the process of education teacher is considered as a friend, philosopher, Guide and more over as a facilitator. Current system of education is concentrated to student and considered as a socialization process. It aims the step-by-step process of development in students. The field of

education is so vast and varied so as to have a specific definition for education. According to the philosophy of educationalists, the aim of education varies. Idealist view of education aims to spiritual empowerment and moral values as well as realization of one's self and potential. Pragmatism pointed the practical training as well as learning from experiences. This philosophy encompassed on social development. Each philosophy aims to the development of different aspects as spiritual, social, moral and ethical as well. According to the philosophical teaching, the role of teacher has been getting varied. The prime aim of education can be defined as overall development of an individual in his/her fullest extent. Through that social, spiritual and economic stability will be granted and thus peace, prosperity and quality of life will have been ensured.

Education is the development of individual according to his needs and demands of the society. Life is an ongoing process of growth and development and education is also a lifelong process by which an individual learns through his experiences, acquired throughout his life. Education is the mobilization of experiences through life in the social and natural surroundings which includes all the knowledge and experiences, acquired through formal and informal way during different stages of life. Education helps everyone to have his own perspective in looking at everything around him as well as the society he dwells in. from birth the learning process begins and it continues step by step with development in all means. Education helps to gain knowledge, acquire skills, nurture values, morals, ethics and thus explore one's own potential in and individuals start serving the society for a better life and better condition. Education plays a crucial role in modelling the behavior of individual. It enables us to think intelligently and act according to the circumstances and making decisions suitably. In the wider sense the aim of education is an all-round personality development. In its narrow sense, education limited to formal schooling and school environment. But actually, education is the combined process of the two. This combination will develop the child to acquire the full potential as per the inherent tendencies with due emphasis on appropriate development of society, of which he is also a part. This type of education will develop higher levels of satisfaction and refined eminence in child and society.

Learning is not just a process of knowledge-acquisition but a process of participating in and growing up to a social community, a process of adopting corresponding practices and tools as well as developing one's identity. On the basis of these kinds of considerations, student-expert partnerships have been created for establishing social structures that enables learners to peripherally participate in expert communities from the very beginning of learning. Information networks and networked learning environments provide one concrete method of bringing various kinds of authentic expert knowledge to schools as well as a way to build connections between schools and varied kinds of expert cultures and communities. Collaborative activities, social interaction, participation in social communities and appropriation of socio-culturally developed conceptual tools have a fundamental role in shaping, constituting, and developing of individual cognition.

Nowadays, the education of students is often affected by lot of environmental factors. Some of them are Socio-Economic Status, personal satisfaction of students, Self Efficacy and one's goal orientation. Usually, students coming from poor social and economic backgrounds have lot of problems hindering them from formal educational process. Dropout rates of these students are more in number. Personal satisfaction of students depends on the extent of fulfillment of their needs, interests and aspirations. The education system should try to fulfill the needs and the interest of student thereby ensuring personal satisfaction. Another factor namely Self Efficacy provides every student with an inner urge to achieve their goals through proper structured and systematic plan of action. In addition to these factors, students should have their own goal orientation in terms of academic, personal and professional dimensions. Then only education will become a Meaningful entity beneficial to both the society and stakeholders associated with the education process.

Need and significance of the study

In the school success goal play an important role. Determining goals and pursuing them is very important for success in learning and in later life also. To achieve goals, one need to know where one stands now, what the goals are, and how

to achieve them in the future. Setting goals and striving to achieve them helps one to define what we except in the life. Setting goals clarifies what is to be achieved in the life. Goals are a person's inner desires, its gives' hope and motivation'. Goals help to focus on one's future more positively. Goal orientation is the reasons for a student's efforts to make gains through the activities he undertakes or engages in the learning situation. Such activities can be an effort to learn (Mastery Approach (MA)), an effort to be better than others (Performance Approach (PA)) ¸ it can be an effort to prevent failures (Performance Avoidance (PAv)) and an effort to avoid achieving mastery (Mastery Avoidance (MAv)).

Self Efficacy, Individual Life Satisfaction and Socio-Economic Status are some of the factors that influence a child to take and succeed in goal-oriented activities in the learning process. Their impact is of paramount importance in the goal-oriented learning process and therefore needs to be examined and determined. For example, researchers have found that children with low Self Efficacy have decreased goal orientation. Research also shows that Socio-Economic Status and Individual Life Satisfaction affect a child's learning and Self Efficacy. Individual Life Satisfaction and Socio-Economic Status in goal-oriented learning process needs to be studied as Higher Secondary education is a turning point in determining the future of children. In addition, in order to achieve the learning objectives of these children need to be properly understood and the necessary interventions are required on the part of teachers and their parents. Therefore, it is important to understand the role of Self Efficacy, Socio-Economic Status (living conditions) and Individual Life Satisfaction in influencing goal-oriented learning.

Higher Secondary education in Kerala was started on an experimental basis in 1990s. during 1997, the pre-degree course was completely separated from colleges and Higher Secondary were started widely in schools. The findings of Kothari Commission also contributed to this change. Higher Secondary education in Kerala started under a special directorate as result of the vision that adolescent children should be kept as a separate category in schools so that they get adequate attention in learning and personality formation. Higher Secondary education is a

stepping stone leading to higher education and employment, this sector is of utmost importance by directing and giving individual attention to children and make them goal oriented. But unfortunately, these kinds of benefits are not widely seen in children and it is very important in today's education process to find out the reasons why they themselves misbehavior, apathetic approach to learning, go to drugs and unhealthy associations.

In Kerala, many parents have to stay in other countries for work and business and children have to stay with their grandparents or mother. As a Higher Secondary school teacher, I have been convinced of the inadequacy of goal-oriented learning motive in such children. Lack of responsibility and lack of perseverance due to better financial conditions and absence of parental care cause such children to be left behind in curricular and extracurricular activities. In certain cases, the responsibilities in the home also fall on these children.

Lack of goal-oriented learning activities is seen in the children of parents who migrate abroad for work or business purposes. Studies show that lack of parental care, lack of parental control and excessive pocket money can have adverse effects on children of Non-resident parents (NRI). Personal dissatisfaction in the life, lack of parental closeness, excessive anxiety and parental stress on children, can lead to lowering Self Efficacy in such children and changes in their attitudes towards life that can adversely affect their goal-oriented learning processes and make them unable to accomplish their goals. Since the adolescent period is a time of great stress for children, it is important to study the goal-oriented activities of children who are not with their parents and those who are with their parents, based on their Self Efficacy, life satisfaction and Socio-Economic Status and understanding the differences. Besides this, studying the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy in Academic Goal Orientation of students is crucial for understanding the interrelation on students' engagement, motivation and overall success in their educational life. The current study is of great significance and importance in present scenario. In Kerala, the number of parents who have to go and stay abroad for work or business is very high. Therefore,

comparing Self Efficacy, Socio-Economic Status and Individual Life Satisfaction of children who residing out from parents is very helpful in education and can be of great help to teachers, parents and policy makers. So, the present study is more important and necessary.

Statement of the Problem

The present study is entitled as '**Influence of Socio-Economic Status Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI Parents**'

Definition of key terms

Influence

It is the power to have an effect on people or things, or a person or thing that is able to do this (Cambridge Dictionary, 2022)

Socio-Economic Status

The relative position for the family or individual on a hierarchical social structure based on their access to, or control over, wealth, prestige and power (Mueller and Parcel, 1981)

Operational definition

Here Investigator operationally defines Socio-Economic Status as the level of economic and social environment provided by the parents of the students in making them access the educational provisions properly

Individual Life Satisfaction

An overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive (Beutell, 2006).

Operational definition

In this study Investigator operationally defines Individual Life Satisfaction as the students' self-evaluation about their quality of life and to which extent it had helped in acquiring the educational aims and objectives

Self Efficacy

Self Efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1997).

Operational Definition

In the study, Investigator defines Self Efficacy as the student belief about accomplishing his or her goals and believing in their potentialities for successfully completing a task.

Academic Goal Orientation

Academic Goal Orientation is defined as an individual's set of beliefs that reflect the reasons why they approach and engage in academic tasks (Eccles & Wigfield, 2002).

Operational definition

In the study Investigator defines Academic Goal Orientation as the student's reasons for taking a particular academic course or wanting a specific grade in an academic course

Higher Secondary School Students

Higher Secondary level refers to the fourth stage (standard XI &XII) of the educational process recognized by Government of Kerala imparting instruction to students at terminal stages of school education. This includes both the Government, Aided and Unaided schools where Boys and Girls students are in the age of 15 – 18 years.

NRI Parents

NRI parents are Nonresident Indians who are staying abroad for vocational purpose and those who are settled temporarily in outside India.

Non NRI

Non NRI parents are those staying in India.

Variables selected for the study

Variables for the study are categorized into independent and dependent and are presented below.

Independent variables

The following variables are selected as independent variables for the study.

- Socio-Economic Status.

- Individual Life Satisfaction

- Self Efficacy

Dependent variable

Academic Goal Orientation is considered as dependent variable for the study.

Classificatory variables

Classificatory variables for the study are Gender, Types of management, Subject of specialization and Residential status of parents.

Objectives of the study

The objectives formulated for the present study are as follows:

1. To find out the levels of Socio-Economic Status of Higher Secondary School Students.

2. To find out the levels of Individual Life Satisfaction of Higher Secondary School Students.

3. To find out the levels of Self Efficacy of Higher Secondary School Students.

4. To find out the levels of Academic Goal Orientation of Higher Secondary School Students.

5. To compare the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. To compare the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. To compare the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. To compare the Mean score of Academic Goal Orientation of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

9. To find out the relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. To find out the relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. To find out the relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. To find out the predictive ability of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. To develop a Regression equation for the outcome variable Academic Goal Orientation on the predictive variable Socio-Economic Status, Individual Life Satisfaction and Self Efficacy of Higher Secondary School Students of the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

14. To find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Hypotheses of the study

The major Hypotheses developed for the present study are:

1. There exists no difference in the levels of Socio-Economic Status of Higher Secondary School Students.

2. There exists no difference in the levels of Individual Life Satisfaction of Higher Secondary School Students.

3. There exists no difference in the levels of Self-efficacy of Higher Secondary School Students.

4. There exists no difference in the levels of Academic Goal Orientation of Higher Secondary School Students.

5. There exists no significant difference in the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. There exists no significant difference in the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. There exists no significant difference in the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. There exists no significant difference in the Mean score of Academic Goal Orientation status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

9. There exists no significant relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. There exists no significant relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. There exists no significant relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total

sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents and there for developing Regression equation will not be possible.

14. There exists no Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Methodology in brief

The methodology used for the study has been outlined as follows:

Design of the study

The present study has been decided to find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI parents, so Survey Research design is used for the study.

According to Borg (1963), the variable used to predict is called predictor variable and the variable which is to be predicted is called criterion variable. In this study, the predictor variables are Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The criterion variable of this study is Academic Goal Orientation.

Borg (1963) opinioned that the use of correlational method is based on the assumption that at least some of the factors that will lead to the behavior to be predicted are present and that are measurable at the time of making prediction. As the present study can assume both of the mentioned conditions, Correlational, and Regression Methods were adopted for the study. Survey Research design is used for the study.

Sample selected for the study

Sampling procedure followed in the study is simple random sampling techniques. The population for the study consists of school students at Higher Secondary level in Kerala following State Syllabus. The sample selected for the present study consists of 806 students of standard XI and standard XII in the Higher Secondary Schools of Kerala, under the Board of Higher Secondary Education. The investigator collected responses from XIth and XIIth standard in Higher Secondary School Students from all Districts of Kerala, for the purpose of standardization of the tools, for checking reliability and validity of the various tools, and for analysis and interpreting data through survey comes under descriptive study.

Since the present study is Survey in nature and following correlational and Regression method, the investigator selected 806 Higher Secondary School Students from all districts of Kerala through simple Random sampling technique.

Tools used

In the present study, the investigator prepared and standardized the following tools.

- Questionnaire on Student's Socio-Economic Status (QSSES).

- Scale on Student's Individual Life Satisfaction (SSILS).

- Scale on Student's Self Efficacy (SSSE) and

- Student's Academic Goal Orientation Inventory (SAGOI).

By Means of these tools, the Investigator collects data from Higher Secondary School Students in Kerala by considering Gender, Types of school management, Subject of specialization and Residential status of parents as NRI and Non NRI. The collected data were tabulated and analyzed using appropriate statistical techniques for the effective interpretation of results.

The various tools developed for the purpose of the present study are:

- Questionnaire on Student's Socio-Economic Status (QSSES) (Suresh Babu & Sunil Kumar, 2022)

- Scale on Student's Individual Life Satisfaction (SSILS) (Suresh Babu & Sunil Kumar, 2022)

- Scale on Student's Self Efficacy (SSSE) (Suresh Babu & Sunil Kumar, 2022)

- Student's Academic Goal Orientation Inventory (SAGOI) (Suresh Babu P & Sunil Kumar, 2022)

Statistical techniques used in the study

The various statistical techniques used for analyzing the data are:

- Descriptive Statistics

- Significance of difference between Mean

- ANOVA

- Pearson's Product Moment Correlation

- Test of significance of 'r'

- Multiple Regression Analysis

Scope and limitations of the study

The present study is an attempt to find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI parents. It is hoped that the findings of the study will be useful to students, teachers, curriculum constructors and educational planners. The study is expected to highlight the role of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy for ensuring a proper Academic Goal Orientation among student community. The study serves as a remarkable finding to stress the necessity for improving the Socio-Economic Status, Individual Life Satisfaction and Self Efficacy for cultivating appropriate Academic Goal Orientation among Higher Secondary School Students.

Even though every effort has been taken by the investigator to make the study a perfect one, certain unavoidable circumstances acted as limitations to the study. The investigator could not fully rely upon the information given by the sample. Extraneous variables like lack of interest, fatigue, retention, and over learning might have influenced the performance of students. Due to the constraints of time and resources, the study had to be de-limited with respect to certain areas. The de-limitations are,

- The sample was confined to school students of standard XI and XII only.

- Only the Government, Aided and Unaided Higher Secondary schools come under Board of Higher Secondary Education, Government of Kerala was considered for the study.

- The study checked only four variables namely Socio-Economic Status, Individual Life Satisfaction, Self Efficacy and Academic Goal Orientation.

- The selection of dependent variable has restricted to Academic Goal Orientation.

- Due to practical difficulties dimensions wise analysis of independent and dependent variable were not attempted.

Organisation of the report

The Report of the study is structured under six chapters.

Chapter 1

An introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, hypotheses formulated, objectives of the study, brief description of methodology, tools used, statistical techniques used in the study, scope and limitations of the study and organization of report come under this chapter.

Chapter 2

The review of literature, theoretical framework supporting the independent variables Socio-Economic Status, Individual Life Satisfaction, Self Efficacy and dependent variable Academic Goal Orientation are given in this chapter.

Chapter 3

Methodology in detail like description of the tools employed for the collection of data, variables used, objectives, hypotheses, and sample selected for the study, data collection procedures, scoring and consolidation of data, statistical techniques used for analyzing the data are included in this chapter.

Chapter 4

The detailed Statistical Analysis and Interpretations of the results of the data are presented in this chapter.

Chapter 5

This chapter contains a summary of the Findings and Major conclusions of the study together with educational implications and suggestions for further research.

Chapter 6

This chapter contains findings of the study and its educational implications. It also includes Study based suggestions and recommendations for further research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

- Theoretical overview of Socio-Economic Status

- Studies related to Socio-Economic Status

- Theoretical overview of Individual Life Satisfaction

- Studies related to Life Satisfaction

- Theoretical overview of Self Efficacy

- Studies related to Self Efficacy

- Theoretical overview of Academic Goal Orientation

- Studies related to Academic Goal Orientation

- Summary of the studies

- Research gap and conclusion

Every investigation must include a review of relevant literature. It is a broad retrospective analysis of earlier publications that are relevant to one's issue. A sufficient familiarity with the library and its many resources is necessary for any worthwhile research study in any specialty area. A connection between new and old, between known and unknown, and between research that has already been done and research that has yet to be done is provided by reviews of related literature. The relevance of the problem is stated, the research design is developed, the study's findings are related to prior knowledge, and additional investigation is suggested through a review of related literature.

According to Best (1999), "it is available guide to defining the problem, recognizing the significance, suggesting, promising data gathering devices, appropriate study between and source of data." The literature review serves a vital purpose because it identifies research methods, techniques, and strategies, procedures, and required tools that have been shown to be effective in examining the topic.

When a general idea of topic of study is ready, one should start the systematic review of literature. The researcher wants to have knowledge of literature before defining the specific questions of the research. A clear knowledge of how the present study will build on the existing literature is critical before beginning to collect data. The literature review gives the author an insight into strengths and weakness of the research.

One of the most significant phases in the preparation of a research project is to conduct a thorough evaluation of research journals, books, dissertations, theses, and other sources of information on the subject to be investigated. Thus, the investigator can prevent unproductive replication by reviewing related literature, and is generally a criticism of the level of understanding on a clearly specified subject. In the absence of proper review of related literature, any research becomes a rootless plant on the verge of extinction.

A summary of the writings of recognized authorities and of previous research provides evidence that the research is familiar with what has already known and what is still unknown and untested. According to Best and Kahn (1989), a review of the existing literature is a nutshell of works by acknowledged experts and prior studies that shows the investigator aware of what has been previously known as well as what exists unknown and unverified. Because good research is founded on existing knowledge, this phase assists in avoiding unnecessary duplication and gives relevant ideas and suggestions for further exploration.

The study of important and available research work is crucial since it provides the investigator with clear directions for the present research. Thus, review of related literature has become a must part of any research study.

The review of related research directs us in the proper way to think about the study and puts us on the right path to undertake and finalize it. "The Review of Related Literature involves the systematic identification, location and analysis of documents containing information related to the research problem" (Gay, 1996). These documents include periodicals, abstracts, reviews, books and important functions, which makes it well worth the time and efforts. The major purpose of reviewing related literature is to determine what has already been done that relates to the problem under investigation. This knowledge not only avoids unintentional duplication, but it also provides understanding and insights necessary for the development of a logical frame work into which the problem fits. In other words, the review tells the researcher one has been done and what needs to be done.

Lokesh Koul (1997), identified the following purpose of the review of related literature. The review of related literature enables the researcher,

To identify the limits of the field

To delimit and define the problem

To bring up-to-date knowledge in the area of work

To avoid unfruitful and useless problem areas

To avoid unintentional duplication of well-established findings

To make an understanding of the research methodology

To know about the recommendations of previous researchers listed in their studies for further research.

In this chapter, the researcher has arranged the overview of some relevant studies connected to the problem under study "Influence of Socio-Economic Status Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI parents". It is the attempt to review of similar studies to find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation. The review has also helped in understanding the research gap, to choose the title, its methodology, and the suitable statistical techniques to analyses the data.

The overview of the studies is organized under different categories as follows:

- Theoretical overview of Socio-Economic Status
- Studies related to Socio-Economic Status
- Theoretical overview of Individual Life Satisfaction
- Studies related to Life Satisfaction
- Theoretical overview of Self Efficacy
- Studies related to Self Efficacy
- Theoretical overview of Academic Goal Orientation
- Studies related to Academic Goal Orientation
- Summary of the studies
- Research gap and conclusion

Theoretical overview of Socio-Economic Status

The impact of Socio-Economic Status on education is significant and multifaceted. The Socio-Economic Status which encompasses various economic, social and environmental factors can greatly influence educational out comes at

individual, community and societal levels. A higher Socio-Economic Status often correlates with better access to educational resources. Individuals from higher socio-economic backgrounds may have access to quality schools, well-equipped classrooms, libraries, educational materials and technological tools. This access can enhance the learning experiences and educational opportunities and finally lead to enhanced academic achievements. Adequate nutrition, health care and stable home environment contribute to physical and mental well-being which are crucial for optimal learning and academic performance. Students from disadvantaged back backgrounds with lower Socio-Economic Status, may face challenges that impact their academic performance such as inadequate resources, high stress levels or limited support systems.

Socio-Economic Status can influence individuals' educational aspirations and future goals. It can impact the development of life skills and holistic growth in students. A higher Socio-Economic Status can provide students with opportunities for extracurricular activities, cultural expenses and personal development outside classroom. Recognizing the impact of Socio-Economic Status in education is crucial for policy makers, educators and stakeholders in developing strategies to address educational inequalities and create supportive environments that promote equitable educational opportunities for all.

However, it is important to consider the potential negative effects of higher Socio-Economic Status on students. Students from higher socio-economic backgrounds may develop a sense of entitlement or privilege due to their access to resources and opportunities. This can lead to lack of appreciation for the value of education. They may believe that success will come easily without putting sufficient effort. Students who have grown up in higher Socio-Economic Status may have limited exposure to adversity or challenges. As a result, they may struggle to develop resilience, problem solving skills and coping mechanisms when faced failures. Students from affluent backgrounds may have discipline problems, poor time management and under estimating the importance of money.

The concept of Socio-Economic Status is often examined in educational research to understand its influence on various educational out comes. In the context of education, the Socio-Economic Status is believed to have a significant impact on students' academic performance, educational attainment and overall educational experience.

Several theoretical frames work and perspectives help to understand the relationships between Socio-Economic Status and education.

Human capital theory (Becker Gray & Schultz Theodore, 1964). Human capital theory posits that individuals' investment in education and skills development is influenced by their expected returns, which include improved employment opportunities, higher income and a better Socio-Economic Status. A higher Socio-Economic Status is often seen an incentive for individuals to pursue education and investment in human capital

Socio-economic theory (Sen, A, 1999), suggests that individual's socio-economic back ground which includes factors like income, occupation and education level of parents strongly influences their access to educational resources and opportunities. Higher Socio-Economic Status often associated with higher Socio-Economic Status, is linked to better access to quality education, educational resources and supportive environment.

Social reproduction theory (Pierre Bourdieu, 1973), argues that children from higher socio-economic back grounds are more likely to have access to educational advantages and contribute to their academic advantages.

Social cultural capital theory (Bourdieu, P, 1986), emphasis the significance of social connections and cultural knowledge in educational attainment and success. According to the theory, individuals possess different forms of capital, including economic capital, social capital and cultural capital. These different forms of capital are unequally distributed in society. In the context of education, social and cultural capital play a significant role in shaping academic achievement and educational attainment.

Maslow's need hierarchy theory (Maslow, A.H. 1943), suggests that individual's pursuit of education and self-actualisation is closely linked to the satisfaction of their basic needs including physiological and safety needs. A high Socio-Economic Status encompasses factors like adequate housing, nutrition and security, contribute to fulfilling these basic needs and creates a conductive environment for educational engagement.

Defining Socio-Economic Status

- "Socio-Economic Status is the level of income, comforts and services available, generally applied to a society or location, rather than to an individual". (Cambridge English Dictionary)
- "The degree of wealth and material comfort available to a person or community". (Oxford Dictionary)
- "A Socio-Economic Status is the level of material comfort, or quality of life, enjoyed by an individual or group". (Encyclopaedia. Com)
- Socio-Economic Status is the minimum of necessities, comforts or luxuries held essential to maintaining a person or group in customary or proper status or circumstances". (Merriam Webster, 2022)

Characteristics of better Socio-Economic Status for students.

Students with a better Socio-Economic Status have access to comfortable and affordable housing options for a conductive learning environment.

- They have access to quality educational institutions, resources and opportunities.
- They have access to good healthcare and timely medical assistance when needed.
- They have sufficient income to meet basic needs including educational expenses.
- They have access to nutritious and balanced meals that contribute to overall cognitive functioning.
- They have strong social support networks.

- They have opportunities to access extracurricular activities which enhance their personal and social development.
- They have a safe and inclusive environment which is free from discrimination and violence.
- They have access to reliable technology including digital learning.

Studies related to socio-economic status

Ruchira (2020), conducted her doctoral research "A Study of the Impact of RTE Act 2010 on the Education of Children Living on the Streets of Delhi" to research the socio-economic characteristics of children living on Delhi's streets, as well as their educational standing, goals and obstacles. One hundred kids that were affiliated with Non-Governmental Organisations (NGOs) that only offer educational programs specifically for street kids made up the study sample. The methodology used by the researcher was qualitative research. A schedule of interviews with teachers (from schools and NGOs), community members and street children were created to collect data from these three groups of people. At each of the four areas, the researcher chose a situational study of Delhi's street children was completed. The lives of street kids who fell under the "Children on the Street" and "Children of the Street" categories differed noticeably. Instead of being directed against "Children on the Street," the NGO support was regarded as being for them. As a result, the latter group frequently found themselves unable to use the services that the NGO offered. Street children that fall under the category of "Children on the Street," that is, those who live with their families and return home at night, are the ones who are continuing their education thanks to the unceasing help received from the NGOs (Sankalp, PVR Nest and Child Scapes). 75 of the 100 children who were questioned fell into this group; they are a part of a formal school system, and the majority of them attend classes on a regular basis. The remaining 25 kids fall under the category of "Children of the Street," Meaning they have chosen to live on the streets and look to them for food, shelter, and company. When they arrive in Delhi, this group of kids quits school; they'll probably return when they return to their village. It's also

possible that many of them return to their rural communities because they find money more enticing than schooling.

Choudhury and Agarwal (2018), studied "Contribution of Education on Socio-Economic Status" by making use of a nationally representative survey to calculate the returns to education in India. The research used global secondary data from the Human Development Report (HDR) 2015, which included the HDIs of all 188 nations combined and divided into three categories, High, Medium, and Low HDI Countries, respectively. Based on the theory, researchers attempted to examine the impact of education on standard of life. There are an infinite number of factors that may be used to determine one's standard of life, but in this study, researchers focused on consumption because it is unquestionably one of the key indicators of anyone's Socio-Economic Status. According to the hypothesis, an increase in education presupposes an increase in employment, which further presupposes an increase in income, which finally presupposes an increase in consumption. And a rise in education is expected to immediately enhance a person's consumption, which is used in this article to gauge their standard of life. The researchers discovered that the theory previously mentioned above only holds true in cases of the High HDI countries. However, it is discovered that this is not the case for nations with Medium and Low HDI.

Islam and Khan (2017), conducted the research "Impact of Socio-Economic Status on Academic Achievement among the Senior Secondary School Students" to assess and investigate how socio-economic status affected senior secondary school students' academic achievement. For this study, the researcher employed a descriptive survey research method and used simple random sampling to pick 170 Senior Secondary School students from four Secondary schools as a sample population. The study's findings demonstrated a favorable relationship between senior secondary school students' socioeconomic status and academic achievement. They also highlighted the significant differences in academic achievement between different SES groups. It also showed that there are no appreciable differences in academic achievement between male and female students.

Akande (2016), in his study "Impact of Education on Living Standard in Nigeria" examined the link between education and lifestyle with real GDP per capita serving as a stand-in for Socio-Economic Status, the study. The outcome revealed a long-term link between the variables, indicating a quick adjustment toward equilibrium. The study also suggested that investing in human capital is necessary for any economy's growth sustainability since education is crucial for improving living standards and advancing economic development. To raise the standard of life, the Government cannot simply spend more money on social welfare programs like education and health. In order to achieve the intended outcome, allocation and distribution efficiency are also necessary.

Bijaya (2015), conducted the doctoral study "Influence of socioeconomic status on academic achievement among the tribal and non-tribal adolescent students with special reference to Goalpara district." Academic achievement is the research study's dependent variable, and socioeconomic status is its independent variable. The researcher chose 20 schools spread across rural and urban areas, including five tribal schools, five non-tribal schools, and ten mixed schools. Samples are chosen at random. A total of 600 students, 300 of whom are from tribal and non-tribal groups, were drawn from 20 schools. The study of socioeconomic status utilised the standardised test scale created by professors R.A. Singh and S.K. Saxena. The statistical methods used for inferential statistics include the F-test and Pearson's Product Moment Coefficient of Correlation, followed by the test of significance for the letter "r".

Callander et al., (2012), concludes their study "Sufficient education attainment for a decent Socio-Economic Status in Modern Australia" with the following notes. It is possible to include education as a dimension of disadvantage in multidimensional measurements of poverty by understanding what constitutes a "sufficient degree of educational achievement." Education is considered as a crucial skill (Nussbaum 2003; Nussbaum 2006), and multidimensional poverty assessment language frequently mentions low educational attainment (United Nations Development Program 2008; Social Inclusion Unit 2009; United Nations

Development Program 2010; Alkire and Foster 2011). Prior to now, it has not been known what the Australian society considers to be a low level of education attainment or what degree of education may be used to distinguish between people with "high" or "low," "sufficient" or "insufficient," levels of education attainment. Multidimensional poverty indicators have been used internationally and have included indicators like having completed grade education and being literate (United Nations Development Program 2008; World Bank 2008). However, it is evident that these indicators, which were designed to evaluate poverty levels in poor nations, are not applicable to Australian society and cannot be incorporated into an Australian multidimensional poverty measure. As a result, research was done to establish what constitutes a sufficient level of education. By enabling people to take part fully in society, having a suitable degree of education is likely to increase the odds of having a decent Socio-Economic Status. In fact, a certain amount of education is now regarded as being necessary for a good Socio-Economic Status in contemporary society. Education is necessary for people to be able to participate in society, and this study has demonstrated that it is also necessary for people to be able to participate in the labor force, which is a significant social institution in contemporary society.

Saifi and Mehmood (2011), carried out the study "Effects of Socioeconomic Status on Students Achievement" in an effort to investigate the various factors that affect achievement depending on various Socio-Economic Statuses in the society and how it affects the academic achievement of students. This research was done to find out how college students' Socio-Economic Status affected their academic performance. The outcomes were computed as percentages. The results showed that a family's stable socioeconomic situation has a variety of effects on its children's academic success. Additionally, it has been determined that parents' educational backgrounds do influence their kids' educational success. Students perform better to information technology and other facilities, and they succeed in school. Finally, the findings showed that families with stable socioeconomic level enjoy comfort, a good outlook, and a healthy environment, all of which contribute to students' strong academic accomplishment.

Kumari (2001), undertook the research study "A Study of Socio-Economic Status and Educational Aspirations of Secondary School Students in relation to their Achievement in Social Studies". To determine the differences in socioeconomic status, educational aspirations, social studies achievement, socioeconomic status and social studies achievement, educational aspirations and social studies achievement in secondary school students studying in rural and urban, residential and Non-residential, private and public, Telugu medium and English medium schools, and in boys and girls. After carefully examining several sample methods, the researcher concluded that the stratified sampling strategy was the best suitable method for the study. There were 700 students in the research sample. The research methods chosen were the S.K. Saxena Education Aspirations Scale and the Socio-Economic Status Scale of Beena Shaw. The achievement in Social Studies was evaluated using the average results from all of the tests for the year because these two tools were too lengthy and demanding to use individually.

William and Shah (1967), conducted the study "Socio-economic Status, Intelligence, and the Attainment of Higher Education" and explored the relative effects of socioeconomic status and measured intelligence at various stages of higher education. Both socio-economic class and intelligence have significant indirect effects on the degree of academic achievement through their influence on college plans and attendance, as well as direct effects on college planning, college attendance, and college graduation. However, for males, the relative impact of intelligence at each of these phases was greater than the relative impact of socioeconomic status, whereas for females, the relative impact of socioeconomic status at each of these stages was bigger than the relative impact of intelligence. For both Genders, when just those who attended college were considered in the analysis, intellect was more significant than socioeconomic position in predicting who ultimately received a college degree. Even after socioeconomic selection had played a role in choosing who would attend college, socioeconomic status still had an impact on college students' academic achievement.

Seth (n.d.), in an online article entitled 'Socio-Economic Status: Meaning, Factor and Other Details' discusses various factors affecting standard of live. The provision of a high standard of life for its citizens is one of a nation's primary goals. However, the standard of life offered to citizens of different nations varies. In truth, there are pronounced disparities between the living levels of people in various nations across the world. On the one side, there are developed nations with high living standards, such as the United Kingdom, the United States of America, Canada, and the nations of Western Europe. Be a basis, these nations are referred to as affluent societies. The following are listed as the elements affecting individual person's Socio-Economic Status: Income, Family Size, Family Tradition, Education, Tastes and Temperament, Social Customs and Conventions, and General Price Level are among the factors to consider.

Theoretical overview of Individual Life Satisfaction

Individual Life Satisfaction has several educational importance. When students experience high levels of life satisfaction, it positively influences their overall well-being, motivation and academic performance. Students who are satisfied with their lives tend to be more motivated and engaged in their educational pursuits. They have a sense of purpose and fulfillment, which drives their desire to learn and achieve academic goals. Life satisfaction enhance students' resilience and ability to cope with challenges. When students have a positive outlook and sense of satisfaction with their lives, they are better equipped to handle setbacks, stressors and academic difficulties. Higher levels of life satisfaction have been linked to better academic performance. Satisfied students are more likely to apply themselves, set goals and persist in their studies, leading to improved grades and overall academic success. Individual Life Satisfaction contributes to students' psychological well-being, including lower levels of anxiety and depression. When students have a positive perception of their own lives, they experience greater emotional well-being, which can positively impact their ability to focus, concentrate and engage in learning activities. Students who are satisfied with their lives tend to have better social skills and positive relationships with peers and teachers. They are more likely to

participate in classroom activities, collaborate with others and seek support when needed, fostering a positive learning environment.

The following theories on life satisfaction encompasses various perspectives and that aim to understand and evaluate the factors influencing individuals' subjective well-being and happiness.

Subjective well-being theory (Ed Diener, 1985), focuses on individuals' subjective evaluations of their own well- being and happiness. It suggests that life satisfaction is influenced by a combination of personal factors, external circumstances and individual perception of one's life. The article of Diener introduces the satisfaction with life scale (SWLS), which is widely used to measure subjective well-being.

Self-Determination theory (Edward. L. Deci, 1985), emphasizes the importance of psychological needs, such as autonomy, competence and relatedness in promoting individuals' well-being and life satisfaction. It suggests that when individuals experience a sense of autonomy, feel competent in their tasks and have satisfying relationships, they are more likely to have higher life satisfaction.

Social comparison theory suggests that individuals evaluate their own life satisfaction by comparing themselves to others. It posits that upward social comparison (comparing oneself to those perceived as better off) may decrease life satisfaction, while downward social comparison (comparing oneself to those perceived as worse off) may increase life satisfaction.

Positive psychology theory (Martin Seligman, 1990), focuses on the factors that contribute to individuals' well-being and happiness. It emphasizes the importance of positive emotions, engagement in Meaningful activities, positive relationships and a sense of purpose in promoting life satisfaction.

Wenner, E.E & Smith, R.S. 1992, in their book (overcoming the odds: High-risk children from birth to adulthood) put forward Resilience theory. They examine individuals 'ability to adapt and bounce back from adversity. Theory suggests that individuals who possess resilience skills, such as problem-solving, coping strategies

and social support are more likely to maintain higher levels of life satisfaction even in challenging circumstances.

Besides this Ed Diner, Richard E. Lucas and Martin Seligman etc., give a conceptual framework of overall life satisfaction and specific domain satisfaction through "bottom-up" and "top-down" theories of life satisfaction. According to bottom-up theory, the overall life satisfaction score is constructed by aggregating the satisfaction levels from different aspects of life such as work, relationships, health, leisure activities and personal achievements. The top-down theory posits that individuals' general assessment of life satisfaction influences their evaluations of specific aspects of life

Defining Individual Life Satisfaction

Here are a few definitions of Individual Life Satisfaction provided by some authors.

- "Life satisfaction refers to a person's overall evaluation of the quality of their life, encompassing various domains such as work, relationships, health and personal fulfilment". (Diener, E. 1999).
- "Individual Life Satisfaction is the cognitive and affective appraisal of one's life circumstances, including one's achievements, relationships and overall well-being". (Pavot, W., & Diener, E. 1993)
- "Life satisfaction refers to an individual's subjective evaluation of their life as a whole, taking into account their own goals, values and aspirations". (Veenhoven, 2000)

Qualities of a student who have a good satisfaction in his life

Following are some of the qualities commonly associated with students who have good life satisfaction.

- He has a positive outlook on life rather than dwelling on the negative.
- He has the ability to bounce back from challenges and setbacks.
- He believes in his own abilities and have a confidence in his capacity.

- He has a strong social relationship and a supportive network of friend and family

- He has a high level of self-awareness and the ability to regulate his emotions.

- He has a clear goals and aspirations.

- He has the ability to manage his time effectively.

- He is open to new experiences, perspectives and ideas.

- He always practices gratitude and appreciate the positive aspects of his life.

- He prioritises his physical and mental well-being by maintaining a balanced lifestyle.

Studies related to Individual Life Satisfaction

Yingying (2022), carried out the study "trends and Patterns of Life Satisfaction and Its Relationship with Social Support in Canada, 2009 to 2018" to investigate changes in the relationships between social support and life happiness across time, as well as trends and patterns of life satisfaction in Canada from 2009 to 2018. Ten yearly Canadian Community Health Surveys provided the data (CCHS). In each study, 97% of Canadians are represented. At the population level, point estimates and 95% confidence intervals (CIs) for life satisfaction were computed. The association between life happiness and social support was investigated both nationally and in various demographic subgroups using generalised linear Regression. From 2009 to 2018, the yearly life satisfaction score progressively climbed at both the national and provincial levels. Women between the ages of 12 and 19 who lived in rural regions were the most content with their life. For the regions and research years for which data on social support were available, there was a positive association between social support and life satisfaction. According to this research, improving social support could be a public health goal for fostering higher life happiness. The timely availability and analysis of data on social support and life satisfaction might improve policy and advance wellbeing at the population level.

Caixia et al., (2021), conducted the study "A Way to Improve Adolescents' Life Satisfaction: School Altruistic Group Games" using school-based altruistic

group games (SAGGs) for the first time to examine how such group activities can increase teenagers' life satisfaction. According to earlier research, adolescents go through growing pains as a result of their imbalanced physical and mental growth. Their level of life satisfaction exhibited a consistent ageing trend. Their life pleasure may be increased by altruism. 176 teenagers from an East China junior high school were enrolled in the study; 90 were in the experimental group and 86 were in the control group. For ten weeks, the experimental group participated in an altruism group game at school. Those that were a part of the control group engaged in Non-altruistic activities. Before and after the activities, participants in both groups reported on their feelings and overall life satisfaction. The study's conclusions are as follows: (1) SAGGs can significantly improve adolescents' emotional states, that is, SAGGs can increase positive emotions and decrease negative emotions; (2) SAGGs can effectively improve adolescents' life satisfaction, particularly school satisfaction; and (3) SAGGs have different effects on the life satisfaction of adolescents with different initial emotional states. The findings of this study not only add to the body of knowledge but also enlighten and serve as a guide for educational institutions looking to increase adolescent life satisfaction.

Lau & Ngai (2020), "Academic engagement and life satisfaction among university students in Hong Kong "found that the supportive and encouraging relationships with teachers and peers can foster a sense of belonging and connection to the learning community which can contribute to higher levels of life satisfaction.

Gokalp and Topal (2019), carried out the research "Investigation of life satisfaction of university students according to various variables" to evaluate university students' life satisfaction levels in relation to Gender, class, place of residence, income level, number of siblings, parents' educational attainment, and whether or not they are still living. A significant component of a person's overall sense of well-being is life satisfaction. College students occasionally struggle with life satisfaction. University years are a time when students test out adult roles, get ready for the working world, and more fully idealise their beliefs. A total of 550 students from the various faculties of the Kyrgyzstan-Turkey Manas University,

including 229 boys and 321 girls, participated in the research project. The Life Satisfaction Scale, which Diener, Emmons, Laresen, and Griffin (1985) developed, was used to gauge students' levels of life satisfaction. Köker (1985) also translated it into Turkish, and the researcher's own Personal Information Form was utilised to gather data on independent variables. The study's findings indicate that university students' degrees of life satisfaction fluctuate depending on factors including place and wealth.

Rahmawati et al., (20019), in their study self-concept and life satisfaction in university students found the self-concept of students has been significantly related to their life satisfaction. Students who have positive self-concept tend to have higher levels of life satisfaction.

Ackerman (2018), in his article "Life Satisfaction Theory & 4 Contributing Factors (+ Scale)" highlights the difference between Happiness and Life Satisfaction. Happiness is more fleeting, unstable, and short-lived than life pleasure, which is also more expansive. It is the overall impression people get of how well their lives are going. Work, sexual connections, interactions with family and friends, personal development, health and wellness, and other areas of life are just a few of the many elements that affect life satisfaction.

Measures of life happiness are typically based on factors that a person personally values in their own life, making them subjective. No aspect that we don't genuinely find personally relevant will be used to judge how satisfied you are with your life. Although the primary determinants of life satisfaction are not fully understood and are given different weights by different people, research has indicated that they most likely fall into one of four: (i) Life chances, (ii) Course of events, (iii) Flow of experience, and (iv) Course of events. The life chances category includes societal assets like economic well-being, social equality, political freedom, culture, and morality; individual assets like social position, material wealth, political clout, social prestige, and family ties; and individual skills like social aptitude, mental toughness, physical fitness, and intellectual skill. Events that fall under the "course of events" category may involve need or wealth, attack or protection,

loneliness or company, dishonour or pride, routine or challenge, or ugliness or beauty. These are the challenges we may face in our daily lives, leading us to slant more one way or the other: toward greater satisfaction or greater discontent. Experiences like longing or satiation, fear or safety, loneliness or love, respect or rejection, dullness or thrill, and repulsion or rapture are all included in the flow of experience category. These are the emotions and reactions to what happens to us; they are influenced by the societal and personal resources, our inherent talents, and the course of events. The evaluation of life, in the end, is a judgement of the typical outcome of all of these interactions. It entails assessing how the good and the bad in our lives balance out by comparing them to our conception of the "good life."

Bartoo & Molina (2018), Study titled "friends, family and subjective well-being" explored the relationship between social relationships and subjective well-being especially the impact of friendships and family relationships on life satisfaction. The result of the study showed that friendships were a stronger predictor of life satisfaction.

Jahanian & Malmir (2017), "The relationship between spirituality and life satisfaction among students" found a positive correlation between spirituality and life satisfaction, suggesting that students who have a stronger sense of spritualty tended to have higher levels of life satisfaction.

Antaramian (2017), conducted the study "The importance of very high life satisfaction for students' academic success" to look into the relationship between extremely high levels of life satisfaction and college achievement. Three hundred fifty-seven college students answered questions about their life satisfaction and other measures of academic performance. To investigate differences in these academic criteria, participants with extremely high life happiness (top 10%) were compared to those with average and low levels of life satisfaction. The findings showed that while both groups of students were content with their lives, those with very high life satisfaction had a significant academic performance advantage over those with average life satisfaction. This advantage included higher levels of student engagement, Academic Self Efficacy, approach-oriented achievement goals, and

lower levels of academic stress. The Grade Point Averages (GPAs) of the students who were the most satisfied were greater than those of their less satisfied colleagues. The educational functioning of pupils with average and low life satisfaction was the same. These results imply that kids with very high life satisfaction have academic benefits that students with Moderate or poor life satisfaction do not.

Wang (2017), conducted the study "achievement goals and life satisfaction: the mediating role of perception of successful agency and the Moderating role of emotion reappraisal" and argued that goals for achievement are cognitive Models that direct behaviour toward a competency-related future end state. Existing ideas and empirical data indicate a potential connection between life satisfaction and achievement goals. However, the existing research has not really looked at the connection between life satisfaction and achievement goals. Using authentic survey data from China, researchers looked at how, why, and when achievement goals effect life satisfaction in this study. The findings suggest that life satisfaction and achievement goals are positively correlated, that perception of successful agency fully mediates this relationship and that emotion reappraisal Moderates this relationship. According to this research, life satisfaction is positively influenced by achieving objectives, and the mechanism and boundary conditions of this influence are clarified.

Shoshani & Elder (2016), studied the relation between parent and teacher autonomy, supporting behaviours and adolescents' autonomous motivation and subjective well-being. They also explored the role of school environment in students' life satisfaction. The results showed that students who perceived their school environment as more supportive of their autonomy and personal growth reported higher levels of overall life satisfaction.

You et al., (2014), the result of the study titled "Preliminary development and validation of the Social Emotional Health Survey secondary for high school students" showed the social emotional health survey was positively related to academic achievement mental health and overall life satisfaction.

Wang & Eccles (2012), the study shown that attachment to school is positively associated with students' life satisfaction. Students who feel a stronger attachment to their school environment tend to have higher levels of well-being, positive emotions and lower levels of stress and negative effect.

Del et al., (2011), to empirically research the direct effects of education on utility, did the study named "Education and happiness with life: the influence of positional concerns." Along with investment-related aspects of education, positional issues in education are also given attention. The World Values Survey (WVS) data are used, and a life satisfaction strategy is used. First, they uncover that education has a considerable impact on life satisfaction that is separate from its impact on income, indicating that education has a consumption component. They then investigate whether education may be thought of as a positional good in light of the possibility that the contribution of education to a person's wellbeing may depend somewhat on relative position rather than absolute levels. In order to achieve this, they analyse the association between life happiness and education for individuals in various economic groups where the reference levels of education may vary. Since education benefits may manifest as occupational benefits, they also control for employment status. These findings suggest that positional concerns play a role in some of the contribution of education to subjective well-being, which becomes stronger as fewer people reach a certain degree of education.

Demir & Orthel (2011), The result of their study "friendship satisfaction and its relation to emotional well-being among Turkish late adolescents" showed that friendship satisfaction was positively related to emotional well-being including greater levels of life satisfaction and lower levels of depressive symptoms.

Cheung and Chan (2009), conducted the study "The effect of education on life satisfaction across countries" as it is getting more and more crucial to analyse life satisfaction in many nations. According to studies, individuals who are happy with their life also tend to be optimistic about other facets of their lives, such as their health. Therefore, it is crucial to look into the variables that influence life satisfaction. This study investigates the international connections between education

and life satisfaction. The study covered 35 nations, and the findings indicate that life happiness is better in nations where individuals have more education. Enrolment rates at the secondary and tertiary levels can be used to forecast number of years of schooling. Educators and policymakers should encourage people to pursue higher education in light of the study's findings.

Seligman et al., (2009), in their study "Positive education: positive psychology and classroom interventions" highlights the importance of promoting positive emotions, well-being and resilience in individual and suggests that interventions focussed on positive psychology principles may be effective in enhancing life satisfaction.

Sudo et al., (2006), studied the relation of academic achievement and adolescent's life satisfaction as well as the role of social support from friends and family. The result of the study showed that students who reported having high quality friendships had better academic performance and were less likely to experience behavioural problems.

Huebner & Gilman (2006), in their study "Students who like and dislike school" explored the relationship between various aspects of student's school environment and their overall life satisfaction, including their satisfaction with school facilities, teachers and social experiences. The results showed that students who reported more positive school environment also reported higher levels of overall life satisfaction.

Rode et al., (2005), conducted the study "Life Satisfaction and Student Performance'. Academy of Management Learning & Education. Although it would seem logically evident that a student who is happy will be a more productive student, there are surprisingly few empirical studies to support this notion. Researchers examined a Model that took into account evaluations from an assessment centre exercise, overall life satisfaction, cumulative college GPA, and contentment with various facets of one's life. Even after controlling for the usual determinants of academic ability, the results showed that overall life happiness was a significant predictor of both GPA and assessment centre scores (e.g., cognitive

aptitude, Gender). Researchers talk about how the findings might affect future research and instructional strategies.

Huebner & Suido (2004), In the study titled Relationships among School Climate domains and School Satisfaction, explored the relationship between various aspects of school climate including family support and student's life satisfaction. The results indicated that students who perceived higher levels of family support reported higher levels of life satisfaction.

Sousa and Lyubomirsky (2001), in their article "Life Satisfaction" explain the Meaning and various aspects of life satisfaction. The Latin term "satisfaction" implies "to make or do enough." In order to be satisfied with one's life, one must be content with or accept the circumstances surrounding it, as well as have all of their wishes and requirements for their entire life met. Life satisfaction is essentially a judgement of one's subjective life quality. Life satisfaction assessments have a significant cognitive component because it is necessarily an appraisal. Although factors like wealth, health, and the quality of relationships are associated with life happiness, each person may prioritise these factors differently than others. It is not uncommon for someone with low income, poor health, and few close relationships to report feeling more satisfied with their lives than someone with wealth, good health, and a large social network.

Furthermore, there is no objective, unbiased Means to assess life satisfaction. If one were to gauge life satisfaction externally, would it be through smiles? The proportion of tears to laughter? How often do happy dances occur? This is designed to sound foolish, so you're correct if you think it does. It is foolish to believe that we can gauge life pleasure on the exterior due to individual differences in personality and emotional expression.

Theoretical overview of Self Efficacy

In order to accomplish goals successfully, individuals have their own abilities. Theories on Self Efficacy focus on these abilities. In shaping motivation, behavior and achievement, the role of self-belief and self-perception emphasized by

Self Efficacy theories. In educational context, it is the belief of an individual about his own ability to accomplish a specific academic task successfully. Self Efficacy was developed by Albert Bandura as a part of social learning theory which has progressed into the social cognitive theory. This theory was presented in response to his dissatisfaction with the principles of behaviorism and psycho analysis. The main concept in social cognitive theory is that an individual's action and reaction in almost every situation is influenced by the actions that individual has observed in others. People observe others acting within an environment. These observations are remembered by an individual and help to shape social behaviors and cognitive process. Any change in the learning activities in the initial stages have a greater impact in the development at coming stages. This because the development of self Efficacy in most cases is from outer experiences. Through this one develops a view that influence the result of many future events.

Social cognitive theory is composed of four process of goal realization.

1.   Self-observation. Observing oneself can inform and motivate. It can be used to assess one's progress toward goal attainment as well as motivate behavioral change. Regularity and proximity are the two factors that determine self-observation. Behavior should be continuously observed while it occurs.

2.   Self-evaluation is the second process in which the current performance of an individual is compared with a desired performance of goal.

3.   Self-reaction to one's performance can be motivating. If the progress made is acceptable, then one will have a feeling of Self Efficacy and motivated towards achievement of their goal.

4.   Self Efficacy is the judgment of the people about their capability to perform particular task. Self Efficacy is a person's judgement about being able to perform a particular activity. It is

Student's 'I can' or 'I cannot' belief. It reflects how confident students are about performing tasks. High Self Efficacy in one area may not coincide with high

Self Efficacy in another area. People with high assurance in their capabilities, approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They quickly recover their sense of efficacy after failure or setbacks. They approach threatening situation with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduce stress and lowers vulnerability to depression. Research reveals that there is a positive significant relationship between students' Self Efficacy and their academic performances. The idea of Self Efficacy is one of the centre points in positive psychology that focus on factors that create a Meaning for individual.

Levels of Self Efficacy

1.   General Self Efficacy, commonly understood as domain specific. One can have more or less form self-beliefs in different domains or particular situation of functioning. But some researchers have also conceptualised a general sense of Self Efficacy. It refers to the global confidence in one's coping ability across a wide range of demanding or novel situations. This can be assessed with General Self Efficacy Scale.

2.   Social Self Efficacy is the confidence of a person on his power to start and keep relationships with others in the society. Smith & Betz (2000), measured social Self Efficacy using scale of perceived social Self Efficacy scale (PSSE). This tool measure six domains.

3.   Academic Self Efficacy is the attitude of a student that he could finish an academic work satisfactorily or finish a course of study successfully.

Factors affecting Self Efficacy

According to Bandura Self Efficacy believes are influenced by four sources.

•   Enactive attainment/Experience. Successful previous experiences and achievements are very crucial that determines self efficacy. Success raises Self Efficacy and failures lowers it.

- Modelling/Vicarious Experiences. Self Efficacy can be influenced by witnessing the success   of some person in similar tasks or situations. It is the approach of 'if they can do, I can do it'. By observing peers or role Models students can develop beliefs in their own abilities.

- Social persuasion. Confidence in one's abilities can be built by positive reinforcement and feedback. Encouragement increases Self Efficacy.

- Psychological factors. People shows some psychological sign of fear, pain and discomfort etc. while facing some strange situations. By managing emotional disturbances and developing coping strategies people can enhance their Self Efficacy.

How Self Efficacy affects human function

- Choice regarding behaviour. People will be more inclined to take on a task if they believe   they can succeed. People avoid tasks where their Self Efficacy is low.

- Motivation. People with high Self Efficacy likely to make more of an effort.

- Thought pattern and response. Lower Self Efficacy of a person may lead him a false impression that tasks are very difficult and he can't be complete even if it is not so.

- Health behaviours. Non-smoking, physical exercise, dental hygiene etc., depends on one's level of perceived Self Efficacy.

- Academic productivity. Academic achievements boost in those students having high self- Efficacy.

Application of Self Efficacy

- Children become more productive and they will try to learn effectively

- It provides knowledge to develop abilities to access mental positiveness

- Help to plan the environment of learning and work that provide sufficient feedback and support

- It helps to reduce stress and able to live stress free.

Defining Self Efficacy

- "Self Efficacy is mediated by a person's beliefs of expectations about his/her life, capacity to accomplish certain tasks successfully or demonstrate certain behaviours". Bandura (1997).

- "Perceived Self Efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainment". Bandura (1977).

- "Self Efficacy beliefs are defined as judgement of personal capabilities in executing courses of action required to attain designated types of performances". Zimmerman (2000).

Studies related to Self Efficacy

Bhati, Baral and Meher (2022), carried out the research "Academic Self Efficacy and Academic Performance among Undergraduate Students in Relation to Gender and Streams of Education" to explore undergraduate students' academic performance and Academic Self Efficacy in connection to Gender and educational streams. 120 undergraduate boys and girls who were enrolled in the Arts, Commerce, and Science programmes of study made up the study's subjects. A scale measuring Academic Self Efficacy was used to gather primary data. The findings showed a strong correlation between the students' Academic Self Efficacy and performance. The results showed that Academic Self Efficacy had a significant impact on students' academic progress. Further findings showed that undergraduates in the scientific stream who had strong Academic Self Efficacy outperformed their peers in terms of academic performance.

Talsma et al., (2021), in their research entitled "COVID-19 Beliefs, Self Efficacy and Academic Performance in First-Year University Students: Cohort Comparison and Mediation Analysis" discusses that students studying during the COVID-19 outbreak may be at risk of detrimental effects on their Academic Self Efficacy and subject grades relative to other cohorts since learning settings can affect learning attitudes and academic performance results. They might also believe

certain things about how COVID-19-related changes will affect their ability to perform, which could have an effect on their sense of self-worth and academic success. 89 first-year psychology students performed a test of Academic Self Efficacy two weeks following the COVID-19-related switch to online-only instruction and indicated how they believed the changes will affect their ability to function in a psychological topic. Subject grades were retrieved from institutional records at the end of the semester. Contrary to predictions, neither the 2020 cohort's Self Efficacy views nor their subject grades were noticeably different from a sample of 2019 first-year psychology students (n = 85). The majority of 2020 students thought that the modifications made to their learning environment as a result of COVID-19 had a detrimental effect on their ability to achieve well. According to a mediation analysis, students' perceptions of how the COVID-19 would affect their capacity did not directly or indirectly (through Self Efficacy) predict grades. Self Efficacy and grades were the only significant relationship in the Model. Although students claimed that COVID-19-related changes would have a negative effect on their ability to perform, there is little proof that these beliefs had an impact on their academic performance or Academic Self Efficacy, or that studying during the COVID-19 outbreak had a negative impact on students compared to studying in years past. Self Efficacy was found to be a better predictor of grades in the 2020 cohort than in the 2019 cohort, according to follow-up research. While there may be a number of unmeasured causes for cohort differences, one possible explanation is that Self Efficacy beliefs assumed a substantially bigger significance in the context of the ambiguity surrounding COVID-19 in terms of mobilising the resources necessary to perform effectively.

Pratiwi and Hayati (2021), through their study "The Effect of Self Efficacy and Learning Achievement of Students in the Class of 2016/2017 at Borobudur University, Jakarta" sought to ascertain whether there is a significant correlation between student achievement and Self Efficacy. Utilizing a quantitative methodology, this investigation. 135 current undergraduates from the Borobudur University class of 2016–2017 who were enrolled in the faculties of Science and Humanities served as the study's participants. The findings of this study suggest that

Self Efficacy has an impact on student achievement in the Borobudur University class of 2016–2017. With a correlation coefficient (R) of 0.272 and 0.293 in the exact Sciences and Humanities faculties, the Regression Model test results (Sig 0.00 0.05) indicate that there is a reciprocal relationship between the Self Efficacy variables and learning achievement in the low category. Students in the faculties of Science and the Humanities have R Square coefficients of 0.074 and 0.086, respectively. This indicates that the Self Efficacy variable can only account for 7.4% and 8.6% of the variation in learning achievement; the remaining variation in learning achievement is impacted by other factors.

Hayat et al., (2020), conducted the study "relationships between Academic Self Efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation Model." One of the most significant issues and challenges in medical schools is the identification of the variables influencing the academic success of medical students. Therefore, the purpose of this study was to examine how learning-related emotions and metacognitive learning techniques interact to mediate the link between Academic Self Efficacy and academic performance in medical students. 279 medical students of Shiraz University of Medical Sciences participated in the current study. Academic emotions (AEQ), metacognitive learning techniques, and Academic Self Efficacy questionnaires were all completed by the students. According to the findings of structural equation Modelling, students' Self Efficacy affects their emotions connected to learning and their use of metacognitive learning strategies, which in turn influence how well they perform in class. Additionally, emotions connected to learning affect metacognitive learning techniques, which in turn Moderate the impact of emotions on academic achievement.

Yokoyama (2019), in his study "Academic Self Efficacy and Academic Performance in Online Learning: A Mini Review" wrote that online education has recently been expanded to better support learners' learning procedures. Academic Self Efficacy (ASE) has received attention in educational psychology as a component that influences academic achievement. Therefore, earlier research that

looked at the connection between ASE and online academic achievement is reviewed, and future directions are suggested. A focused narrative review based on the prior findings is presented because there are not enough data to undertake a thorough meta-analysis on the association between ASE and academic achievement in an online learning environment. Finally, future directions are considered, especially in connection to similarities and differences between a general learning environment and an online learning environment. The findings particularly imply that kids, teachers, and parents may need to focus on the following two issues. First, students who are not adept at using online learning tools may not attain a high enough level of academic success in an online learning environment since familiarity with these tools may influence the relationship between Academic Self Efficacy and academic achievement in online learning environments. Second, as task values have a direct impact on the connection between Academic Self Efficacy and academic achievement, students, teachers, and parents may need to select the online learning platform they think will provide the most useful content and/or activities for their children.

Olave (2019), to fulfil his study of master's in education conducted the research "Self Efficacy and academic performance among college Students: Analysing the effects of team-based learning" using the quasi-experimental research design wherein two sections of an introductory sociology course were taught via the standard lecture method, while the other two sections used team-based learning (TBL).

In four introductory sociology classes, a total of 159 university students were divided into two groups: a control group that received instruction using the traditional lecture method, or an experimental group that used the Team-Based Learning framework. To evaluate potential changes in Self Efficacy levels, eligible participants took pre- and post-tests. Additionally, final course grades were tracked to evaluate variations in final grades. It was proposed that incorporating opportunities for effective action into lower division introductory college courses

will boost first-generation college students' Self Efficacy and academic performance, hence reducing achievement gaps.

Betoret, Rosello and Artiga (2017), through their research "Self Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs" inquire the socio-cognitive motivational view point that connects Academic Self Efficacy, beliefs on students' expectancy value, satisfaction in teaching process and academic performance. Its main goal is to pinpoint certain intrinsically motivating mechanisms through which student achievement and satisfaction are influenced by Academic Self Efficacy. Two of the most crucial learning outcomes are student happiness and achievement, which are also significant measures of an effective education. 797 secondary Spanish education students from 36 educational institutions and three schools make up the sample. The findings showed that the relationship between Academic Self Efficacy and the achievement/satisfaction relationship was mediated by students' expectancy-value beliefs (Subject value, Process value, Achievement value, and Cost value). These findings offered empirical data that helped researchers better understand the mechanisms underlying the links between Self Efficacy and achievement and efficacy and course satisfaction. These findings' implications for secondary school teaching and learning are examined.

Toni and Broadbent (2016), in their study "The Influence of Academic Self Efficacy on Academic Performance: A Systematic Review" incorporates 12 years of investigation into the factors that influence academic performance among university students, including known cognitive and motivational factors. Moderate correlations between these variables have been reported in prior reviews, but few have talked about the mediating and Moderating factors that affect this relationship. In order to find research examining Academic Self Efficacy and performance in university populations published between September 2003 and April 2015, systematic searches of psychological, educational, and pertinent web databases were made in April 2015. There were 59 papers accepted. Academic performance and Academic Self Efficacy have a Moderate correlation. Goal orientations, deep processing techniques, and

effort modulation were some of the mediators and Moderators found. Further investigation into the relationships between these variables over time, given the dearth of longitudinal studies identified in this review, is required to establish causality and uncover the intricate interactions between Academic Self Efficacy, performance, and the motivational and cognitive factors that influence it.

Meera and Jumana (2015), in their research "Self Efficacy and Academic Performance in English" reviewed the key component of social cognitive theory, Self Efficacy is in this study in relation to language learning. The part Self Efficacy plays in students' academic achievement is also taken into account. English has emerged as the primary language for conducting business and communicating across borders in the Modern world. As a result, researchers looked into the connection between secondary school pupils' academic success in English and their sense of Self Efficacy. The 520 secondary school students that made up the sample group for this study's testing of the research hypotheses. The outcome showed that there is a substantial disparity between rural and urban students' academic performance in English and sense of Self Efficacy. There were no appreciable differences in management type or Gender found.

Koseoglu (2015), conducted the study "Self Efficacy and Academic Achievement – A Case from Turkey" using the tools The Motivated Strategies Learning Questionnaire, the Implicit Theories of Intelligence Scale, the Achievement Goal Inventory Scale, and the Grade Point Average on first-year university students. When predicting academic success, university students' concerns with motivational tendencies, cognitive and metacognitive methods, and resource management skills are taken into account. The Motivated Strategies Learning Questionnaire, the Implicit Theories of Intelligence Scale, the Achievement Goal Inventory Scale, and the Grade Point Average were all filled out by first-year university students. Students with poor Self Efficacy tended to think that intellect is innate and cannot be modified, according to a multivariate analysis of covariance (MANCOVA). Additionally, it showed that high Self Efficacy students favoured mastery goals, which included difficulties and new information, as opposed to

performance goals, which included passing exams and outperforming peers. Furthermore, a hierarchical Multiple Regression analysis showed that Self Efficacy, effort management, and help-seeking accounted for 21% of the variance in GPA. Additionally, it was discovered that effort-regulation served as a partial mediator in the association between Self Efficacy and GPA. Students with high levels of Self Efficacy also performed better academically because they were able to evaluate, control, and thrive under pressure. The implications of these findings for instructors who would want to concentrate on the goal of boosting Self Efficacy and effort-regulation in order to improve academic accomplishment are also covered.

Meral, Colak and Zereyak (2012), conducted the research "The Relationship between Self Efficacy and Academic Performance" with a purpose to examine the connections between Self Efficacy and academic performance among a sample of 82 sophomore students who took the Instructional Planning and Evaluation course offered by the Technical Education Faculty at Marmara University. The majority of studies that have looked into the relationship between Self Efficacy and performance have found a significant correlation (Pajares and Miller, 1994). The research approach employed was a survey. The final grade comment for each student served as a performance indicator. The Motivational Strategies Scale created by Pintrinch and De Groot in 1990 and translated into Turkish by Altun and Erden, was used to measure Self Efficacy (2006). Data were evaluated using descriptive statistics and Pearson's correlation. The findings in relation to the literature were addressed. The calculated Pearson correlation (r) between academic achievement and MSLQ score was .45.

Significant correlation may indicate that Self Efficacy is a crucial factor in students' academic performance and favourably influences their achievement. Self Efficacy, however, does not significantly relate to the other factors. As a result, researchers could conclude that Self Efficacy has a greater impact on academic success than socioeconomic factors.

Farkota (2003), discovered that students who had had the greatest growth in their Self Efficacy beliefs also reported the highest levels of mathematics

achievement. But in her investigation on Self Efficacy, she was unable to discover any appreciable change. Conduct a task analysis of the academic knowledge and abilities needed, as Lynch (2010) suggested, and work with students to help them show mastery of the sub-skills well before the midterm exam. The study focused on the parents' educational attainment. It appears that low education families in Turkey favour technical education at colleges. In addition to the necessity for further investigation into this matter, higher-than-expected Self Efficacy scores were calculated. More studies should be conducted to determine how Self Efficacy affects academic success. The effects of socioeconomic factors on Self Efficacy, self-confidence, and related variables need to be better understood through additional research. However, longitudinal studies may pave the way for more clearly identifying links between Self Efficacy and academic success.

Theoretical overview of Academic Goal Orientation

The Academic Goal Orientation theory suggests that the beliefs of students towards learning orientation influences students' academic outcomes and their behavior. A goal is an objective that a person or a system plans or intends to achieve. A particular thing that a person prefer is termed as orientation. Therefore, goal orientation is the individual disposition towards developing or validating one's ability in achievement setting.

Early conceptualization proposed by educational psychologist Eison, J.A in 1970. Eison argued that students who approached colleges possessed two orientations. One is learning orientation, opportunity to acquire new skill and knowledge. The second is grade orientation, exclusively to obtain high grades. Eison believed that the two orientations were two ends of the same continuum and developed a scale to measure the continuum.

At the same time Nicholls, J.G was developing a theory called Achievement Motivation Theory. He noticed the differences in adjustment strategies of children with higher abilities. If they face a difficult task, some would adopt productive strategies to cope the situation but others would show maladaptive strategies of helplessness.

From the work of Nicholls, Dweck, an American psychologist proposed of two types of goal orientation. One is learning orientation and the other is performance orientation. Students with learning goals approach situation with the goal to master the acquisition of new knowledge or skill. Children with performance goals approach the situations with the goal of gaining approval from peers and teachers.

Nicholls believed that goal orientation held by an individual was a result of the possession of either an internal or external referent while Dweck considered a particular goal orientation to be related to theory of intelligence held by an individual.

Subsequent work by Eison and others in 1982 led to a change in conceptualization of these orientations. More recently researchers realized that individuals can adopt two orientations simultaneously. Persons can be high in both learning and performance goal orientation, low in both, or high in one and low in the other.

Recent conceptualization, just over a decade after Dweck, Vande Walle proposed a three-factor Model, dividing performance goal orientation into avoid performance, avoiding failure and negative judgment, and prove performance, demonstrating performance to prove competence goal orientation. Learning goal orientation has also been separated into learning approach goal orientation and learning avoid orientation, but not widely accepted.

Learning goal orientation (LGO) is the desire to develop the self by acquiring new skills, mastering new situations and improving one's competence. People with LGO seeks feedback on past performance to evaluate current performance. These individuals focus on improving skills and acquiring knowledge and are less concerned with making mistakes. It leads to greater intrinsic motivation as opposed to performance goal orientation (PGO) which are associated with external motivation.

Locke & Lathan (2006), summaries twenty-five years of goal setting research by stating that as long as an individual is committed to a goal and has the ability to achieve it. High (hard) goals lead to higher level of task performances than vague or easy goals. Individuals high in learning goal orientation and Self Efficacy can set higher goals than those high learning goal orientation but low in Self Efficacy. LGO can influence goal setting, but the relationship is also depending on other factors such as individuals' level of Self Efficacy. In performance goal orientation (prove) facilitated challenge striving, suggesting that orientation can effectively facilitate motivation for goal attainment.

The goal orientation literature has examined the relationship among goal orientation and various proximal (Self Efficacy, Meta cognition (higher order thinking), feedback seeking) and distal consequences (academic outcomes, organizational outcomes). In meta-analysis, Payne & her colleagues found the goal orientation dimensions were strongly related to self-regulating constructs (Self Efficacy, meta-cognition, feedback seeking) than the performance constructs (academic and organizational performance).

Payne found that the learning strategies and Self Efficacy are the most important proximal consequences of goal orientation followed by feedback seeking, academic out comes and organizational outcomes.

Self Efficacy and Goal orientation

Bandura (1992), defined Self Efficacy as" one's belief in one's ability to effectively perform and to exercise influence over events". Individuals who are high in Self Efficacy set more difficult goals, exercise more effort to achieve those goals and seek to learn from the process of pursuing, those goals. In Meta-analysis by Payne, Self Efficacy was identified as proximal outcome of goal orientation. Vandewalle found that learning goal orientation was positively related to Self Efficacy, effort and goal setting level. Self Efficacy function as a primary motivational mechanism by which goal orientation influences subsequent learning process.

Importance of learning environment in goal orientation.

Goal orientation is linked to outcomes in schools and job performance. When designing learning environment, there are some essential principles to be followed.

- Class room and school need to be learner cantered. The teacher needs to be aware of the strengths, skills, attitudes and knowledge that students bring with them when they enter to school.

- Teacher should strive to create knowledge cantered class rooms by focusing on what is taught, why it is taught and what competence looks like. Learning with understanding.

- Formative assessments are essential in learning environment. This type of ongoing assessments allows teachers to access where students are and design their instruction accordingly.

- The teacher wants to create an environment that nurtures learning goal orientation as opposed to performance goal orientation. This Means encouraging a community of learners who are willing to take risks and make mistakes for the sake of learning.

- Authentic learning occurs when students can, not only demonstrate understanding but apply it in multiple settings and to novel situations or problems.

 Defining Academic Goal Orientation

- "Academic Goal Orientation refers to an individual's orientation or mind-set towards academic tasks and achievement, which influences their motivation, engagement and strategies for learning". (Ames, 1992).

- "Academic Goal Orientation refers to students' beliefs and attitudes about the purpose and reasons for engaging in academic tasks, such as learning, mastering skills, achieving high grades or outperforming others". (Pintrich, 2000).

- "Academic Goal Orientation refers to the extent to which students adopt different goal orientation in their approach to academic tasks, including

mastery goals focused on learning and improvement, performance goals focused on demonstrating competence, and social goals focused on interpersonal interactions and relationships with peers". (Midgley et al., 2000).

- "Academic Goal Orientation refers to students' beliefs and tendencies regarding their approach to academic tasks and their underlying goals, such as seeking to acquire new knowledge, demonstrating competence or outperforming others". (Anderman & Midgley, 1997)

Studies related to Academic Goal Orientation

Alaska (2022), conducted the research "Goal Orientation and Its Impact on University Students' Academic Achievement During the COVID-19 Pandemic" and looked at three things: (1) the relationship between university students' goal orientations and their academic performance during the COVID-19 pandemic, (2) academic achievement differences by students' levels of goal orientations, and (3) differences in academic achievement between university students' goal orientations and Gender, specialisation, study level, and the interaction between them. 149 students, both male and female, with ages ranging from 18 to 42 were participants. The 3 X 2 (task-approach goals, task-avoidance goals, self-approach goals, self-avoidance goals, other-approach goals, and other-avoidance goals) Achievement Goal Questionnaire was the tool used to gather data. The association between university students' goal orientations and academic achievement was found to be statistically significant. During the COVID-19 epidemic, total goal orientations had no impact on pupils' academic performance. However, academic performance was influenced by both self-avoidance and other-approach goals, with the average level of self-avoidance and the high degree of other-approach having a positive impact. There was no Gender-specific differences in goal orientations or academic achievement that were statistically significant. However, substantial differences were discovered according to specialisation, study level, specialisation, and Gender interactions, as well as the interactions between the three variables.

Li et al., (2021), conducted the research "The Association Among Achievement Goal Orientations, Academic Performance, and Academic Well-Being Among Chinese Medical Students: A Cross-Sectional Study" conducted a survey among medical students for assessing (1) the current state of achievement goal orientations and its affecting elements and (2) the relationship between achievement goal orientations, academic performance, and academic well-being. A cross-sectional anonymous online survey with consideration for accessibility, cost-effectiveness, and time-effectiveness was carried out from May to June 2019 in the current study. The data was gathered from medical students using the multistage stratified convenient sampling technique. First, the Institutional Review Board of Harbin Medical University's Ethics Committee evaluated and approved the study's protocols (ECHMU). The cross-sectional sample size from Zhou et al. (2017) was used to compute the minimal sample size for this investigation, which was determined to be 1,824 participants. Assuming a minimum response rate of 50%, this study's sample size should be increased to at least 3,648 participants.

In accordance with the objectives of this study, a self-administered questionnaire was used to collect data on demographic traits, achievement goal orientations, academic performance, and academic well-being. The Survey of Achievement Goal Orientations (SAGO; Elliot and Harackiewicz, 1996), which was translated by Wang et al., was used to measure achievement goal orientations (Yanfei et al., 2011). The SAGO-13 has 13 items in three dimensions: performance-approach objectives (six items), mastery goals (four items), and performance-avoidance goals (three items). Each item was rated on a scale of 1 to 5, with 5 representing perfect consistency. The achievement goal orientation score in this study was determined by adding the relevant items, which ranged from 1 to 13. Values above a certain threshold showed a higher degree of achieving goal oriented. Wang examined the validity and reliability of it among Chinese students (Dan, 2018). The findings showed that medical students had middle-level achievement goal orientations. From greatest to lowest, other accomplishment goal orientations were performance-avoidance goals, performance-approach goals, and mastery objectives.

Usan, Salavera & Teruel (2019), conducted research "School motivation, goal orientation and academic performance in secondary education students" to investigate the relationship between teenage students' academic performance, motivation for school, and goal orientation. Various psychological factors that can either positively or negatively influence a student's academic life and learning process can manifest during the student's school years. Adolescent students (N=3512) from 18 public Secondary Education (ESO) facilities participated in this cross-sectional survey. Academic achievement was measured using the Scale of School Motivation (EME-S), the Perception of Success Questionnaire (POSQ), and the Mean grade for each student. The findings showed a strong relationship between extrinsic motivations and ego-oriented goal orientations and linkages between intrinsic motivations for school, task-oriented goal orientations, and academic success in a more adaptive pattern of behaviour. It was concluded that low a motivation index, task-oriented goal orientations, and intrinsic motivations all have an impact on predicting academic achievement. It was found how crucial it is to support adaptable behaviours that enhance adolescent students' academic life by placing a sufficient amount of emphasis on academic motivation and goal-oriented task orientations at their educational facilities.

Neroni et al., (2018), conducted the study "Goal Orientation and Academic Performance in Adult Distance Education "to look at the connection between goal orientation and academic performance in adult distance learners, was carried out to close this gap. N = 1128 distance learning students, ranging in age from 18 to 75, completed an online survey. From the records of the Open University of the Netherlands, their exam results were gathered (OUNL). Success approach goal orientation was found by a mixed Model Regression to be a positive predictor of academic performance, while Performance Avoidance and work avoidance were found to be negative predictors. Results for both Mastery Approach and Mastery Avoidance were non-significant.

Tian, Yu and Huebner (2017), conducted the study "Achievement goal orientations and adolescents' subjective well-being in school: The mediating roles of

academic social comparison directions" to look at how academic social comparison directions (upward and downward) affected the relationships between achievement goal orientations (such as mastery goals, performance-approach goals, and performance-avoidance goals) and subjective well-being (SWB) in school (school satisfaction, school affect) in Chinese adolescent students. A multi-measure questionnaire was completed by 883 Chinese adolescent students. The theories were investigated using structural equation Modelling. The findings revealed that: (1) mastery goal orientations and performance-approach goal orientations both showed statistically significant, positive correlations with SWB in school, whereas performance-avoidance goal orientations showed statistically significant, negative correlations with SWB in school among adolescents; (2) upward academic social comparisons mediated the relation between the three types of achievement goal orientations (i.e., mastery goals, performance-approach goals, and performance-avoidance goals) and SWB in school. The results point to potential significant cultural variations in the causes of SWB in school among teenage pupils in China and Western countries.

Nolen & Haladyna (2017), examined students' goal orientation and their relationship to academic performance in an online learning environment study indicated that students with higher orientation toward mastery goals tended to have better academic performance. On the other hand, students with a higher orientation toward Performance Approach goals didn't show a significant relationship with academic performance in the online learning context.

Hall et al., (2015), carried out the study "associations between achievement goal orientations and academic performance among students at a UK pharmacy school" to study about pharmacy students' goal orientations and determine whether academic achievement, Gender, or year of study are associated with one another. A validated questionnaire was used to evaluate goal orientations. Based on their university grades, respondents were classed as good or low performers. Females were more likely than men to be high achievers. The mastering method received the greatest Mean score, whereas work avoidance received the lowest. For both males and females, the Mean score for work avoidance was considerably higher for low

performers than for high performers. The majority of top mastery and performance ratings were most frequently obtained by first-year students. It is positive that Mastery Approach orientation had the highest Mean score because goal orientation may affect how well pharmacy students succeed academically.

Ummugulsum (2014), in her paper "Achievement goal orientation and its relation to academic achievement" reviewed studies to analyse the achievement goal orientation and how it relates to academic success. Turkish motivation studies received significant attention, and the relevance of cultural concepts was mentioned. The Elliot & McGregor (2001), Achievement Goal Orientation Framework, which contains four goals: performance-approach, performance-avoidance, mastery-avoidance, and mastery-approach, is a Modern achievement goal orientation measurement that is missing from Turkish motivation studies academically.

Elliot & Murayama (2008), On the measurement of achievement goals, they discus different types of achievement goals including Mastery Avoidance goal orientation and provide conceptualisation and measurement.

Was (2006), in his research "Academic achievement goal orientation: Taking another look" made an attempt to incorporate self-implicit theories of intelligence into a measure intended to reflect the fundamental differences between mastery, performance-approach, performance-avoidant, and work-avoidant goal orientations. The findings of this research do support the need for future investigation into the function of implicit self-theories of intelligence in accomplishment goal orientation. These ideas might be at the heart of how students approach academic performance objectives. The current study also shows that work-avoidant goals could involve an achievement goal orientation, which merits more investigation, rather than just being a lack of an achievement goal. The student who is work-avoidant minded is not willing to put in a lot of effort. This student is equally as likely to believe that they are capable of producing better work as their teacher. However, this pupil does not recognise the importance of the topic or the particular duties at hand. Even though the Performance Approach-oriented student has an entity view of intelligence and is also ego-driven, this student is prepared to make the effort to be perceived as intelligent by others. These students have a strong demand for achievement, a high need to prove their ability to others, and a high view of themselves as highly

capable. These kids might not be assigned a task, nevertheless. The mastery-oriented student puts a lot of effort into improving their understanding, which in turn improves their ability. They are task-oriented (want to master the content), have an incremental perspective of intelligence, and are task-involved. When faced with failure, the mastery-oriented learner maintains their resolve. It's crucial to understand that the mastery orientation and the Performance Approach are not antagonistic goal kinds. The learner who avoids performing is ego-involved, has an entity perspective of intelligence, and employs self-handicapping techniques to safeguard their ego. This pupil might ultimately develop into a learned helpless one, a defensive pessimist, or even self-handicapping.

Schraw et al., (1995), investigated at how goal orientations among college students affected performance, strategy utilisation, and metacognition. The distinction between learning (i.e., concern for enhancing one's competence) and performance (i.e., concern for proving one's competence) orientations was made using Dweck and Leggett's (1988) framework. A 2X2 summary table was created by categorising people as normatively high or low on each dimension. Even when prior achievement was statistically controlled, ANCOVAs showed that people who scored highly on the learning component still had better achievement scores, used more strategies, and had stronger metacognitive understanding of cognitive processes. These results reinforced the idea that, regardless of one's performance orientation, a strong learning orientation makes it easier to build the cognitive abilities required to improve academic attainment.

Summary of related studies

Studies related to Socio-Economic Status

Table 1

Summary of studies related to Socio-Economic Status.

Year	Author	Findings
2020	Ruchira	research the socio-economic characteristics of children living on Delhi's streets, as well as their educational standing, goals, and obstacles
2018	Choudhury and Agarwal	Impact of education on Socio-Economic Status. Rise in education enhance Socio-Economic Status in high Human Development Index (HDI)countries but not for with medium and low HDI nations
2017	Islam and Khan	Socio economic conditions and academic achievement. Study highlighted the significant difference in academic achievement between different socio-economic groups
2016	Akande	Education and living standard. Education results high Socio-Economic Status and Government spending should be equitable to improve Socio-Economic Status.
2015	Bijaya	socioeconomic status on academic achievement among the tribal and non-tribal adolescent students
2012	Emily et al	Education and Socio-Economic Status. A suitable degree of education is likely to increase Socio-Economic Status
2011	Saifi and Mehmood	Socio-Economic Status and students' achievement. Families' socio-economic situation had a variety of effects on children's academic success
2001	Kumari	Socio-Economic Status and Educational Aspirations of Secondary School Students in relation to their Achievement in Social Studies
1967	William & Shah	Socio-economic class and intelligence have significant indirect effects on the degree of academic achievement through their influence on college plans and attendance, as well as direct effects on college planning,

Table 2

Summary of studies related to Individual Life Satisfaction

Year	Author	Findings
2022	Yingying	Life satisfaction and social support. Positive association between social support and life satisfaction. Social support could be a public health goal for fostering higher life happiness.
2021	Caixia et al	Group games and life satisfaction. Group games improve emotional states and decrease negative emotions. The findings serve as a guide for educational institutions.
2020	Lalu & Nagi	The supportive and encouraging relationships with teachers and peers can foster a sense of belonging and connection to the learning community which can contribute to higher levels of life satisfaction.
2019	Gokalp and Topal	Life satisfaction and variables like Gender, class, place, income, number of siblings. Life satisfaction fluctuate depending on factors place and wealth**.**
2019	Rahmawati et al	Students who have positive self-concept tend to have higher levels of life satisfaction.
2018	Ackerman	Article Highlights the difference between happiness and life satisfaction**.**
2018	Bartoo & Molina	Relationship between social relationships and subjective well-being especially the impact of friendships and family relationships on life satisfaction.
2017	Jahanian & Malmir	The study found a positive correlation between spirituality and life satisfaction, suggesting that students who have a stronger sense of spiritualty tended to have higher levels of life satisfaction.
2017	Susan Antaramian	High level life satisfaction and academic success. Study revealed that high life satisfaction students had a significant academic advantage over other.
2017	Wang, W.	Achievement goals and life satisfaction. Findings suggest life satisfaction and achievement goals are positively correlated.
2016	Shoshani & Eldor	The results showed that students who perceived their school environment as more supportive of their autonomy and personal growth reputed higher levels of overall life satisfaction.

2014	You et al	The social emotional health survey was positively related to academic achievement mental health and overall life satisfaction.
2012	Wang & Eccles	Students who feel a stronger attachment to their school environment tend to have higher levels of well-being, positive emotions and lower levels of stress and negative effect.
2011	Del et al	Education and happiness with life. Findings suggested that positional concerns(education) play role in subjective well-being.
2011	Demir & Orthel	Friendship satisfaction was positively related to emotional well-being including greater levels of life satisfaction and lower levels of depressive symptoms.
2009	Cheung and Chan	Effect of education on life satisfaction across countries. Findings showed the life happiness is better in Nations where individual have more education.
2009	Seligman et al	Importance of promoting positive emotions, well-being and resilience in individual and suggests that interventions focussed on positive psychology principles may be effective in enhancing life satisfaction.
2006	Sudo & et al	Relation between life satisfaction and academic achievement
2006	Huebner & Gilman	Students who reported more positive school environment also reported higher levels of overall life satisfaction.
2004	Hubner & Suido	Results indicated that students who perceived higher levels of family support reported higher levels of life satisfaction
2005	Joseph et al	Life satisfaction and student performance. Overall life happiness was a significant predictor of both GPS and assessment score. 2004
2001	Sousa and Lyubomirsky	Article life satisfaction and aspects of life satisfaction. The article concluded that there was no objective, unbiased, means to access life satisfaction.

Table 3

Summary of studies related to Self Efficacy

Year	Author	Findings
2022	Bhati, Baral and Meher	Academic Self Efficacy and academic performance in relation to Gender and stream of education showed that Academic Self Efficacy had a significant impact on students' academic performance
2021	Talsma et al	Covid-19 beliefs, Self Efficacy and academic performance. Self Efficacy beliefs assured a substantially bigger significance in the context of the ambiguity in terms of mobilising resources necessary to perform effectively
2021	Pratiwi and Hayati	Effect of Self Efficacy and learning achievement of students. Study suggests that Self Efficacy had an impact on students' achievement
2020	Hayat et al	Academic Self Efficacy and learning related academic emotions and Meta-cognitive learning strategies. Students' Self Efficacy affects their emotions connected to learning and their use of Meta-cognitive learning strategies.
2019	Yokoyama	Academic Self Efficacy and academic performance in online learning. Students who are not adept at using online learning tools may not attain a high academic success in online environment
2019	Olave	Self Efficacy and academic performance of team-based learning. In team based learning and traditional method, Self Efficacy and academic performance had boosted in team-based teaching and achievement gap reduced.
2017	Betoret, Rosello and Artiga	Self Efficacy and academic achievement, mediating role of students' expectancy value beliefs. The finding showed that the relationship between Academic Self Efficacy and academic achievement was mediated by students' expectancy value beliefs.
2016	Honicke and Broadbent	Influence of Academic Self Efficacy on academic performance. Study found Moderate correlation along with goal orientation, deep processing techniques and effort modulation.
2015	Meera and Jumana	Self Efficacy and academic performance in English. The outcome showed that a substantial

		disparity between rural and urban students' academic performance in English and Self Efficacy
2015	Koseoglu	Self Efficacy and academic achievement. It showed a high Self Efficacy student favoured mastery goal. Students with high level of Self Efficacy also performed better academically.
2012	Meral, Colak & Zereyak	Relationship between Self Efficacy and academic performance. Study found Self Efficacy is a crucial factor in students' academic performance and favourably influence their achievement
2003	Farkota	Studies may pave the way for more clearly identifying links between Self Efficacy and academic success

Table 4

Summary of studies related to Academic Goal Orientation

Year	Author	Findings
2022	Sumayyah & Alasqah	Goal orientation and its impact on academic achievement. Total goal orientation had no impact on pupils' academic performance, but academic performance was influenced by self-avoidance and other approach goals.
2021	Li et al	Achievement goal orientation, academic performance and academic well-being study showed, students had middle level achievement goal orientation followed performance avoid and Performance Approach goal orientation
2019	Usan, Salavera & Teruel	School motivation, goal orientation and academic performance study found a strong relationship between extrinsic motivation and ego-oriented goal orientation.
2018	Neroni et al	Goal orientation and academic performance in adult distance education. Study showed success-oriented goal orientation was a positive predictor of academic performance, while Performance Avoidance and work avoidance were found negative predictors.
2017	Tian, Yu and Huebner	Achievement goal orientation and adolescents' subjective well-being in school, mediating roles of academic social comparison directions showed positive correlation between mastery, performance goal orientation with subjective well being
2017	Nolen & Haladyna	Students with higher orientation toward mastery goals have better academic performance than Performance Approach seekers

2015	Hall et al	Association between achievement goal orientation and academic performance of pharmacy students showed female were more achievers than male students and mastery goal orientation had the highest Mean.
2014	Ummugulsum	Academic Goal Orientation and its relation to academic achievement. This paper reviewed achievement goal orientation and how it related to academic success.
2008	Elliot & Murayama	A comprehensive review of achievement goal theories and their measurement.
2006	Was	Academic achievement goal orientation taking another look made use of self-implicit theories of intelligence. The study showed work avoidant goals could involve an achievement goal orientation.
1995	Schraw et al	Goal orientation and performance, strategy utilisation and metacognition among college students results proved a strong learning orientation make it easier to build cognitive abilities to improve academic achievement.

Research gap and conclusion

Review of related literature is essential for the development of the problem and thus helps for an effective research based upon past knowledge. This helps to eliminate the duplication of what has been done and provides useful suggestions for significant investigation. All the studies helped to the investigator in various ways. The review of these studies throw light on the problems to be further investigated, the method of teaching to be adopted, the tools to be used, etc. it is clear from the reviewed literature, studies were conducted on Socio-Economic Status and academic performance, subjective well-being and goal orientation and Self Efficacy and Academic Goal Orientation of school and college students but in the extensive review, no single study has been seen in India or abroad using independent variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on dependent variable Academic Goal Orientation of Higher Secondary students of NRI and Non NRI parents. So, the researcher initiated and completed a study on these variables to fill the research gap. The influence and predictive ability of these independent variables on dependent variables were considered and studied taking the sample of Higher Secondary School Students of NRI and Non NRI parents.

CHAPTER 3
METHODOLOGY

- Methods of the study
- Objectives of the study
- Hypotheses of the study
- Variables of the study
- Tools used for the study
- Selection of sample
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used
- Conclusion

Methodology in research refers to the set of principles, practices and procedures that are employed by researchers to design, conduct, analyze and report their research studies. It is a systematic approach to research that aims to ensure that the research is carried out in a rigorous and reliable manner.

"Research methodology is the process of designing, selecting and analyzing data to address a research question. It is the way in which researchers go about their work of describing, explaining and predicting phenomena" (John W Creswell)

The methodology followed for the study is described under the major headings such as

- Methods of the study

- Objectives of the study

- Hypotheses of the study

- Variables of the study

- Tools used for the study

- Selection of sample

- Data collection procedure

- Scoring and consolidation of data

- Statistical techniques used

- Conclusion

Methods of the study

Methods of the study refers to the overall plan or strategy used to conduct a research study. It outlines the procedure, methods and techniques that will be used to collect and analyze data, as well as the overall structure of the study.

Survey design is the development of the overall plan for obtaining the information needed to address the research questions or objectives, including the questionnaire, sampling plan and procedures for data collection and data processing. (Fowler)

The research design of the study is summarized in Table 2

Table 5

Research Design of the Study

Nature of the study	Survey Research
Independent Variable	Socio-Economic Status, Individual Life Satisfaction and Self Efficacy
Dependent Variable	Academic Goal Orientation
Tools used for the study	Questionnaire on Student's Socio-Economic Status (QSSES)
	Scale on Student's Individual Life Satisfaction (SSILS)
	Scale on Student's Self Efficacy (SSSE)
	Student's Academic Goal Orientation Inventory (SAGOI)
Sample	Students of Standard XI and XII in the Higher Secondary Schools of Kerala,
Sample Size	806
Sampling Technique	Simple Random Sampling

Objectives of the study

The study has the following objectives:

1. To find out the levels of Socio-Economic Status of Higher Secondary School Students.

2. To find out the levels of Individual Life Satisfaction of Higher Secondary School Students.

3. To find out the levels of Self Efficacy of Higher Secondary School Students.

4. To find out the levels of Academic Goal Orientation of Higher Secondary School Students.

5. To compare the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. To compare the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. To compare the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. To compare the Mean score of Academic Goal Orientation of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

9. To find out the relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. To find out the relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. To find out the relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. To find out the predictive ability of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. To develop a Regression equation for the outcome variable Academic Goal Orientation on the predictive variable Socio-Economic Status, Individual Life Satisfaction and Self Efficacy of Higher Secondary School Students of

the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

14. To find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Hypotheses of the study

The following Hypotheses are formed and tested for the study.

1. There exists no difference in the levels of Socio-Economic Status of Higher Secondary School Students.

2. There exists no difference in the levels of Individual Life Satisfaction of Higher Secondary School Students.

3. There exists no difference in the levels of elf-efficacy of Higher Secondary School Students.

4. There exists no difference in the levels of Academic Goal Orientation of Higher Secondary School Students.

5. There exists no significant difference in the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. There exists no significant difference in the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. There exists no significant difference in the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. There exists no significant difference in the Mean score of Academic Goal Orientation status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

9. There exists no significant relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. There exists no significant relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. There exists no significant relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents and there for developing Regression equation will not be possible.

14. There exists no Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Variables of the study

A variable is a characteristic or attribute that can be measured or manipulated in a study.

Variables are an important part of research as they allow researchers to collect and analyze data and draw conclusions based on the results. Variable is "a

property or characteristics of some event, object or person that may take different values". (Polit and Beck, 2017).

There are two types of research variables: independent variables and dependent variables. Independent variables are the factors that are manipulated or controlled by the researcher, while dependent variable are the outcomes or responses that are measured in response to the independent variable.

The relationship between the independent and dependent variable is important in survey researches because it helps to establish casual relationships. If a relationship is found, it can provide evidence between the variables. It also helps in explaining and predict outcomes and develop interventions to improve outcomes. Further it helps to control extraneous variables and establish a more accurate relationship between the indirect and dependent variables.

The present investigation is an attempt to study the influence of independent variable such as Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents. These variables have been selected on the basis of the following rationale.

Rationale of variable selection for the study

The selection of variables in a study is based on the research questions or hypothesis being investigated. When selecting the independent variable, the researcher should choose a variable that is directly related to the research question and can be manipulated. The dependent variable should be a measure of the outcome or effect that the researcher is interested in.

In the area of Academic Goal Orientation of students, a number of sociological and psychological factors are associated. The initial review of literature had pinpoint this. Out of this, Socio-Economic Status of students, Individual Life Satisfaction and their Self Efficacy seems to be influenced greatly and a few studies were done in depth so far. So, the investigator selected Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as independent variable and Academic Goal Orientation as dependent variable.

Criteria used for variable selection

- After identifying the important factors affecting Academic Goal Orientation, the researcher made a careful selection of variables considering the following aspects.

- Variables should be strongly related to Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

- Academic Goal Orientation of students especially in Higher Secondary education affects the attention of educational investigators recently.

- Study related to the Academic Goal Orientation of students of NRI and Non NRI parents also a need of the time and got attention of the investigators.

- Among the variables which affect Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents, the role played by Socio-Economic Status. Individual Life Satisfaction and Self Efficacy is vital.

- Socio-Economic Status. Individual Life Satisfaction and Self Efficacy are related to students of NRI and Non NRI parents, subject to Gender, Subject of specialization, Types of school management.

- Tools for measuring variables can be developed within a reasonable time.

- The various factors associated with variables can be measured objectively.

Considering the above criteria, the following variables were selected as independent and dependent variables for the study.

Independent variable

The purpose of the study is to find out the Influence of selected three independent variables or predictor variables on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents. The independent variables are

- Socio-Economic Status

- Individual Life Satisfaction

- Self Efficacy

Dependent variable

Academic Goal Orientation is the dependent variable or criterion variable of the study.

For the present study, the term Academic Goal Orientation as applied to Higher Secondary School Students of NRI and Non NRI parents to know the predictive ability of independent variables by considering sociological and psychological factors.

Classificatory variables

- Classificatory variables are used to classify data into distinct groups or categories. They help in organizing and summarizing data based on the different attributes present within the group. In the present study variables Gender, Subject of specialization, Types of school management and Residential status of parents are treated as classificatory variables.

Figure 1

Variables of the study.
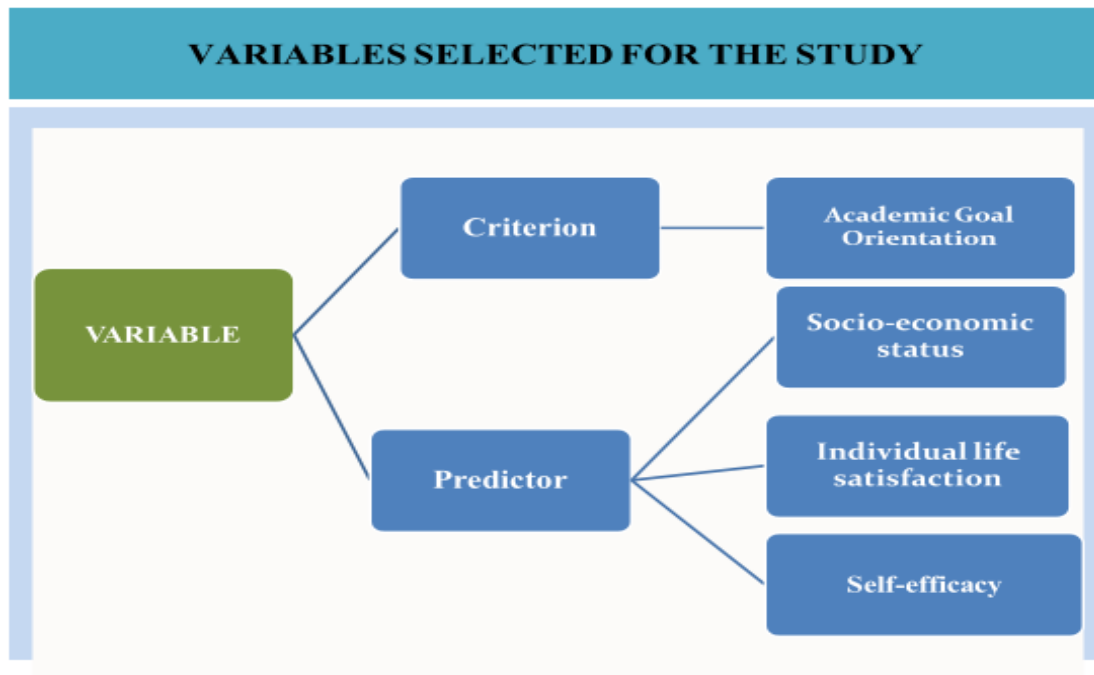
Tools Used for the study

Tools play a crucial role in research, as they allow researchers to collect, analyze and interpret data more effectively and efficiently. There are various types of tools used in research depending on the specific research methodology, data collection and analysis method and research objectives. Research tools are essential for ensuring that research is conducted efficiently, accurately and in a way that can be replicated and shared with others.

Validated tools are used for the present study. Questionnaire on Socio-Economic Status, Scale on Individual Life Satisfaction of students, Scale on student's Self Efficacy and Students Academic Goal Orientation Inventory were developed by the researcher.

For the present study, the data needed were collected using the tools listed in table 6.

Table 6

Details of the tools used

Sl.No.	Tools used	Reliability	Validity
1	Questionnaire on Student's Socio-Economic Status (Suresh Babu & Sunil Kumar,2022)		Face validity & Content validity
2	Scale on Student's Individual Life Satisfaction (Suresh Babu & Sunil Kumar,2022)	0.791 Test re-test & 0.812 Cronbach's Alpha	Content validity
3	Scale on Student's Self Efficacy (Suresh Babu P & Sunil Kumar,2022)	0.762 Test re-test & 0.892 Cronbach's Alpha	Content validity
4	Student's Academic Goal Orientation Inventory (Suresh Babu & Sunil Kumar,2022)	0.812 Test re-test & 0.879 Cronbach's Alpha	Content validity

Each of the above tools is described below with essential details like authority of tool, variables measured by each, definition of the variable and description of tool development, different dimensions of tool with example, scoring scheme, items analysis and psychometric characteristics like reliability and validity.

Questionnaire on Socio-Economic Status

Student's Socio-Economic Status is the independent variable of the study. For fixing the Socio-Economic Status of students, the investigator constructed and standardized the questionnaire under the guidance of the supervising teacher. The procedure of constructing and standardizing the questionnaire is described under the following headings.

- Planning the questionnaire

- Preparation

- Scoring procedure

- Pilot test

- Try out and item analysis

- Reliability and validity of the tool

Planning of the questionnaire

For the preparation of the questionnaire of Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents, the investigator made an extensive study on the factors affecting Socio-Economic Status of students' family. From the available literature Socio-Economic Status is described as the relative position for the family or individual on a hierarchical social structure based on their access to, or control over, wealth, prestige and power.

From the study, it was found that the Socio-Economic Status has six dimensions.

- Educational aspects

- Economic aspects

- Possession of material goods

- Social aspects

- Health aspects

- Recreational aspects

Preparation of questionnaire

The draft questionnaire of Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents is prepared on the intention to measure the Socio-Economic Status by taking the above six dimensions.

Educational aspects of family

Educational qualifications of parents can be a key factor in determining Socio-Economic Status. Educational level usually a factor that offers high salaried jobs and employment opportunities which can translate into a higher income and better living conditions. Education can also provide individuals with a sense of personal fulfillment, greater social mobility and improved quality of life. So, the draft questionnaire contains questions related to access the educational qualifications of family.

Economic aspects

Economic aspects play a significant role in determining Socio-Economic Status. For this purpose, the draft questionnaire contains questions on income and investment of family. Income is one of the most important economic factors that can affect the Socio-Economic Status. Higher income levels can provide individuals with greater access to basic necessities, opportunities for leisure and investments.

Possession of material goods

Possession of material goods both movable and immovable can contribute to Socio-Economic Status by providing access to basic necessities and a sense of security and stability. Movable possessions such as house hold appliances, vehicles and personal electronics can provide Means to meet basic needs for comfort and convenience.

Similarly immovable possessions such as homes or land can provide sense of security and stability as well as opportunities for financial growth through property ownership.

Social aspects

Social aspects of a family can play an important role in determining its Socio-Economic Status. A family's social environment can impact on its access to resources, opportunities and social support, all of which can contribute to overall well-being and quality of life.

Discrimination based on race, Gender, income can contribute to social exclusions and marginalization. Ultimately all this leads to differences in Socio-Economic Status between different family groups.

Health aspects

Health is an important aspect that can determine the Socio-Economic Status of individuals and families. Good health is essential for maintaining overall well-being and quality of life. Access to health care services is a key factor in determining health status and over all Socio-Economic Status.

Recreational aspects

Recreation is an important aspect that can contribute to an individual's Socio-Economic Status. It provides opportunity for relaxation, socialization and personal growth, which can all contribute to overall well-being and quality of life.

In writing items, particular attention was paid to ensure that each item is measuring the identified dimensions and it was read and evaluated carefully by experts.

The draft questionnaire cum response sheet on Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents consists of 33 items which is appeared as appendices I in English and appendices II in Malayalam.

Soring procedure of the questionnaire

In writing items, particular attention was paid to ensure that each item is measuring only the dimension that identified by the investigator. The respondent has to mark responses from any one of the five alternatives ranging from lowest to highest order of 1-2-3-4-5. The maximum possible score in the questionnaire is 165, i.e., (33x5) and the minimum possible score is 33, i.e., (33x1). The overall scores give a measure of Socio-Economic Status of the family and student. The purpose of the questionnaire is to measure the Socio-Economic Status of students and therefore no negative questions were included.

Pilot testing

A pilot test was administered for examining the time limit and identifying the ambiguity of the items. The pilot test was administered to 55 Higher Secondary School Students. The time taken to complete the items was noted. It ranged from 7 minutes to 20 minutes. Thus, the time fixed for answering the tryout question was fixed as 20 minutes.

After conducting pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected. Through the pilot test, the investigator selected suitable items for the final draft questionnaire.

Try out and item analysis

The final draft questionnaire was administered to the stratified representative samples of 126 Higher Secondary School Students of NRI and Non NRI parents.

Items analysis was taken up for finding out the suitability of each item for inclusion in the final questionnaire. The quality of a test depends up on the individual items of which it is composed. So, it is necessary to analyses, whether each item is useful for the purpose to which it is being constructed. From 126 responses, incomplete ones are discarded and selected 120 responses and scored for item analysis.

The procedure suggested by Charles Edward Spearman (1969) was used to find out the discrimination power of items. The response sheet of 120 subjects were analyzed in rank order of scores obtained by them. The scores obtained by top 32 students (27%) and bottom 32 students (27%) were taken as the upper group and lower group respectively. The two tailed test of significance of Mean differences ('t value) was calculated to find out the discriminating power.

The following formula was used to calculate 't' value.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{SD_1{}^2}{N_1} + \dfrac{SD_2{}^2}{N_2}}}$$

Where,

$\overline{X}_1$ = Mean for the first group

$\overline{X}_2$ = Mean for the second group

SD_1 = Standard deviation for the first group

SD_2 = Standard deviation for the second group

N_1 = Size of the sample for the first group

N_2 = Size of the sample for the second group.   (Best & Kahn, 2011)

Those items exceeding 't' value of 2.58 were selected for the final scale. The details of the item analysis are presented in Table 7.

Table 7

Details of Item Analysis of Questionnaire on Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents.

Item No.	t - value	Items selected/rejected	Item No.	t - value	Items selected/rejected
1	3.808	selected	18	2.396	rejected
2	2.588	selected	19	4.618	selected
3	0.581	rejected	20	3.075	selected
4	0.338	rejected	21	4.683	selected
5	4.561	selected	22	5.559	selected
6	4.012	selected	23	4.193	selected
7	1.288	rejected	24	10.316	selected
8	6.268	selected	25	5.124	selected
9	5.417	selected	26	2.345	rejected
10	3.888	selected	27	6.143	selected
11	4.127	selected	28	5.798	selected
12	3.135	selected	29	5.539	selected
13	1.534	rejected	30	4.423	selected
14	2.982	selected	31	9.536	selected
15	3.799	selected	32	2.145	rejected
16	0.911	rejected	33	3.127	selected
17	3.406	selected			

The final Questionnaire on Student's Socio-Economic Status contains 25 items and no distinction between items as positive or negative because the purpose was to access the Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents. The final questionnaire cum response sheet is appended as appendices III and IV in English and Malayalam versions.

Validity and Reliability of the Questionnaire

According to Best & Khan (2014), the purpose of a questionnaire is to collect information from a large number of respondents. Unlike psychological tests and inventories, it has a very limited purpose. Validity of the questionnaire depend

upon asking right questions phrased in the least ambiguous way. Content validity involves reviewing the questionnaire items with experts in the field to ensure that the items are relevant and comprehensive.

For this purpose, the test was given to experts and they expressed their consent about the suitability of the items and relevancy of the content area. Thus, the questionnaire was capable of measuring Socio-Economic Status of Higher Secondary School Students of NRI and Non NRI parents. Therefore, it was said to have adequate face and content validity.

Scale on Student's Individual Life Satisfaction.

Individual Life Satisfaction of students is the independent variable of the study. The investigator with the guidance of the supervising teacher, developed the Scale on Student's Individual Life Satisfaction for accessing life satisfaction of Higher Secondary School Students of NRI and Non NRI parents.

The procedure of constructing and standardizing the scale is described under the following headings.

1. Planning the scale

2. Preparation of the scale

3. Scoring procedure

4. Pilot study

5. Try out and item analysis

6. Reliability and validity of the tool

Planning the Scale

The Scale on Student's Individual Life Satisfaction is developed and standardized by the investigator in consultation with the supervising guide and experts. The scale intended to access the life satisfaction of Higher Secondary School Students of NRI and Non NRI parents based on the following ten dimensions.

- Family bond

- Friends bond

- Attachment to school

- Living environment

- Self

- Health

- Money

- Recreation

- Growth of learning

- Spiritual

In developing Scale on Student's Individual Life Satisfaction (SSILS), the investigator reviewed conceptual and empirical literature in the field of student life satisfaction. Satisfaction with Life Scale (SWLS) by Ed Diener has been the most popular and widely used measure of life satisfaction. It consists of five statements. In 1991, Huebner developed Student Life Satisfaction Scale (SLSS) which was designed to be used with children and young people aged 8 to 18. It contains seven statements. In 1994, Huebner developed Multi-Dimensional Student Life Satisfaction Scale (MSLSS) consisting of 40 items.

There are several theories like Social Comparison Theories (Leon Festinger, 1954), Self-Determination Theory (Richard, M. Rayan & Edward, L. Deci, 1980), Positive Psychology Theory (Martin Seligman, 1998) and Job-Demand Control Theory (Robert Karasek, 1970) which highlight the importance of social comparison, psychological needs, positive emotions, personal growth and control in shaping students' perceptions of their own well-being.

Personal discussions with students, educationalists, review of literature and various scales relating to Life Satisfaction are the sources for the development of the items in Scale on Student's Individual Life Satisfaction (SSILS).

Preparation of the scale

For the preparation of Scale on Student's Individual Life Satisfaction to access the life satisfaction of Higher Secondary School Students of NRI and Non NRI parents, the investigator identified ten dimensions which affect the students' life satisfaction.

Family bond and life satisfaction

Research (Huebner, E.S., Suldo, S. M. 2004) has shown that there is a strong correlation between family bond and life satisfaction. Family bond refers to the emotional connections, support and shared experiences that family members have with each other. Family bond can have a significant impact on students' life satisfaction. Students who have positive family relationships and strong sense of family belongings are more likely to have higher levels of satisfaction.

Friends bond and life satisfaction

Close friendships and strong social support network can contribute to higher levels of life satisfaction. According to a study in the 'Personality and Social Psychology' Journal, those who have more quality friendship had higher life satisfaction level.

Attachment to school and life satisfaction

Research (Wang, 2012) has shown that attachment to school is positively associated with students' life satisfaction. Students who feel a stronger attachment to their school environment tend to have higher levels of well-being, positive emotions and lower levels of stress and negative affect.

Living environment and life satisfaction

Living environment can have a significant impact on student life satisfaction. Research (Huebner, 2006) has shown that students living in safe, clean and comfortable environment are more likely to have higher levels of life satisfaction. Additionally, students who live in close proximity to friends, family and social support systems are more likely to have higher levels of life satisfaction.

Self and life satisfaction

The self-concept of students has been found to be significantly related to their life satisfaction. Students who have positive self-concept tend to have higher levels of life satisfaction, (Rahmawati, Y.2019).

Health and life satisfaction

There is a strong correlation between health and students' life satisfaction. Maintaining good health is crucial for students' life satisfaction. A study conducted by Hsieh, 2019, investigated the relationship between health status and life satisfaction among college students in Taiwan. The study found that students with better physical health, mental health and health behaviors had higher levels of life satisfaction.

Money and life satisfaction

Money or financial status is often considered a significant factor influencing and individual satisfaction with their life. The availability of financial resources can affect a student's ability to access basic needs (Akin & Iskender, 2011).

Recreation and life satisfaction

Recreation can have a positive impact on students' life satisfaction. Engaging in leisure activities can help to reduce stress, increase positive emotions and improve overall well-being. Students who participate in recreational activities are also more likely to form social connections, which can further enhance their satisfaction with life (Zhang, J, 2019).

Growth of learning and life satisfaction

The growth of learning can be positively related to students' life satisfaction. When student feel that they are making progress in their learning and achieving their academic goals, they are likely to experience greater satisfaction with their lives. This is because academic achievement and personal growth are important components of overall well-being and life satisfaction (Lau, E, 2020).

Spirituality and life satisfaction

The spiritual aspect has been found to have a positive impact on students' life satisfaction. Students who have a stronger sense of spirituality and a connection

to a higher power tend to have higher levels of life satisfaction. Developing one's spiritual aspect can help in coping with stress promoting positive emotions and enhancing overall well-being (Jahanian & Malmir, 2017).

Scoring procedure

The scoring procedure typically involves assigning points or weights to the responses and then summing the scores to obtain a composite score. In writing items, particular care was paid to ensure that each item is measuring only the dimension that discussed above. Scale on Student's Individual Life Satisfaction (SSILS) measures the overall well-being and satisfaction in their lives. Items were prepared by following the rules of attitude scale construction. Each of these items was read and evaluated carefully by experts.

The draft scale of 37 items of which 30 were positive and 7 were negative items. For all items, the respondents have to attempt any of the 5 alternatives, strongly agree (SA), agree (A), undecided (UD), disagree (D), strongly disagree (SD) and the scoring was 5-4-3-2-1 for the alternative (SA), (A), (UD), (D), and (SD) respectively. The reverse scoring 1-2-3-4-5 was used for negative items. The maximum possible score of the scale is 185 i.e., (37X5) and minimum possible score is 37 i.e., (37X1). The scores are summed to give an overall score for the life satisfaction of Higher Secondary School Students of NRI and Non NRI parents.

Pilot Testing

A pilot test was administered for examining the time limit and identifying the ambiguity of the items. The pilot test was administered to 55 Higher Secondary School Students. The time taken to complete the items was noted. It ranged from 5 minutes to 20 minutes. Thus, the time fixed for answering the tryout question was fixed as 20 minutes.

After conducting pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected. Through the pilot test, the investigator selected suitable items for the draft questionnaire.

Try out and item analysis

The draft questionnaire was administered to the stratified representative samples of 126 Higher Secondary School Students of NRI and Non NRI parents.

Items analysis was taken up for finding out the suitability of each item for inclusion in the final questionnaire. The quality of a test depends up on the individual items of which it is composed. So, it is necessary to analyze, whether each item is useful for the purpose to which it is being constructed. From 126 responses, incomplete ones are discarded and selected 122 responses and scored for item analysis.

The procedure suggested by Charles Edward Spearman (1969) was used to find out the discrimination power of items. The response sheet of 122 subjects were analyzed in rank order of scores obtained by them. The scores obtained by top 33 students (27%) and bottom 33 students (27%) were taken as the upper group and lower group respectively. The two tailed test of significance of Mean differences ('t' value) was calculated to find out the discriminating power.

The following formula was used to calculate 't' value.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{SD_1{}^2}{N_1} + \dfrac{SD_2{}^2}{N_2}}}$$

Where,

$\overline{X}_1$ = Mean for the first group

$\overline{X}_2$ = Mean for the second group

SD_1 = Standard deviation for the first group

SD_2 = Standard deviation for the second group

N_1 = Size of the sample for the first group

N_2 = Size of the sample for the second group. (Best & Kahn, 2011)

Those items exceeding 't' value of 2.58 was selected for the final scale. The details of the item analysis are presented in Table 8.

Table 8

Details of Item Analysis of Scale on Student's Individual Life Satisfaction of Higher Secondary School Students of NRI and Non NRI parents.

Item No.	t - value	Items selected/rejected	Item No.	t - value	Items selected/rejected
1	3.238	selected	19	1.719	rejected
2	2.915	selected	20	3.567	selected
3	1.886	rejected	21	5.447	selected
4	2.175	rejected	22	2.549	rejected
5	5.307	selected	23	2.739	selected
6	3.936	selected	24	4.667	selected
7	4.967	selected	25	3.405	selected
8	2.328	rejected	26	3.468	selected
9	5.718	selected	27	3.478	selected
10	3.017	selected	28	4.560	selected
11	3.619	selected	29	2.846	selected
12	2.953	selected	30	5.018	selected
13	2.113	rejected	31	4.228	selected
14	2.623	rejected	32	1.489	rejected
15	4.914	selected	33	0.459	rejected
16	3.136	selected	34	2.401	rejected
17	0.946	rejected	35	3.568	selected
18	3.703	selected	36	1.348	rejected
			37	1.973	rejected

The final Scale on Student's Individual Life Satisfaction contains 24 items of which 17 are positive and 7 are negative. The draft scale is appended as appendices V and VII in English and Malayalam versions respectively.

Validity of the Tool

Content validity is a logical process that establishes connections between test items and job-related tasks. It Means the level to which a test covers the construct of

interest. SSILS items are developed on the basis of available literature. So, the statements are relevant to the construct. SSILS was given to experts in the field and all items were checked thoroughly and the validity content was established.

According to Edward (1983) and Garrett (1962), a scale has validity if the items were selected according to 't' values. Each item in the final scale was selected according to the norms given by Edwards (1983), i.e., as per the 't' values. So, the validity of the scale was established.

Reliability of the Tool

A rating scale like Scale on Student's Individual Life Satisfaction (SSILS), should be stable and trustworthy under any circumstances. In order to confirm stability, the investigator verified the reliability and validity of the items followed to the pilot study.

A test re-test method was conducted to identify the Cronbach's Alpha value. The final draft was given to 126 Higher Secondary School Students and collected their responses. For the re-test, the same test was conducted for the same group with in a time gap of one week. Cronbach's Alpha Test gives an alpha value of 0.812 which shows that SSILS is highly reliable.

The final scale on Student's Individual Life Satisfaction is given in appendix IX and XI in English and Malayalam respectively.

Scale on Student's Self Efficacy

Student's Self Efficacy is the independent variable of the study. For assessing Self Efficacy of students of NRI and Non NRI parents, the investigator constructed and standardized the Scale on Student's Self Efficacy under the guidance of the supervising teacher, suggestions provided by the experts and the knowledge gathered from literature review.

Student's Self Efficacy is the total of student's General Self Efficacy and their Academic Self Efficacy. The final tool consists of 39 questions.

The procedure of constructing and standardizing the scale is described under the following headings.

- Planning the scale

- Preparation of the scale

- Scoring procedure

- Pilot study

- Try out and item analysis

- Reliability and validity of the tool

Planning the scale

The Scale on Student's Self Efficacy is developed and standardized by the investigator in consultation with the supervising guide and experts and based on available literature. The scale intended to access the Self Efficacy of Higher Secondary School Students of NRI and Non NRI parents based on eight dimensions on General Self Efficacy and three dimensions on Academic Self Efficacy. The various dimensions are listed below.

A. General Self Efficacy

1. Intelligence

2. Family

3. Social

4. Moral

5. Life standard

6. Educational

7. Health

8. Emotional

B. Academic Self Efficacy

1. Confidence in academic performance in class

2. Confidence in academic performance outside the class

3. Confidence in interaction at school

Self Efficacy, a concept introduced by psychologist Albert Bandura (1997), refers to an individual's belief in their ability to successfully perform specific tasks or achieve desired outcomes. Students' General Self Efficacy refers to students believes in their overall competence and effectiveness across various domains of life. The commonly used Self Efficacy scale is developed by Ralf Schwarzer (1995). One widely used scale to measure Academic Self Efficacy is the "Self Efficacy for learning and performance" scale developed by Sherer et al. (1982).

Preparation of the scale

For the preparation of Scale on Student's Self Efficacy to access the Self Efficacy of Higher Secondary School Students of NRI and Non NRI parents, the investigator identified eight dimensions on General Self Efficacy and 3 dimensions on Academic Self Efficacy. Sum of the scores of the two dimensions determine the overall Self Efficacy of students.

Intelligence and student's General Self Efficacy

Students with higher General Self Efficacy may be more likely to utilize their cognitive abilities effectively, persist in the face of difficulties

Family and student's General Self Efficacy

Family plays a significant role in shaping students' General Self Efficacy. The family can contribute to the development and enhancement of students' General Self Efficacy by creating a supportive environment including emotional support and act them as the role Model to their children.

Socialization and student's General Self Efficacy

Socialization can contribute to the development and enhancement of students' General Self Efficacy. Receiving support and consecutive feedback from peers, and mentors can reinforce their belief in abilities and enhance their General Self Efficacy.

Moral attitude and student's General Self Efficacy

The relationship between moral attitude and student's General Self Efficacy is an important aspect to consider in understanding the development of students' General Self Efficacy beliefs. Moral attitude refers to an individual's beliefs, values and judgments about what is right and what is wrong, ethical or unethical and it guides their moral decision making and behavior. Students with a strong moral attitude and a sense of personal integrity may feel more confident in their abilities and actions.

Life standard and student's General Self Efficacy

There is a significant relationship between life standard and student's General Self Efficacy. Socio-Economic Status may have access to better educational facilities, supportive environments and extracurricular activities which can positively impart students' General Self Efficacy. Students who feel secure and supported are more likely to develop higher Self Efficacy as they have a solid foundation from which to peruse their goals and aspirations.

Educational aspects and student's General Self Efficacy

Educational environment and experiences can shape students' beliefs about their abilities and influence students' General Self Efficacy. The educational environment that emphasizes the value of effort and persistence can positively impact students' General Self Efficacy.

Health and student's General Self Efficacy

Health and General Self Efficacy are important factors that can greatly impact students' overall well-being and academic success. Maintaining good physical and mental health is crucial for students to perform well academically.

Emotional aspects and student's General Self Efficacy

Students who have developed emotional regulation skills are better equipped to handle stress, frustration and other negative emotions. By regulating emotions, students can maintain a positive mindset and a sense of Self Efficacy even in challenging situations.

B. Academic Self Efficacy

Confidence in academic performance in class

Confidence in academic performance refers to students' belief in their ability to perform well in academic task or subjects. Confidence in academic performance in class and Academic Self Efficacy are closely intertwined building students' confidence through positive experiences, providing support and encouragement, nurturing their belief in their academic capabilities are essential in fostering their overall Academic Self Efficacy.

Confidence in academic performance outside class and student's Academic Self Efficacy

Confidence in academic performance outside of class such as during exams, assignments or independent study, is interconnected with students' Academic Self Efficacy.

Confidence in interaction at school

Confidence in interaction at school refers to student's belief in their ability to encourage effectively in social interactions with peers, teachers and other members of the school. This includes participating in class discussions, asking questions, seeking help when needed and expressing opinions or ideas.

Scoring procedure

The scoring procedure typically involves assigning points or weights to the responses and then summing the scores to obtain a composite score. In writing items, particular care was paid to ensure that each item is measuring only the

dimension that discussed above. Scale on Student's Self Efficacy measures the overall Self Efficacy of students by assessing their General Self Efficacy and Academic Self Efficacy. Items were prepared by following the rules of attitude scale construction. Each of these items was read and evaluated carefully by experts.

The draft scale contains 49 items. For all items, the respondents have to attempt any of the 5 alternatives, strongly agree (SA), agree (A), undecided (UD), disagree (D), strongly disagree (SD) and the scoring was 5-4-3-2-1 for the alternative (SA), (A), (UD), (D), and (SD) respectively. The reverse scoring 1-2-3-4-5 was used for negative items. The maximum possible score of the scale is 245 i.e., (49X5) and minimum possible score is 49 i.e., (49X1). The scores of General Self Efficacy and Academic Self Efficacy are summed to give an overall score for the Self Efficacy of Higher Secondary School Students of NRI and Non NRI parents.

Pilot Testing

A pilot test was administered for examining the time limit and identifying the ambiguity of the items. The pilot test was administered to 55 Higher Secondary School Students. The time taken to complete the items was noted. It ranged from 10 minutes to 25 minutes. Thus, the time fixed for answering the tryout question was fixed as 25 minutes.

After conducting pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected. Through the pilot test, the investigator selected suitable items for the final draft questionnaire.

Try out and item analysis

The final draft questionnaire was administered to the stratified representative samples of 130 Higher Secondary School Students of NRI and Non NRI parents.

Items analysis was taken up for finding out the suitability of each item for inclusion in the final questionnaire. The quality of a test depends up on the individual items of which it is composed. So, it is necessary to analyses, whether

each item is useful for the purpose to which it is being constructed. From 130 responses, incomplete ones are discarded and selected 124 responses and scored for item analysis.

The procedure suggested by Charles Edward Spearman (1969) was used to find out the discrimination power of items. The response sheet of 124 subjects were analyzed in rank order of scores obtained by them. The scores obtained by top 33 students (27%) and bottom 33 students (27%) were taken as the upper group and lower group respectively. The two tailed tests of significance of Mean differences ('t' value) were calculated to find out the discriminating power.

The following formula was used to calculate 't' value.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{SD_1{}^2}{N_1} + \dfrac{SD_2{}^2}{N_2}}}$$

Where,

$\bar{X}_1$ = Mean for the first group

$\bar{X}_2$ = Mean for the second group

SD_1 = Standard deviation for the first group

SD_2 = Standard deviation for the second group

N_1 = Size of the sample for the first group

N_2 = Size of the sample for the second group.   (Best & Kahn, 2011)

Those items exceeding 't' value of 2.58 were selected for the final scale. The details of the item analysis are presented in Table 9.

Table 9

Details of Item Analysis of Scale on Student's Self Efficacy of Higher Secondary School Students of NRI and Non NRI parents.

Item No.	t-Value	Item Selected/Rejected	Item No.	t - Value	Item Selected/Rejected
1	3.0563	Selected	26	1.9234	Rejected
2	5.0823	Selected	27	4.6098	Selected
3	2.8397	Selected	28	3.9468	Selected
4	2.8905	Selected	29	3.7889	Selected
5	1.2093	Rejected	30	5.1247	Selected
6	3.8759	Selected	31	4.0089	Selected
7	3.7402	Selected	32	6.2434	Selected
8	3.8655	Selected	33	3.8402	Selected
9	3.0885	Selected	34	4.5086	Selected
10	2.7024	Rejected	35	4.1807	Selected
11	2.0059	Rejected	36	4.9024	Selected
12	4.0832	Selected	37	5.6295	Selected
13	4.8088	Selected	38	4.2072	Selected
14	2.1544	Rejected	39	2.9199	Selected
15	1.1417	Rejected	40	3.0889	Selected
16	2.8060	Rejected	41	4.1459	Selected
17	1.0154	Rejected	42	6.9142	Selected
18	3.7093	Selected	43	3.7234	Selected
19	4.8573	Selected	44	4.5019	Selected
20	3.5293	Selected	45	4.5809	Selected
21	2.8576	Selected	46	3.4032	Selected
22	3.5613	Selected	47	3.9623	Selected
23	3.3394	Selected	48	3.6282	Selected
24	2.5808	Rejected	49	2.1180	Rejected
25	5.7425	Selected			

The final Scale on Student's Self Efficacy contains 39 items. The draft scale is appended as appendices XIII and XV in English and Malayalam versions respectively.

Validity of the Tool

Content validity is a logical process that establishes connections between test items and job-related tasks. It Means the level to which a test covers the construct of interest. SSSE items are developed on the basis of available literature. So, the statements are relevant to the construct. Scale on student's Self Efficacy was given to experts in the field and all items were checked thoroughly and the validity content was established.

According to Edward (1983) and Garrett (1962), a scale has validity if the items were selected according to 't' values. Each item in the final scale was selected according to the norms given by Edwards (1983), i.e., as per the 't' values. So, the validity of the scale was established.

Reliability of the Tool

A rating scale like Scale on Student's Self Efficacy, should be stable and trustworthy under any circumstances. In order to confirm stability, the investigator verified the reliability and validity of the items followed to the pilot study.

A test re-test method was conducted to identify the Cronbach's Alpha value. The final draft was given to 124 Higher Secondary School Students and collected their responses. For the re-test, the same test was conducted for the same group with in a time gap of one week. Cronbach's Alpha Test gives an alpha value of 0.892 which shows that SSSE is highly reliable.

The final scale on Student's Self Efficacy is given in appendix XVII and

XIX in English and Malayalam respectively.

Student's Academic Goal Orientation Inventory (SAGOI)

Academic Goal Orientation is the dependent variable of the study. For assessing the Academic Goal Orientation of higher students' of NRI and Non NRI parents, the investigator developed and standardized an inventory under the guidance of supervising teacher, consulting the experts in the field and following the available literature.

The procedure of constructing and standardizing the scale is described under the following headings.

- Planning the scale

- Preparation of the scale

- Scoring procedure

- Pilot study

- Try out and item analysis

- Reliability and validity of the tool

Planning the inventory

Inventories aim to provide a comprehensive assessment of multiple dimensions with in a specific construct. For the preparation of Inventory on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents, the investigator made an extensive study on Goal Orientation and Academic Goal Orientation of students.

Academic Goal Orientation is an individual's set of beliefs that reflects the reasons why they approach and engage in academic tasks (Eccles and Wigfield, 2002). Academic Goal Orientation theory encompasses several key aspects that influence individuals' beliefs, attitudes and behaviors related to their academic goals. From the study, it was found that Academic Goal Orientation has four key aspects.

(1) Mastery Goal Orientation. (MA)

(2) Mastery Avoidance Goal Orientation. (Mav)

(3) Performance Goal Orientation. (PA)

(4) Performance Avoidance Goal Orientation. (Pav)

Preparation of the Inventory

For the preparation of student's Academic Goal Orientation Inventory to access the Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents, the investigator identified four dimensions.

Mastery Approach on Academic Goal Orientation

Mastery (learning) goal orientation aspects reflects individuals focus on developing competence, acquiring new knowledge and skills, and mastering academic tasks. Students with a mastery goal orientation tend to value learning, improvement and personal growth. They see challenges as opportunities for growth and are more likely to persist in the face of obstacles, Nolen, A.L, (2017). In the context of Academic Goal Orientation theory, Mastery Approach is one of the dimensions that characterize individuals' goal orientation.

Mastery Avoidance approach in Academic Goal Orientation

Mastery Avoidance goal orientation refers to the tendency of individuals to avoid situation where they might fail or not meet their own high standards. It involves a focus on avoiding mistakes or appearing incompetent rather than actively seeking mastery or learning, Elliot, A.J. (2008).

Performance Approach in Academic Goal Orientation

In the context of Academic Goal Orientation theory, the concept of Performance Approach refers to a goal orientation where individuals are primarily motivated by achieving favorable outcomes and demonstrating their competence to others. Students with a Performance Approach goal orientation place significant importance on external evaluation and recognition. They are driven by the desire to receive praise, rewards and high grades from others, as these outcomes serve as indicators of their competence and success.

Performance Avoidance approach in Academic Goal Orientation

Performance Avoidance goal orientation refers to the tendency to avoid performing poorly or to prevent themselves from appearing incompetent in academic settings. It involves a focus on avoiding failure, negative evaluations and criticism rather than actively seeking success or demonstrating competence. They are highly aware of social comparisons and how their performance is perceived by others. A strong Performance Avoidance goal orientation can have negative implications for learning and motivation.

Scoring procedure

The scoring procedure typically involves assigning points or weights to the responses and then summing the scores to obtain a composite score. In writing items, particular care was paid to ensure that each item is measuring only the dimension that discussed above. Student's Academic Goal Orientation Inventory measures the overall Academic Goal Orientation of students by assessing four aspects explained above. Items were prepared by following the rules of Likert scale construction where respondents rate their agreement or disagreement with each item on a numerical scale. Each of these items was read and evaluated carefully by experts.

The draft inventory contains 52 items. For all items, the respondents have to attempt any of the 5 alternatives, strongly agree (SA), agree (A), undecided (UD), disagree (D), strongly disagree (SD) and the scoring was 5-4-3-2-1 for the alternative (SA), (A), (UD), (D), and (SD) respectively. The reverse scoring 1-2-3-4-5 was used for negative items. The maximum possible score of the scale is 260 i.e., (52X5) and minimum possible score is 52 i.e., (52X1). The scores obtained from the four dimensions of Academic Goal Orientation are summed to give an overall score for the Academic Goal Orientation of students of NRI and Non NRI parents.

Pilot Testing

A pilot test was administered for examining the time limit and identifying the ambiguity of the items. The pilot test was administered to 55 Higher Secondary School Students. The time taken to complete the items was noted. It ranged from 8 minutes to 25 minutes. Thus, the time fixed for answering the tryout statement was fixed as 25 minutes.

After conducting pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected. Through the pilot test, the investigator selected suitable items for the final draft inventory.

Try out and item analysis

The final draft inventory was administered to the stratified representative samples of 125 Higher Secondary School Students of NRI and Non NRI parents.

Items analysis was taken up for finding out the suitability of each item for inclusion in the final inventory. The quality of a test depends up on the individual items of which it is composed. So, it is necessary to analyses, whether each item is useful for the purpose to which it is being constructed. From 125 responses, incomplete ones are discarded and selected 121 responses and scored for item analysis.

The procedure suggested by **Charles Edward Spearman (1969)** was used to find out the discrimination power of items. The response sheet of 121 subjects were analyzed in rank order of scores obtained by them. The scores obtained by top 33 students (27%) and bottom 33 students (27%) were taken as the upper group and lower group respectively. The two tailed test of significance of Mean differences ('t' value) was calculated to find out the discriminating power.

The following formula was used to calculate 't' value.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{SD_1{}^2}{N_1} + \dfrac{SD_2{}^2}{N_2}}}$$

Where,

$\overline{X}_1$ = Mean for the first group

$\overline{X}_2$ = Mean for the second group

SD_1 = Standard deviation for the first group

SD_2 = Standard deviation for the second group

N_1 = Size of the sample for the first group

N_2 = Size of the sample for the second group.   (Best & Kahn, 2011)

Those items exceeding 't' value of 2.58 were selected for the final scale. The details of the item analysis are presented in Table 10.

Table 10

Details of Item Analysis of Student's Academic Goal Orientation Inventory of Higher Secondary School Students of NRI and Non NRI parents.

Item No.	t - value	Item Selected/Rejected	Item No.	t - value	Item Selected/Rejected
1	4.546	Selected	27	3.600	Selected
2	4.948	Selected	28	2.290	Rejected
3	5.776	Selected	29	2.029	Rejected
4	3.672	Selected	30	4.199	Selected
5	1.130	Rejected	31	3.089	Selected
6	3.786	Selected	32	5.099	Selected
7	4.545	Selected	33	3.853	Selected
8	5.897	Selected	34	2.254	Rejected
9	5.218	Selected	35	3.630	Selected
10	2.108	Rejected	36	3.057	Selected
11	4.621	Selected	37	2.462	Rejected
12	4.850	Selected	38	4.573	Selected
13	4.213	Selected	39	5.389	Selected
14	3.527	Selected	40	6.336	Selected
15	3.593	Selected	41	1.877	Rejected
16	5.286	Selected	42	4.246	Selected
17	4.112	Selected	43	4.385	Selected
18	4.271	Selected	44	6.661	Selected
19	5.136	Selected	45	6.691	Selected
20	3.899	Selected	46	4.473	Selected
21	3.396	Selected	47	7.786	Selected
22	2.039	Rejected	48	5.248	Selected
23	4.127	Selected	49	5.472	Selected
24	6.559	Selected	50	4.033	Selected
25	5.258	Selected	51	5.943	Selected
26	4.641	Selected	52	3.494	Selected

The final Student's Academic Goal Orientation Inventory contains 44 items under four domains. draft inventory is appended as appendices XXI in English and XXIII in Malayalam versions respectively.

Validity of the Tool

Content validity is a logical process that establishes connections between test items and job-related tasks. It Means the level to which a test covers the construct of interest. Student's Academic Goal Orientation Inventory statements are developed on the basis of available literature. So, the statements are relevant to the construct. Student's Academic Goal Orientation Inventory was given to experts in the field and all items were checked thoroughly and the validity content was established.

According to Edward (1983) and Garrett (1962), a scale has validity if the items were selected according to 't' values. Each item in the final scale was selected according to the norms given by Edwards (1983), i.e., as per the 't' values. So, the validity of the scale was established.

Reliability of the Tool

An inventory like Students Academic Goal Orientation, should be stable and trustworthy under any circumstances. In order to confirm stability, the investigator verified the reliability and validity of the items followed to the pilot study.

A test re-test method was conducted to identify the Cronbach's Alpha value. The final draft was given to 125 Higher Secondary School Students and collected their responses. For the re-test, the same test was conducted for the same group with in a time gap of one week. Cronbach's Alpha Test gives an alpha value of 0.879 which shows that Student's Academic Goal Orientation Inventory is highly reliable.

The final scale on Student's Academic Goal Inventory is given in appendix XXV and XXVII in English and Malayalam versions respectively.

Sample selection

The population of the study Meant for the Higher Secondary School Students of NRI and Non NRI parents of state of Kerala. The sample size can vary depending on the research context and specific factors involved. Cochran (1977), noted that larger (500 or more) sample sizes generally lead to more precise and reliable results.

Data collection procedure

Lawrence Neuman (2003), describes data as the information gathered or collected during the research process that is used to answer research questions or test hypotheses. The investigator collected responses from 806 Higher Secondary School Students of 14 districts in Kerala by dividing the state into North Kerala consisting of 4 districts namely Kasaragod, Kannur, Wayanad and Kozhikode, Central Kerala consisting of 4 districts namely Malappuram, Palakkad, Thrissur and Ernakulam and South Kerala consisting of 6 districts namely Idukki, Kottayam, Alappuzha, Pathanamthitta, Kollam and Thiruvanathapuram. Data were collected directly from Palakkad, Malappuram, Thrissur, Kannur Kollam and Thiruvanathapuram districts and the remaining by sending Google form link through teachers' groups. 20% of the total samples were collected from North Kerala, 30% from South Kerala and 50% from Central Kerala. Data so collected through was imported to Excel sheet and used for statistical analysis. Simple random sampling technique was used for sample collection.

Scoring and consolidation of data

Scoring was done soon after the collection of data. It was done according to the scoring scheme of the tools used. Responses which were completed in all respect were selected for the analysis.

All the four tools were prepared in five-point scale and the respondent respond to item as "strongly disagree", "disagree", "undecided", "agree", and "strongly agree". For a positive item in the scale a score of 1, 2, 3, 4, and 5 was given. Scoring scheme was reversed for the negative items. Questionnaire on Student's Socio-Economic Status (QSSES) consists of 25 items, Scale on Student's

Individual Life Satisfaction (SSILS) consists of 24 items, Scale on Student's Self Efficacy (SSSE) consists of 39 items and Student's Academic Goal Orientation Inventory (SAGOI) consists of 44 items.

Statistical techniques used for analysis

After scoring the collected data, it was entered into excel sheets. For each classificatory variable of Gender, Subject of specialization, types of school management and Residential status of parents, '1', '2', and '3' digits were assigned to represent each sub groups and the numerical value of each item were assigned using excel option, in order to facilitate statistical analysis and interpretations. The data then exported to SPSS. All the statistical calculations were done through Statistical Package for Social Sciences (SPSS Software Version 21.)

The main statistical techniques employed for the present investigation are given below

1. Mean

2. Standard deviation

3. One Way ANOVA

4. Pearson's Product Moment Correlation

5. Post Hoc Analysis

6. Multiple Regression Analysis

Conclusion

The research design of the current study involved the identification of the problem, selection of the sample, preparation and standardisation of appropriate tools for data collection, administration of the tools, tabulation and analysis of the collected data and interpretation based on the data analysis.

CHAPTER 4
RESULTS AND DISCUSSIONS

- Preliminary Analysis
- Major Analysis

Results and Discussions are crucial stages in the process of understanding and making sense of collected data. This chapter describes the details of the analysis and interpretation of collected data statistically. It is the systematic examination and interpretation of data. The purpose of analysis is to derive Meaningful insights, draw conclusions and address research questions. "The process of organizing data, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others" (Bryman, 2016). "Analysis and interpretation of data is the heart of research reports" (Best, 1959). Interpretation is the process of making sense of the findings obtained from research study. It is very crucial as it adds Meaning and context to the collected data allowing the researcher to draw valid conclusions.

Details of the analysis and discussion of results are summarized under the following headings.

- **Preliminary Analysis**
- **Major Analysis**

Preliminary analysis

Preliminary analysis includes the calculations of statistical constraints such as Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the selected independent and dependent variables on the basis of total ample and sub samples formed on the basis of Gender, Subject of specialization, Types of school management and Residential status of parents as Non-Resident and Resident.

Preliminary analysis of the test scores

Preliminary analysis allows the researchers to assess the quality and integrity of the test scores. Descriptive statistics such as measures of central tendency (Mean, Median) and variability (Standard deviation, range) can provide an initial understanding of the distribution and characteristics of the scores. The score distribution of the independent and dependent variables for the total sample and relevant sub samples are presented in tables.

Statistical constants for the distribution of Socio-Economic Status among Higher Secondary School Students

Preliminary analysis was conducted to find the distribution of scores of Socio-Economic Statuses. The important statistical constants namely Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the distribution of the variable Socio-Economic Status of total sample and sub samples were calculated and presented in Table 11.

Table 11

Statistical indices of distribution scores of the Socio-Economic Status obtained for the total sample and sub samples based on Gender and types of management.

Statistics	Sample					
	Total	Male	Female	Government	Aided	Unaided
N	806	265	541	665	111	30
Mean	49.43	50.54	48.88	49.43	50.50	45.43
Median	48.00	48.00	47.00	48.00	48.00	43.00
Mode	43.00	43.00	43.00	43.00	40.00	37.00
Std. Deviation	10.24	10.64	10.00	10.07	10.97	10.45
Skewness	1.00	0.84	1.08	1.00	0.88	1.84
Kurtosis	1.38	0.80	1.79	1.61	0.47	3.35

Mean (49.43), Median (48), and Mode (43) of Socio-Economic Status for total sample are approximately equal. The indices of Skewness (1.00) and Kurtosis (1.38) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (50.54) and Median (48) of Socio-Economic Status for male Higher Secondary School Students are approximately equal and Mode (43) is slightly deviated from Mean and Median. The indices of Skewness (.84) and Kurtosis (0.80) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (48.8), Median (47), and Mode (43) of Socio-Economic Status for female Higher Secondary School Students are approximately equal. The indices of Skewness (1.08) and Kurtosis (1.79) indicate positively skewed, leptokurtic distribution of Socio-Economic Status.

Mean (49.43), Median (48), and Mode (43) of Socio-Economic Status for Government Higher Secondary School Students are approximately equal. The indices of Skewness (1.00) and Kurtosis (1.61) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (50.50) and Median (48) of Socio-Economic Status for Aided school students are approximately equal and Mode (40) is slightly deviated from Mean and Median. The indices of Skewness (.88) and Kurtosis (0.47) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (45.43) and Median (43) of Socio-Economic Status of Unaided Higher Secondary School Students are approximately equal and Mode (37) is slightly deviated from Mean and Median. The indices of Skewness (1.84) and Kurtosis (3.35) indicate positively skewed, leptokurtic distribution of Socio-Economic Status.

Table 12

Statistical indices of distribution scores of the Socio-Economic Status obtained for the sub samples based on subject of specialization and Residential status of parents.

Statistics	Sample				
	Science	Commerce	Humanities	NRI	Non NRI
N	245	459	102	157	649
Mean	51.81	48.62	47.31	52.09	48.78
Median	50.00	47.00	45.00	50.00	47.00
Mode	43.00	43.00	38.00	49.00	43.00
Std. Deviation	10.67	9.47	11.52	9.85	10.23
Skewness	0.74	0.93	1.75	1.13	1.01
Kurtosis	0.12	1.41	4.41	2.50	1.24

Mean (51.81) and Median (50) of Socio-Economic Status for Science Higher Secondary School Students are approximately equal and Mode (43) is slightly deviated from Mean and Median. The indices of Skewness (.74) and Kurtosis (0.12) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (48.62), Median (47), and Mode (43) of Socio-Economic Status for Commerce

Higher Secondary School Students are approximately equal. The indices of Skewness (.93) and Kurtosis (1.41) indicate positively skewed, leptokurtic distribution of Socio-Economic Status Mean (47.31) and Median (45) of Socio-Economic Status for Science Higher Secondary School Students are approximately equal and Mode (38) is slightly deviated from Mean and Median. The indices of Skewness (1.75) and Kurtosis (4.41) indicate positively skewed, leptokurtic distribution of Socio-Economic Status.

Mean (52.09), Median (50), and Mode (49) of Socio-Economic Status for students of NRI parents are approximately equal. The indices of Skewness (1.13) and Kurtosis (2.50) indicate positively skewed, leptokurtic distribution of Socio-Economic Status. Mean (48.78), Median (47), and Skewness (1.01) and Kurtosis (1.24) indicate positively skewed, leptokurtic distribution of Socio-Economic Status.

The histogram with normal plot and p-p plot of variable Socio-Economic Status for total sample is presented in figure 2 and figure 3 respectively.

Figure 2

Histogram with normal plot of Socio-Economic Status.
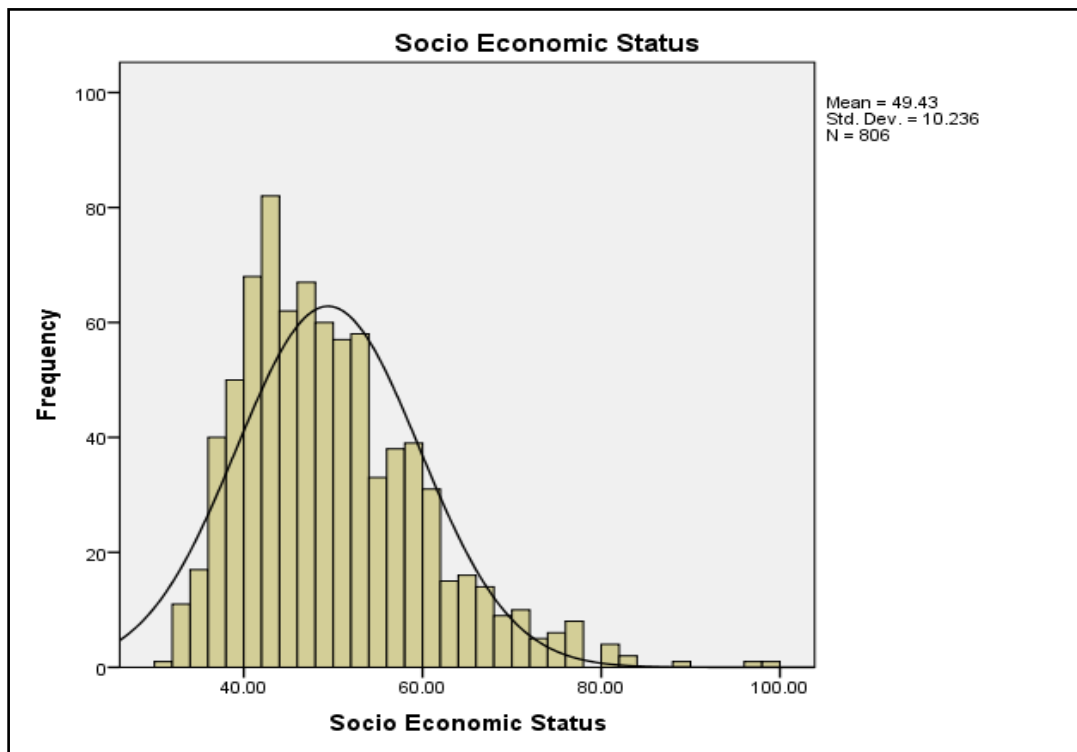
Figure 3

P-P plot of Socio-Economic Status for total sample.
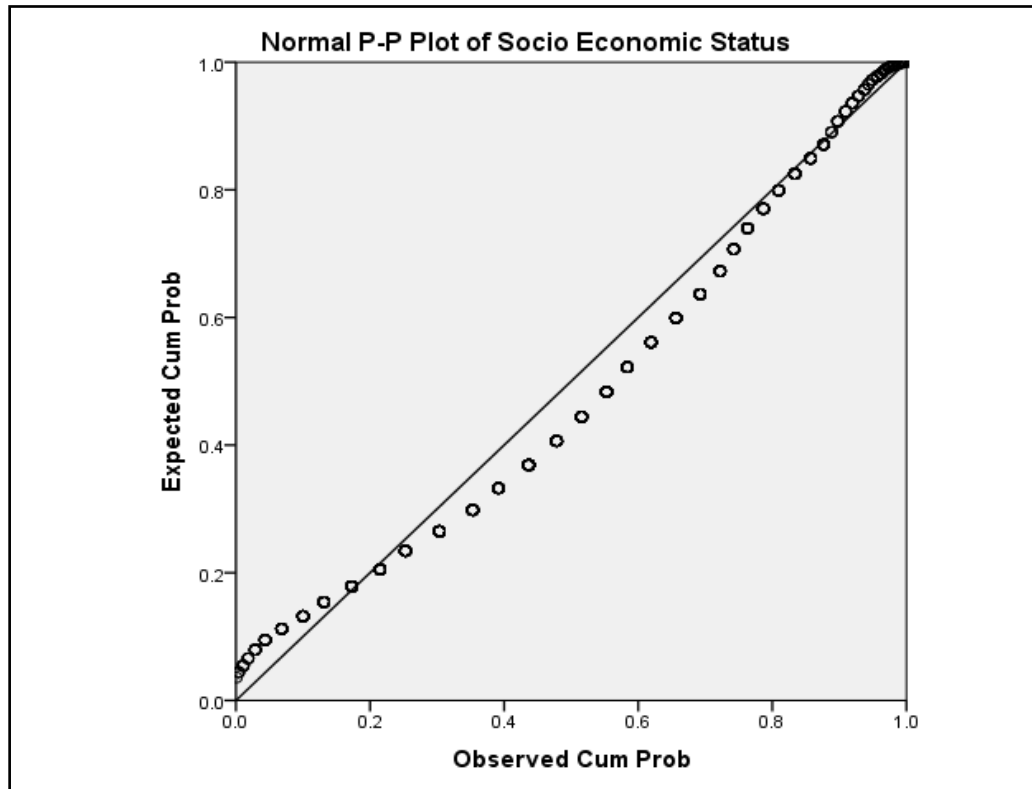
From indices of statistical constants, histogram with normal plots and P-P plot it is clear that the independent variable Socio-Economic Status is not deviated largely from normality.

Statistical constants for the distribution of Individual Life Satisfaction among Higher Secondary School Students.

Preliminary analysis was conducted to find the distribution of scores of Individual Life Satisfaction. The important statistical constants namely Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the distribution of the variable Individual Life Satisfaction of total sample and sub samples were calculated and presented in Table13 and 14.

Table 13

Statistical indices of distribution scores of the Individual Life Satisfaction obtained for the total sample and sub samples based on Gender and Types of management.

Statistics	Sample					
	Total	Male	Female	Government	Aided	Unaided
N	806	265	541	665	111	30
Mean	92.46	90.72	93.32	92.74	92.27	86.97
Median	92.00	91.00	94.00	92.00	92.00	87.50
Mode	92.00	92.00	94.00	92.00	95.00	88.00
Std. Deviation	8.45	8.58	8.25	8.46	8.32	6.68
Skewness	-0.17	-0.04	-0.23	-0.23	0.05	-0.41
Kurtosis	0.57	0.67	0.65	0.73	-0.05	0.48

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Mean (92.46), Median (92), and Mode (92) of Individual Life Satisfaction for total sample are approximately equal. The indices of Skewness (-.17) and Kurtosis (0.57) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (90.72), Median (91), and Mode (92) of Individual Life Satisfaction for male students are approximately equal. The indices of Skewness (-.04) and Kurtosis (0.67) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (93.32), Median (94), and Mode (94) of Individual Life Satisfaction for female students are approximately equal. The indices of Skewness (-.23) and Kurtosis (0.65) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction.

Mean (92.74), Median (92), and Mode (92) of Individual Life Satisfaction for Government Higher Secondary School Students are approximately equal. The indices of Skewness (-.23) and Kurtosis (0.73) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (92.27), Median (92), and Mode (95) of Individual Life Satisfaction for Aided Higher Secondary School Students are approximately equal. The indices of Skewness (.05) and Kurtosis (-0.05) indicate positively skewed, platykurtic distribution of Individual Life Satisfaction. Mean (86.97), Median (87.50), and Mode (88) of Individual Life Satisfaction for Unaided Higher Secondary School Students are approximately

equal. The indices of Skewness (-.41) and Kurtosis (.48) indicate negatively skewed, platykurtic distribution of Individual Life Satisfaction.

Table 14

Statistical indices of distribution scores of Individual Life Satisfaction obtained for the sub samples based on subject of specialization and Residential status of parents.

Statistics	Sample				
	Science	Commerce	Humanities	NRI	Non NRI
N	245	459	102	157	649
Mean	92.68	92.98	89.63	93.15	92.30
Median	93.00	93.00	89.00	93.00	92.00
Mode	92.00	91.00	83.00	92.00	91.00
Std. Deviation	8.61	8.29	8.30	9.02	8.30
Skewness	-0.48	-0.02	-0.08	-0.44	-0.10
Kurtosis	1.04	0.45	0.19	1.69	0.25

Mean (92.68), Median (93), and Mode (92) of Individual Life Satisfaction for Science Higher Secondary School Students are approximately equal. The indices of Skewness (-.48) and Kurtosis (1.04) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (92.98), Median (93), and Mode (91) of Individual Life Satisfaction for Commerce Higher Secondary School Students are approximately equal. The indices of Skewness (-.02) and Kurtosis (0.45) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (89.63), Median (89), and Mode (83) of Individual Life Satisfaction for Humanities Higher Secondary School Students are approximately equal. The indices of Skewness (-.08) and Kurtosis (.19) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction.

Mean (93.15), Median (93), and Mode (92) of Individual Life Satisfaction for students of NRI parents are approximately equal. The indices of Skewness (-0.44) and Kurtosis (1.69) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction. Mean (92.30), Median (92), and Mode (91) of

Individual Life Satisfaction for students of Non NRI parents are approximately equal. The indices of Skewness (-.10) and Kurtosis (0.25) indicate negatively skewed, leptokurtic distribution of Individual Life Satisfaction.

The histogram with normal plot and p-p plot of variable Individual Life Satisfaction for total sample is presented in figure 4 and figure 5 respectively.

Figure 4

Histogram with normal plot of Individual Life Satisfaction.
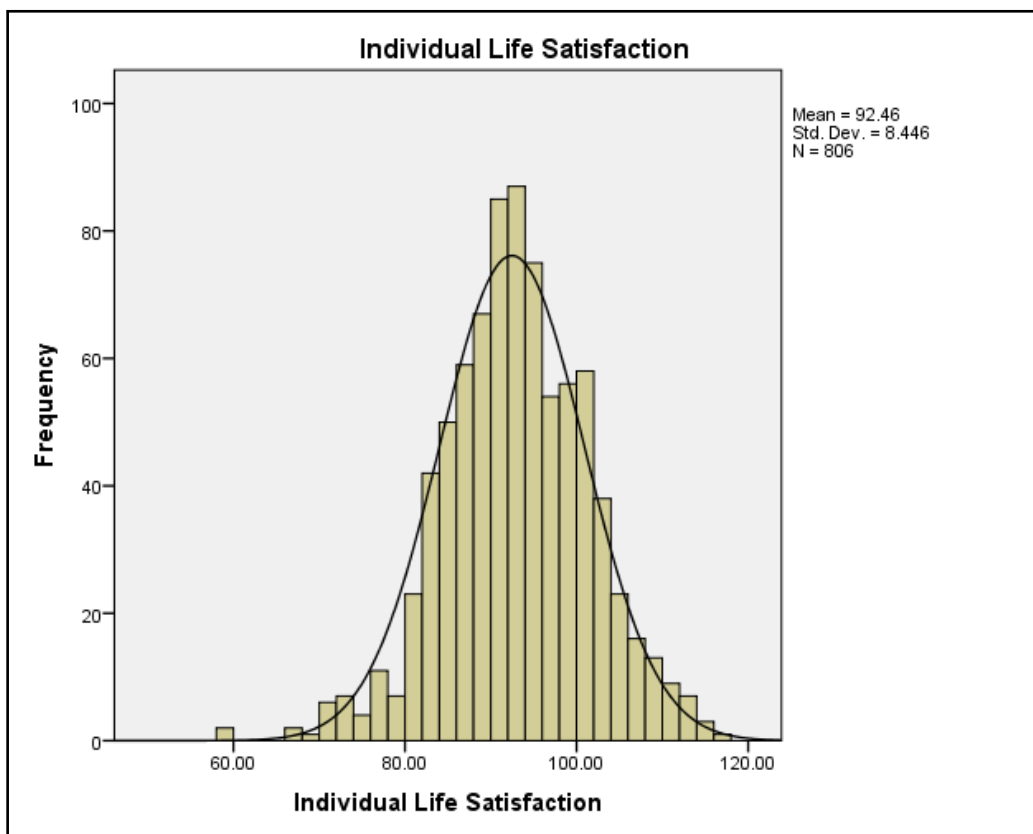
Figure 5

P-P plot of independent variable Individual Life Satisfaction for total sample
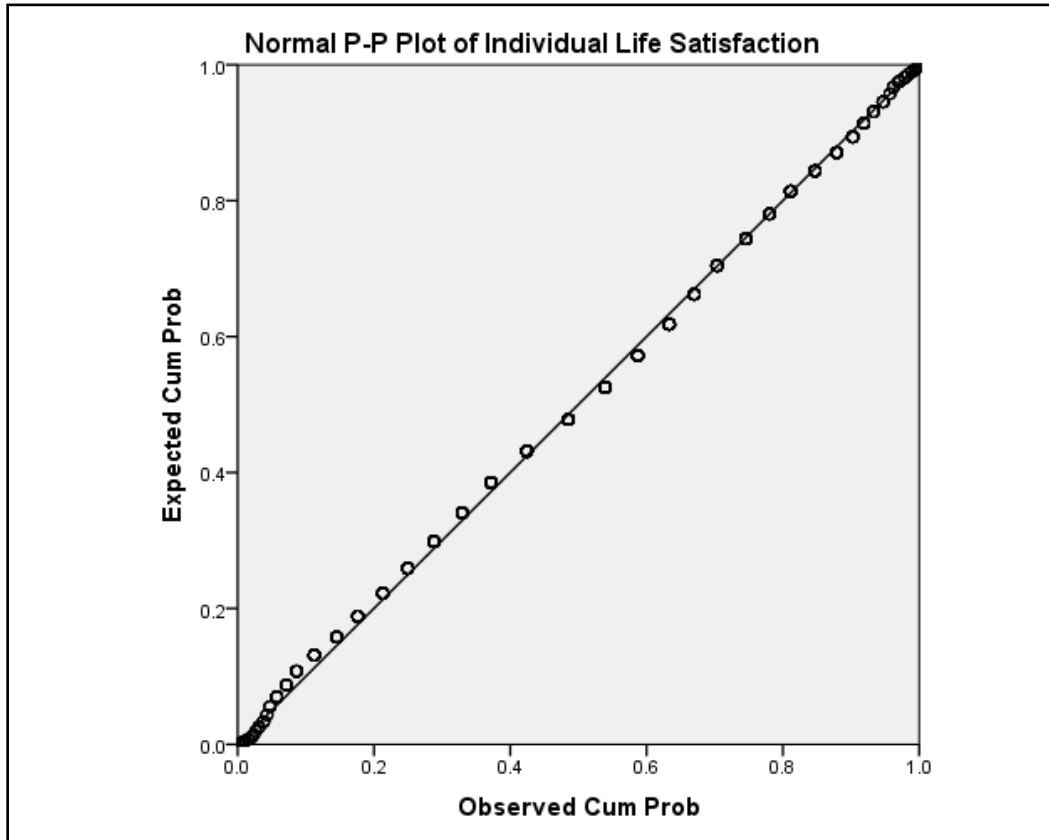
From indices of statistical constants, histogram with normal plots and P-P plot it is clear that the independent variable Individual Life Satisfaction is not deviated largely from normality.

Statistical constants for the distribution of Self Efficacy among Higher Secondary School Students.

Preliminary analysis was conducted to find the distribution of scores of Self Efficacy. The important statistical constants namely Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the distribution of the variable Self Efficacy of total sample and sub samples were calculated and presented in Table 15and 16.

Table 15

Statistical indices of distribution scores of the Self Efficacy obtained for the total sample and sub samples based on Gender and Types of management.

Statistics	Sample					
	Total	Male	Female	Government	Aided	Unaided
N	806	265	541	665	111	30
Mean	148.72	144.55	150.76	148.96	149.74	139.57
Median	149.00	145.00	150.00	149.00	150.00	138.50
Mode	152.00	152.00	149.00	152.00	149.00	134.00
Std. Deviation	14.14	15.02	13.23	14.06	14.74	10.10
Skewness	-.025	-.006	.104	-.029	-.237	.521
Kurtosis	.136	-.093	.164	.179	.270	-.304

Mean (148.72), Median (149), and Mode (152) of Self Efficacy for total sample are approximately equal. The indices of Skewness (-.025) and Kurtosis (0.136) indicate negatively skewed, leptokurtic distribution of Self Efficacy. Mean (144.55) and Median (145) of Self Efficacy for male Higher Secondary School Students are approximately equal and Mode (152) is slightly deviated from Mean and Median. The indices of Skewness (-.006) and Kurtosis (-.093) indicate negatively skewed, platykurtic distribution of Self Efficacy. Mean (150.76), Median (150), and Mode (149) of Self Efficacy for female Higher Secondary School Students are approximately equal. The indices of Skewness (.104) and Kurtosis (0.164) indicate positively skewed, leptokurtic distribution of Self Efficacy.

Mean (148.96), Median (149), and Mode (152) of Self Efficacy for Government Higher Secondary School Students are approximately equal. The indices of Skewness (-.029) and Kurtosis (0.179) indicate negatively skewed, leptokurtic distribution of Self Efficacy. Mean (149.74), Median (150) and Mode (149) of Self Efficacy for Aided Higher Secondary School Students are approximately equal. The indices of Skewness (-.237) and Kurtosis (0.270) indicate

negatively skewed, leptokurtic distribution of Self Efficacy. Mean (139.57), Median (138.5) and Mode (134) of Self Efficacy for Unaided Higher Secondary School Students are approximately equal. The indices of Skewness (.521) and Kurtosis (-.304) indicate positively skewed, platykurtic distribution of Self Efficacy.

Table 16

Statistical indices of distribution scores of the Self Efficacy obtained for the sub samples based on subject of specialization and Residential status of parents.

Statistics	Sample				
	Science	Commerce	Humanities	NRI	Non NRI
N	245	459	102	157	649
Mean	150.42	148.24	146.81	149.82	148.46
Median	151.00	148.00	147.00	150.00	149.00
Mode	154.00	146.00	138.00	152.00	146.00
Std. Deviation	14.62	13.88	13.82	14.22	14.11
Skewness	-.489	.192	.200	-.043	-.021
Kurtosis	.903	-.055	-.287	.000	.181

Mean (150.42), Median (151) and Mode (154) of Self Efficacy for Science Higher Secondary School Students are approximately equal. The indices of Skewness (-.489) and Kurtosis (0.903) indicate negatively skewed, leptokurtic distribution of Self Efficacy. Mean (148.24), Median (148), and Mode (146) of Self Efficacy for Commerce students are approximately equal. The indices of Skewness (.192) and Kurtosis (-.055) indicate positively skewed, platykurtic distribution of Self Efficacy. Mean (146.81), Median (147), and Mode (138) of Self Efficacy for Humanities Higher Secondary School Students are approximately equal. The indices of Skewness (.200) and Kurtosis (-.287) indicate positively skewed, platykurtic distribution of Self Efficacy.

Mean (149.82), Median (150) and Mode (152) of Self Efficacy for students of NRI parents are approximately equal. The indices of Skewness (-0.043) and

Kurtosis (0) indicate negatively skewed, mesokurtic distribution of Self Efficacy. Mean (148.46), Median (149), and Mode (146) of Self Efficacy for students of Non NRI parents are approximately equal. The indices of Skewness (-.021) and Kurtosis (0.181) indicate negatively skewed, leptokurtic distribution of Self Efficacy.

The histogram with normal plot and p-p plot of variable Self Efficacy for total sample is presented in figure 6 and figure 7 respectively.

Figure 6

Histogram with normal plot of Self- efficacy for total sample.

Figure 7

P-P plot of independent variable Self Efficacy for total sample.
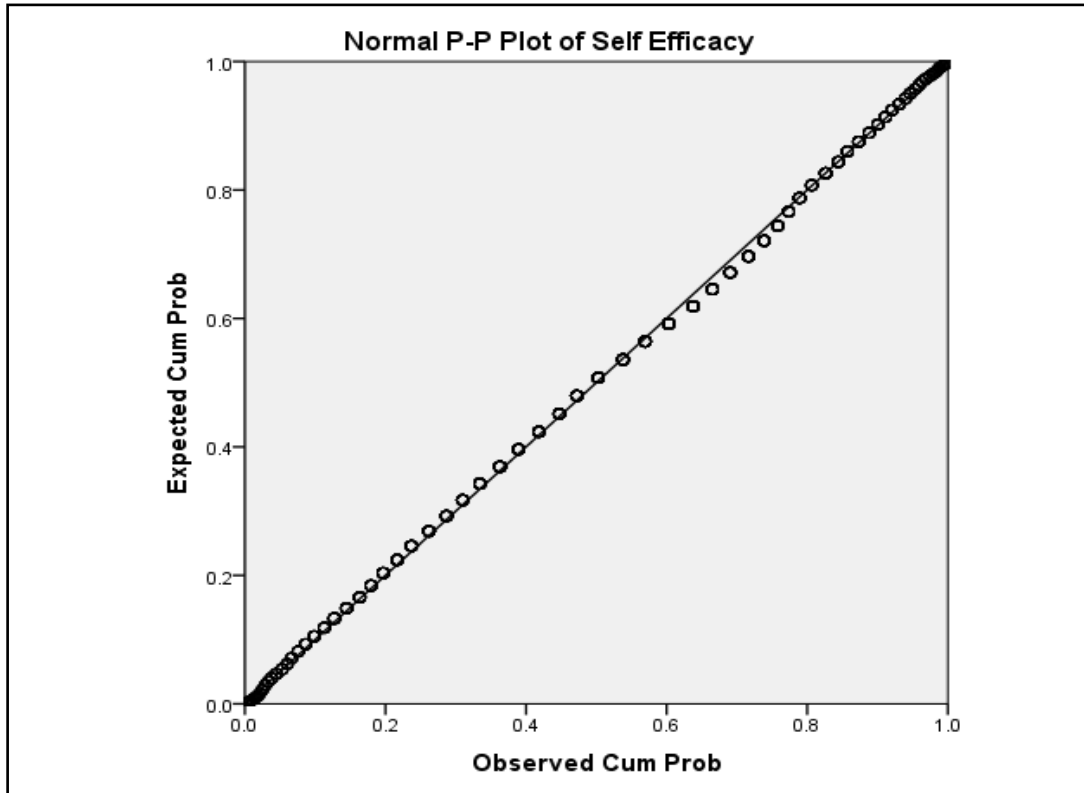
From indices of statistical constants, histogram with normal plots and P-P plot it is clear that the independent variable Self Efficacy is not deviated largely from normality.

Statistical constants for the distribution of Academic Goal Orientation among Higher Secondary School Students.

Preliminary analysis was conducted to find the distribution of scores of Academic Goal Orientation. The important statistical constants namely Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the distribution of the variable Academic Goal Orientation of total sample and sub samples were calculated and presented in Table17 and 18.

Table 17

Statistical indices of distribution scores of the Academic Goal Orientation obtained for the total sample and sub samples based on Gender and Types of management.

Statistics	Sample					
	Total	Male	Female	Government	Aided	Unaided
N	806	265	541	665	111	30
Mean	171.02	164.55	174.19	171.46	169.60	166.57
Median	171.00	165.00	172.00	171.00	168.00	167.00
Mode	171.00	160.00	167.00	167.00	171.00	146.00
Std. Deviation	19.17	19.98	17.94	19.18	19.44	17.63
Skewness	-.033	-.182	.206	-.102	.337	.011
Kurtosis	.143	.261	-.321	.221	-.121	.494

Mean (171.02), Median (171), and Mode (171) of Academic Goal Orientation for total sample are approximately equal. The indices of Skewness (-.033) and Kurtosis (0.143) indicate negatively skewed, leptokurtic distribution of Academic Goal Orientation. Mean (164.55), Median (165) and Mode (160) of Academic Goal Orientation for male Higher Secondary School Students are approximately equal. The indices of Skewness (-.182) and Kurtosis (0.261) indicate negatively skewed, leptokurtic distribution of Academic Goal Orientation. Mean (174.19), Median (172), and Mode (167) of Academic Goal Orientation for female Higher Secondary School Students are approximately equal. The indices of Skewness (.206) and Kurtosis (-.321) indicate positively skewed, platykurtic distribution of Academic Goal Orientation.

Mean (171.46), Median (171), and Mode (167) of Academic Goal Orientation for Government Higher Secondary School Students are approximately equal. The indices of Skewness (-.102) and Kurtosis (0.221) indicate negatively skewed, leptokurtic distribution of Academic Goal Orientation. Mean (169.60), Median (168) and Mode (171) of Academic Goal Orientation for Aided Higher Secondary School Students are approximately equal. The indices of Skewness

(0.337) and Kurtosis (-.121) indicate positively skewed, platykurtic distribution of Academic Goal Orientation. Mean (166.57) and Median (167) of Academic Goal Orientation for Unaided Higher Secondary School Students are approximately equal and Mode (146) is slightly deviated from Mean and Median. The indices of Skewness (.011) and Kurtosis (.494) indicate positively skewed, leptokurtic distribution of Academic Goal Orientation.

Table 18

Statistical indices of distribution scores of the Academic Goal Orientation obtained for the sub samples based on subject of specialization and Residential status of parents.

Statistics	Sample				
	Science	Commerce	Humanities	NRI	Non NRI
N	245	459	102	157	649
Mean	173.02	170.53	168.45	172.64	170.63
Median	173.00	170.00	167.00	174.00	169.00
Mode	160.00	167.00	167.00	166.00	171.00
Std. Deviation	20.43	18.42	19.07	19.19	19.15
Skewness	-.318	.012	.490	-.229	.013
Kurtosis	.577	-.038	.064	-.170	.248

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Mean (173.02) and Median (173) of Academic Goal Orientation for Science stream Higher Secondary School Students are approximately equal and Mode (160) is slightly deviated from Mean and Median. The indices of Skewness (-.318) and Kurtosis (0.577) indicate negatively skewed, leptokurtic distribution of Academic Goal Orientation. Mean (170.53), Median (170), and Mode (167) of Academic Goal Orientation for Commerce Higher Secondary School Students are approximately equal. The indices of Skewness (.012) and Kurtosis (-.038) indicate positively skewed, platykurtic distribution of Academic Goal Orientation. Mean (168.45), Median (167), and Mode (167) of Academic Goal Orientation for Humanities Higher Secondary School Students are approximately equal. The indices of

Skewness (.490) and Kurtosis (.064) indicate positively skewed, leptokurtic distribution of Academic Goal Orientation.

Mean (172.64), Median (174) and Mode (166) of Academic Goal Orientation for students of NRI parents are approximately equal. The indices of Skewness (-0.229) and Kurtosis (-.170) indicate negatively skewed, platykurtic distribution of Academic Goal Orientation. Mean (170.63), Median (169), and Mode (171) of Academic Goal Orientation for students of Non NRI parents are approximately equal. The indices of Skewness (.013) and Kurtosis (0.248) indicate positively skewed, leptokurtic distribution of Academic Goal Orientation.

The histogram with normal plot and p-p plot of variable Academic Goal Orientation for total sample is presented in figure 8 and figure 9 respectively.

Figure 8

Histogram with normal plot of Academic Goal Orientation.
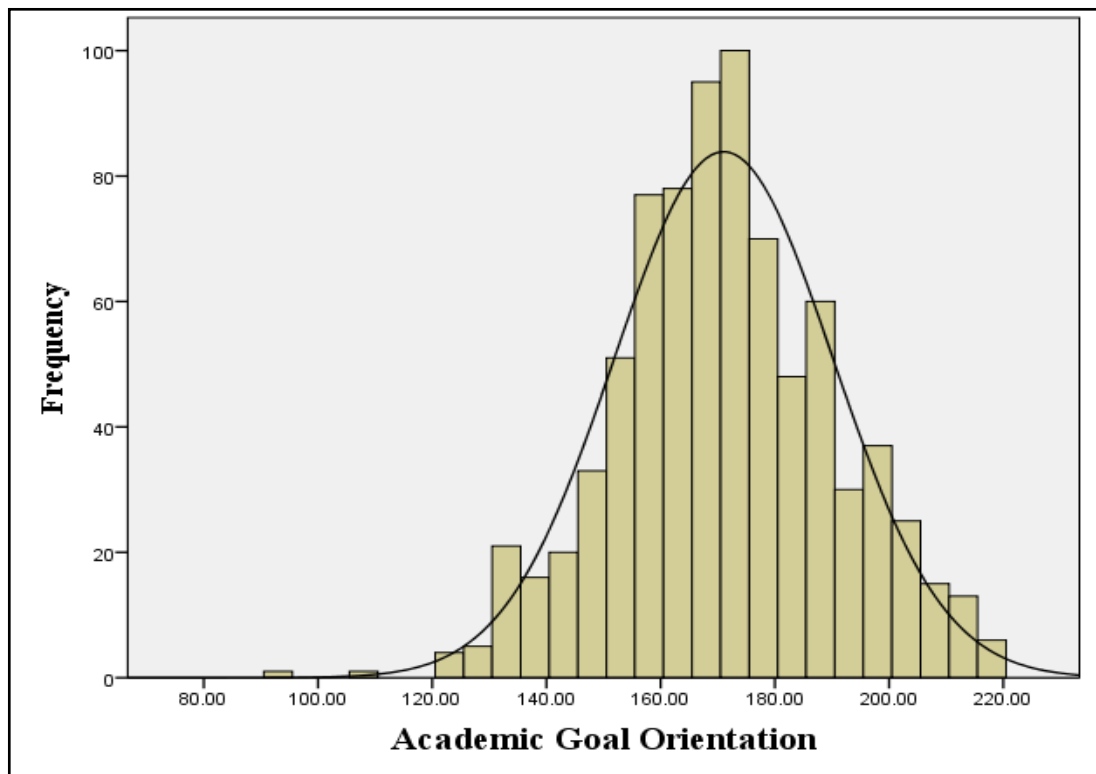
Figure 9

P-P plot of Academic Goal Orientation for total sample.
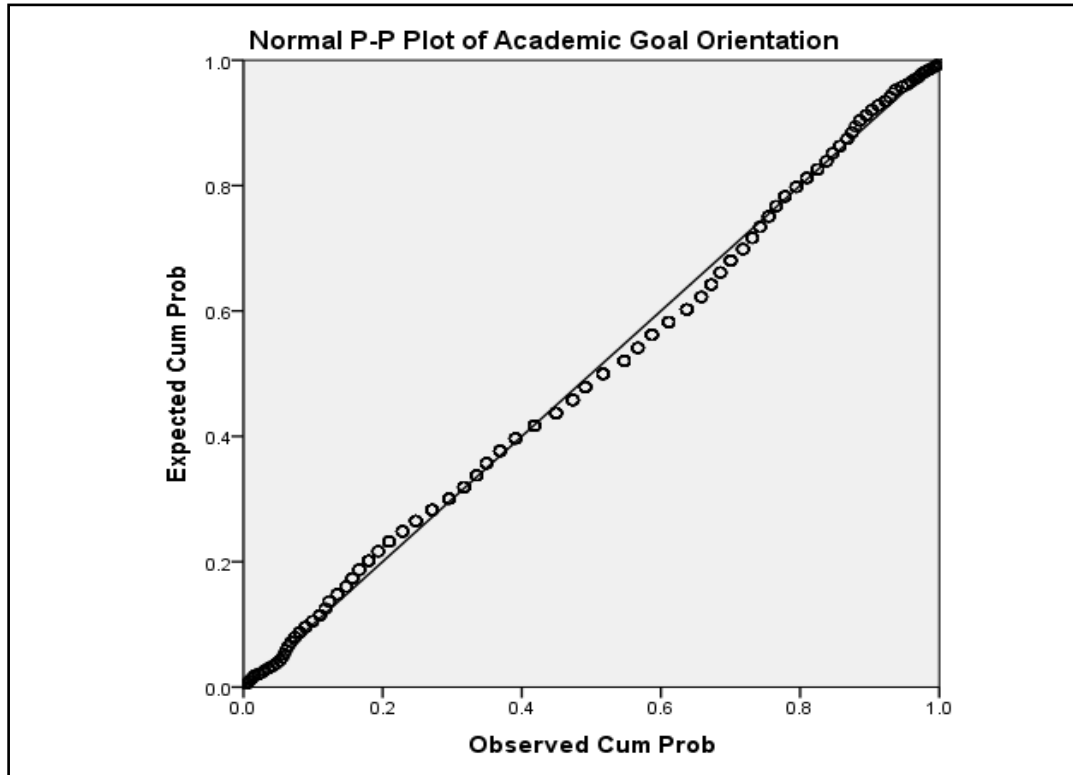
From indices of statistical constants, histogram with normal plots and P-P plot, it is clear that the dependent variable Academic Goal Orientation is not deviated largely from normality.

When taken as a whole, there is no significant difference in distribution between the independent and dependent variables in the total sample and sub-samples. A small Non normality in large samples should not be seen as a major problem. It does not result in accepting or rejecting the hypotheses. It is here by confirmed that the samples taken for the study are representative of the population sample.

Investigation of Percentile Analysis

Percentage analysis is a valuable tool in research for summarizing data, making comparisons, understanding proportions, visualizing findings and testing hypotheses.

Investigation of Percentile Analysis of independent variable Socio-Economic Status for total samples

To know the level of Socio-Economic Status of Higher Secondary School Students, percentiles of obtained data were calculated. Data and results of percentile calculation for total sample and relevant sub samples are presented in table 19.

Table19

Data and results of Percentile Analysis on scale of socio- economic status for total sample and relevant sub samples based on Gender and Types of management.

Percentiles	Total	Male	Female	Government	Aided	Unaided
10	38.0	38.0	38.0	38.0	39.0	37.0
20	41.0	41.0	40.0	41.0	42.0	37.0
30	43.0	43.0	43.0	43.0	43.0	38.3
40	45.0	47.0	45.0	45.0	46.0	40.4
50	48.0	48.0	47.0	48.0	48.0	43.0
60	51.0	51.0	50.0	51.0	50.2	43.6
70	53.0	55.0	53.0	53.0	56.0	48.4
80	58.0	59.0	57.0	57.0	60.0	49.0
90	63.0	66.0	61.0	63.0	65.4	59.0

From the table it is clear that for total sample 10th Percentile of the scores of Socio-Economic Statuses is 38. That Means only 10 percent of the Higher Secondary School Students scores less than 38 on the Socio-Economic Status questionnaire. 50th Percentile of the scores of Socio-Economic Statuses is 48. That Means 50 percent of the Higher Secondary School Students scores less than 48 and 50 percent scores higher than 48. 50th Percentile of the scores of Socio-Economic Statuses of male Higher Secondary School Students is 48. That Means 50 percent of the male Higher Secondary School Students scores less than 48 and 50 percent scores higher than 48. 50th Percentile of the scores of Socio-Economic Statuses of female Higher Secondary School Students is 47. That Means 50 percent of the female Higher Secondary school student scores less than 47 and 50 percent scores higher than 47. 50th Percentile of the scores of Socio-Economic Status of Government Higher Secondary School Students is 48. That Means 50 percent of the

Government Higher Secondary school student scores less than 48 and 50 percent scores higher than 48. 50th Percentile of the scores of Socio-Economic Status of Aided Higher Secondary School Students is 48. That Means 50 percent of the Aided Higher Secondary school student scores less than 48 and 50 percent scores higher than 48. 50th Percentile of the scores of Socio-Economic Status of Unaided Higher Secondary School Students is 43. That Means 50 percent of the Unaided Higher Secondary School Students scores less than 43 and 50 percent scores higher than 43.

Investigation of Percentile Analysis of independent variable Socio-Economic Status for relevant sub samples

Table 20

Data and results of percentile calculation for sub samples based on Subject of specialization and Residential status of parents.

Percentiles	Science	Commerce	Humanities	NRI	Non NRI
10	40.0	37.0	37.0	41.0	37.0
20	43.0	40.0	38.0	43.6	40.0
30	44.8	43.0	40.0	46.0	42.0
40	47.0	45.0	42.2	48.0	44.0
50	50.0	47.0	45.0	50.0	47.0
60	53.0	50.0	46.8	53.0	50.0
70	56.2	53.0	50.1	57.0	53.0
80	60.0	56.0	54.8	60.0	57.0
90	66.0	61.0	61.0	67.0	63.0

Table shows that 50th Percentile of the scores of Socio-Economic Status of Science Higher Secondary School Students is 50. That Means 50 percent of the Higher Secondary School Students of Science stream scores less than 50 and 50 percent scores higher than 50. 50th Percentile of the scores of Socio-Economic Status of Commerce Higher Secondary School Students is 47. That Means 50 percent of the Higher Secondary School Students of Commerce stream scores less than 47 and 50 percent scores higher than 47. 50th Percentile of the scores of Socio-Economic Statuses of Humanities Higher Secondary School Students is 45. That Means 50

percent of the Higher Secondary School Students of Humanities stream scores less than 45 and 50 percent scores higher than 45. 50th Percentile of the scores of Socio-Economic Statuses of students whose parents are NRI is 50. That Means 50 percent of the Higher Secondary school student whose parents are NRI scores less than 50 and 50 percent scores higher than 50. 50th Percentile of the scores of Socio-Economic Statuses of students whose parents are Non NRI is 47. That Means 50 percent of the Higher Secondary school student whose parents are Non NRI scores less than 47 and 50 percent scores higher than 47.

Investigation of Percentile Analysis of independent variable students' life satisfaction for total samples

To know the level of Individual Life Satisfaction of Higher Secondary School Students' percentiles of obtained data were calculated. Data and results of percentile calculation for total sample and relevant sub samples are presented in table 21.

Table 21

Data and results of Percentile Analysis of scale on Individual Life Satisfaction for total sample and relevant sub samples based on Gender and Types of management.

Percentiles	Total	Male	Female	Government	Aided	Unaided
10	83.0	80.0	83.0	83.0	81.2	79.1
20	86.0	84.0	86.0	86.0	86.0	82.0
30	88.0	86.8	89.0	89.0	88.0	84.0
40	91.0	89.0	91.0	91.0	91.0	86.4
50	92.0	91.0	94.0	92.0	92.0	87.5
60	94.0	92.0	95.0	94.6	94.0	88.0
70	97.0	94.0	98.0	97.0	95.0	89.0
80	100.0	98.0	100.0	100.0	100.0	94.4
90	103.0	102.0	103.8	103.0	103.6	96.8

From the table it is clear that for total sample 10th Percentile of the scores of Individual Life Satisfaction is 83. That Means only 10 percent of the Higher Secondary school student scores less than 83 on the Individual Life Satisfaction

questionnaire. 50th Percentile of the scores of Individual Life Satisfaction is 92. That Means 50 percent of the Higher Secondary school student scores less than 92 and 50 percent scores higher than 92. 50th Percentile of the scores of Individual Life Satisfaction of male Higher Secondary School Students is 91. That Means 50 percent of the male Higher Secondary School Students scores less than 91 and 50 percent scores higher than 91. 50th Percentile of the scores of Individual Life Satisfaction of female Higher Secondary School Students is 94. That Means 50 percent of the female Higher Secondary School Students scores is less than 94 and 50 percent scores higher than 94. 50th Percentile of the scores of Individual Life Satisfaction of Government Higher Secondary School Students is 92. That Means 50 percent of the Government Higher Secondary school student scores less than 92 and 50 percent scores higher than 92. 50th Percentile of the scores of Individual Life Satisfaction of Aided Higher Secondary School Students is 92. That Means 50 percent of the Aided Higher Secondary school student scores less than 92 and 50 percent scores higher than 92. 50th Percentile of the scores of Individual Life Satisfaction of Unaided Higher Secondary School Students is 87.5. That Means 50 percent of the Unaided Higher Secondary school student scores less than 87.5 and 50 percent scores higher than 87.5.

Investigation of Percentile Analysis of independent variable students' life satisfaction for relevant sub samples

Table 22

Data and results of Percentile Analysis of Individual Life Satisfaction for sub samples based on subject of specialization and Residential status of parents.

Percentiles	Science	Commerce	Humanities	NRI	Non NRI
10	83.0	83.0	80.3	83.0	83.0
20	86.0	86.0	83.0	86.6	86.0
30	89.0	89.0	85.0	89.4	88.0
40	91.0	91.0	87.2	92.0	90.0
50	93.0	93.0	89.0	93.0	92.0
60	94.0	95.0	92.0	95.0	94.0
70	97.0	97.0	94.0	97.6	97.0
80	100.0	100.0	97.0	100.0	100.0
90	103.0	103.0	100.0	102.0	103.0

Table shows that 50th Percentile of the scores of Individual Life Satisfaction of Science specialized Higher Secondary School Students is 93. That Means 50 percent of the Higher Secondary school student of Science stream scores less than 93 and 50 percent scores higher than 93. 50th Percentile of the scores of Individual Life Satisfaction of Commerce Higher Secondary School Students is 93. That Means 50 percent of the Higher Secondary school student of Commerce stream scores less than 93 and 50 percent scores higher than 93. 50th Percentile of the scores of Individual Life Satisfaction of Humanities Higher Secondary School Students is 89. That Means 50 percent of the Higher Secondary school student of Humanities stream scores less than 89 and 50 percent scores higher than 89. 50th Percentile of the scores of Individual Life Satisfaction of students whose parents are NRI is 93. That Means 50 percent of the Higher Secondary school student whose parents are NRI scores less than 93 and 50 percent scores higher than 93. 50th Percentile of the scores of Individual Life Satisfaction of students whose parents are Non NRI is 92. That Means 50 percent of the Higher Secondary School Students whose parents are Non NRI scored less than 92 and 50 percent scored higher than 92.

Investigation of Percentile Analysis of independent variable Self Efficacy for total samples

To know the level of Self Efficacy of Higher Secondary school student percentiles of obtained data were calculated. Data and results of percentile calculation for total sample and relevant sub samples are presented in table 23 and 24.

Table 23

Data and results of percentile calculation of scale on student's Self Efficacy for total sample and relevant sub samples based on Gender and Types of management.

Percentiles	Total	Male	Female	Government	Aided	Unaided
10	131	126	135	131	130.4	125.1
20	137	132	140	138	137	132.4
30	142	136	144	142	143	134
40	145	141	147	146	148	135.4
50	149	145	150	149	150	138.5
60	152	148.6	153	152	153	139.6
70	155	152	157	156	156	144.1
80	161	157.8	162	161	163	148.8
90	167	165	168.8	167	167	158.6

From the table it is clear that for total sample 10th Percentile of the scores of Self Efficacy is 131. That Means only 10 percent of the Higher Secondary school student scores less than 131 on the Self Efficacy scale. 50th Percentile of the scores of Self Efficacy is 149. That Means 50 percent of the Higher Secondary school student scores less than 149 and 50 percent scores higher than 149. 50th Percentile of the scores of Self Efficacy of male students is 145. That Means 50 percent of the male Higher Secondary school student scores less than 145 and 50 percent scores higher than 145. 50th Percentile of the scores of Self Efficacy of female students is 150. That Means 50 percent of the female Higher Secondary school student scores less than 150 and 50 percent scores higher than 150. 50th Percentile of the scores of Self Efficacy of Government Higher Secondary School Students is 149. That Means 50 percent of the Government Higher Secondary school student scores less than 149 and 50 percent scores higher than 149. 50th Percentile of the scores of Self Efficacy of Aided Higher Secondary School Students is 150. That Means 50 percent of the Aided Higher Secondary school student scores less than 150 and 50 percent scores higher than 150. 50th Percentile of the scores of Self Efficacy of Unaided Higher Secondary School Students is 139.6. That Means 50 percent of the Unaided Higher Secondary school student scores less than 139.6 and 50 percent scores higher than 139.6.

Investigation of Percentile Analysis of independent variable Self Efficacy for relevant sub samples

Table 24

Data and results of percentile calculation for sub samples based on Subject of specialization and Residential status of parents.

Percentiles	Science	Commerce	Humanities	NRI	Non NRI
10	133.6	131	126.3	132.8	131
20	140	136	135.2	137	137
30	144	141	138.9	142	141
40	148.4	144	142.2	147	145
50	151	148	147	150	149
60	154	151	150	153	152
70	157	155	153	156.6	155
80	162	161	158.4	162	160
90	168	167	166	169	167

Table shows that 50th Percentile of the scores of Self Efficacy of Science Higher Secondary School Students is 151. That Means 50 percent of the Higher Secondary school student of Science stream scores less than 151 and 50 percent scores higher than 151. 50th Percentile of the scores of Self Efficacy of Commerce Higher Secondary School Students is 148. That Means 50 percent of the Higher Secondary school student of Commerce stream scores less than 148 and 50 percent scores higher than 148. 50th Percentile of the scores of Self Efficacy of Humanities Higher Secondary School Students is 147. That Means 50 percent of the Higher Secondary school student of Humanities stream scores less than 147 and 50 percent scores higher than 147. 50th Percentile of the scores of Self Efficacy of students whose parents are NRI is 150. That Means 50 percent of the Higher Secondary school student whose parents are NRI scores less than 150 and 50 percent scores higher than 150. 50th Percentile of the scores of Self Efficacy of students whose parents are Non NRI is 149. That Means 50 percent of the Higher Secondary school student whose parents are Non NRI scores less than 149 and 50 percent scores higher than 149.

Investigation of Percentile Analysis of dependent variable Academic Goal Orientation for total samples

To know the level of Academic Goal Orientation of Higher Secondary school student percentiles of obtained data were calculated. Data and results of percentile calculation for total sample and relevant sub samples are presented in table 25 and 26 respectively.

Table 25

Data and results of Percentile Analysis of Academic Goal Orientation for total sample and relevant sub samples based on Gender and Types of management.

Percentiles	Total	Male	Female	Government	Aided	Unaided
10	147	135	151	148	144.2	144.2
20	157	148	159	157	154.4	155
30	161	157	165	162	159.6	157
40	166	160	168	167	164	164.4
50	171	165	172	171	168	167
60	175	170	176	175	172	169.6
70	180	175	183	181	177	173.4
80	187	180.8	190	188	186	180
90	198	189	200	198	198.6	189.7

From the table it is clear that for total sample 10th Percentile of the scores of Academic Goal Orientation is 147. That Means only 10 percent of the Higher Secondary school student scores less than 147 on the Academic Goal Orientation scale. 50th Percentile of the scores of Academic Goal Orientation is 171. That Means 50 percent of the Higher Secondary School Students scores less than 171 and 50 percent scores higher than 171. 50th Percentile of the scores of Academic Goal Orientation of male Higher Secondary School Students is 165. That Means 50 percent of the male Higher Secondary School Students scores is less than 165 and 50 percent scores higher than 165. 50th Percentile of the scores of Academic Goal

Orientation of female Higher Secondary School Students is 172. That Means 50 percent of the female Higher Secondary school student scores less than 172 and 50 percent scores higher than 172. 50th Percentile of the scores of Academic Goal Orientation of Government Higher Secondary School Students is 171. That Means 50 percent of the Government Higher Secondary school student scores less than 171 and 50 percent scores higher than 171. 50th Percentile of the scores of Academic Goal Orientation of Aided Higher Secondary School Students is 168. That Means 50 percent of the Aided Higher Secondary school student scores less than 168 and 50 percent scores higher than 168. 50th Percentile of the scores of Academic Goal Orientation of Unaided Higher Secondary School Students is 167. That Means 50 percent of the Unaided Higher Secondary school student scores less than 167 and 50 percent scores higher than 167.

Investigation of Percentile Analysis of dependent variable Academic Goal Orientation for relevant sub samples

Table 26

Data and results of percentile calculation for sub samples based on Subject of specialization and Residential status of parents.

Percentiles	Science	Commerce	Humanities	NRI	Non NRI
10	148	147	146.3	145.8	147
20	158.2	157	151.6	157.6	156
30	163	161	157.9	164.4	161
40	169	166	162.2	168.2	166
50	173	170	167	174	169
60	176	174	170.8	177.8	174
70	183	179	176.1	183	179
80	191.8	187	184	188.4	187
90	203	196	194.7	197.4	198

Table shows that 50th Percentile of the scores of Academic Goal Orientation of Science Higher Secondary School Students is 173. That Means 50 percent of the Higher Secondary School Students of Science stream scores less than 173 and 50 percent scores higher than 173. 50th Percentile of the scores of Academic Goal Orientation of Commerce Higher Secondary School Students is 170. That Means 50 percent of the Higher Secondary school student of Commerce stream scored less than 170 and 50 percent scored higher than 170. 50th Percentile of the scores of Academic Goal Orientation of Humanities Higher Secondary School Students is 167. That Means 50 percent of the Higher Secondary school student of Humanities stream scores less than 167 and 50 percent scores higher than 167. 50th Percentile of the scores of Academic Goal Orientation of students whose parents are NRI is 174. That Means 50 percent of the Higher Secondary school student whose parents are NRI scored less than 174 and 50 percent scored higher than 174. 50th Percentile of the scores of Academic Goal Orientation of students whose parents are Non NRI is 169. That Means 50 percent of the Higher Secondary school student whose parents are Non NRI scored less than 169 and 50 percent scored higher than 169.

Analysis of the Socio-Economic Status of Higher Secondary School Students.

To find out the Socio-Economic Status level of Higher Secondary School Students, they were classified into students having high level Socio-Economic Status, average level of Socio-Economic Status and low-level Socio-Economic Status. Higher Secondary School Students whose score above Mean+ SD is categorized as higher-level Socio-Economic Status, whose score below Mean- SD is lower-level Socio-Economic Status and Higher Secondary School Students who scored between the two-level mentioned above as average level Socio-Economic Status.

Table 27

Data and results of analysis of the Socio-Economic Status of Higher Secondary School Students.

	Groups	Frequency	Percent	Valid Percent	Cumulative Percent
	High SES	123	15.3	15.3	15.3
	Average SES	564	70.0	70.0	85.2
Valid	Low SES	119	14.8	14.8	100.0
	Total	806	100.0	100.0	

The result shows 15.3%, 70.0% and 14.8% of Higher Secondary School Students observed with high, average and low level of socio-economics status respectively

Graphical representation of levels of Socio-Economic Status among Higher Secondary School Students.

Figure 10

Levels of Socio-Economic Status
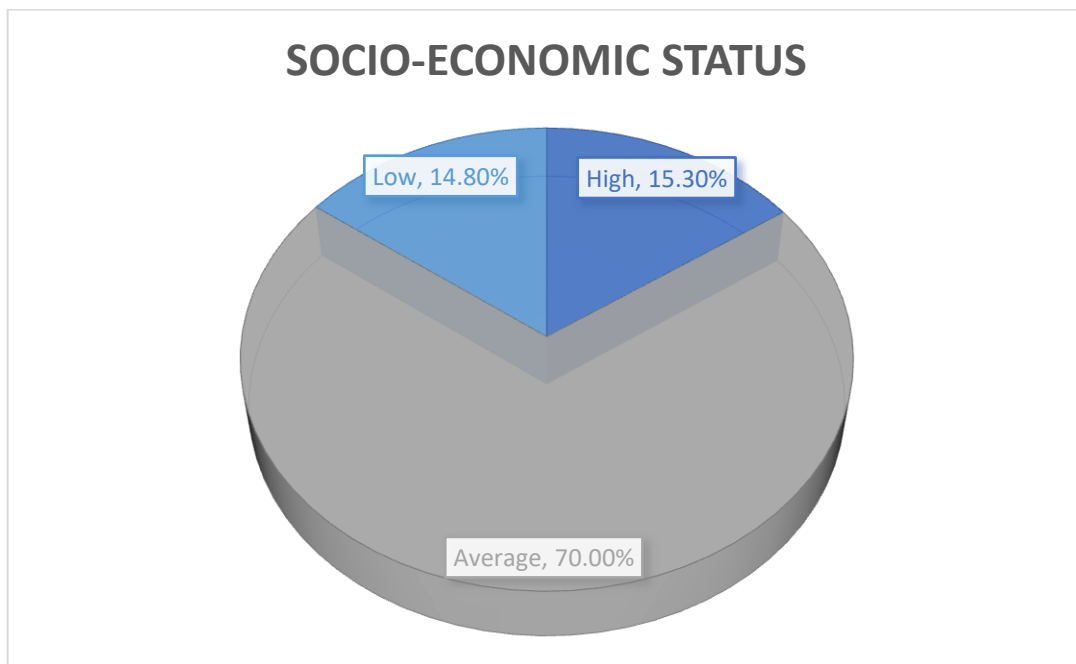
Analysis of the Individual Life Satisfaction of Higher Secondary School Students.

To find out the Individual Life Satisfaction level of Higher Secondary School Students, they were classified into students having high level Individual Life Satisfaction, average level of Individual Life Satisfaction and low level of Individual Life Satisfaction. Higher Secondary School Students whose score above Mean+ SD is categorized as higher-level Individual Life Satisfaction, whose score below Mean-SD is lower-level Individual Life Satisfaction and Higher Secondary School Students who scored between the two-level mentioned above as average level Individual Life Satisfaction.

Table 28

Data and results of analysis of the Individual Life Satisfaction of Higher Secondary School Students.

Group	Frequency	Percent
High Individual Life Satisfaction	136	16.9
Average Individual Life Satisfaction	541	67.1
Low Individual Life Satisfaction	129	16.0
Total	806	100.0

The result shows 16.9%, 67.1% and 16.0% of Higher Secondary School Students observed with high, average and low level of Individual Life Satisfaction respectively.

Figure 11

Graphical representation of levels of Individual Life Satisfaction among Higher Secondary School Students.
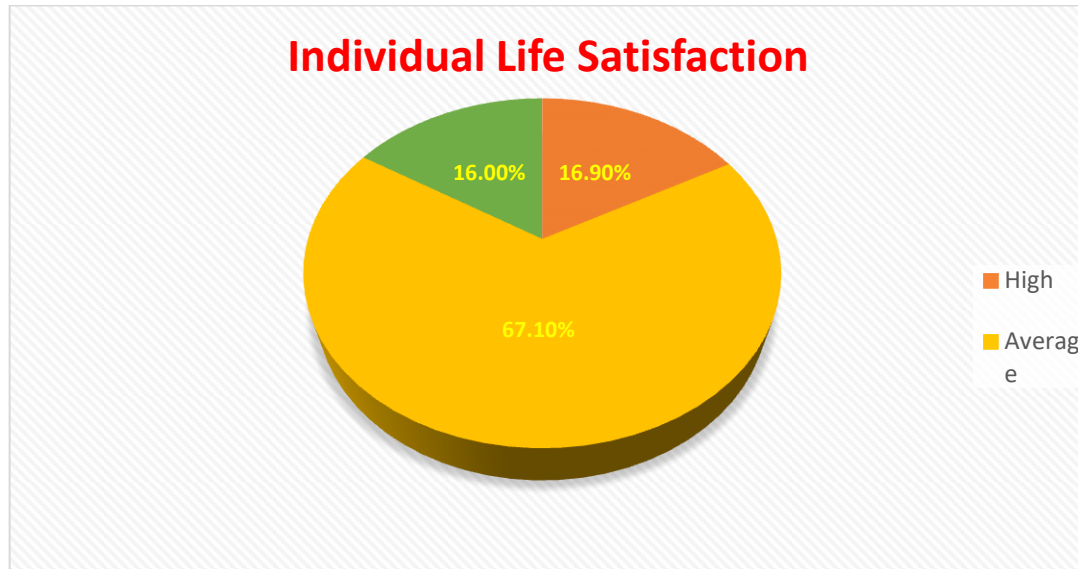
Analysis of the Self Efficacy of Higher Secondary School Students.

To find out the Self Efficacy level of Higher Secondary School Students, they were classified into students having high level Self Efficacy, average level of Self Efficacy and low level of Self Efficacy. Higher Secondary School Students whose score above Mean+ SD is categorized as higher-level Self Efficacy, whose score below Mean- SD is lower-level Self Efficacy and Higher Secondary School Students who scored between the two-level mentioned above as average level Self Efficacy.

Table 29

Data and results of analysis of the Self Efficacy of Higher Secondary School Students.

Group	Frequency	Percent
High Self Efficacy	130	16.1
Average Self Efficacy	552	68.5
Low Self Efficacy	124	15.4
Total	806	100.0

The result shows 16.1%, 68.5% and 15.4% of Higher Secondary School Students observed with high, average and low level of Self Efficacy respectively.

Graphical representation of levels of Self Efficacy among Higher Secondary School Students.

Figure 12

Levels of Self Efficacy
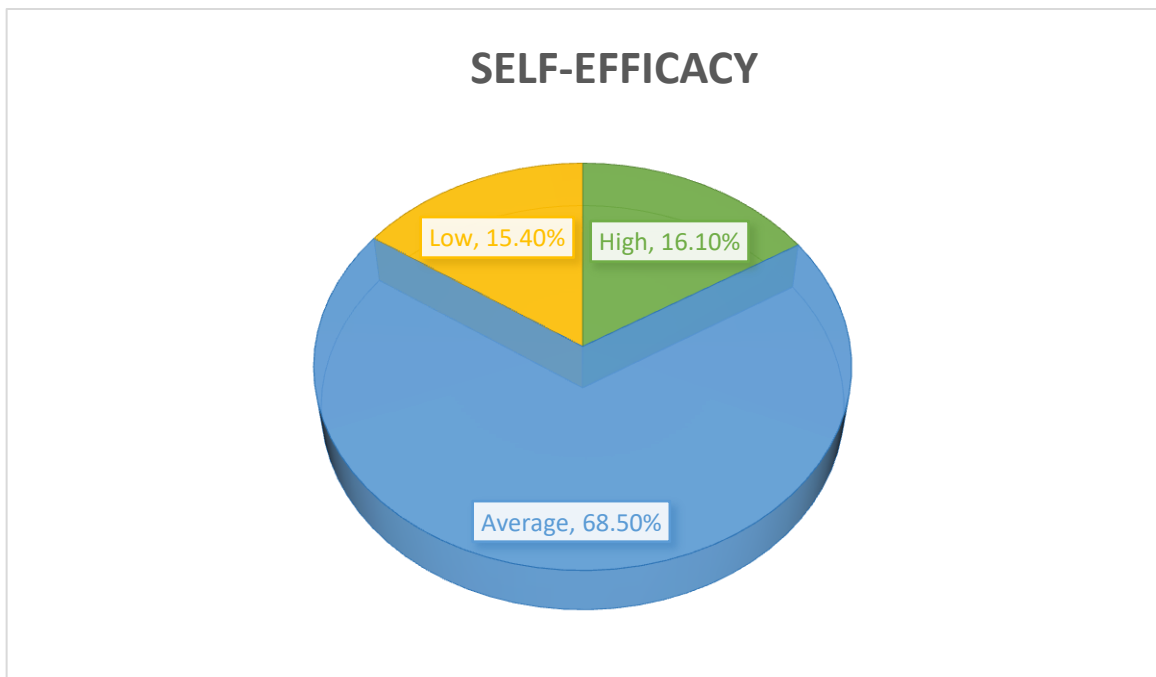
Analysis of the Academic Goal Orientation of Higher Secondary School Students.

To find out the Academic Goal Orientation level of Higher Secondary School Students, they were classified into students having high level Academic Goal Orientation, average level of Academic Goal Orientation and low level of Academic Goal Orientation. Higher Secondary School Students whose score above Mean+ SD is categorized as higher-level Academic Goal Orientation, whose score below Mean- SD is lower-level Academic Goal Orientation and Higher Secondary School Students who scored between the two-level mentioned above as average level Academic Goal Orientation.

Table 30

Data and results of analysis of the Academic Goal Orientation of Higher Secondary School Students.

Group	Frequency	Percent
High Academic Goal Orientation	126	15.6
Average Academic Goal Orientation	564	70.0
Low Academic Goal Orientation	116	14.4
Total	806	100.0

The result shows 15.6%, 70.0% and 14.4% of Higher Secondary School Students observed with high, average and low level of Academic Goal Orientation respectively.

Graphical representation of levels of Academic Goal Orientation among Higher Secondary School Students.

Figure 13

Levels of Academic Goal Orientation.
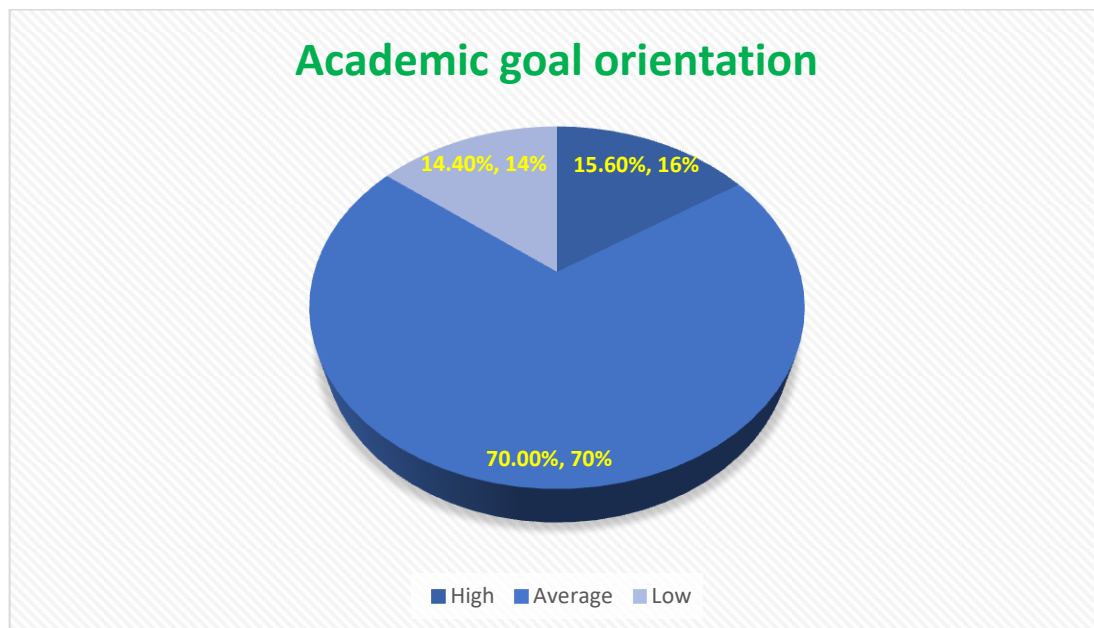
Major Analysis

Effect of classificatory variables on independent variables

Effect of Gender on Socio-Economic Status

To find out the Gender differences in Socio-Economic Status of Higher Secondary School Students, independent sample t-test was used. Data and results of the Mean comparison based on Gender for the total sample is presented in table 31.

Table 31

Data and Results of Mean comparison of Socio-Economic Status of Higher Secondary School Students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t value
Socio-Economic Status	Male	265	50.54	10.64	2.17*
	Female	541	48.88	10.00	

*Significant at 0.05 level

Table shows that, there is a significant difference between the Mean scores of Socio-Economic Statuses of the Higher Secondary school male students (M = 50.54, SD = 10.64) and female students (M = 48.88, SD = 10.00) [t (804) = 2.17; p<.05. Mean score showed that male students have higher Mean scores than female students

Figure 14

Graphical representation of the effect of Gender on Socio-Economic Status is presented in figure 14.
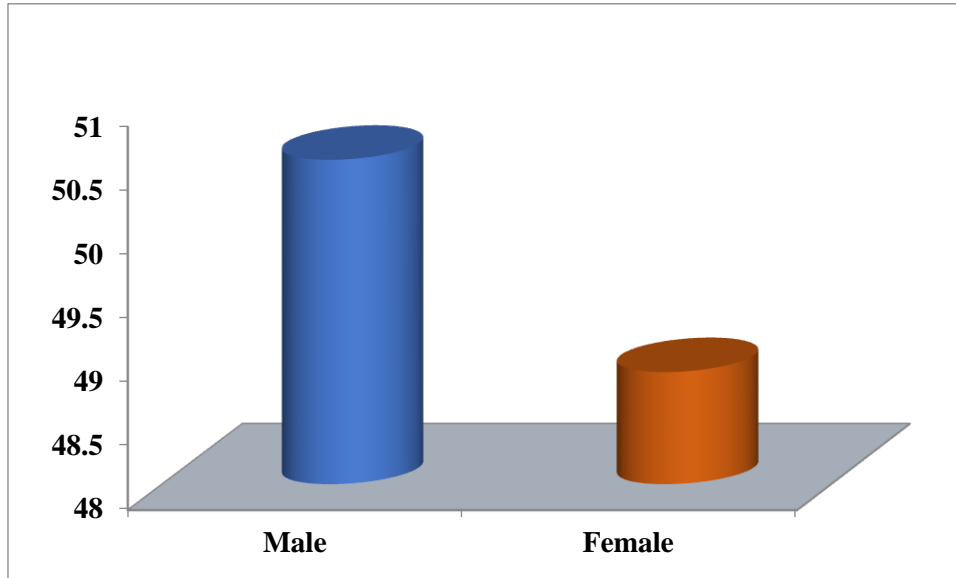
Effect of Types of school management on Socio-Economic Status

To find whether the Types of school management (Government, Aided and Unaided) can significantly affect the Socio-Economic Status of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 32.

Table 32

ANOVA of Socio-Economic Status by Types of school management among Higher Secondary School Students

Variable	Source of variance	Sum of Squares	df	Mean Square	F
Socio-Economic Status	Between Groups	607.354	2	303.677	2.91
	Within Groups	83735.680	803	104.279	
	Total	84343.033	805		

Table shows that there is no significant effect of Types of school management on Socio-Economic Status of Higher Secondary School Students (F (2,803) = 2.91, p> .05).

Effect of Subject of specialization on Socio-Economic Status

To find whether the Subject of specialization (Science, Commerce and Humanities) can significantly affect the Socio-Economic Status of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 33.

Table 33

ANOVA of Socio-Economic Status by Subject of specialization among Higher Secondary School Students

Variable	Source of Variance	Sum of Squares	df	Mean Square	F
Socio-Economic Status	Between Groups	2141.294	2	1070.647	10.46**
	Within Groups	82201.740	803	102.368	
	Total	84343.033	805		

**significant at 0.01 level

Table shows that there is a significant effect of subject of study on Socio-Economic Status of Higher Secondary School Students (F (2,803) = 10.46, p< .01). Mean scores of Socio-Economic Status differs significantly among Science, Commerce and Humanities Subject of specialization.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for Socio-Economic Status. Results of the Post Hoc tests are given in table 34.

Table 34

Summary of Post Hoc test for Socio-Economic Status by Subject of specialization among Higher Secondary School Students

Variable	Subject of study		Mean difference	Std. Error	p
Socio-Economic Status	Science	Commerce	3.18	.80	.001
	Science	Humanities	4.49	1.19	.001
	Commerce	Humanities	1.30	1.10	.497

Table shows that there is a significant difference in Socio-Economic Status for Higher Secondary School Students studying in Science and Commerce specialization (MD = 3.18, p<0.01) and Science and Humanities specialization (MD =4.49, p<0.01) at .01 level of significance. There is no significant difference in Socio-Economic Status for Higher Secondary School Students studying in Commerce and Humanities specialization.

Figure 15

Mean plots of Socio-Economic Status based on Subject of specialization.
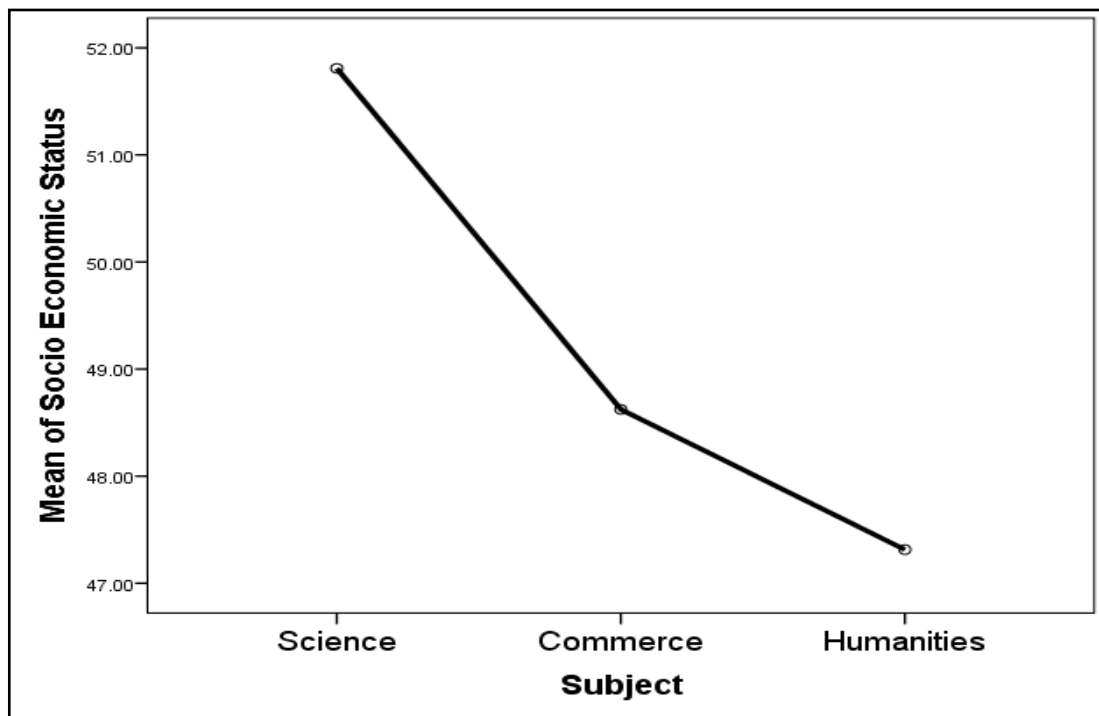
Effect of Residential status of parents on Socio-Economic Status

To find out the difference in Socio-Economic Status due to Residential status of parents, independent sample t-test was used. Data and results of the Mean comparison based on Residential status of parents for the total sample is presented in table 35.

Table 35

Data and Results of comparison of Socio-Economic Status of Higher Secondary School Students based on Residential status of parents

Variables	Residential status of parents	N	Mean	Std. Deviation	t value
Socio-Economic Status	NRI	157	52.09	9.85	3.66**
	Non NRI	649	48.78	10.23	

**significant at 0.01 level

Table shows that, there is a significant difference between the Mean scores of Socio-Economic Statuses of the Higher Secondary School Students whose parents are NRI (M = 52.09, SD = 9.85) and students whose parents are Non NRI (M = 48.78, SD = 10.23) [t (804) = 3.66; p<.01. Mean score showed that students whose parents are NRI have higher Mean scores than students whose parents are Non NRI.

Figure 16

Graphical representation of the effect of Residential status of parents on Socio-Economic Status
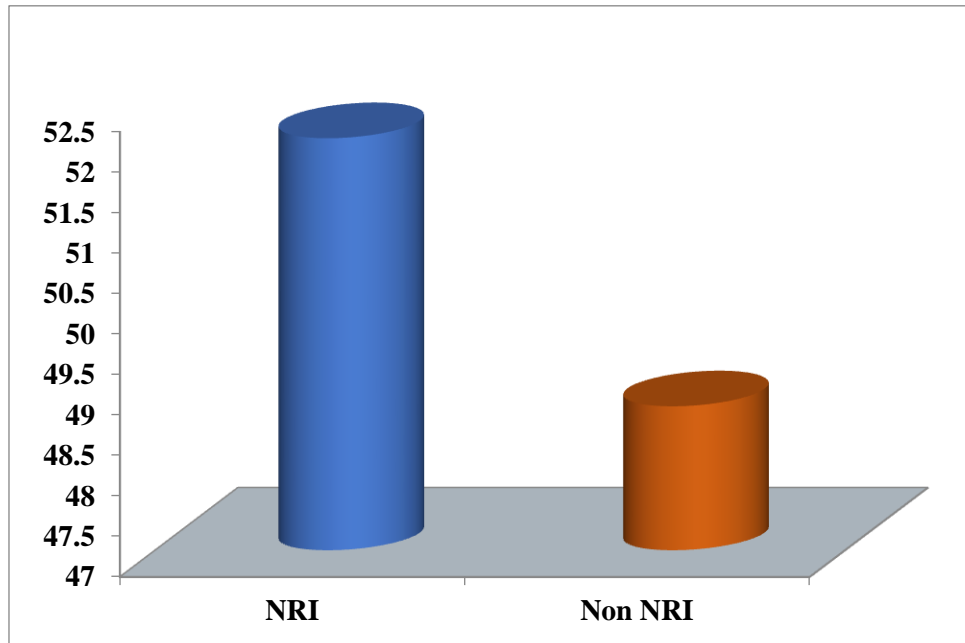
Effect of Gender on Individual Life Satisfaction

To find out the Gender differences in Individual Life Satisfaction of Higher Secondary School Students, independent sample t-test was used. Data and results of the Mean comparison based on Gender for the total sample is presented in table 36.

Table 36

Data and Results of comparison of Individual Life Satisfaction of Higher Secondary School Students based on Gender.

Variable	Gender	N	Mean	Std. Deviation	t value
Individual Life Satisfaction	Male	265	90.72	8.58	4.09**
	Female	541	93.32	8.25	

*Significant at 0.05 level, **significant at 0.01 level.

Table shows that, there is a significant difference between the Mean scores of Individual Life Satisfaction of the Higher Secondary school male students (M =

90.72, SD = 8.58) and female students (M = 93.32, SD = 8.25) [t (804) = 4.09; p<.01. Mean score showed that female students have higher Mean scores than male students

Graphical representation of the effect of Gender on Individual Life Satisfaction is presented in figure17.

Figure 17

Graphical representation of the effect of Gender on Individual Life Satisfaction.
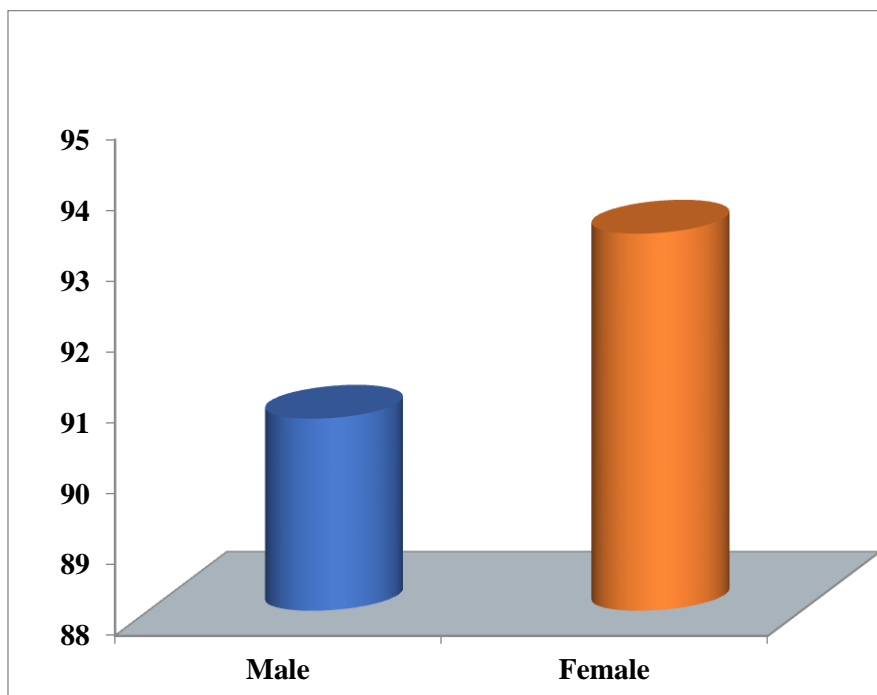
Effect of Types of school management on Individual Life Satisfaction

To find whether the Types of school management (Government, Aided and Unaided) can significantly affect the Individual Life Satisfaction of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 37.

Table 37

ANOVA of Individual Life Satisfaction by Types of school management among Higher Secondary School Students

Variable	Source of variance	Sum of Squares	Df	Mean Square	F
Individual Life Satisfaction	Between Groups	963.057	2	481.528	6.85**
	Within Groups	56465.400	803	70.318	
	Total	57428.457	805		

**significant at 0.01 level

Table shows that there is a significant effect of Types of school management on Individual Life Satisfaction of Higher Secondary School Students (F (2,803) = 6.85, p< .01). Mean scores of Individual Life Satisfaction differs significantly among Government, Aided and Unaided school types.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for Individual Life Satisfaction. Results of the Post Hoc tests are given in table 38.

Table 38

Summary of Post Hoc test for Individual Life Satisfaction by Types of management among Higher Secondary School Students

Variable	Types of management		Mean difference	Std. Error	p
Individual Life Satisfaction	Government	Aided	.474	.859	.85
	Government	Unaided	5.78	1.56	.001
	Aided	Unaided	5.30	1.72	.009

Table shows that there is a significant difference in Individual Life Satisfaction for students studying in Government and Unaided schools (MD = 5.78, p<0.01) and Aided and Unaided schools (MD =5.30, p<0.01) at .01 level of

significance. There is no significant difference in Individual Life Satisfaction for students studying in Government and Aided Higher Secondary schools.

Figure 18

Mean plot of Individual Life Satisfaction based on types of management is presented in figure 18.
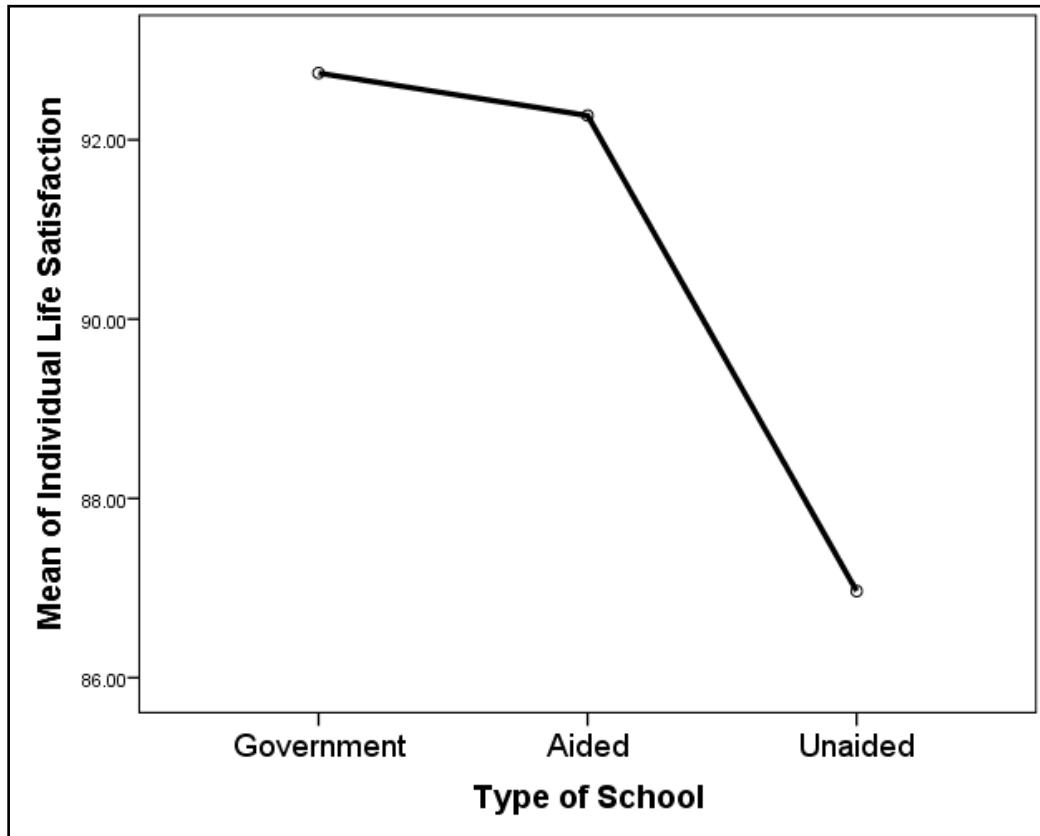
Effect of Subject on Individual Life Satisfaction

To find out whether the Subject of specialization (Science, Commerce and Humanities) can significantly affect the Individual Life Satisfaction of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 39.

Table 39

ANOVA of Individual Life Satisfaction by Subject of specialization among Higher Secondary School Students.

Variable	Source of Variance	Sum of Squares	Df	Mean Square	F
Individual Life Satisfaction	Between Groups	953.664	2	476.832	6.78**
	Within Groups	56474.793	803	70.330	
	Total	57428.457	805		

**significant at 0.01 level

Table shows that there is a significant effect of Subject of specialization on Individual Life Satisfaction of Higher Secondary School Students (F (2,803) = 6.78, p< .01). Mean scores of Individual Life Satisfaction differs significantly among Science, Commerce and Humanities Subject of specialization.

Table 40

Summary of Post Hoc test for Individual Life Satisfaction by Subject of specialization among Higher Secondary School Students.

Variable	Subject of study		Mean difference	Std. Error	p
Individual Life Satisfaction	Science	Commerce	.296	.663	.905
	Science	Humanities	3.05	.988	.009
	Commerce	Humanities	3.35	.918	.001

Table shows that there is a significant difference in Individual Life Satisfaction for students studying in Science and Humanities subjects (MD = 3.05, p<0.01) and Commerce and Humanities subjects (MD =3.35, p<0.01) at .01 level of significance. There is no significant difference in Individual Life Satisfaction for students studying in Science and Commerce Subject of specialization.

Figure 19

Mean plots of Individual Life Satisfaction based on subject of specialization is presented in figure.
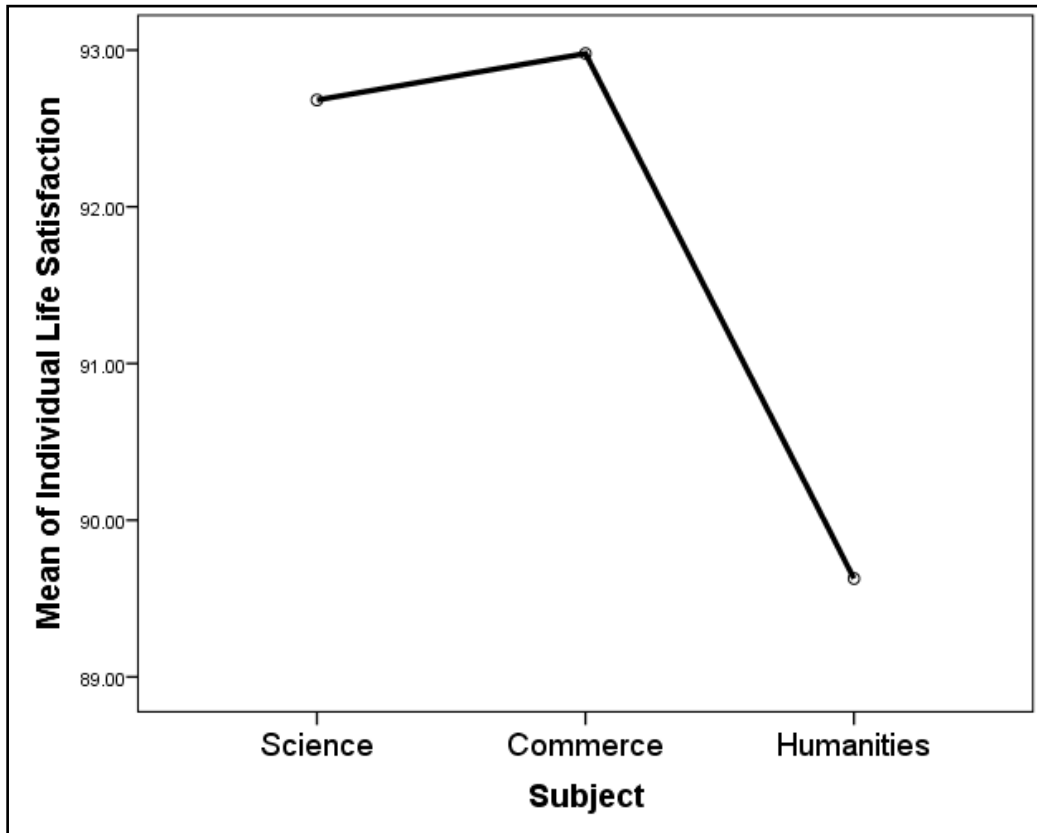
Effect of Residential status of parents on Individual Life Satisfaction

To find out the difference in Individual Life Satisfaction of students on Residential status of their parents, independent sample t-test was used. Data and results of the Mean comparison based on Residential status of parents for the total sample is presented in table 41.

Table 41

Data and Results of comparison of Individual Life Satisfaction of Higher Secondary School Students based on Residential status of parents.

Variables	Residential status of parents	N	Mean	Std. Deviation	t value
Individual Life Satisfaction	NRI	157	93.15	9.02	1.13
	Non NRI	649	92.30	8.30	

Table reveals that, there is no significant difference between the Mean scores of Individual Life Satisfaction of Higher Secondary School Students whose parents are NRI (M = 93.15, SD = 9.02) and students whose parents are Non NRI (M 92.30, SD =8.30) [t (804) = 1.13; p>.05].

Figure 20

Graphical representation of the effect of Residential status of parents on Individual Life Satisfaction
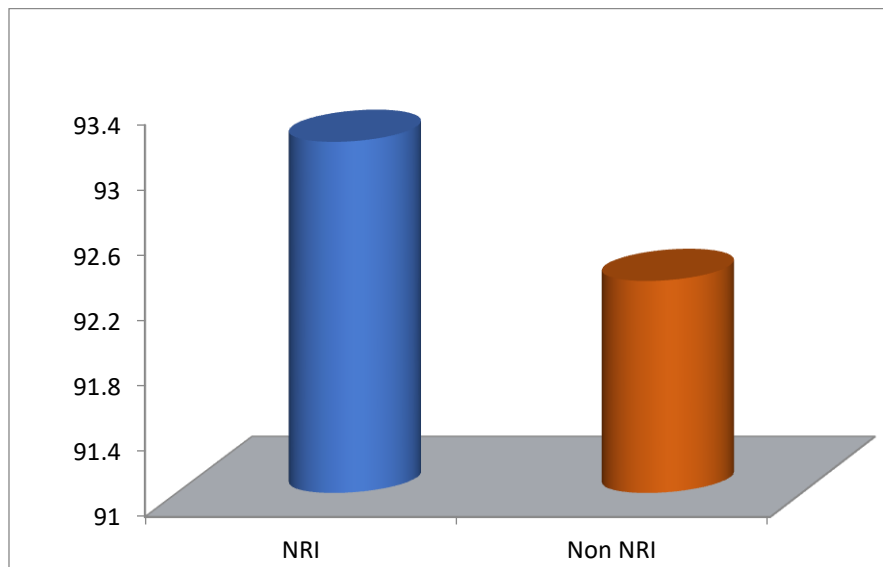
Effect of Gender on Self Efficacy

To find out the Gender differences in Self Efficacy and its components General Self Efficacy and Academic Self Efficacy of Higher Secondary School

Students, independent sample t-test was used. Data and results of the Mean comparison based on Gender for the total sample is presented in table 42.

Table 42

Data and Results of comparison of Self Efficacy and its components of Higher Secondary School Students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t-value
General Self Efficacy	Male	265	80.80	8.78	2.93**
	Female	541	82.63	7.40	
Academic Self Efficacy	Male	265	63.75	8.10	7.46**
	Female	541	68.13	7.21	
Self Efficacy	Male	265	144.55	15.02	5.73**
	Female	541	150.76	13.23	

**significant at 0.01 level

Table shows that, there exist a significant difference between the Mean scores of General Self Efficacy of the Higher Secondary school male students (M = 80.80, SD = 8.78) and female students (M = 82.63, SD = 7.40) [t (804) = 2.93; p<.01]. Mean score showed that female students have higher Mean scores than male students

Table shows that, there exists a significant difference between the Mean scores of Academic Self Efficacy of the Higher Secondary school male students (M = 63.75, SD = 8.10) and female students (M = 68.13, SD = 7.21) [t (804) = 7.46; p<.01. Mean score showed that female students have higher Mean scores than male students.

Table shows that, there exist a significant difference between the Mean scores of Self Efficacy of the Higher Secondary school male students (M = 144.55, SD = 15.02) and female students (M = 150.76, SD = 13.23) [t (804) = 5.73; p<.01. Mean score showed that female students have higher Mean scores than male students.

Figure 21

Graphical representation of the effect of Gender on Self Efficacy and its components are presented in figure.
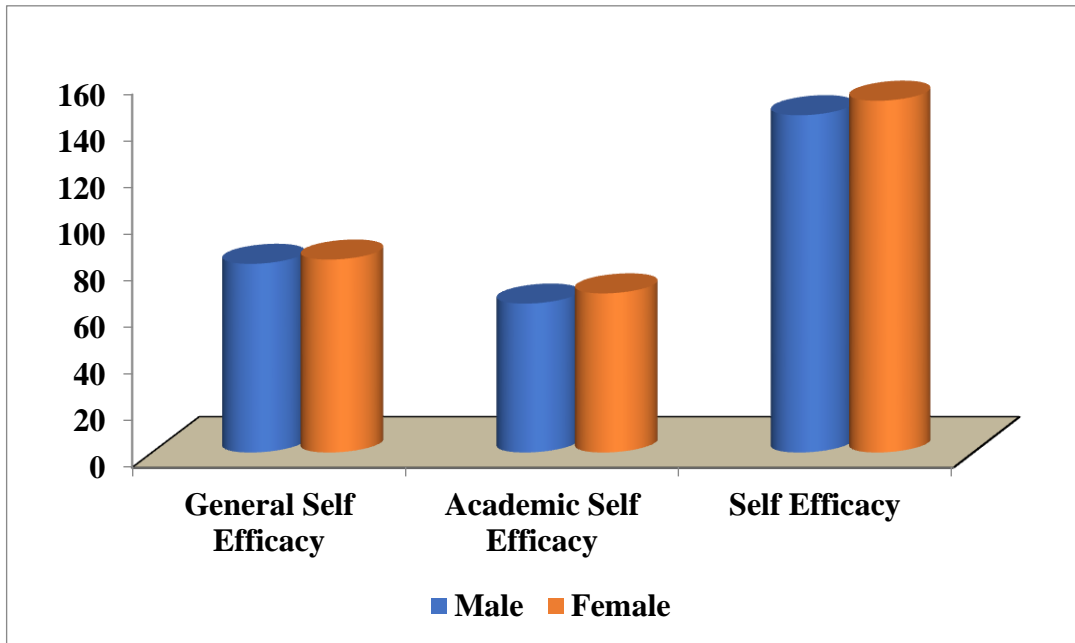
Effect of Types of school management on Self Efficacy

To find whether the Types of school management (Government, Aided and Unaided) can significantly affect the Self Efficacy and its components of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 43.

Table 43

Self Efficacy and its components by Types of management among Higher Secondary School Students.

Variables	Source of Variance	Sum of Squares	df	Mean Square	F
General Self Efficacy	Between Groups	793.194	2	396.597	6.40**
	Within Groups	49720.091	803	61.918	
	Total	50513.285	805		
Academic Self Efficacy	Between Groups	553.534	2	276.767	4.60**
	Within Groups	48290.541	803	60.138	
	Total	48844.076	805		
Self Efficacy	Between Groups	2668.266	2	1334.133	6.77**
	Within Groups	158223.924	803	197.041	
	Total	160892.190	805		

**significant at 0.01 level

Table shows that there is a significant effect of Types of school management on General Self Efficacy of Higher Secondary School Students (F (2,803) = 6.40, p< .01). Mean scores of General Self Efficacy differ significantly among Government, Aided and Unaided school groups.

Table shows that there is a significant effect of Types of school management on Academic Self Efficacy of Higher Secondary School Students (F (2,803) = 4.60, p< .01). Mean scores of Academic Self Efficacy differ significantly among Government, Aided and Unaided school groups.

Table shows that there is a significant effect of Types of school management on Self Efficacy of Higher Secondary School Students (F (2,803) = 6.77, p< .01). Mean scores of Self Efficacy differ significantly among Government, Aided and Unaided school groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for self -efficacy and its components. Results of the Post Hoc tests are given in table 44.

Table 44

Summary of Post Hoc test for Self Efficacy and its components by Types of management among Higher Secondary School Students

Variable	Types of management		Mean difference	Std. Error	p
General Self Efficacy	Government	Aided	0.52	0.81	.81
	Government	Unaided	5.08	1.47	.003
	Aided	Unaided	5.60	1.62	.003
Academic Self Efficacy -Efficacy	Government	Aided	0.26	0.80	.950
	Government	Unaided	4.32	1.45	.012
	Aided	Unaided	4.57	1.60	.017
Self Efficacy	Government	Aided	0.77	1.44	0.86
	Government	Unaided	9.40	2.62	.002
	Aided	Unaided	10.17	2.89	.002

Table shows that there is a significant difference in General Self Efficacy for students studying in Government and Unaided Higher Secondary schools (MD = 5.08, p<0.01) and Aided and Unaided Higher Secondary schools (MD =5.60, p<0.01) at .01 level of significance. There is no significant difference in General Self Efficacy for students studying in Government and Aided Higher Secondary schools.

Table reveals that there is a significant difference in Academic Self Efficacy for students studying in Government and Unaided Higher Secondary schools (MD = 4.32, p<0.05) and Aided and Unaided Higher Secondary schools (MD =4.57, p<0.05) at .05 level of significance. There is no significant difference in Academic Self Efficacy for students studying in Government and Aided Higher Secondary schools.

Table shows that there is a significant difference in General Self Efficacy for students studying in Government and Unaided Higher Secondary schools (MD =

9.40, p<0.01) and Aided and Unaided Higher Secondary schools (MD =10.17, p<0.01) at .01 level of significance. There is no significant difference in Self Efficacy for students studying in Government and Aided Higher Secondary school.

Figure 22

Mean plots of Self Efficacy and its components based on types of management are presented in figure.
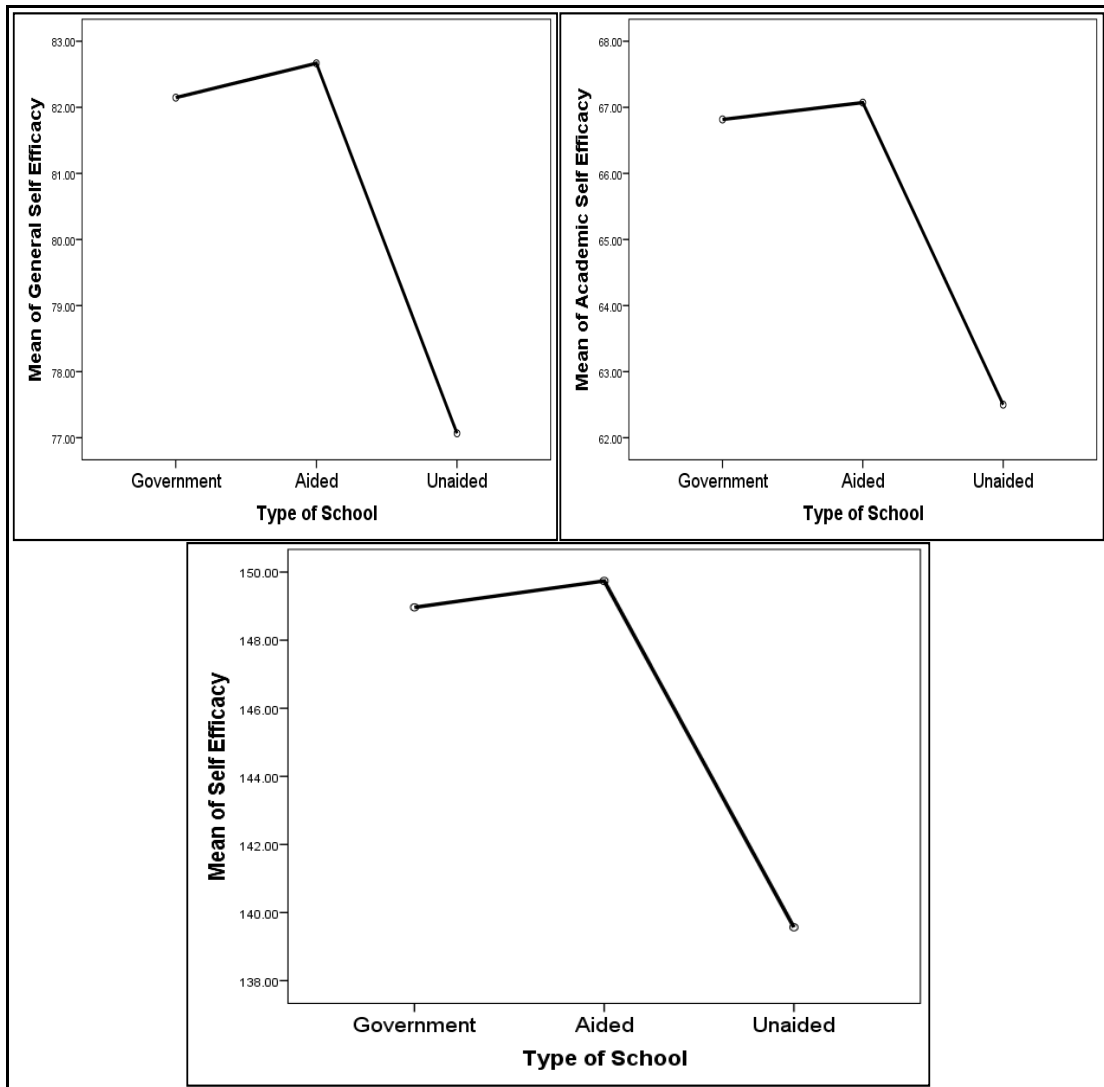
Effect of Subject on Self Efficacy

To find whether the Subject of specialization (Science, Commerce and Humanities) can significantly affect the Self Efficacy and its components of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 45.

Table 45

ANOVA of Self Efficacy and its components by Subject of specialization among Higher Secondary School Students.

Variable	Source of variance	Sum of Squares	df	Mean Square	F
General Self Efficacy	Between Groups	313.400	2	156.700	2.51
	Within Groups	50199.885	803	62.515	
	Total	50513.285	805		
Academic Self Efficacy	Between Groups	414.129	2	207.064	3.43*
	Within Groups	48429.947	803	60.311	
	Total	48844.076	805		
Self Efficacy	Between Groups	1185.916	2	592.958	2.98
	Within Groups	159706.274	803	198.887	
	Total	160892.190	805		

*Significant at .05 level.

Table shows that there is no significant effect of Subject of specialization on General Self Efficacy of Higher Secondary School Students (F (2,803) = 2.51, p> .05).

Table shows that there is a significant effect of Subject of specialization on Academic Self Efficacy of Higher Secondary School Students (F (2,803) = 3.43, p< .05). Mean scores of Academic Self Efficacy differs significantly among Science, Commerce and Humanities subjects of specialization.

Table shows that there is no significant effect of subject on Self Efficacy of Higher Secondary School Students (F (2,803) = 2.98, p> .05).

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for Academic Self Efficacy. Results of the Post Hoc tests are given in table 46.

Table 46

Summary of Post Hoc test for Academic Self Efficacy by Subject of specialization among Higher Secondary School Students

Variable	Subject of study		Mean difference	Std. Error	p
Academic Self Efficacy	Science	Commerce	1.57*	.614	.039
	Science	Humanities	1.52	.915	.252
	Commerce	Humanities	-.046	.850	.999

Table shows that there is a significant difference in Academic Self Efficacy for students studying in Science and Commerce Subject of specialization (MD = 1.57, p<0.05) at .05 level of significance. There is no significant difference in Academic Self Efficacy for students studying in Science & Humanities Subject of specialization and Commerce and Humanities Subject of specialization.

Figure 23

Mean plots of Self Efficacy and its components based on subject of specialization is presented in figure.
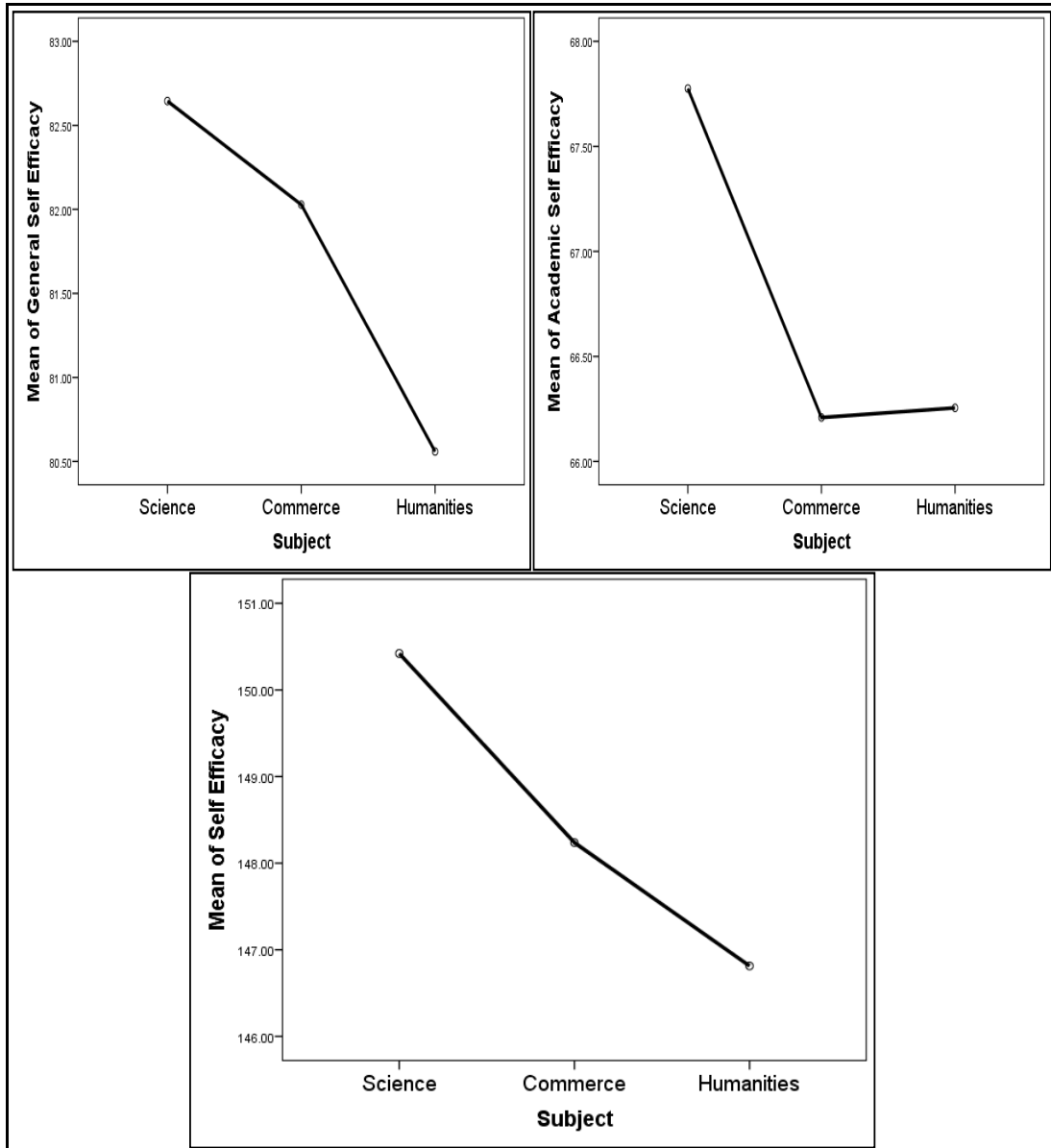
Effect of Residential status of parents on Self Efficacy

To find out the differences in Self Efficacy and its components of Higher Secondary School Students due to Residential status of their parents, independent sample t-test was used. Data and results of the Mean comparison based on Residential status of parents for the total sample is presented in table 47.

Table 47

Data and Results of comparison of Self Efficacy and its components of Higher Secondary School Students based on Residential status of parents.

Variables	Residential status of parents	N	Mean	Std. Deviation	t value
General Self Efficacy	NRI	157	82.80	7.93	1.36
	Non NRI	649	81.84	7.91	
Academic Self Efficacy	NRI	157	67.01	7.85	0.576
	Non NRI	649	66.61	7.78	
Self Efficacy	NRI	157	149.82	14.22	1.08
	Non NRI	649	148.46	14.11	

Table shows that, there is no significant difference between the Mean scores of General Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 82.80, SD = 7.93) and students whose parents are Non NRI (M = 81.84, SD =7.91) [t (804) = 1.36; p>.05].

Academic Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 67.01, SD = 7.85) and students' whose parents are Non NRI (M = 66.61, SD =7.78) [t (804) = 0.576; p>.05].

Table shows that, there is no significant difference between the Mean scores of Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 149.82, SD = 14.22) and students whose parents are Non NRI (M = 148.46, SD =14.11) [t (804) = 1.08; p>.05].

Figure 24

Graphical representation of the effect of Residential status of parents on Self Efficacy and its component.
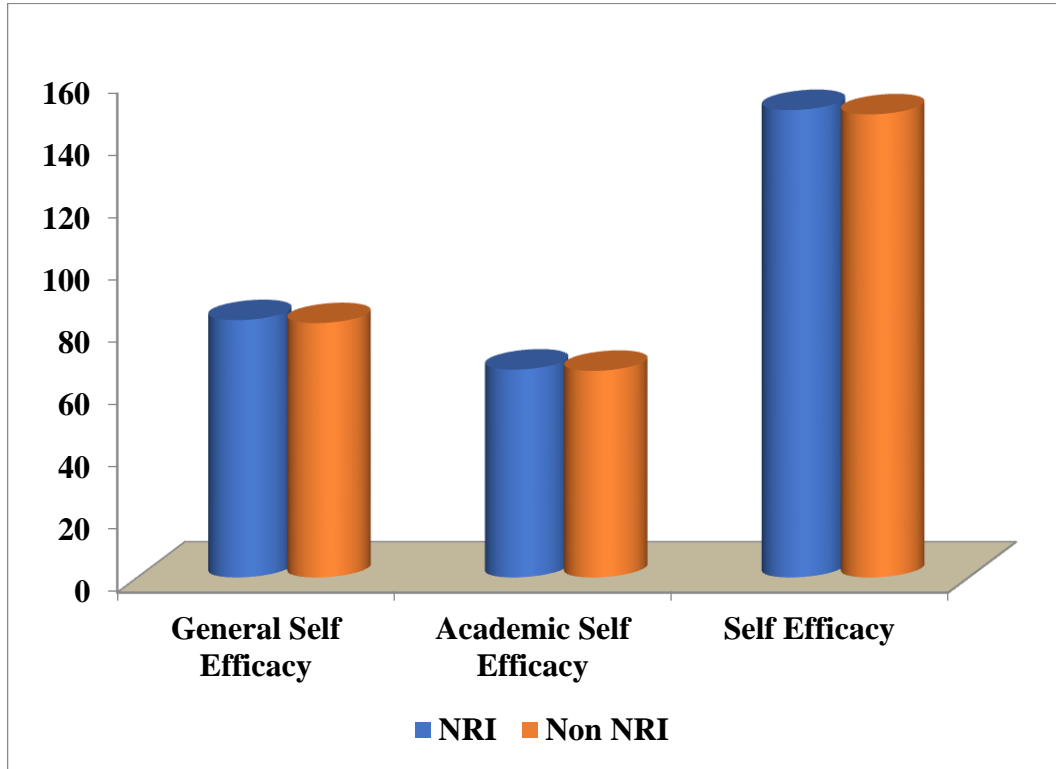
Effect of Gender on dependent variable Academic Goal Orientation

To find out the Gender differences in Academic Goal Orientation and its components of Higher Secondary School Students, independent sample t-test was used. Data and results of the Mean comparison based on Gender for the total sample is presented in table 48.

Table 48

Data and Results of comparison of Academic Goal Orientation and its components of Higher Secondary School Students based on Gender.

| Variable	Gender	N	Mean	Std. Deviation	t-value
Mastery Approach	Male	265	68.27	9.06	7.40**
	Female	541	72.85	7.85	
Mastery Avoidance	Male	265	33.68	4.35	5.87**
	Female	541	35.51	4.04	
Performance Approach	Male	265	36.05	6.18	5.04**
	Female	541	38.34	5.78	
Performance Avoidance	Male	265	26.55	4.30	2.91**
	Female	541	27.50	4.34	
Academic Goal Orientation	Male	265	164.55	19.98	6.90**
	Female	541	174.19	17.94	

**Significant at 0.01 level

Table shows that, there exist a significant difference between the Mean scores of Mastery Approach of the Higher Secondary school male students (M = 68.27, SD = 9.06) and female Higher Secondary School Students (M = 72.85, SD = 7.85) [t (804) = 7.40; p<.01]. Mean score showed that female Higher Secondary School Students have higher Mean scores than male Higher Secondary School Students.

Table shows that, there exist a significant difference between the Mean scores of Mastery Avoidance of the Higher Secondary school male students (M = 33.68, SD = 4.35) and female Higher Secondary School Students (M = 35.51, SD = 4.04) [t (804) = 5.87; p<.01]. Mean score showed that female Higher Secondary School Students have higher Mean scores than male Higher Secondary School Students.

Table shows that, there exist a significant difference between the Mean scores of Performance Approach of the Higher Secondary Higher Secondary school male students (M = 36.05, SD = 6.18) and female Higher Secondary School Students (M = 38.34, SD = 5.78) [t (804) = 5.04; p<.01]. Mean score showed that

female Higher Secondary School Students have higher Mean scores than male Higher Secondary School Students.

Table shows that, there exist a significant difference between the Mean scores of Performance Avoidance of the Higher Secondary school male students (M = 26.55, SD = 4.30) and female Higher Secondary School Students (M = 27.50, SD = 4.34) [t (804) = 2.91; p<.01]. Mean score showed that female Higher Secondary School Students have higher Mean scores than male Higher Secondary School Students.

Table shows that, there exist a significant difference between the Mean scores of Academic Goal Orientation of the Higher Secondary school male students (M = 164.55, SD = 19.98) and female Higher Secondary School Students (M = 174.19, SD = 17.94) [t (804) = 6.90; p<.01]. Mean score showed that female Higher Secondary School Students have higher Mean scores than male Higher Secondary School Students.

Figure 25

Graphical representation of the effect of Gender on Academic Goal Orientation and its components are presented in figure.
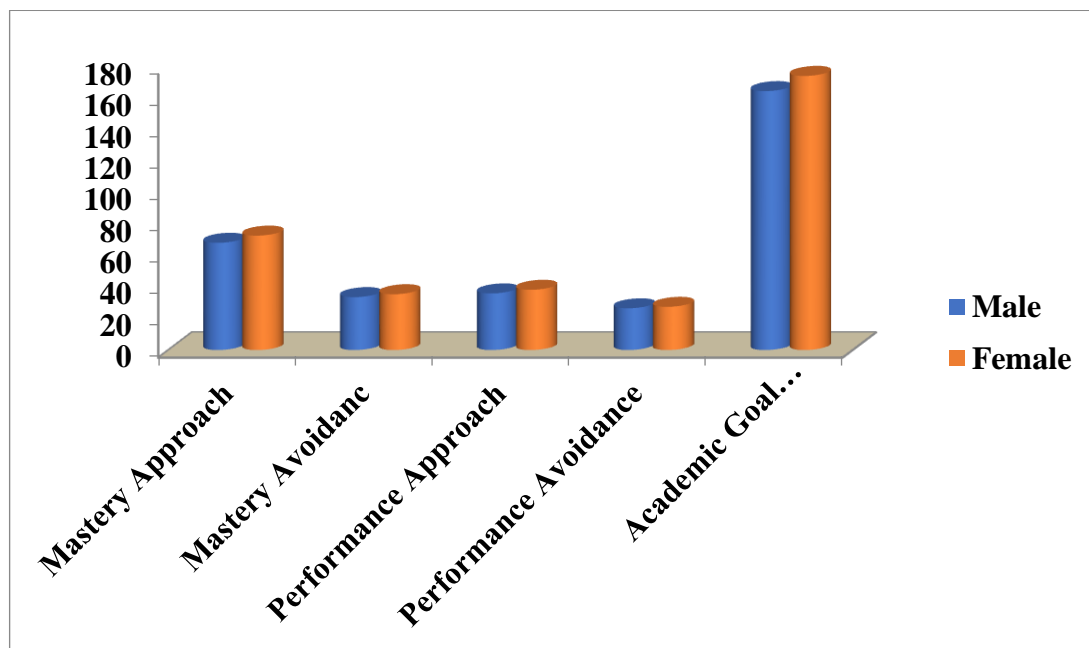
Effect of Types of School Management on Academic Goal Orientation

To find whether the types of school management (Government, Aided and Unaided) can significantly affect the Academic Goal Orientation and its components of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 49.

Table 49

ANOVA of Academic Goal Orientation and its components by Types of management among Higher Secondary School Students.

Variable	Source of Variance	Sum of Squares	df	Mean Square	F
Mastery Approach	Between Groups	481.021	2	240.510	3.32*
	Within Groups	58195.402	803	72.472	
	Total	58676.423	805		
Mastery Avoidance	Between Groups	46.495	2	23.247	1.30
	Within Groups	14337.526	803	17.855	
	Total	14384.021	805		
Performance Approach	Between Groups	35.704	2	17.852	.494
	Within Groups	28990.059	803	36.102	
	Total	29025.763	805		
Performance Avoidance	Between Groups	40.429	2	20.214	1.07
	Within Groups	15155.027	803	18.873	
	Total	15195.455	805		
Academic Goal Orientation	Between Groups	946.479	2	473.239	1.29
	Within Groups	294747.119	803	367.057	
	Total	295693.598	805		

*Significant at 0.05 level

Table shows that there is a significant effect of Types of school management on Mastery Approach of Higher Secondary School Students (F $(2,803)$ = 3.32, p< .05). Mean scores of Mastery Approach differs significantly among Government, Aided and Unaided management groups.

Table shows that there is no significant effect of Types of school management on Mastery Avoidance of Higher Secondary School Students (F (2,803) = 1.30, p> .05).

Table shows that there is no significant effect of Types of school management on Performance Approach of Higher Secondary School Students (F (2,803) = .494, p> .05).

Table shows that there is no significant effect of Types of school management on Performance Avoidance of Higher Secondary School Students (F (2,803) = 1.07, p> .05).

Table shows that there is no significant effect of Types of school management on Academic Goal Orientation of Higher Secondary School Students (F (2,803) = 1.29, p> .05).

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for Mastery Approach. Results of the Post Hoc tests are presented in table 50.

Table 50

Summary of Post Hoc test for Mastery Approach by Types of management among Higher Secondary School Students.

Variable	Types of management		Mean difference	Std. Error	p
Mastery Approach	Government	Aided	1.04	0.87	.489
	Government	Unaided	3.76	1.59	.049
	Aided	Unaided	2.72	1.75	.300

Table shows that there is a significant difference in Mastery Approach for students studying in Government and Unaided schools (MD = 3.76, p<0.05) at .05 level of significance. There is no significant difference in Mastery Approach for students studying in Government & Aided schools and Aided & Unaided schools.

Figure 26

Mean plots of Academic Goal Orientation and its components based on Types of management is presented in figure 26.
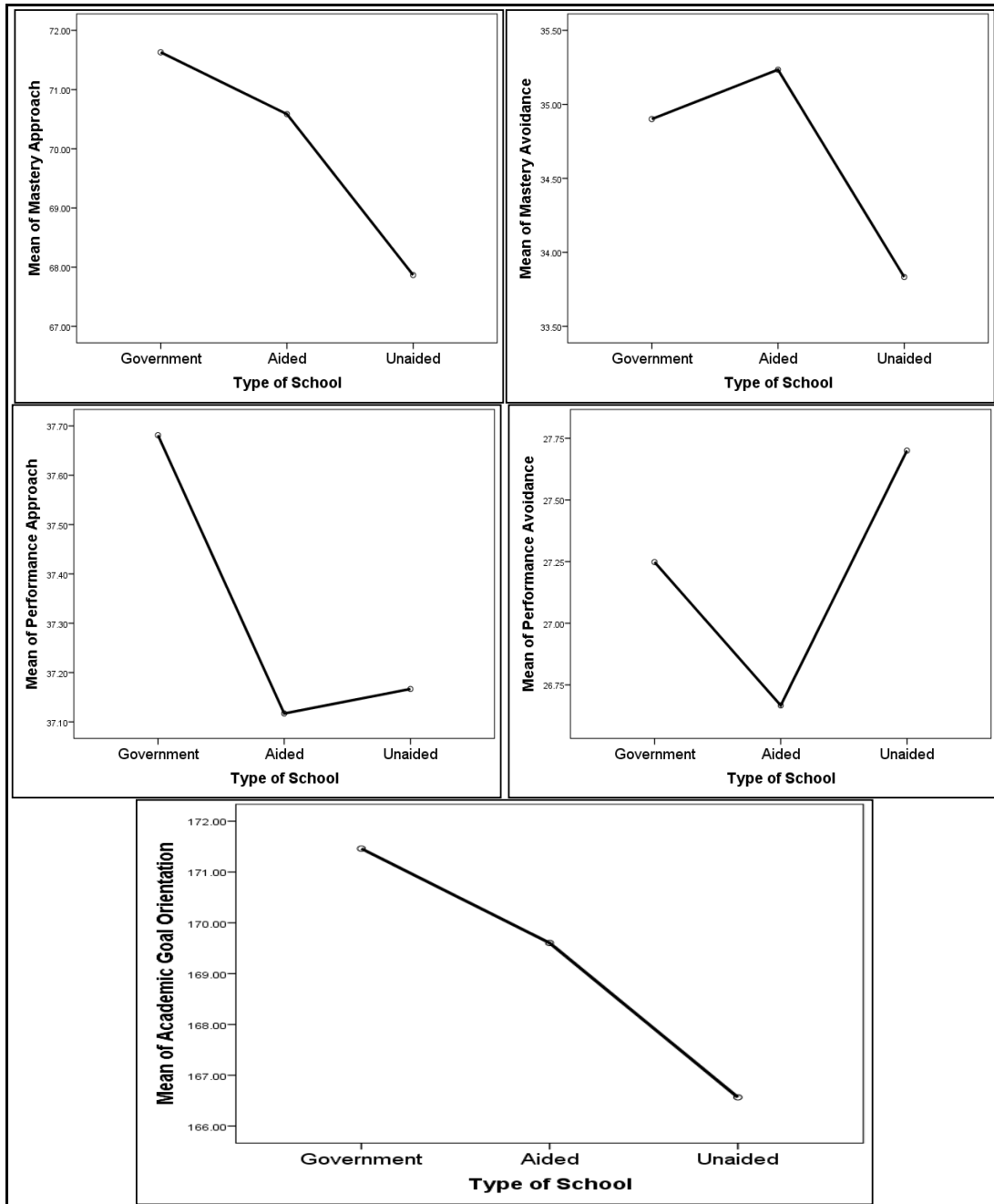
Effect of Subject on Academic Goal Orientation

To find whether the subject of study (Science, Commerce and Humanities) can significantly affect the Academic Goal Orientation and its components of Higher Secondary School Students, one-way ANOVA was employed. Results of the one-way ANOVA are given in table 51.

Table 51

ANOVA of Academic Goal Orientation and its components by Subject of specialization among Higher Secondary School Students.

Variable	Source of variance	Sum of Squares	df	Mean Square	F
Mastery Approach	Between Groups	711.335	2	355.667	4.92**
	Within Groups	57965.088	803	72.186	
	Total	58676.423	805		
Mastery Avoidance	Between Groups	305.087	2	152.543	8.70**
	Within Groups	14078.935	803	17.533	
	Total	14384.021	805		
Performance Approach	Between Groups	14.243	2	7.121	.197
	Within Groups	29011.520	803	36.129	
	Total	29025.763	805		
Performance Avoidance	Between Groups	105.963	2	52.982	2.82
	Within Groups	15089.492	803	18.791	
	Total	15195.455	805		
Academic Goal Orientation	Between Groups	1770.028	2	885.014	2.42
	Within Groups	293923.570	803	366.032	
	Total	295693.598	805		

**Significant at 0.01 level

Table shows that there is a significant effect of subject of study on Mastery Approach of Higher Secondary School Students (F (2,803) = 4.92, p< .01). Mean scores of Mastery Approach differs significantly among Science, Commerce and Humanities subjects of specialization.

Table shows that there is a significant effect of Subject of specialization on Mastery Avoidance of Higher Secondary School Students (F (2,803) = 8.70, p< .01).

Mean scores of Mastery Avoidance differs significantly among Science, Commerce and Humanities subjects of specialization.

Table shows that there is no significant effect of Subject of specialization on Performance Approach of Higher Secondary School Students (F (2,803) = .197, p> .05).

Table shows that there is no significant effect Subject of specialization on Performance Avoidance of Higher Secondary School Students (F (2,803) = 2.82, p> .05).

Table shows that there is no significant effect of Subject of specialization on Academic Goal Orientation of Higher Secondary School Students (F (2,803) = 2.42, p> .05).

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out for Mastery Approach and Mastery Avoidance. Results of the Post Hoc tests are given in table 52.

Table 52

Summary of Post Hoc test for Mastery Approach and Mastery Avoidance by subject of specialization among Higher Secondary School Students.

Variable	Subject of study		Mean difference	Std. Error	p
Mastery Approach	Science	Commerce	1.84	0.67	.024
	Science	Humanities	2.58	1.00	.037
	Commerce	Humanities	0.73	0.93	.734
Mastery Avoidance	Science	Commerce	1.32	0.33	.001
	Science	Humanities	1.42	0.49	.017
	Commerce	Humanities	0.10	0.46	.978

Table shows that there is a significant difference in Mastery Approach for students studying in Science and Commerce specialization (MD = 1.84, p<0.05) and Science and Humanities specialization (MD=.037, p<.05) at .05 level of significance. There is no significant difference in a Mastery Approach for students studying in Commerce & Humanities specialization.

Table shows that there is a significant difference in Mastery Avoidance for students studying in Science and Commerce specialization (MD = 1.32, $p<0.01$) at .01 level of significance and Science and Humanities specialization (MD=1.42, $p<.05$) at .05 level of significance. There is no significant difference in Mastery Avoidance for students studying in Commerce & Humanities specialization.

Figure 27

Mean plots of Academic Goal Orientation and its components based on subject of specialization is presented in figure 27.
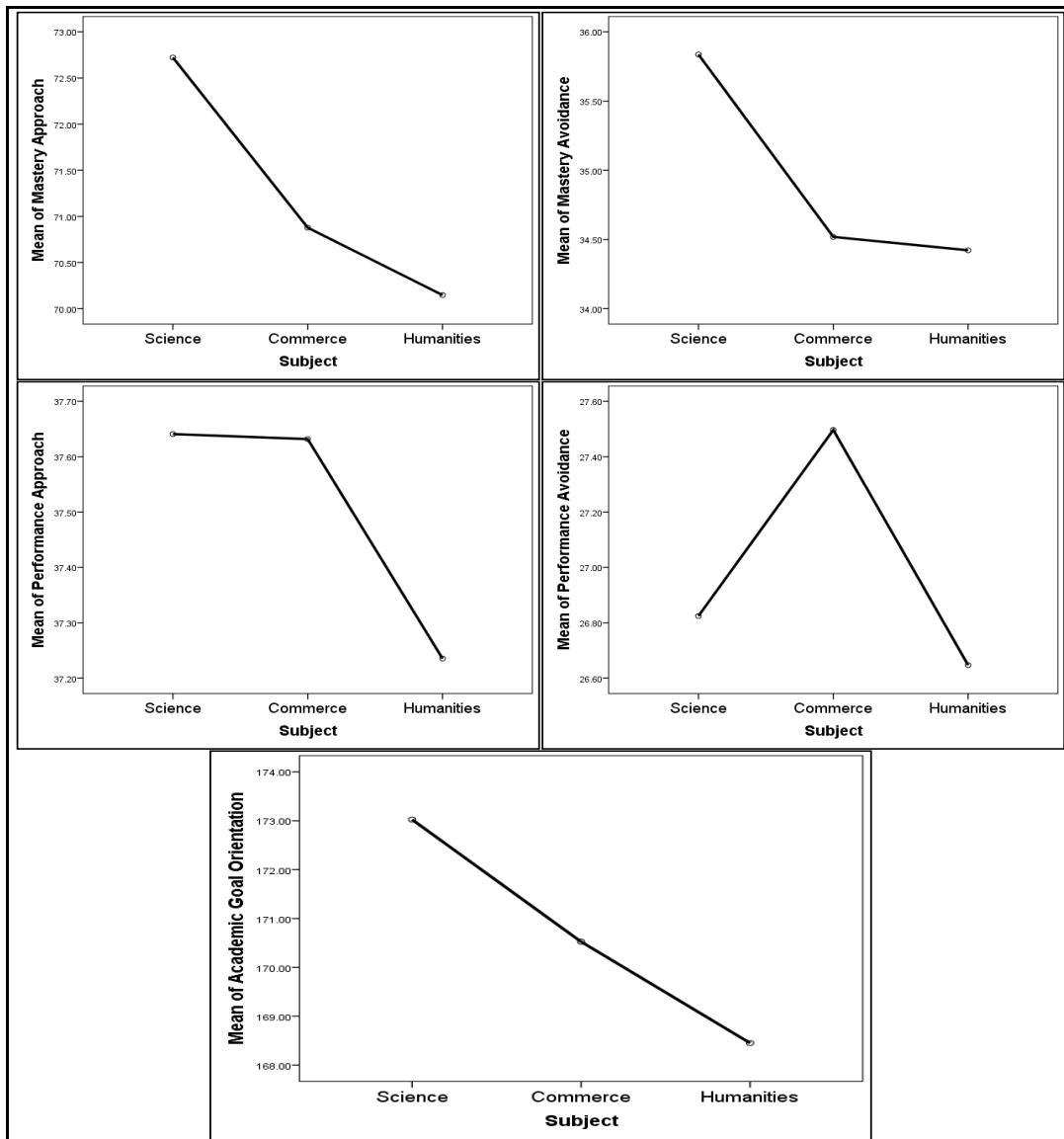
Effect of Residential status of parents on Academic Goal Orientation

To find out the differences in Academic Goal Orientation and its components due to Residential status of parents of Higher Secondary School Students, independent sample t-test was used. Data and results of the Mean comparison based on Residential status of parents for the total sample is presented in table 53.

Table 53

Data and Results of comparison of Academic Goal Orientation and its components of Higher Secondary School Students based on Residential status of parents

Variable	Residential status of parents	N	Mean	Std. Deviation	t-value
Mastery Approach	NRI	157	72.06	8.56	1.17
	Non NRI	649	71.17	8.53	
Mastery Avoidance	NRI	157	35.42	4.21	1.70
	Non NRI	649	34.78	4.22	
Performance Approach	NRI	157	37.51	6.27	.159
	Non NRI	649	37.60	5.94	
Performance Avoidance	NRI	157	27.64	4.41	1.47
	Non NRI	649	27.07	4.32	
Academic Goal Orientation	NRI	157	172.64	19.19	1.18
	Non NRI	649	170.63	19.15	

Table shows that, there is no significant difference between the Mean scores of Mastery Approach of Higher Secondary School Students whose parents are NRI (M = 72.06, SD = 8.56) and students whose parents are Non NRI (M = 71.17, SD =8.53) [t (804) = 1.17; p>.05].

Table shows that, there is no significant difference between the Mean scores of Mastery Avoidance of Higher Secondary School Students whose parents are NRI (M = 35.42, SD = 4.21) and students whose parents are Non NRI (M = 34.78, SD =4.22) [t (804) = 1.70; p>.05].

Table shows that, there is no significant difference between the Mean scores of Performance Approach of Higher Secondary School Students whose parents are NRI (M = 37.51, SD = 6.27) and students whose parents are Non NRI (M = 37.60, SD =5.94) [t (804) = .159; p>.05].

Table shows that, there is no significant difference between the Mean scores of Performance Avoidance of Higher Secondary School Students whose parents are NRI (M = 27.64, SD = 4.41) and students whose parents are Non NRI (M = 27.07, SD =4.32) [t (804) = 1.47; p>.05].

Table shows that, there is no significant difference between the Mean scores of Academic Goal Orientation of Higher Secondary School Students whose parents are NRI (M = 172.64, SD = 19.19) and students whose parents are Non NRI (M = 170.63, SD =19.15) [t (804) = 1.18; p>.05].

Figure 28

Graphical representation of the effect of Residential status of parents on Academic Goal Orientation and its components.
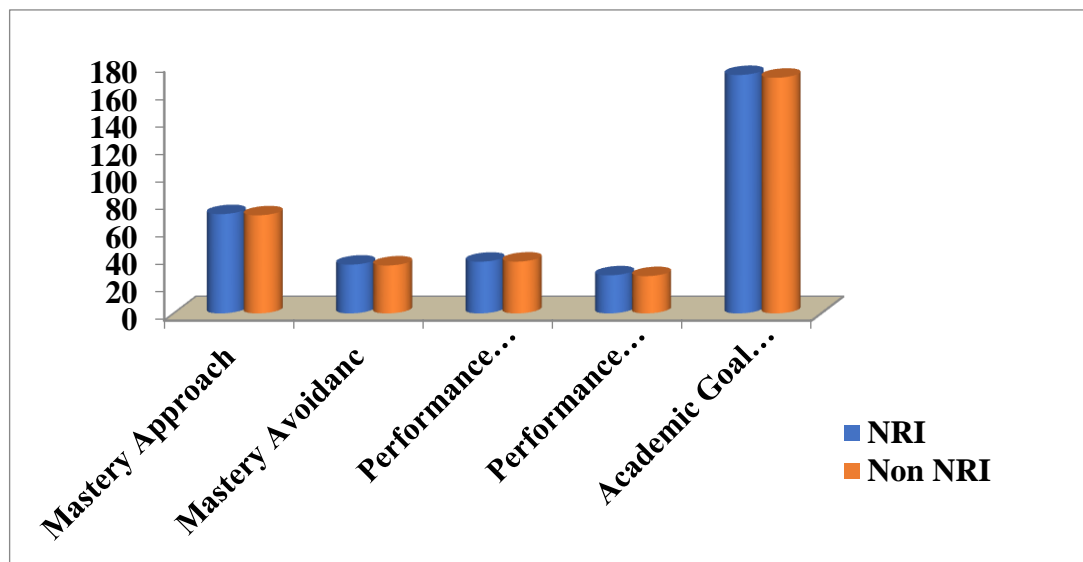
Correlation Analysis

Influence on Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy and its components were calculated and details are presented in table 54.

Table 54

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy.

Variables	Individual Life Satisfaction	Socio-Economic Status	Self Efficacy	General Self Efficacy	Academic Self Efficacy
Academic Goal Orientation	.514**	-.060	.629**	.496**	.637**
Mastery Approach	.566**	-.011	.711**	.556**	.724**
Mastery Avoidance	.311**	-.083*	.362**	.269**	.383**
Performance Approach	.381**	-.036	.481**	.383**	.482**
Performance Avoidance	.324**	-.112**	.371**	.310**	.357**

From the table it is clear that Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.514 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction. There is significant increase in Academic Goal Orientation score for increase in Individual Life Satisfaction. Magnitude of correlation coefficient showed

that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Table also shows that all the sub dimensions of the Academic Goal Orientation such as Mastery Approach (r = .566, p<.01), Mastery Avoidance (r = .311, p<.01), Performance Approach (r = .381, p<.01) and Performance Avoidance (r = .324, p<.01) are positively and significantly correlated with Individual Life Satisfaction score.

From the above table, it can be inferred that Academic Goal Orientation (r = .060, p>.05) is not significantly correlated with Socio-Economic Status score. The dimensions of the Academic Goal Orientation such as Mastery Approach (r = .011, p>.05) and Performance Approach (r = -.036, p>.05) are not significantly correlated with Socio-Economic Status score. Dimensions such as Mastery Avoidance (r = -0.083, p<.05), and Performance Avoidance (r = -0.112, p<.01) are significantly and negatively correlated with Socio-Economic Status score.

From the table it is clear that Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and over all Self Efficacy is 0.629 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and over all Self Efficacy. There is significant increase in Academic Goal Orientation score for increase in Self Efficacy. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and over all Self Efficacy. Results indicate that there exists a significant positive Moderate relationship between overall Academic Goal Orientation and over all Self Efficacy.

From the above table, it can be inferred that all the sub dimensions of the Academic Goal Orientation such as Mastery Approach (r = .711, p<.01), Mastery Avoidance (r = .362, p<.01), Performance Approach (r = .481, p<.01) and Performance Avoidance (r = .371, p<.01) are significantly correlated with overall Self Efficacy score.

From the above table, it can be inferred that Academic Goal Orientation (r = .406, p<.01) and all the sub dimensions of the Academic Goal Orientation such as Mastery Approach (r = .556, p<.01), Mastery Avoidance (r = .269, p<.01),

Performance Approach (r = .383, p<.01) and Performance Avoidance (r = .310, p<.01) are significantly correlated with General Self Efficacy score.

From the above table, it can be inferred that Academic Goal Orientation (r = .637, p<.01) and all the sub dimensions of the Academic Goal Orientation such as Mastery Approach (r = .724 p<.01), Mastery Avoidance (r = .383, p<.01), Performance Approach (r = .482, p<.01) and Performance Avoidance (r = .357, p<.01) are significantly correlated with Academic Self Efficacy score.

Figure 29

Scatter plot matrix of dependent and independent variables is presented in figure 29
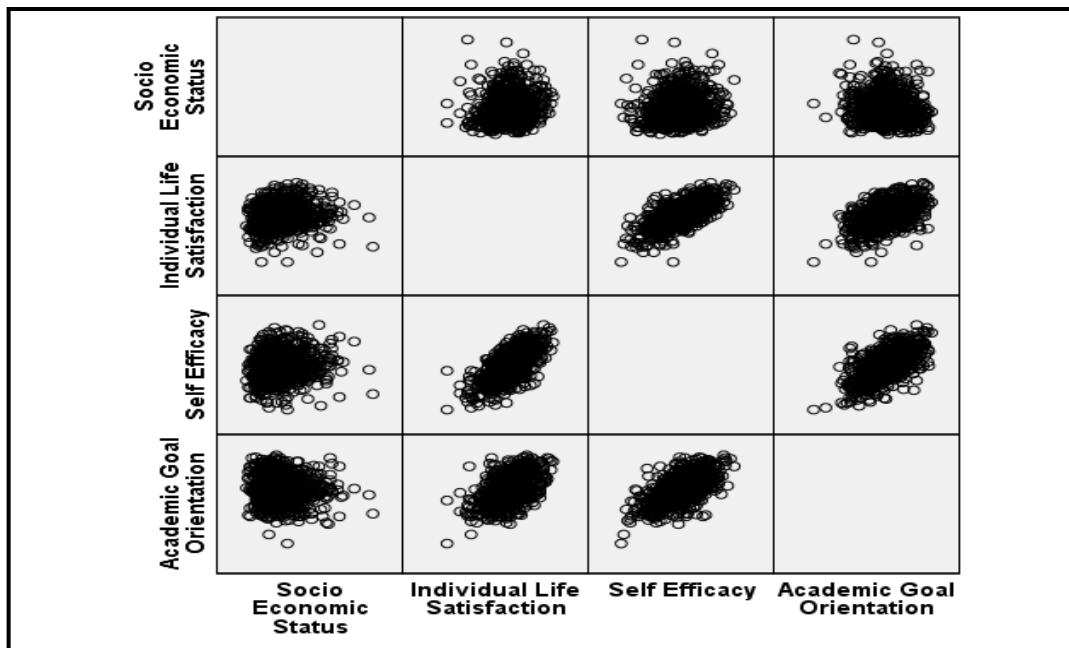
Regression Analysis

The crucial part of Regression analysis is to see, if you can actually analyze the data you want to analyze with this analysis. The first part of the analysis is therefore related to the examination of the assumptions required for Regression analysis.

Independence of observations or absence of auto correlation

Durbin-Watson test was used to test the independence of observation. The Durbin-Watson statistic for this analysis is 1.929. Durbin - Watson test value near to

2 indicated that autocorrelation can be neglected. So, it can be concluded that there was independence of residual or absence of autocorrelation, as assessed by a Durbin – Watson statistics of 1.929.

Testing of linearity

An assumption of Multiple Regression is that: (a) the independent variables collectively are linearly related to the dependent variable; and (b) each independent variable is linearly related to the dependent variable.

(a)   The independent variables collectively are linearly related to the dependent variable

To establish the linear relationship between dependent and all independent variable collectively, a scatter plot of the studentized residuals against unstandardized predicted value was used. Plot is presented as figure.

Figure 30

Scatter plot of studentized residuals against unstandardized predicted value.
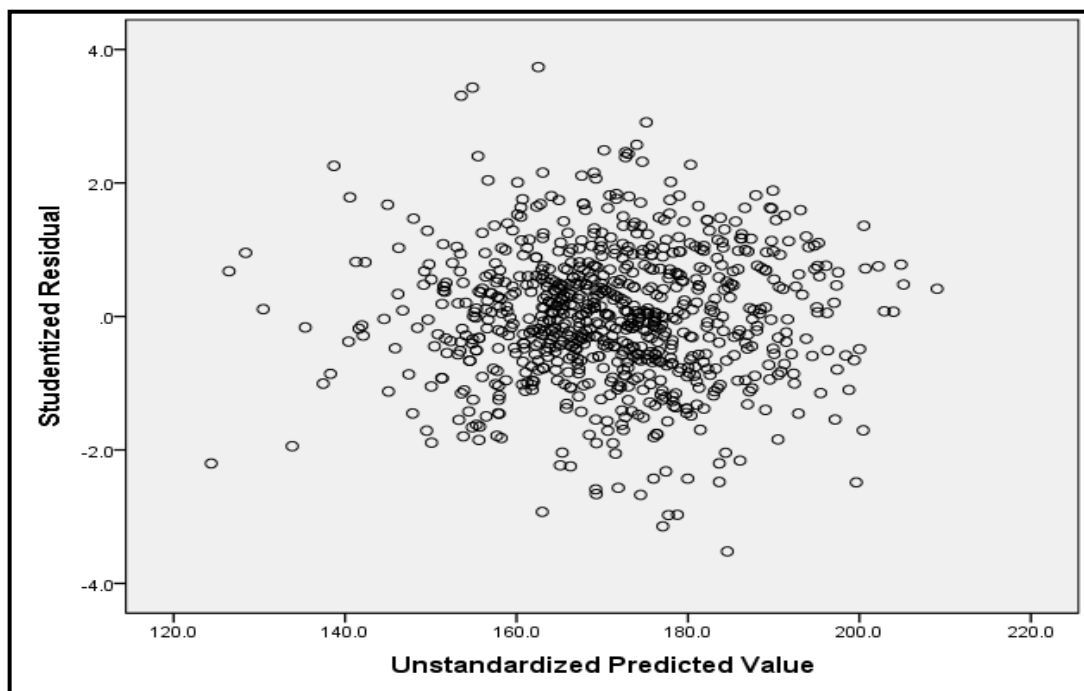
From the figure it is clear that Residuals form a horizontal band, i.e., the relationship between the independent and dependent variables is likely to be linear.

Figure 31

Scatter plot of studentized residuals against unstandardized predicted value
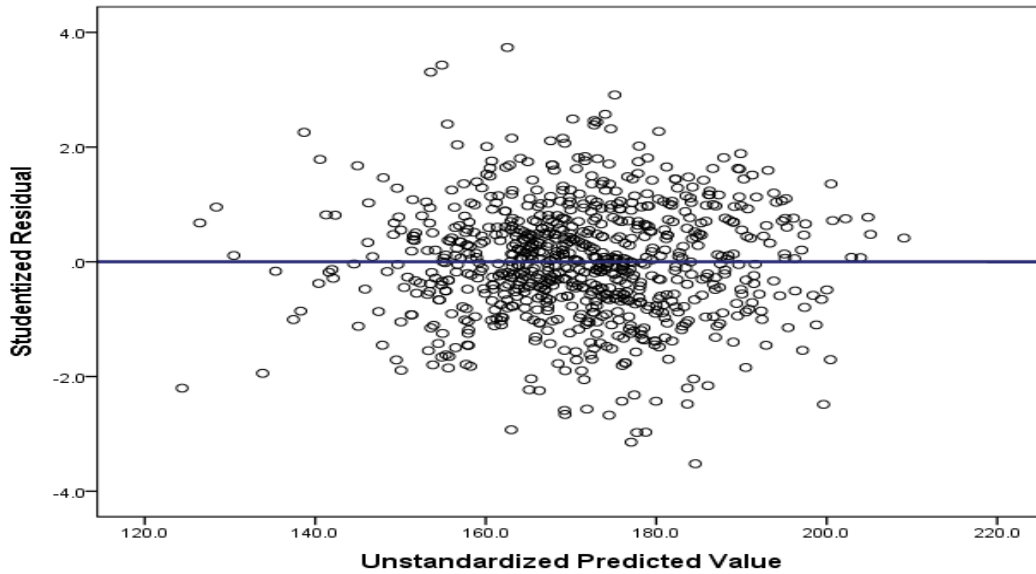
(b) Each independent variable is linearly related to the dependent variable.

Linear relationship between each independent variables with dependent variable is checked by plotting partial Regression plots. Partial Regression plot of each independent variable is presented in figure 33.

Figure 32

Partial Regression plot of Academic Goal Orientation and Socio-Economic Status.
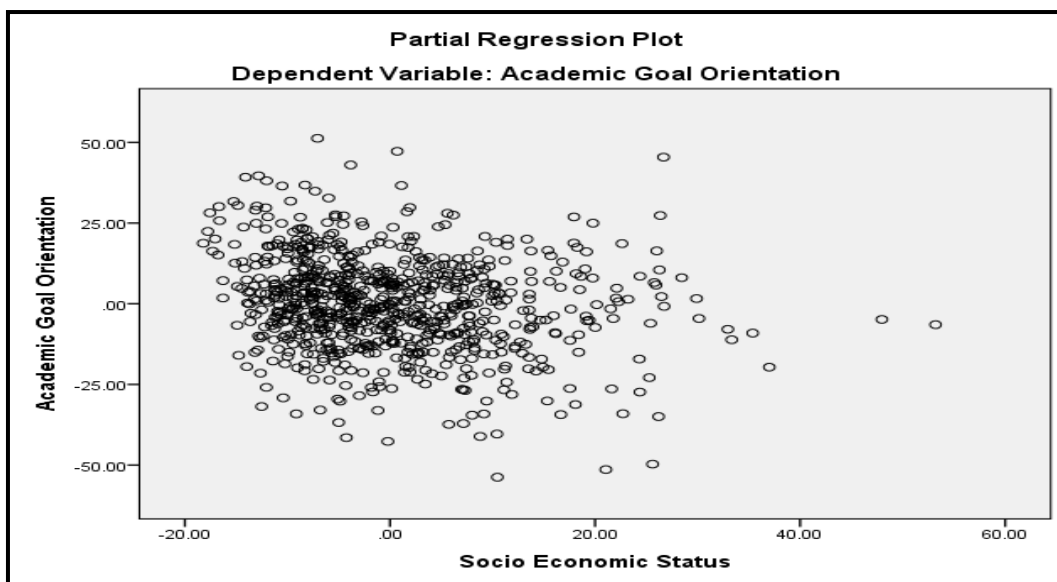
Figure 33

Partial Regression plot of Academic Goal Orientation and Socio-Economic Status
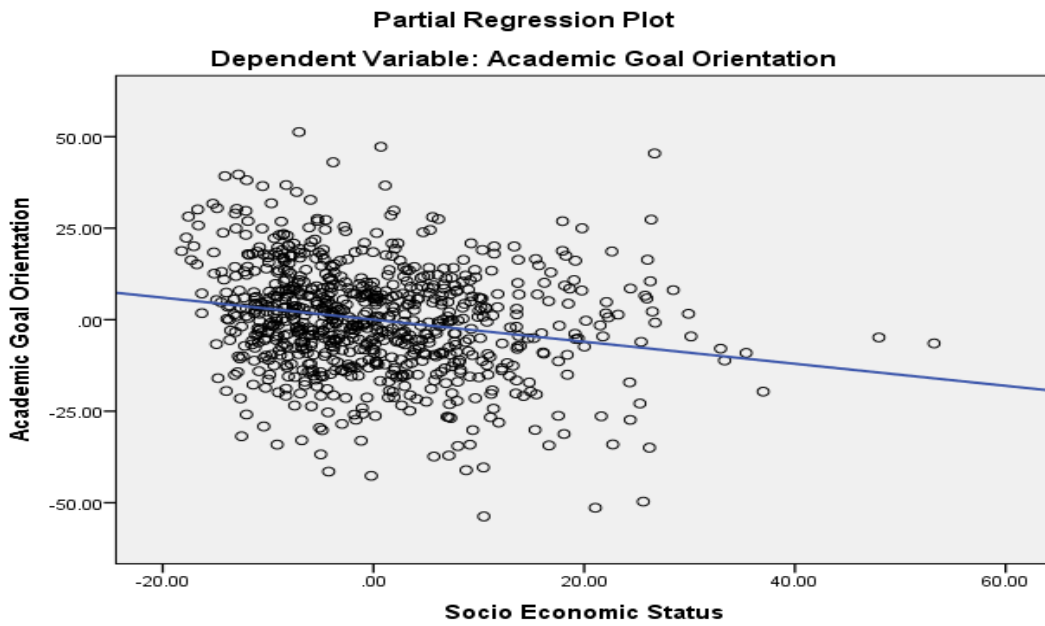
Figure 34

Partial Regression plot of Academic Goal Orientation and Individual Life Satisfaction.
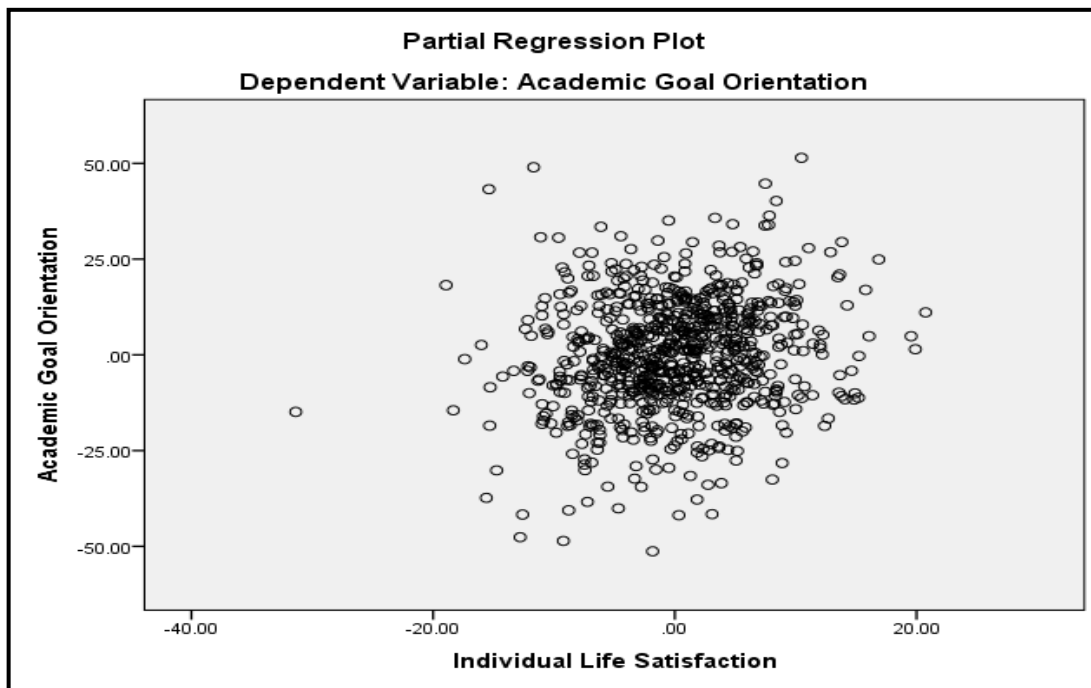
Figure 35

Partial Regression plot of Academic Goal Orientation and Individual Life Satisfaction.
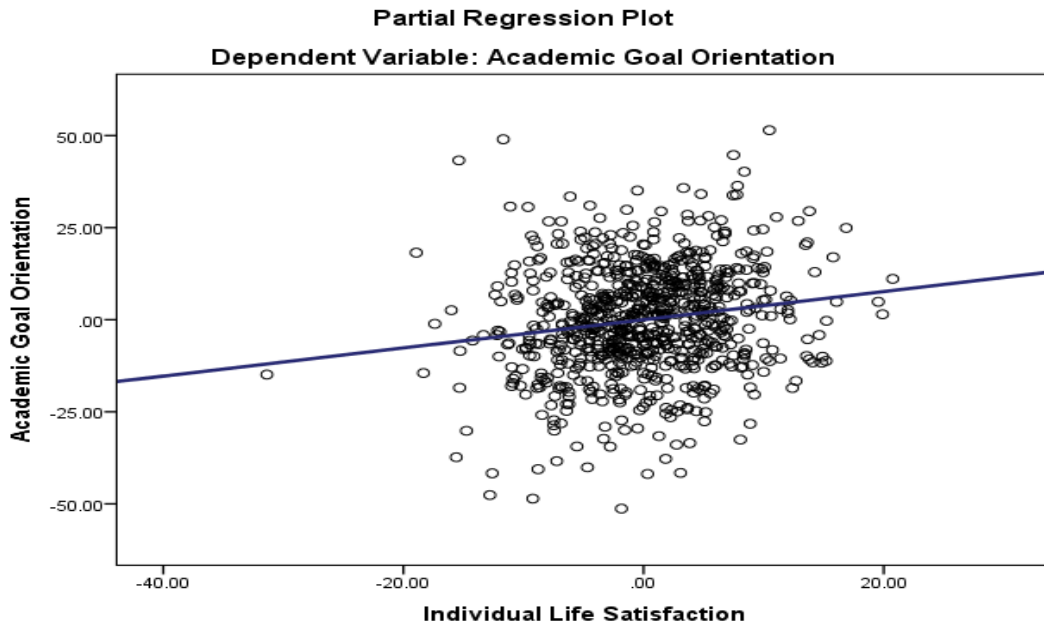
Figure 36

Partial Regression plot of Academic Goal Orientation and Self Efficacy
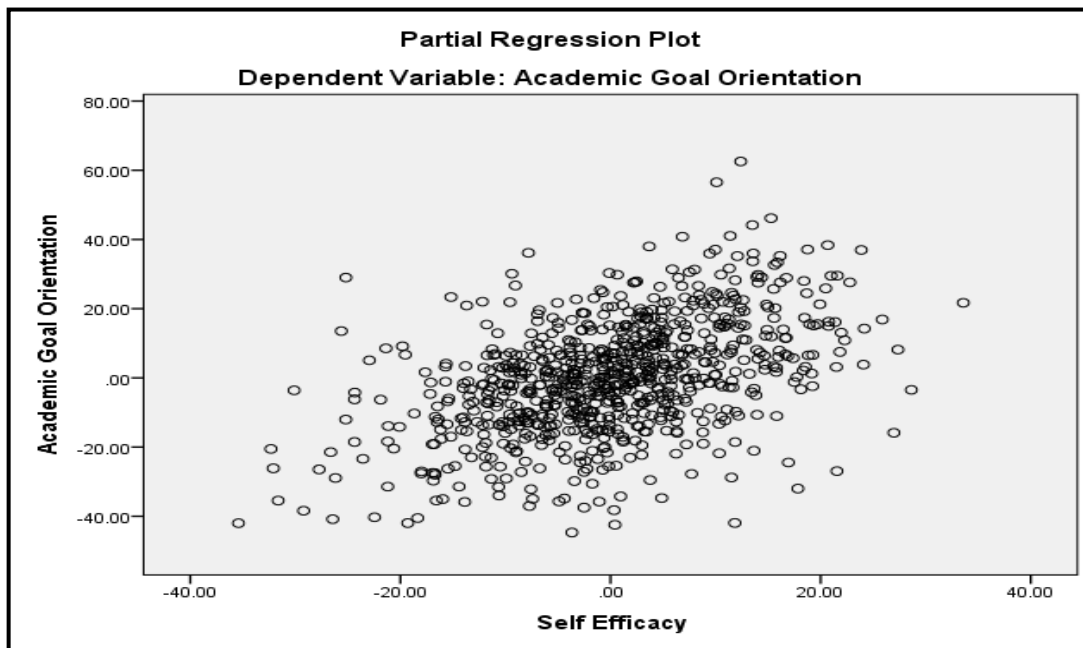
Figure 37

Partial Regression plot of Academic Goal Orientation and Self Efficacy.

Partial Regression Plot
Dependent Variable: Academic Goal Orientation
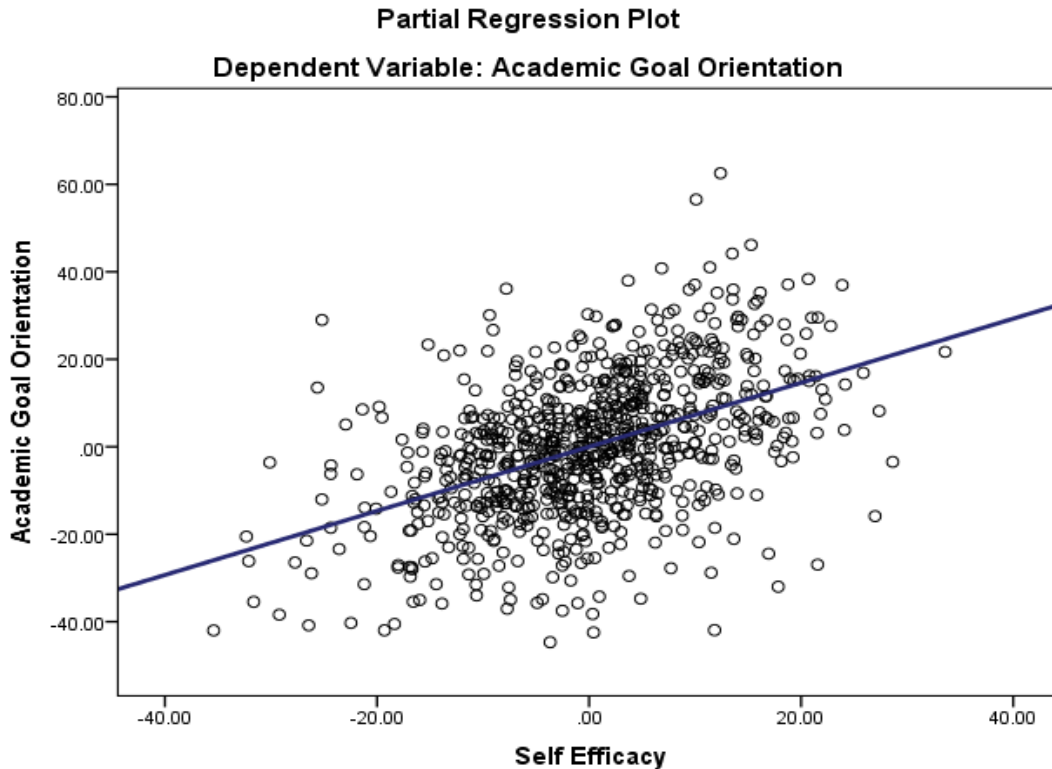
From the above partial Regression plots show an approximately linear relationship between Academic Goal Orientation and each independent variable viz., Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

Testing for homoscedasticity

The assumption of homoscedasticity is that the variance is equal for all values of the predicted dependent variable. To check for heteroscedasticity, scatter plot of the studentized residuals against the unstandardized predicted values (figure) was used. By visual inspection of a plot of studentized residuals versus the unstandardized predicted values shows that there was homoscedasticity.

Checking for multicollinearity

The assumption of multicollinearity was tested using Variance Inflation Factors (VIF) and Tolerance, the values are presented in table **55.**

Table 55

Tolerance and Variation Inflation factor of the predictor variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

Predictor variables	Collinearity Statistics	
	Tolerance	VIF
Socio-Economic Status	.977	1.02
Individual Life Satisfaction	.544	1.84
Self Efficacy	.540	1.85

From the table it is clear that all the obtained tolerance values are greater than 0.4 (lowest value is .540). So, it is clear that there do not have a problem with collinearity in this particular data set. In another word, multicollinearity of the predictor variables is not remarkable and hence the assumption of multicollinearity is satisfied.

Checking for normality

To check the assumption normality a histogram with superimposed normal curve and a P-P Plot are presented as figure 39 and 40.

Figure 38

Histogram with superimposed normal curve of Academic Goal Orientation.
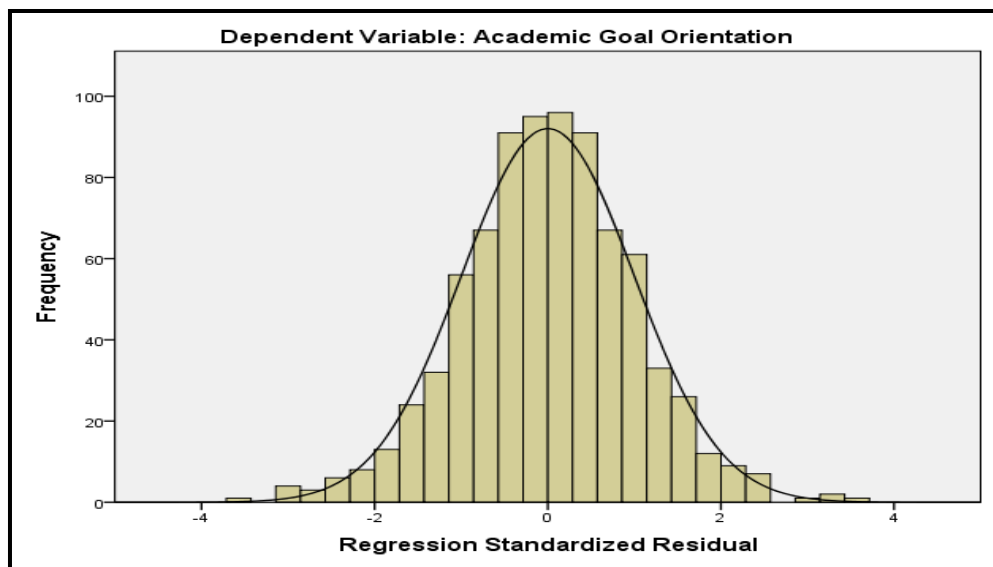
Figure 39

P-P Plot of Regression Academic Goal Orientation
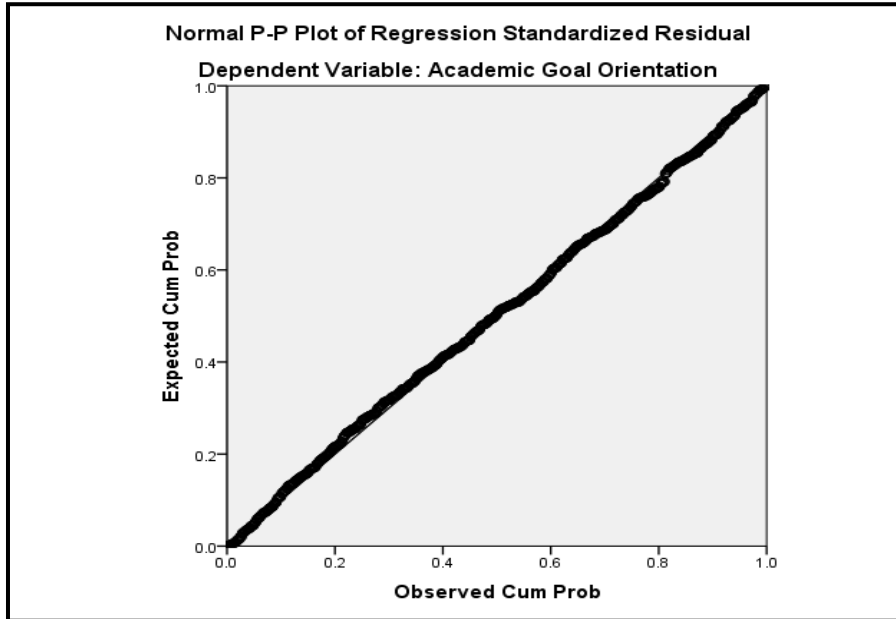
From histogram above that the standardized residuals appear to be approximately normally distributed. In P-P plot points are aligned along the diagonal line, i.e., residuals are normally distributed. Both histogram and P-P plot indicates the residuals are approximately normally distributed

Multiple Regression analysis was done for Academic Goal Orientation with the predictor variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are presented in table 56.

Table 56

R, R2 and adjusted R^2 for Model

R	R Square	Adjusted R Square
.661	.437	.435

Pearson correlation coefficient between the scores predicted by the Regression Model (i.e., the predicted scores) and the actual values of the dependent variable (i.e., Academic Goal Orientation) is .661 indicate a Moderate strong level of

association. R^2 for the overall Model was .437 with an adjusted R^2 .435. Which indicates that 43.7 percent of the variation in the Academic Goal Orientation can be explained by the Regression Model developed with predictor variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

The statistical significance of the overall Model (i.e., the Model containing all independent variables) is presented in the table57.

Table 57

Statistical significance of the overall Model

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	129163.904	3	43054.635	207.35	.001
1	Residual	166529.694	802	207.643		
	Total	295693.598	805			

From the table it is clear that the predicted variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy are statistically significantly predicted Academic Goal Orientation, $F(3,802) = 207.35$, $p<0.01$.

Data and details of Regression coefficients and individual contribution are presented in table 58.

Table 58

Details of Regression Coefficients and individual contribution

Predictor	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	p	Percentage of Individual Contribution
(Constant)	41.56		6.710	.001	
Socio-Economic Status	-.301	-.161	-5.996	.001	.97
Individual Life Satisfaction	.383	.169	4.695	.001	8.69
Self Efficacy	.733	.540	14.990	.001	33.97

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 41.56 + -.301\ X_1 + 0.383\ X_2 + .733\ X_3$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status X_2 score on Individual Life Satisfaction and X_3 score on Self Efficacy.

The standardized Beta values for the predictors were used to derive the equation for predicting the standardized value of Academic Goal Orientation.

The equation of the Model is $Z1 = -.161\ Z_1 + .169\ Z_2 + .540\ Z_3$

Where Z1 is the predicted standard score of Academic Goal Orientation, Z_1, Z_2 and Z_3 being the standard scores of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy respectively.

From the table it is clear that b value obtained for the Socio-Economic Status is -.301, it Means that the decrease in the score of Academic Goal Orientation is 0.301 for increase in each unit of Socio-Economic Status score. A β value of -.161 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.161 Standard deviation, provided the effects of other two predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is .97 % (.161 X .060 X 100).

b value obtained for the Individual Life Satisfaction is .383, it Means that the increase in the score of Academic Goal Orientation is 0.383 for increase in each unit of Individual Life Satisfaction score. A β value of .169 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.169 Standard deviation, provided the effects of other two predictors

are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 8.69 % (.169 X .514 X 100).

b value obtained for the Self Efficacy is .733, it Means that the increase in the score of Academic Goal Orientation is 0.733 for increase in each unit of Self Efficacy score. A β value of .540 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.540 Standard deviation, provided the effects of other two predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 33.97 % (.540 X .629 X 100).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of male students.

Influence of Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy on Academic Goal Orientation of male Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 59.

Table 59

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy of Higher Secondary school Male students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.026
Individual Life Satisfaction	.461**
Self Efficacy	.638**

From the table it is clear that Academic Goal Orientation (r = -.026, p>.05) is not significantly correlated with Socio-Economic Status score of male Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation

between overall Academic Goal Orientation and Individual Life Satisfaction is 0.461 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of male Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.638 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of male Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 60 and 61.

Table 60

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square
1	.655	.429	.423

Table 61

Details of Regression Coefficients for Model 1

Predictor	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.
(Constant)	43.537		4.04	.000
Socio-Economic Status	-.269	-.143	-3.01	.003
Individual Life Satisfaction	.201	.086	1.39	.167
Self Efficacy	.805	.605	9.71	.000

In this Model the unstandardized Regression coefficient for the variable Individual Life Satisfaction is found to be not significantly different from zero as the t value obtained is less than 1.96. Hence another Model 2 was tried excluding the variable Individual Life Satisfaction, the details of the Regression analysis with the predictors Socio-Economic Status and Self Efficacy is given as table 62.

Table 62

Regression coefficient Values of R, R^2 and Adjusted R^2 of Model 2.

Model	R	R Square	Adjusted R Square	Overall Model test			
				F	df1	df 2	p
2	.652	.425	.421	96.84	2	262	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status and Self Efficacy as predictors is .425. It Means that 42.5 percent of variance in Academic Goal Orientation of male Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 96.84, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of male students are presented in table 63.

Table 63

Details of Regression Coefficients and individual contribution of predictor variable among male Higher Secondary School Students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
	(Constant)	50.55		5.31	.000	
2	Socio-Economic Status	-.260	-.138	-2.91	.004	.36
	Self Efficacy	.880	.661	13.91	.000	42.17

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 50.55 + -.260\ X_1 + 0.880\ X_2$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status and X_2 score on Self Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.260, it Means that the decrease in the score of Academic Goal Orientation is 0.260 for increase in each unit of Socio-Economic Status score. A β value of -.138 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.138 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is .36 % (.026X .138 X 100).

b value obtained for the Self Efficacy is .880, it Means that the increase in the score of Academic Goal Orientation is 0.880 for increase in each unit of Self Efficacy score. A β value of .661 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.661 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 42.17 % (.638 X .661 X 100).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of female students.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of female Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 64.

Table 64

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of female Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.053
Individual Life Satisfaction	.520**
Self Efficacy	.596**

From the table it is clear that Academic Goal Orientation (r = -.053, p>.05) is not significantly correlated with Socio-Economic Status score of female Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.520 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of female Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.596 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of female Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 65.

Table 65

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
1	.637	.406	.402	122.18	3	537	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as predictors is .406. It Means that 40.6 percent of variance in Academic Goal Orientation of female Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 122.18, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of female students are presented in table 66.

Table 66

Details of Regression Coefficients and individual contribution of predictor variable on female Higher Secondary School Students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
1	(Constant)	46.42		6.07	.001	
	Socio-economic Status	-.285	-.159	-4.71	.001	.84
	Individual Life Satisfaction	.481	.221	4.92	.001	11.49
	Self Efficacy	.642	.474	10.47	.001	28.25

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status,

Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$Y^1 = 46.42 + -.285\ X_1 + 0.481\ X_2 + 0.642\ X_3$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status, X_2 score on Individual Life Satisfaction and X_3 score on Self Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.285, it Means that the decrease in the score of Academic Goal Orientation is 0.285 for increase in each unit of Socio-Economic Status score. A β value of -.159 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.159 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is .84 %.

b value obtained for the Individual Life Satisfaction is .481, it Means that the increase in the score of Academic Goal Orientation is 0.481 for increase in each unit of Individual Life Satisfaction score. A β value of .221 Indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.221 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Individual Life Satisfaction to the Model is 11.49 %

b value obtained for the Self Efficacy is .642, it Means that the increase in the score of Academic Goal Orientation is 0.642 for increase in each unit of Self Efficacy score. A β value of .474 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.474 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 28.25 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Government Higher Secondary School Students.

Influence of Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy on Academic Goal Orientation of Government Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 67.

Table 67

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy of Government Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.080*
Individual Life Satisfaction	.497**
Self Efficacy	.624**

From the table it is clear that Academic Goal Orientation (r = -.080, p<.05) is significantly correlated with Socio-Economic Status score of Government Higher Secondary School Students. Magnitude and sign of correlation coefficient shows that there exists a significant negative low correlation between Socio-Economic Status and Academic Goal Orientation of Government school Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.497 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Government Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation

between overall Academic Goal Orientation and Self Efficacy is 0.624 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Government school Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 68.

Table 68

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
1	.656	.430	.427	166.01	3	661	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as predictors is .430. It Means that 43 percent of variance in Academic Goal Orientation of Government Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 166.01, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of Government school students are presented in table 69.

Table 69

Details of Regression Coefficients and individual contribution of predictor variables on Government Higher Secondary School Students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
	(Constant)	44.73		6.45	.001	
1	Socio-Economic Status	-.326	-.171	-5.78	.001	1.37
	Individual Life Satisfaction	.348	.154	3.89	.001	7.65
	Self Efficacy	.742	.544	13.76	.001	33.94

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 44.73 + -.326\ X_1 + 0.348\ X_2 + 0.742\ X_3$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status, X_2 score on Individual Life Satisfaction and X_3 score on Self- Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.326, it Means that the decrease in the score of Academic Goal Orientation is 0.326 for increase in each unit of Socio-Economic Status score. A β value of -.171 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.171 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is 1.37 %.

b value obtained for the Individual Life Satisfaction is .348, it Means that the increase in the score of Academic Goal Orientation is 0.348 for increase in each unit of Individual Life Satisfaction score. A β value of .154 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.154 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 7.65 %.

b value obtained for the Self Efficacy is .742, it Means that the increase in the score of Academic Goal Orientation is 0.742 for increase in each unit of Self Efficacy score. A β value of .544 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.544 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 33.94 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Aided Higher Secondary School Students

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of Aided Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 70.

Table 70

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy of Aided Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.004
Individual Life Satisfaction	.577**
Self Efficacy	.675**

From the table it is clear that Academic Goal Orientation (r = -.004, p>.05) is not significantly correlated with Socio-Economic Status score of Aided Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.577 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Aided Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.675 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Aided Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 71 and 72.

Table 71

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square
1	.699	.489	.474

Table 72

Details of Regression Coefficients for Model 1.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.
	(Constant)	26.015		1.61	.110
	Socio-Economic Status	-.186	-.105	-1.50	.136
1	Individual Life Satisfaction	.506	.216	2.24	.027
	Self Efficacy	.710	.538	5.58	.000

In this Model the unstandardized Regression coefficient for the variable Socio-Economic Status is found to be not significantly different from zero as the t value obtained is less than 1.96. Hence another Model 2 was tried excluding the variable Socio-Economic Status, the details of the Regression analysis with the predictor's Individual Life Satisfaction and Self Efficacy is given as table 73.

Table 73

Values of R, R^2 and Adjusted R^2 of Model 2

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
2	.691	.478	.468	49.44	2	108	<.01

Table shows that the R^2 value obtained for the Model with Individual Life Satisfaction and Self Efficacy as predictors is .478. It Means that 47.8 percent of variance in Academic Goal Orientation of Aided Higher Secondary School Students is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 49.44, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of Aided school students are presented in table 74.

Table 74

Details of Regression Coefficients and Individual contribution among male students

Model	Predictors	Unstandardized Coefficients **(b)**	Standardized Coefficients **(β)**	t	Sig.	Percentage of Individual Contribution
2	(Constant)	20.03		1.27	.206	
	Individual Life Satisfaction	.487	.208	2.15	.034	12.00
	Self Efficacy	.699	.530	5.47	.000	35.77

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation of Aided Higher Secondary School Students.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 20.03 + 0.487\ X_1 + 0.699\ X_2$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Individual Life Satisfaction and X_2 score on Self- Efficacy.

From the table it is clear that b value obtained for the Individual Life Satisfaction is .487, it Means that the increase in the score of Academic Goal Orientation is 0.487 for increase in each unit of Individual Life Satisfaction score. A β value of .208 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.208 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 12 %.

b value obtained for the Self Efficacy is .699, it Means that the increase in the score of Academic Goal Orientation is 0.699 for increase in each unit of Self Efficacy score. A β value of .530 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.530 Standard

deviation, provided the effects of other predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 35.77 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Unaided Higher Secondary School Students.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on AAcademic Goal Orientation of Unaided Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 75.

Table 75

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy of Unaided Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	.100
Individual Life Satisfaction	.652**
Self Efficacy	.649**

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From the table it is clear that Academic Goal Orientation (r = .100, p>.05) is not significantly correlated with Socio-Economic Status score of Unaided Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.652 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Unaided Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation

between overall Academic Goal Orientation and Self Efficacy is 0.649 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Unaided Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 76 and 77.

Table 76

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1

Model	R	R Square	Adjusted R Square
1	.728	.530	.475

Table 77

Details of Regression Coefficients for Model 1

Model	Predictor	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.
	(Constant)	-24.87		-.693	.495
1	Individual Life Satisfaction	1.054	.399	2.303	.030
	Self Efficacy	.735	.421	2.302	.030
	Socio-Economic Status	-.062	-.037	-.250	.805

In this Model the unstandardized Regression coefficient for the variable Socio-Economic Status is found to be not significantly different from zero as the t value obtained is less than 1.96. Hence another Model 2 was tried excluding the variable Socio-Economic Status, the details of the Regression analysis with the predictor's Individual Life Satisfaction and Self Efficacy is given as table 78.

Table 78

Values of R, R^2 and Adjusted R^2 of Model 2

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
2	.727	.528	.493	15.13	2	27	<.01

Table shows that the R^2 value obtained for the Model with Individual Life Satisfaction and Self Efficacy as predictors is .528. It Means that 52.8 percent of variance in Academic Goal Orientation of Unaided Higher Secondary School Students is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 15.13, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of Unaided school students are presented in table 79.

Table 79

Details of Regression Coefficients and individual contribution of Unaided Higher Secondary School Students

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
2	(Constant)	-25.72		-.733	.470	
	Individual Life Satisfaction	1.08	.410	2.48	.020	26.73
	Self Efficacy	.704	.403	2.44	.022	26.15

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 50.55 + 1.08\ X_1 + 0.704\ X_2$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Individual Life Satisfaction and X_2 score on Self -Efficacy.

From the table it is clear that b value obtained for the Individual Life Satisfaction is 1.08, it Means that the increase in the score of Academic Goal Orientation is 1.08 for increase in each unit of Individual Life Satisfaction score. A β value of .410 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.410 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is .26.73%.

b value obtained for the Self Efficacy is .704, it Means that the increase in the score of Academic Goal Orientation is 0.704 for increase in each unit of Self Efficacy score. A β value of .403 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.403 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Self Efficacy to the Model is 26.15%.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Science specialization students.

Influence of Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy on Academic Goal Orientation of Science Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy were calculated and details are presented in table 80.

Table 80

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of Science Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.066
Individual Life Satisfaction	.543**
Self Efficacy	.662**

From the table it is clear that Academic Goal Orientation (r = -.066, p>.05) is not significantly correlated with Socio-Economic Status score of Science Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.543 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Science Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.662 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Science Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 81 and 82.

Table 81

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square
1	.676	.457	.450

Table 82

Details of Regression Coefficients for Model 1.

Model	Predictor	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.
1	(Constant)	34.75		2.95	.003
	Individual Life Satisfaction	.295	.124	1.77	.077
	Self Efficacy	.807	.577	8.25	.000
	Socio-Economic Status	-.201	-.105	-2.21	.028

In this Model the unstandardized Regression coefficient for the variable Individual Life Satisfaction is found to be not significantly different from zero as the t value obtained is less than 1.96. Hence another Model 2 was tried excluding the variable Individual Life Satisfaction, the details of the Regression analysis with the predictors Socio-Economic Status and Self Efficacy is given as table 83.

Table 83

Values of R, R^2 and Adjusted R^2 of Model 2.

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
2	.671	.450	.445	98.92	2	242	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status and Self Efficacy as predictors is .450. It Means that 45 percent of variance in Academic Goal Orientation of Science Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 98.92, p < 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and Individual contribution of Science Higher Secondary School Students are presented in table 84.

Table 84

Details of Regression Coefficients and Individual contribution of Science Higher Secondary School Students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
	(Constant)	42.88		3.93	.000	
	Self Efficacy	.934	.668	13.99	.000	44.22
2	Socio-Economic Status	-.200	-.105	-2.19	.029	.69

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 42.88 + -.20 \, X_1 + 0.934 \, X_2$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status and X_2 score on Self Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.200, it Means that the decrease in the score of Academic Goal Orientation is 0.20

for increase in each unit of Socio-Economic Status score. A β value of -.105 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.105 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is .69 %.

b value obtained for the Self Efficacy is .934, it Means that the increase in the score of Academic Goal Orientation is 0.934 for increase in each unit of Self Efficacy score. A β value of .668 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.668 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Self Efficacy to the Model is 44.22 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Commerce Higher Secondary School Students.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of Commerce Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 85.

Table 85

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of Commerce Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.068
Individual Life Satisfaction	.488**
Self Efficacy	.631**

From the table it is clear that Academic Goal Orientation (r = -.068, p>.05) is not significantly correlated with Socio-Economic Status score of Commerce Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.488 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Commerce Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.631 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Commerce Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 86.

Table 86

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
1	.667	.446	.442	121.87	3	455	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as predictors is .446. It Means that 44.6 percent of variance in Academic Goal Orientation of Commerce Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 121.87, p< 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of Commerce students are presented in table 87.

Table 87

Details of Regression Coefficients and Individual contribution of predictor variables on Academic Goal Orientation of Commerce Higher Secondary School Students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
1	(Constant)	45.66		5.72	.001	
	Self Efficacy	.742	.560	12.14	.001	35.34
	Socio-Economic Status	-.384	-.197	-5.54	.001	1.34
	Individual Life Satisfaction	.360	.162	3.50	.001	7.90

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$Y^1 = 45.66 + -.384\ X_1 + 0.360\ X_2 + 0.742\ X_3$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status, X_2 score on Individual Life Satisfaction and X_3 score on Self- Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.384, it Means that the decrease in the score of Academic Goal Orientation is 0.384 for increase in each unit of Socio-Economic Status score. A β value of -.197 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.197 Standard deviation, provided the

effects of other predictors are kept constant. The individual contribution of Socio-Economic Status to the Model is 1.34 %.

b value obtained for the Individual Life Satisfaction is .360, it Means that the increase in the score of Academic Goal Orientation is 0.360 for increase in each unit of Individual Life Satisfaction score. A β value of .162 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.162 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 7.90 %

b value obtained for the Self Efficacy is .742, it Means that the increase in the score of Academic Goal Orientation is 0.742 for increase in each unit of Self Efficacy score. A β value of .560 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.560 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Self Efficacy to the Model is 35.34 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Humanities Higher Secondary School Students.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of Humanities Higher Secondary School Students was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 88.

Table 88

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of Humanities Higher Secondary School Students.

Variables	Academic Goal Orientation
Socio-Economic Status	-.107
Individual Life Satisfaction	.548**
Self Efficacy	.522**

From the table it is clear that Academic Goal Orientation ($r = -.107$, $p>.05$) is not significantly correlated with Socio-Economic Status score of Humanities Higher Secondary School Students. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.548 ($P<0.01$). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Humanities Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.522 ($P<0.01$). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Humanities Higher Secondary School Students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 89.

Table 89

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
1	.614	.377	.358	19.74	3	98	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as predictors is .377. It Means that 37.7 percent of variance in Academic Goal Orientation of Humanities Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 19.74, p< 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and individual contribution of predictor variables on Academic Goal Orientation of Humanities Higher Secondary School Students are presented in table 90.

Table 90

Details of Regression Coefficients and individual contribution predictor variables on Academic Goal Orientation of Humanities students.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
1	(Constant)	45.08		2.42	.017	
	Self Efficacy	.476	.345	3.20	.002	24.85
	Socio-Economic Status	-.285	-.172	-2.09	.039	1.84
	Individual Life Satisfaction	.748	.325	3.07	.003	17.81

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$Y^1 = 45.08 + -.285 \, X_1 + 0.748 \, X_2 + 0.476 \, X_3$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status X_2 score on Individual Life Satisfaction and X_3 score on Self Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.285, it Means that the decrease in the score of Academic Goal Orientation is 0.285 for increase in each unit of Socio-Economic Status score. A β value of -.172 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.172 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Socio-Economic Status to the Model is 1.84 %.

b value obtained for the Individual Life Satisfaction is .748, it Means that the increase in the score of Academic Goal Orientation is 0.748 for increase in each unit of Individual Life Satisfaction score. A β value of .325 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.325 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 17.81 %

b value obtained for the Self Efficacy is .476, it Means that the increase in the score of Academic Goal Orientation is 0.476 for increase in each unit of Self Efficacy score. A β value of .345 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.345 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Self Efficacy to the Model is 24.85 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of NRI parents.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of students of NRI parents was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 91.

Table 91

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of students of NRI parents.

Variables	Academic Goal Orientation
Socio-Economic Status	-.014
Individual Life Satisfaction	.515**
Self Efficacy	.632**

From the table, it is clear that Academic Goal Orientation (r = -.014, p>.05) is not significantly correlated with Socio-Economic Status score of students of NRI parents. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.515 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of students of NRI parents. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.632 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of students NRI parents. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 92 and 93.

Table 92

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square
1	.647a	.419	.407

Table 93

Details of Regression Coefficients for Model 1.

Model	Predictor	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.
	(Constant)	37.01		2.51	.013
	Self Efficacy	.696	.516	6.33	.000
1	Socio-Economic Status	-.080	-.041	-.666	.506
	Individual Life Satisfaction	.381	.179	2.19	.030

In this Model the unstandardized Regression coefficient for the variable Socio-Economic Status is found to be not significantly different from zero as the t value obtained is less than 1.96. Hence another Model 2 was tried excluding the variable Socio-Economic Status, the details of the Regression analysis with the predictor's Individual Life Satisfaction status and Self Efficacy is given as table 94.

Table 94

Regression Values of R, R^2 and Adjusted R^2 of Model 2.

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
2	.646	.417	.410	55.11	2	154	<.01

Table shows that the R^2 value obtained for the Model with Individual Life Satisfaction and Self Efficacy as predictors is .417. It Means that 41.7 percent of variance in Academic Goal Orientation of students of NRI parents is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 55.11, p< 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and Individual contribution of students of NRI parents are presented in table 95.

Table 95

Details of Regression Coefficients and individual contribution of predictors on students of NRI parents.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t Sig.	Percentage of Individual Contribution
2	(Constant)	33.23		2.44.016	
	Self Efficacy	.695	.515	6.33.001	32.56
	Individual Life Satisfaction	.379	.178	2.19.030	9.17

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$Y^1 = 32.23 + 0.379\,X_1 + 0.695\,X_2$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Individual Life Satisfaction and X_2 score on Self Efficacy.

From the table it is clear that b value obtained for the Individual Life Satisfaction is .379, it Means that the increase in the score of Academic Goal Orientation is 0.379 for increase in each unit of Individual Life Satisfaction score. A β value of .178 indicates that as Individual lie satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.178 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 9.17 %.

b value obtained for the Self Efficacy is .695, it Means that the increase in the score of Academic Goal Orientation is 0.695 for increase in each unit of Self - efficacy score. A β value of .515 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.515 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Self- efficacy to the Model is 32.56 %.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of Non NRI parents.

Influence of Individual Life Satisfaction, Socio-Economic Status and Self Efficacy on Academic Goal Orientation of students of Non NRI parents was found by conducting Pearson's product moment correlation. Correlation coefficient for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy were calculated and details are presented in table 96.

Table 96

Pearson's Product Moment Coefficient of Correlation for Academic Goal Orientation and Individual Life Satisfaction, Socio-Economic Status and Self Efficacy of students of Non NRI parents.

Variables	Academic Goal Orientation
Socio-Economic Status	-.078*
Individual Life Satisfaction	.512**
Self Efficacy	.629**

From the table it is clear that Academic Goal Orientation (r = -.078, p<.05) is significantly correlated with Socio-Economic Status score of students of Non NRI parents. Magnitude and sign of correlation coefficient shows that there is a significant negative low correlation between Socio-Economic Status and Academic Goal Orientation of students of Non NRI parents. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.512 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of students of Non NRI parents. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Individual Life Satisfaction. Pearson's Product Moment Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.629 (P<0.01). It Means that there is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Non NRI students. Magnitude of correlation coefficient showed that there exists Moderate relationship between overall Academic Goal Orientation and Self Efficacy.

Multiple Regression analysis was done for Academic Goal Orientation with the predictors Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The details of Regression analysis are given as table 97.

Table 97

Multiple Regression Values of R, R^2 and Adjusted R^2 of Model 1.

Model	R	R Square	Adjusted R Square	Overall Model fit			
				F	df1	df 2	p
1	.668	.446	.443	172.94	3	645	<.01

Table shows that the R^2 value obtained for the Model with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy as predictors is .446. It Means that 44.6 percent of variance in Academic Goal Orientation of students of Non NRI parents is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The F-value obtained shows that this Model is a good one (F= 172.94, p< 0.01) to predict Academic Goal Orientation.

Data and details of Regression coefficients and Individual contribution of students of Non NRI parents are presented in table 98.

Table 98

Details of Regression Coefficients and individual contribution of predictor variables on Academic Goal Orientation of students of Non NRI parents.

Model	Predictors	Unstandardized Coefficients (b)	Standardized Coefficients (β)	t	Sig.	Percentage of Individual Contribution
	(Constant)	42.34		6.18	.001	
	Self Efficacy	.745	.549	13.67	.001	34.53
1	Individual Life Satisfaction	.383	.166	4.15	.001	8.45
	Socio-Economic Status	-.363	-.194	-6.52	.001	1.51

Table gives t-values in each predictor variable, which shows that the b-values obtained differ significantly from zero. Hence the variables Socio-Economic Status,

Individual Life Satisfaction and Self Efficacy are significant predictors of Academic Goal Orientation.

The Regression Model using obtained b value can be expressed as

$$Y^1 = 42.34 + -.363\ X_1 + 0.383\ X_2 + 0.745\ X_3$$

Where Y^1 is the predicted value of Academic Goal Orientation, X_1 score on Socio-Economic Status, X_2 score on Individual Life Satisfaction and X_3 score on Self- Efficacy.

From the table it is clear that b value obtained for the Socio-Economic Status is -.363, it Means that the decrease in the score of Academic Goal Orientation is 0.363 for increase in each unit of Socio-Economic Status score. A β value of -.194 indicates that as Socio-Economic Status increases by one Standard deviation, Academic Goal Orientation decreases by 0.194 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Socio-Economic Status to the Model is 1.51 %.

b value obtained for the Individual Life Satisfaction is .383, it Means that the increase in the score of Academic Goal Orientation is 0.383 for increase in each unit of Individual Life Satisfaction score. A β value of .166 indicates that as Individual Life Satisfaction increases by one Standard deviation, Academic Goal Orientation increases by 0.166 Standard deviation, provided the effects of other predictors are kept constant. The individual contribution of Individual Life Satisfaction to the Model is 8.45 %

b value obtained for the Self Efficacy is .745, it Means that the increase in the score of Academic Goal Orientation is 0.745 for increase in each unit of Self Efficacy score. A β value of .549 indicates that as Self Efficacy increases by one Standard deviation, Academic Goal Orientation increases by 0.549 Standard deviation, provided the effects of other predictors are kept constant. The Individual contribution of Self Efficacy to the Model is 34.53 %.

CHAPTER 5

SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

- Study in retrospect
- Major findings of the study
- Tenability of hypotheses
- Conclusion
- Educational implication of the study
- Policy Recommendations
- Suggestions for further research

The present study is to determine the influence and predictive ability of independent variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on dependent variable Academic Goal Orientation. Scientific research helps in developing a deeper understanding of complex phenomena, relationships and process. The purpose of scientific research is to derive verifiable generalization or conclusions based on the result of the study.

This chapter provides a brief summary of the entire study. It provides an interpretation of the results ascertained from the statistical analysis of the data presented in the previous chapter. Recommendation to replicate the research in different contexts using different samples and methods or to explore other similar issues was also discussed with a brief review of the methodology used.

Restatement of the problem

Education is the process of human enrichment for the achievement of a higher and better quality of life. Academic Goal Orientation is an important factor in shaping student's motivation, engagement, learning strategies, achievement persistence, psychological well-being and future orientation. Understanding and fostering a Mastery goal orientation can promote a positive learning environment, intrinsic motivation, deeper learning, and a growth mindset among students, ultimately enhance their educational experiences and outcomes.

There are different psychological and non-psychological factors which are directly or indirectly influence the Goal orientation of students. An effort should be needed to understand the extent to which these factors such as Socio-Economic Status, Individual Life Satisfaction and Self Efficacy influences on Academic Goal Orientation of students. At the same time, it will be worthwhile to access the variation on Academic Goal Orientation based on sex, Subject of specialization, Types of school management, educational status of parents and their Residential status like whether they resident or Non-resident in the home country etc. So Academic Goal Orientation has significant role in education and has several important implications.

The problem of the current study is re stated as "Influence of Socio-Economic Status Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among Higher Secondary School Students of NRI and Non NRI parents"

Variables selected for the study

The variable selected for the study are presented below

Independent variables

The independent variables selected for the study are:

- Socio-Economic Status

- Individual Life Satisfaction

- Self Efficacy

Dependent variable

Academic Goal Orientation is taken as the dependent variable for the present study

Classificatory Variables

Classificatory variables selected for the study are Gender, Subject of specialization, types of school management and Residential status of parents.

Objectives

The study has the following objectives:

1. To find out the levels of Socio-Economic Status of Higher Secondary School Students.
2. To find out the levels of Individual Life Satisfaction of Higher Secondary School Students.
3. To find out the levels of Self Efficacy of Higher Secondary School Students.

4. To find out the levels of Academic Goal Orientation of Higher Secondary School Students.

5. To compare the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. To compare the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. To compare the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. To compare the Mean score of Academic Goal Orientation of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

9. To find out the relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. To find out the relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. To find out the relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. To find out the predictive ability of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. To develop a Regression equation for the outcome variable Academic Goal Orientation on the predictive variable Socio-Economic Status, Individual Life Satisfaction and Self Efficacy of Higher Secondary School Students of the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

14. To find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Hypotheses

The following Hypotheses are formed and tested for the study.

1. There exists no difference in the levels of Socio-Economic Status of Higher Secondary School Students.

2. There exists no difference in the levels of Individual Life Satisfaction of Higher Secondary School Students.

3. There exists no difference in the levels of elf-efficacy of Higher Secondary School Students.

4. There exists no difference in the levels of Academic Goal Orientation of Higher Secondary School Students.

5. There exists no significant difference in the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

6. There exists no significant difference in the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

7. There exists no significant difference in the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents.

8. There exists no significant difference in the Mean score of Academic Goal Orientation status of Higher Secondary School Students based on Gender,

Types of management, Subject of specialization and Residential status of their parents.

9. There exists no significant relationship between Socio-Economic Status and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

10. There exists no significant relationship between Individual Life Satisfaction and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

11. There exists no significant relationship between Self Efficacy and Academic Goal Orientation among Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents.

12. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents.

13. Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students for the total sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents and there for developing Regression equation will not be possible.

14. There exists no Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents.

Methodology

The methodology used for the present study is given in the following paragraphs.

design of the study

Survey method is used to study the influence of independent variables, Socio-Economic Status, Individual Life Satisfaction, and Self Efficacy on dependent variable Academic Goal Orientation.

Sample

Simple random sampling techniques was used for the present study. The investigator collected responses from 806 Higher Secondary School Students of 14 districts in Kerala by dividing the state into North Kerala consisting of 4 districts, namely Kasaragod, Kannur, Wayanad and Kozhikode, Central Kerala consisting of 4 districts namely Malappuram, Palakkad, Thrissur and Ernakulam and South Kerala, consisting of 6 districts namely Idukki, Kottayam, Alappuzha, Pathanamthitta, Kollam and Thiruvananthapuram. Data were collected directly from Palakkad, Malappuram, Thrissur, Kannur Kollam and Thiruvananthapuram districts and the remaining by sending Google form link through teachers' groups. 20% of the total samples were collected from North Kerala, 30% from South Kerala and 50% from Central Kerala. Data so collected were imported to Excel sheet and used for statistical analysis.

The total sample consisting of 265 male Higher Secondary School Students, 541 female Higher Secondary School Students, 665 Government Higher Secondary School Students, 111 Aided Higher Secondary School Students, and 30 Unaided Higher Secondary School Students, 245 Science Higher Secondary School Students, 459 Commerce Higher Secondary School Students, 102 Humanities Higher Secondary School Students, 157 Higher Secondary School Students of NRI parents and 649 Higher Secondary School Students of Non NRI parents for descriptive study.

Tools Used

The investigator prepared and standardized four tools to measure the three independent variables and one dependent variable. The details of the tools used are outlined below.

- Questionnaire on Student's Socio-Economic Status (Suresh Babu & Sunil Kumar)
- Scale on Student's Individual Life Satisfaction (Suresh Babu & Sunil Kumar)
- Scale on Student's Self Efficacy (Suresh Babu P & Sunil Kumar)
- Student's Academic Goal Orientation Inventory (Suresh Babu & Sunil Kumar)

Statistical techniques used

Statistical techniques used for the present study are as follows.

- Preliminary analysis like Mean, Median, Mode, Standard deviation, Skewness and Kurtosis
- Percentile Analysis
- Two tailed tests of significance of difference between men score of large independent samples
- Pearson's Product Moment Coefficient of Correlation
- ANOVA followed by Scheffe' Test of Post-hoc comparison
- Multiple Regression analysis

Major findings of the study

The major findings of the present study are as follows. This session consists of percentage analysis of total and sub samples on independent variables Socio-Economic Status, Individual Life Satisfaction, Self Efficacy and Academic Goal Orientation of students, correlation analysis on independent and dependent variables and Multiple Regression analysis on independent and dependent variables.

Results of Percentile Analysis

Findings on Percentile Analysis of the independent variable Socio-Economic Status on total sample and sub-samples are as follows

Percentile Analysis on independent variable Socio-Economic Status.

- On total sample, 50 percentage of the Higher Secondary School Students score is more than 48

- On sub-sample Gender, 50 percentage of Higher Secondary male students score is more than 48 and female students score is more than 47

- On sub-sample Types of school management, 50 percentage of the Government and Aided Higher Secondary School Students score is higher than 48 and Unaided Higher Secondary School Students score are higher than 43

- On sub-sample subject of study, 50 percentage of the Higher Secondary Science students' score is more than 50 and Commerce and Humanities Higher Secondary School Students scores are 47 and 45 respectively.

- On sub-sample Residential status of parents, 50 percent of the score of students of NRI parents is more than 50 and Non NRI parents is 47.

Percentile Analysis on independent variable Individual Life Satisfaction.

- Out of the total sample, 50 percentage of the Higher Secondary School Students score is more than 92.

- On sub-sample Gender, 50 percentage of Higher Secondary male students score is more than 91 and female students score is more than 94.

- On sub-sample, Types of school management, 50 percentage of the Government and Aided Higher Secondary School Students scores are higher than 92 and Unaided Higher Secondary School Students score is higher than 87.5.

- On sub-sample subject of study, 50 percentage of the Higher Secondary Science and Commerce Higher Secondary School Students scores are more

than 93 and at the same time it is more than 89 in the case of Humanities Higher Secondary School Students.

- On sub-sample Residential status of parents, 50 percent of the score of students of NRI and Non NRI parents are more than 92.

Percentile Analysis on independent variable Self Efficacy.

- On total sample, 50 percentage of the Higher Secondary School Students score is more than 149.

- On sub-sample Gender, 50 percentage of Higher Secondary male students score is more than 145 and female students score is more than 150.

- On sub-sample Types of school management, 50 percentage of the Government Higher Secondary School Students score is higher than 149 and Aided Higher Secondary School Students score is higher than 150. The score of Unaided school students is more than 138.5.

- On sub-sample subject of study, 50 percentage of the Science Higher Secondary School Students score is more than 151 and Commerce and Humanities Higher Secondary School Students scores are 148 and 147 respectively.

- On sub-sample Residential status of parents, 50 percent of the score of students of NRI parents is more than 150 and Non NRI parents is 149.

Percentile Analysis on dependent variable Academic Goal Orientation of students.

- On total sample, 50 percentage of the Higher Secondary School Students score is more than 171

- On sub-sample Gender, 50 percentage of Higher Secondary male students score is more than 165 and female students score is more than 172

- On sub-sample Types of school management, 50 percentage of the Government Higher Secondary School Students score is higher than 171 and Aided Higher Secondary School Students score is higher than 168. The score of Unaided school students is more than 167

- On sub-sample subject of study, 50 percentage of the Higher Secondary Science Higher Secondary School Students score is more than 173 and Commerce and Humanities students score are 170 and 167 respectively.

- On sub-sample Residential status of parents, 50 percent of the score of students of NRI parents is more than 174 and Non NRI parents is 169.

Sub-sample effect on independent and dependent variables.

Effect of Gender on Socio-Economic Status

There exists a significant difference between the Mean scores of Socio-Economic Statuses of the Higher Secondary school male students (M = 50.54, SD = 10.64) and female students (M = 48.88, SD = 10.00) [t (804) = 2.17; p<.05. Mean score showed that male students have higher Socio-Economic Status than female students

Effect of Gender on Individual Life Satisfaction

There exists a significant difference between the Mean scores of Individual Life Satisfaction of the Higher Secondary school male students (M = 90.72, SD = 8.58) and female students (M = 93.32, SD = 8.25) [t (804) = 4.09; p<.01. Mean score showed that female students have higher Individual Life Satisfaction than male students

Effect of Gender on Self Efficacy

There exists a significant difference between the Mean scores of General Self Efficacy of the Higher Secondary school male students (M = 80.80, SD = 8.78) and female students (M = 82.63, SD = 7.40) [t (804) = 2.93; p<.01]. Mean score showed that female students have higher General Self Efficacy than male students.

There exists a significant difference between the Mean scores of Academic Self Efficacy of the Higher Secondary school male students (M = 63.75, SD = 8.10) and female students (M = 68.13, SD = 7.21) [t (804) = 7.46; p<.01. Mean score showed that female students have higher Academic Self Efficacy than male students.

There exists a significant difference between the Mean scores of Self Efficacy of the Higher Secondary school male students (M = 144.55, SD = 15.02) and female students (M = 150.76, SD = 13.23) [t (804) = 5.73; p<.01. Mean score showed that female students have higher Self Efficacy scores than male students.

Effect of Gender on Academic Goal Orientation

There exists a significant difference between the Mean scores of Mastery Approach of the Higher Secondary school male students (M = 68.27, SD = 9.06) and female students (M = 72.85, SD = 7.85) [t (804) = 7.40; p<.01]. Mean score showed that female students have higher Mastery Approach than male students.

There exists a significant difference between the Mean scores of Mastery Avoidance of the Higher Secondary school male students (M = 33.68, SD = 4.35) and female students (M = 35.51, SD = 4.04) [t (804) = 5.87; p<.01]. Mean score showed that female students have higher Mastery Avoidance approach than male students.

There exists a significant difference between the Mean scores of Performance Approach of the Higher Secondary school male students (M = 36.05, SD = 6.18) and female students (M = 38.34, SD = 5.78) [t (804) = 5.04; p<.01]. Mean score showed that female students have higher Performance Approach than male students.

There exists a significant difference between the Mean scores of Performance Avoidance of the Higher Secondary school male students (M = 26.55, SD = 4.30) and female students (M = 27.50, SD = 4.34) [t (804) = 2.91; p<.01]. Mean score showed that female students have higher Performance Avoidance than male students.

There exists a significant difference between the Mean scores of Academic Goal Orientation of the Higher Secondary school male students (M = 164.55, SD = 19.98) and female students (M = 174.19, SD = 17.94) [t (804) = 6.90; p<.01]. Mean score showed that female students have higher Academic Goal Orientation than male students.

Effect of Types of school management on Socio-Economic Status

There is no significant effect of Types of school management on Socio-Economic Status of Higher Secondary School Students (F (2,803) = 2.91, p> .05).

Effect of Types of management on Individual Life Satisfaction

There is a significant difference in Individual Life Satisfaction for students studying in Government and Unaided schools (MD = 5.78, p<0.01) and Aided and Unaided schools (MD =5.30, p<0.01) at .01 level of significance.

There is no significant difference in Individual Life Satisfaction for Higher Secondary School Students studying in Government and Aided schools.

Effect of Types of management on Self Efficacy

There is a significant difference in General Self Efficacy of students studying in Government and Unaided schools (MD = 5.08, p<0.01) and Aided and Unaided schools (MD =5.60, p<0.01) at .01 level of significance.

There is no significant difference in General Self Efficacy of Higher Secondary School Students studying in Government and Aided schools.

There is a significant difference in Academic Self Efficacy of Higher Secondary School Students studying in Government and Unaided schools (MD = 4.32, p<0.05) and Aided and Unaided Higher Secondary schools (MD =4.57, p<0.05) at .05 level of significance.

There is no significant difference in Academic Self Efficacy of Higher Secondary School Students studying in Government and Aided Higher Secondary schools.

There is a significant difference in General Self Efficacy of Higher Secondary School Students studying in Government and Unaided schools (MD = 9.40, p<0.01) and Aided and Unaided Higher Secondary schools (MD =10.17, p<0.01) at .01 level of significance.

There is no significant difference in Self Efficacy of Higher Secondary School Students studying in Government and Aided Higher Secondary schools.

Effect of Types of management on Academic Goal Orientation.

There is a significant difference in Mastery Approach of Higher Secondary School Students studying in Government and Unaided Higher Secondary schools (MD = 3.76, p<0.05) at .05 level of significance. There is no significant difference in Mastery Approach of Higher Secondary School Students studying in Government and Aided schools and Aided and Unaided Higher Secondary schools.

There is no significant effect of Types of school management on Mastery Avoidance of Higher Secondary School Students (F (2,803) = 1.30, p> .05).

There is no significant effect of Types of school management on Performance Approach of Higher Secondary School Students (F (2,803) = .494, p> .05).

There is no significant effect of Types of school management on Performance Avoidance of Higher Secondary School Students (F (2,803) = 1.07, p> .05).

There is no significant effect of Types of school management on Academic Goal Orientation of Higher Secondary School Students (F (2,803) = 1.29, p> .05).

Effect of Subject of specialization on Socio-Economic Status

There is a significant difference in Socio-Economic Status of Higher Secondary School Students studying in Science and Commerce stream (MD = 3.18, p<0.01) and Science and Humanities stream (MD =4.49, p<0.01) at .01 level of significance.

There is no significant difference in Socio-Economic Status of Higher Secondary School Students studying in Commerce and Humanities stream.

Effect of Subject of study on Individual Life Satisfaction

There is a significant difference in Individual Life Satisfaction of Higher Secondary School Students studying in Science and Humanities stream (MD = 3.05, p<0.01) and Commerce and Humanities stream (MD =3.35, p<0.01) at .01 level of significance.

There is no significant difference in Individual Life Satisfaction of Higher Secondary School Students studying in Science and Commerce stream

Effect of Subject of study on Self Efficacy

There is a significant difference in Academic Self Efficacy of Higher Secondary School Students studying in Science and Commerce stream (MD = 1.57, p<0.05) at .05 level of significance.

There is no significant difference in Academic Self Efficacy of Higher Secondary School Students studying in Science & Humanities stream and Commerce & Humanities stream.

There is no significant effect of Subject of study on General Self Efficacy of Higher Secondary School Students (F (2,803) = 2.51, p> .05).

There is no significant effect of Subject on Self Efficacy of Higher Secondary School Students (F (2,803) = 2.98, p> .05).

Effect of Subject of study on Academic Goal Orientation.

There is no significant effect of Subject of study on Academic Goal Orientation of Higher Secondary School Students (F (2,803) = 2.42, p> .05).

There is a significant difference in Mastery Approach for Higher Secondary School Students studying in Science and Commerce stream (MD = 1.84, p<0.05) and Science and Humanities (MD=.037, p<.05) at .05 level of significance.

There is no significant difference in a Mastery Approach of Higher Secondary School Students studying in Commerce & Humanities stream.

There is a significant difference in Mastery Avoidance of Higher Secondary School Students studying in Science and Commerce stream (MD = 1.32, p<0.01) at .01 level of significance and Science and Humanities stream (MD=1.42, p<.05) at .05 level of significance.

There is no significant difference in Mastery Avoidance of Higher Secondary School Students studying in Commerce & Humanities stream.

There is no significant effect of Subject of study on Performance Approach of Higher Secondary School Students (F (2,803) = .197, p> .05).

There is no significant effect Subject of study on Performance Avoidance of Higher Secondary School Students (F (2,803) = 2.82, p> .05).

Effect of Residential status of parents on Socio-Economic Status.

There is a significant difference between the Mean scores of Socio-Economic Statuses of the Higher Secondary School Students whose parents are NRI (M = 52.09, SD = 9.85) and students whose parents are Non NRI (M = 48.78, SD = 10.23) [t (804) = 3.66; p<.01. Mean score showed that students whose parents are NRI have higher Socio-Economic Status than students whose parents are Non NRI.

Effect of Residential status of parents on Individual Life Satisfaction.

There is no significant difference between the Mean scores of Individual Life Satisfaction of Higher Secondary School Students whose parents are NRI (M = 93.15, SD = 9.02) and students whose parents are Non NRI (M 92.30, SD =8.30) [t (804) = 1.13; p>.05].

Effect of Residential status of parents on Self Efficacy

There is no significant difference between the Mean scores of General Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 82.80, SD = 7.93) and students whose parents are Non NRI (M = 81.84, SD =7.91) [t (804) = 1.36; p>.05].

There is no significant difference between the Mean scores of Academic Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 67.01, SD = 7.85) and students whose parents are Non NRI (M = 66.61, SD =7.78) [t (804) = 0.576; p>.05].

There is no significant difference between the Mean scores of Self Efficacy of Higher Secondary School Students whose parents are NRI (M = 149.82, SD = 14.22) and students whose parents are Non NRI (M = 148.46, SD =14.11) [t (804) = 1.08; p>.05].

Effect of Residential status of parents on Academic Goal Orientation

There is no significant difference between the Mean scores of Mastery Approach of Higher Secondary School Students whose parents are NRI (M = 72.06, SD = 8.56) and students whose parents are Non NRI (M = 71.17, SD =8.53) [t (804) = 1.17; p>.05].

There is no significant difference between the Mean scores of Mastery Avoidance of Higher Secondary School Students whose parents are NRI (M = 35.42, SD = 4.21) and students whose parents are Non NRI (M = 34.78, SD =4.22) [t (804) = 1.70; p>.05].

There is no significant difference between the Mean scores of Performance Approach of Higher Secondary School Students whose parents are NRI (M = 37.51, SD = 6.27) and students whose parents are Non NRI (M = 37.60, SD =5.94) [t (804) = .159; p>.05].

There is no significant difference between the Mean scores of Performance Avoidance of Higher Secondary School Students whose parents are NRI (M = 27.64, SD = 4.41) and students whose parents are Non NRI (M = 27.07, SD =4.32) [t (804) = 1.47; p>.05].

There is no significant difference between the Mean scores of Academic Goal Orientation of Higher Secondary School Students whose parents are NRI (M =

172.64, SD = 19.19) and students whose parents are Non NRI (M = 170.63, SD =19.15) [t (804) = 1.18; p>.05].

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of male Higher Secondary School Students.

Academic Goal Orientation (r = -.026, p>.05) is not significantly correlated with Socio-Economic Status score of male Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of male Higher Secondary School Students. Academic Goal Orientation and Individual Life Satisfaction is 0.461 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of male Higher Secondary School Students. Overall Academic Goal Orientation and Self Efficacy is 0.638 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of female Higher Secondary School Students.

Academic Goal Orientation (r = -.053, p>.05) is not significantly correlated with Socio-Economic Status score of female Higher Secondary School Students.

A significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of female Higher Secondary School Students. Academic Goal Orientation and Individual Life Satisfaction is 0.520 (P<0.01)

A significant positive correlation between overall Academic Goal Orientation and Self Efficacy of female Higher Secondary School Students. Academic Goal Orientation and Self Efficacy is 0.596 (P<0.01)

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Government Higher Secondary School Students.

Academic Goal Orientation (r = -.080, p<.05) is significantly correlated with Socio-Economic Status score of Government Higher Secondary School Students. There exists a significant negative low correlation between Socio-Economic Status and Academic Goal Orientation of Government Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Government Higher Secondary School Students. Academic Goal Orientation and Self Efficacy is 0.624 (P<0.01

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Aided Higher Secondary School Students.

Academic Goal orientation (r = -.004, p>.05) is not significantly correlated with Socio-Economic Status score of Aided Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Aided Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.577 (P<0.01).

A significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Aided Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.675 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Unaided school students.

Academic Goal Orientation (r = .100, p>.05) is not significantly correlated with Socio-Economic Status score of Unaided Higher Secondary School Students.

A significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Unaided Higher Secondary School Students.

A significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Unaided Higher Secondary School Students. (0.649 (P<0.01)

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Science students.

Academic Goal Orientation (r = -.066, p>.05) is not significantly correlated with Socio-Economic Status score of Science Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Science Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.543 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Science Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.662 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Commerce Higher Secondary School Students.

Academic Goal Orientation (r = -.068, p>.05) is not significantly correlated with Socio-Economic Status score of Commerce Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Commerce Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.488 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Commerce Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.631 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Humanities Higher Secondary School Students.

Academic Goal Orientation (r = -.107, p>.05) is not significantly correlated with Socio-Economic Status score of Humanities Higher Secondary School Students.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of Humanities Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.548 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Humanities Higher Secondary School Students. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.522 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of NRI parents.

Academic Goal Orientation (r = -.014, p>.05) is not significantly correlated with Socio-Economic Status score of students of NRI parents.

There is a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of students of NRI parents. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.515 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of students NRI parents. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.632 (P<0.01).

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of Non NRI parents.

Significant negative low correlation between Socio-Economic Status and Academic Goal Orientation of students of Non NRI parents. Academic Goal Orientation (r = -.078, p<.05).

A significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction of students of Non NRI parents. Coefficient of Correlation between overall Academic Goal Orientation and Individual Life Satisfaction is 0.512 (P<0.01).

There is a significant positive correlation between overall Academic Goal Orientation and Self Efficacy of Non NRI students. Coefficient of Correlation between overall Academic Goal Orientation and Self Efficacy is 0.629 (P<0.01).

Findings on the basis of Multiple Regression analysis.

43.7 percent of the variation in the Academic Goal Orientation can be explained by the Regression Model developed with predictor variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 41.56 + -.301\ X_1 + 0.383\ X_2 + .733\ X_3$$

The decrease in the score of Academic Goal Orientation is 0.301 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.383 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.733 for increase in each unit of Self Efficacy score.

42.5 percent of variance in Academic Goal Orientation of Male students is explained by the Regression Model developed with variables Socio-Economic Status and Self Efficacy.

$$Y^1 = 50.55 + -.260\ X_1 + 0.880\ X_2$$

Decrease in the score of Academic Goal Orientation is 0.260 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.880 for increase in each unit of Self Efficacy score.

40.6 percent of variance in Academic Goal Orientation of female students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 46.42 + -.285\ X_1 + 0.481\ X_2 + 0.642\ X_3$$

Decrease in the score of Academic Goal Orientation is 0.285 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.481 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.642 for increase in each unit of Self Efficacy score.

Percent of variance in Academic Goal Orientation of Government Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 44.73 + -.326\ X_1 + 0.348\ X_2 + 0.742\ X_3$$

Decrease in the score of Academic Goal Orientation is 0.326 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.348 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.742 for increase in each unit of Self Efficacy score.

47.8 percent of variance in Academic Goal Orientation of Aided Higher Secondary School Students is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 20.03 + 0.487\ X_1 + 0.699\ X_2$$

Increase in the score of Academic Goal Orientation is 0.487 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.699 for increase in each unit of Self Efficacy score.

52.8 percent of variance in Academic Goal Orientation of Unaided Higher Secondary School Students is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 50.55 + 1.08\ X_1 + 0.704\ X_2$$

Increase in the score of Academic Goal Orientation is 1.08 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.704 for increase in each unit of Self Efficacy score.

45 percent of variance in Academic Goal Orientation of Science Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status and Self Efficacy.

$$Y^1 = 42.88 + -.20\ X_1 + 0.934\ X_2$$

Decrease in the score of Academic Goal Orientation is 0.20 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.934 for increase in each unit of Self Efficacy score.

44.6 percent of variance in Academic Goal Orientation of Commerce Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 45.66 + -.384\ X_1 + 0.360\ X_2 + 0.742\ X_3$$

Decrease in the score of Academic Goal Orientation is 0.384 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.360 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.742 for increase in each unit of Self Efficacy score.

37.7 percent of variance in Academic Goal Orientation of Humanities Higher Secondary School Students is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 45.08 + -.285\ X_1 + 0.748\ X_2 + 0.476\ X_3$$

Decrease in the score of Academic Goal Orientation is 0.285 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.748 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.476 for increase in each unit of Self Efficacy score.

41.7 percent of variance in Academic Goal Orientation of students of NRI parents is explained by the Regression Model developed with variables Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 32.23 + 0.379\ X_1 + 0.695\ X_2$$

Increase in the score of Academic Goal Orientation is 0.379 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.695 for increase in each unit of Self Efficacy score.

44.6 percent of variance in Academic Goal Orientation of students of Non NRI parents is explained by the Regression Model developed with variables Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

$$Y^1 = 42.34 + -.363\ X_1 + 0.383\ X_2 + 0.745\ X_3$$

Decrease in the score of Academic Goal Orientation is 0.363 for increase in each unit of Socio-Economic Status score.

Increase in the score of Academic Goal Orientation is 0.383 for increase in each unit of Individual Life Satisfaction score.

Increase in the score of Academic Goal Orientation is 0.745 for increase in each unit of Self Efficacy score.

Tenability of hypotheses.

Based on the major findings the tenability of the hypotheses set for the study were examined**.**

- The first hypothesis states that, there exists no difference in the level of Socio-Economic Status of Higher Secondary School Students. Study showed a difference in the level of Socio-Economic Status of Higher Secondary School Students. 15.3% of Higher Secondary School Students have high Socio-Economic Status, 70% of Higher Secondary School Students have

average Socio-Economic Status and 14.8% have lower Socio-Economic Status. Hence this hypothesis was not substantiated.

- The second hypothesis states that there exists no difference in the level of Individual Life Satisfaction of Higher Secondary School Students. Study showed a difference in the level of Individual Life Satisfaction of Higher Secondary School Students. 16.9% of Higher Secondary School Students have high Individual Life Satisfaction, 67.1% of Higher Secondary School Students have average Individual Life Satisfaction and 16.0% have lower Individual Life Satisfaction. Hence this hypothesis was not substantiated.

- The third hypothesis states that there exists no difference in the level of Self Efficacy status of Higher Secondary School Students. Study showed a difference in the level of Self Efficacy status of Higher Secondary School Students. 16.1% of Higher Secondary School Students have high Self Efficacy status, 68.5% of Higher Secondary School Students have average Self Efficacy status and 15.4% have lower Self Efficacy status. Hence this hypothesis was not substantiated.

- The fourth hypothesis states that there exists no difference in the level of Academic Goal Orientation of Higher Secondary School Students. Study showed a difference in the level of Academic Goal Orientation of Higher Secondary School Students. Academic Goal Orientation of 15.6% of Higher Secondary School Students was high, 70% of Higher Secondary School Students have average Academic Goal Orientation and 14.4% have lower Academic Goal Orientation. Hence this hypothesis was not substantiated.

- The fifth hypothesis states that, there exists no significant difference in the Mean score of Socio-Economic Status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents. Study revealed that male Higher Secondary School Students have higher Socio-Economic Status than female students. No significant effect of Socio-Economic Status on Types of school

management were seen among Higher Secondary School Students. There was a significant difference in Socio-Economic Status of students studying in Science and Commerce Subject of specialization and Science and Humanities Subject of specialization. There was no significant difference in the Socio-Economic Status of Higher Secondary School Students studying in Commerce and Humanities specialization. In the case of Higher Secondary School Students whose parents were Nonresident have higher Socio-Economic Status than resident parents. So, difference in the Mean scores have seen in the case of male and female Higher Secondary School Students, Science and Commerce and Science and Humanities Subject of specialization and Residential status of parents. Hence this hypothesis was not substantiated fully.

- The sixth hypothesis states that there exists no significant difference in the Mean score of Individual Life Satisfaction of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents. Study revealed that female Higher Secondary School Students have higher Individual Life Satisfaction than male students. There was a significant difference in Individual Life Satisfaction of Higher Secondary School Students studying in Government and Unaided schools and Aided and Unaided schools. There was no difference in Individual Life Satisfaction of Higher Secondary School Students studying in Government and Aided Higher Secondary schools. There was a significant difference in Individual Life Satisfaction of students studying in Science and Humanities Subject of specialization. There was no significant difference in Individual Life Satisfaction of Higher Secondary School Students studying in Science and Commerce, Commerce and Humanities Subject of specialization. There was no significant difference in Individual Life Satisfaction of Higher Secondary School Students on Residential status of their parents. So, difference in the Mean scores have seen in the case of male and female Higher Secondary School Students, Government and Unaided and Aided and Unaided Higher Secondary School

Students, Science and Humanities Subject of specialization. Hence this hypothesis was not substantiated fully.

- The seventh hypothesis states that there exists no significant difference in the Mean score of Self Efficacy of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents. Study showed that female Higher Secondary School Students have higher General Self Efficacy, Academic Self Efficacy and Self Efficacy than male Higher Secondary School Students. There was a significant difference in General Self Efficacy, Academic Self Efficacy and Self Efficacy of students studying in Government and Unaided, Aided and Unaided Higher Secondary schools. No significant difference was seen in the General, Academic and Self Efficacy of Higher Secondary School Students studying in Government and Aided schools. Significant difference was seen in Academic Self Efficacy of Higher Secondary School Students studying in Science and Commerce stream. There was no difference in Academic Self Efficacy of students studying in Science and Humanities and Commerce and Humanities Subject of specialization. Self Efficacy and its components General Self Efficacy and Academic Self Efficacy have no effect on Higher Secondary School Students based on Residential status of their parents. So, difference in Mean score was seen in male and female Higher Secondary School Students, Government and Unaided and Aided and Unaided Higher Secondary School Students in the case of General Self Efficacy, Academic Self Efficacy and Self Efficacy. Significant difference was seen in the Academic Self Efficacy of students studying in Science and Commerce Subject of specialization only. Hence this hypothesis was substantiated partially.

- The eighth hypothesis states that there exists no significant difference in the Mean score of Academic Goal Orientation status of Higher Secondary School Students based on Gender, Types of management, Subject of specialization and Residential status of their parents. Study showed that

female Higher Secondary School Students have higher Mastery Approach, Mastery Avoidance, Performance Approach, Performance Avoidance and Academic Goal Orientation than male Higher Secondary School Students. There was a significant difference in Mastery Approach of students studying in Government and Unaided Higher Secondary Schools. There was no significant difference in Mastery Approach of students studying in Government and Aided schools and Aided and Unaided schools. There was a significant difference in Mastery Approach and Mastery Avoidance of students studying in Science and Commerce and Science and Humanities Subject of specialization. There was no significant difference in Mastery Approach and Mastery Avoidance of students studying in Commerce and Humanities Subject of specialization. There was no significant difference in Higher Secondary School Students Academic Goal Orientation and its components on Residential status of their parents. So, difference in the Mean scores of Academic Goal Orientation and its components was seen in male and female students. Difference in the Mastery Approach and Mastery Avoidance was found in Science and Commerce and Science and Humanities subjects of specialization. Difference in the Mastery Approach was found in Government and Unaided Higher Secondary School Students. Hence this hypothesis was partially substantiated.

- The ninth hypothesis states that there exists no significant relation of Socio-Economic Status of Higher Secondary School Students and Academic Goal Orientation of the Higher Secondary School Students of the whole sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents. Study showed that Academic Goal Orientation was not significantly correlated with Socio-Economic Status of Higher Secondary School Students. Mastery Avoidance and Performance Avoidance were negatively Correlated with Socio-Economic Status. Academic Goal Orientation was not significantly correlated with Socio-Economic Status of male and female Higher Secondary School Students. Academic Goal Orientation was negatively correlated with Socio-

Economic Status of Government students. Academic Goal Orientation was not significantly correlated with Socio-Economic Status of Aided & Unaided school students. Academic Goal Orientation was not significantly correlated with Socio-Economic Status of Science, Commerce & Humanities students Subject of specialization. Academic Goal Orientation was not significantly correlated with Socio-Economic Status of students of NRI parents and negatively correlated with students of resident parents. Study found no significant correlation between Socio-Economic Status and Academic Goal Orientation with total, Gender wise, Aided &Unaided, Subject of specialization and with students of NRI Parents. Negative correlation was found in the case of Mastery Avoidance & Performance Avoidance in total and in the case of Government and students of Non NRI Parents. Hence this hypothesis was substantiated partly.

- The tenth hypothesis states that there exists no significant relation of Individual Life Satisfaction of Higher Secondary School Students and Academic Goal Orientation of the Higher Secondary School Students of the whole sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents. The study found that a significant positive correlation between overall Academic Goal Orientation and Individual Life Satisfaction and all dimensions of Academic Goal Orientation and Individual Life Satisfaction. Academic Goal Orientation was positively correlated with the Individual Life Satisfaction of male and female Higher Secondary School Students. Academic Goal Orientation was positively correlated with the Individual Life Satisfaction of Government, Aided & Unaided school students. Academic Goal Orientation was positively correlated with the Individual Life Satisfaction of Science, Commerce & Humanities students subjects of specialization. Academic Goal Orientation was positively correlated with the Individual Life Satisfaction of students of NRI & Non NRI parents. Study revealed a positive correlation with total and all dimensions of Academic Goal Orientation, Gender, Types

of management, Subject of specialization and Residential status of parents. Hence this hypothesis was fully substantiated.

- The eleventh hypothesis states that there exists no significant relation of Self Efficacy of Higher Secondary School Students and Academic Goal Orientation of the Higher Secondary School Students of the whole sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of parents. Study showed that Academic Goal Orientation is correlated positively with overall Self Efficacy. All the sub-dimensions of Academic Goal Orientation are significantly and positively correlated with the sub dimensions of Self Efficacy. Academic Goal Orientation was significantly and positively correlated with Self Efficacy of male and female Higher Secondary School Students. Academic Goal Orientation was significantly and positively correlated with Self Efficacy of Government, Aided and Unaided Higher Secondary School Students. Academic Goal Orientation was significantly and positively correlated with Self Efficacy of Science, Commerce and Humanities subjects of specialization. Academic Goal Orientation was significantly and positively correlated with Self Efficacy of students of NRI and Non NRI parents. Correlation analysis found a significant and positive correlation of Self Efficacy and Academic Goal Orientation on total sample and on sub-samples. Hence this hypothesis was not substantiated.

- The twelfth hypothesis states that Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students of the whole sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents. Study found that there is a close relationship between Academic Goal Orientation & Predictor variables. 43.7% variation can be explained under Multiple Regression Model. Variance predicted by each unit of Socio-Economic Status was -.301, Individual Life Satisfaction was .383 and Self Efficacy was .733 on

Academic Goal Orientation. Significance of independent variables could be established through Multiple Regression equation $Y = 41.56 + -.301X_1 + 0.383 X_2 + 0.733X_3$. The decrease in the score of Academic Goal Orientation of male students is 0.260 and female students is 0.285 for increase in each unit of socio-economic score. The increase in the Academic Goal Orientation of female students is 0.481 for increase in each unit of Individual Life Satisfaction. The increase in the Academic Goal Orientation of male students is 0.880 and female students is 0.642 for increase in each unit of Self- Efficacy. The decrease in the score of Academic Goal Orientation of Government Higher Secondary School Students was 0.326 for increase in each unit of socio-economic score. The increase in the Academic Goal Orientation of Government school students was 0.348, for Aided school students was 0.487 and for Unaided school students was 1.08 for increase in each unit of Individual Life Satisfaction. The increase in the Academic Goal Orientation of Government Higher Secondary School Students was 0.742, for Aided school students was 0.699 and for Unaided school students is 0.704 for increase in each unit of Self Efficacy. The decrease in the score of Academic Goal Orientation of Science, Commerce, Humanities subjects of specialization and students of Non NRI parents were 0.20, 0.384, 0.285 and 0.363 respectively for increase in each unit of socio-economic score. The increase in the Academic Goal Orientation of Commerce, Humanities subjects of specialization and students of NRI and Non NRI parents were 0.360, 0.748, 0.379 and 0.383 respectively for increase in each unit of Individual Life Satisfaction. The increase in the Academic Goal Orientation of Science, Commerce, Humanities subjects of specialization and students of NRI and Non NRI parents were 0.934, 0.742, 0.476, 0.695 and 0.745 respectively for increase in each unit of Self Efficacy. Multiple Regression Model analysis showed the predictive ability of predictor variable on Academic Goal Orientation in total and sub samples wise. Hence this hypothesis was not substantiated.

- The thirteenth hypothesis states that Socio-Economic Status, Individual Life Satisfaction and Self Efficacy have no predictive ability on Academic Goal Orientation of Higher Secondary School Students of the whole sample and sub samples based on Gender, Types of management, Subject of specialization and Residential status of their parents and there for developing Regression equation will not be possible. The Multiple Regression Model established the predictive ability of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students and developed the following Regression equations.

  - $Y1 = 41.56 + -.301 X1 + 0.383 X2 + .733 X3$ where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status, X2 was the score on Individual Life Satisfaction and X3 was the score of Self Efficacy of the whole sample.

  - $Y1 = 50.55 + -.260 X1 + 0.880 X2$ where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Self Efficacy under Regression Model 2 of male Higher Secondary School Students. Individual Life Satisfaction was not significantly different from zero.

  - $Y1 = 46.42 + -.285 X1 + 0.481 X2 + 0.642 X3$ where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Individual Life Satisfaction and X3 was the score of Self Efficacy under Regression Model of female Higher Secondary School Students.

  - $Y^1 = 44.73 + -.326 X_1 + 0.348 X_2 + 0.742 X_3$ where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Individual Life Satisfaction and X3 was the score of Self Efficacy under Regression Model of Government Higher Secondary School Students.

- Y1 = 20.03+ 0.487 X1+ 0.699 X2 where, Y1 was the predicted value of Academic goal orientation, X1 was the score of Individual Life Satisfaction and X2 was the score of Self Efficacy under Regression Model 2 of Aided Higher Secondary School Students. Socio-Economic Status was not significantly different from zero as the 't' value obtained was less than 1.96.

- Y1 = 50.55+ 1.08 X1+ 0.704 X2 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Individual Life Satisfaction and X2 was the score of Self Efficacy under Regression Model 2 of Unaided Higher Secondary School Students. Socio-Economic Status was not significantly different from zero as the 't' value obtained was less than 1.96.

- Y1 = 42.88 + -.20 X1+ 0.934 X2 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Self Efficacy under Regression Model 2 of Science Subject of specialization. Individual Life Satisfaction was not significantly different from zero.

- Y1 = 45.66+ -.384 X1+ 0.360 X2 + 0.742 X3 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Individual Life Satisfaction and X3 was the score of Self Efficacy under Regression Model of Commerce Subject of specialization.

- Y1 = 45.08+ -.285 X1+ 0.748 X2 + 0.476 X3 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Individual Life Satisfaction and X3 was the score of Self Efficacy under Regression Model of Humanities Subject of specialization.

- Y1 = 32.23+ 0.379 X1+ 0.695 X2 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the Individual Life Satisfaction and

X2 was the score of Self Efficacy under Regression Model 2 of students of NRI parents. Socio-Economic Status was found to be not significantly different from zero.

- Y1 = 42.34+ -.363 X1+ 0.383 X2 + 0.745 X3 where, Y1 was the predicted value of Academic Goal Orientation, X1 was the score of Socio-Economic Status and X2 was the score of Individual Life Satisfaction and X3 was the score of Self Efficacy under Regression Model of Non NRI parents.

In total sample and on sub samples, Regression equations were developed and the predictive ability of independent variable was measured. Hence this hypothesis was not substantiated.

The fourteenth hypothesis states that there exists no Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of NRI and Non NRI parents. Influence was checked with Correlation and Multiple Regression analysis. In the case of students of NRI parents overall Academic Goal Orientation was not significantly correlated with overall socio-economic scores but there was a significant positive correlation with overall Individual Life Satisfaction and Self Efficacy. Study showed a close relationship between Academic Goal Orientation and Predictor variables Individual Life Satisfaction and Self Efficacy. 41.7% variation can be explained. Therefore, in the case of students of NRI parents Individual Life Satisfaction and Self Efficacy were the significant predictor of Academic Goal Orientation. Y=33.23+0.379X1+0.695X2 where, Y was the predicted value of Academic Goal Orientation, X1 was the Individual Life Satisfaction and X2 was the score of Self Efficacy under Regression Model 2 of students of NRI parents.

In the case of students of Non NRI parents overall Academic Goal Orientation was significantly and negatively correlated with overall socio-economic scores but there was a significant positive correlation with overall Individual Life

Satisfaction and Self Efficacy. Study showed a close relationship between Academic Goal Orientation and Predictor variables Individual Life Satisfaction and Self Efficacy. 44.6% variation can be explained. Therefore, in the case of students of Non NRI parents, Socio-Economic Status, Individual Life Satisfaction and Self Efficacy were the significant predictor of Academic Goal Orientation. $Y=42.34+-0.363X_1+0.383X_2+0.745X_3$. where, Y was the predicted value of Academic Goal Orientation, X_1 was the Socio-Economic Status, X_2 was the score of Individual Life Satisfaction and X_3 was the score of Self Efficacy. Influence was found in the study hence the hypothesis was not substantiated.

Conclusion

The purpose of the study is to find out the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of NRI and Non NRI parents. The major objectives were found out by making minor objectives. All the objectives were examined through statistical techniques like t-test, ANOVA, correlation analysis and Regression analysis.

Based on the study of independent variable Socio-Economic Status, differences were noted in the case of Gender, Subject of specialization and Residential status of parents. Male students have higher Socio-Economic Status than female students. Students in the Science and Commerce streams and Science and Humanities streams have difference in their Socio-Economic Status. Students of NRI parents have higher Socio-Economic Status than students of Non NRI parents.

The study on another independent variable Individual Life Satisfaction, differences were noted in the case of Gender, Types of school management and subject of study. Individual Life Satisfaction of female students seems to be higher than male students. Individual Life Satisfaction of Government and Unaided students and Aided and Unaided students differ significantly. Science and Humanities students have difference in their Individual Life Satisfaction. In the case of students of NRI and Non NRI parents, difference in Individual Life Satisfaction were nil.

The Self Efficacy and its components General Self Efficacy, Academic Self Efficacy found more in female students. In the case of Types of school management differences were noted in the case of Government and Unaided and Aided and Unaided school students. Differences in Academic Self Efficacy was found in Science and Commerce students but no difference was found in total Self Efficacy and subject of study. Differences were not found in General Self Efficacy, Academic Self Efficacy and total Self Efficacy in students of NRI and Non NRI parents.

Gender wise study on Academic Goal Orientation showed a higher Mastery Approach, Mastery Avoidance, and Performance Approach and Performance Avoidance in female students. Academic Goal Orientation seen more in female students. No differences were noted in the case of Types of school management and total Academic Goal Orientation but difference was found in Mastery Approach of Government and Unaided students. Science and Commerce and Science and Humanities students have differences in their Mastery Approach and Mastery Avoidance approach. No differences were found in Academic Goal Orientation of students of NRI and Non NRI parents.

The correlation and Regression analysis on independent variable Socio-Economic Status and dependent variable Academic Goal Orientation in respect of students of NRI parents, found no relation in respect of Mastery Approach and Performance Approach but recognized negative correlation on Mastery Avoidance and Performance Avoidance. A positive correlation on all components of Academic Goal Orientation could be seen with Individual Life Satisfaction and Self Efficacy of students of NRI parents. 41.7% variance in Academic Goal Orientation of students of NRI parents could be explained with Individual Life Satisfaction (9.17%) and Self Efficacy (32.56%).

Correlation and Regression study found a negative correlation between Socio-Economic Status and Academic Goal Orientation among students of Non NRI parents. A positive correlation established on Individual Life Satisfaction and Self Efficacy with dependent variable Academic Goal Orientation. 44.6% variance in Academic Goal Orientation of students of Non NRI parents could be explained by

Socio-Economic Status (1.51%), Individual Life Satisfaction (8.45%) and Self Efficacy (34.53%).

Educational implication of the study

The current study is an effort to access the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation among students of NRI and Non NRI parents. There were a few studies conducted in this area with this variable individually and jointly among Higher Secondary School Students but no studies have seen in the case of students of NRI and Non NRI parents.

On the basis of the findings of the study, it will be beneficial to examine the educational implications at the present scenario. On the basis of the findings, the investigator puts forward the following suggestions with regard to the independent and dependent variables.

Educational implications of the independent variable, Socio-Economic Status

The investigator studied the Influence of Socio-Economic Status of students of NRI and Non NRI parents and found that students of NRI parents have higher Socio-Economic Status than students of Non NRI parents. Male students have higher Socio-Economic Status than female students and difference in Socio-Economic Status noted in Science and Commerce and Science and Humanities students. Academic Goal Orientation was not significantly correlated with Socio-Economic Status in respect of Mastery Approach and Performance Approach but negative correlation has found in Mastery Avoidance and Performance Avoidance.

Socio-Economic Status has a significant impact on students educational out comes. But it is not the sole determinant of success. Many students from diverse backgrounds and varying Socio-Economic Status can excel academically through determination, resilience and support from educators and the community. Efforts to reduce educational disparities and provide equal opportunities for all students regardless of their Socio-Economic Status, are crucial for promoting educational equity and ensuring that every student can reach their full potential.

The following suggestion may help to increase the Academic Goal Orientation of students by considering Mastery Approach, Performance Approach, Mastery Avoidance and Performance Avoidance irrespective of the level of Socio-Economic Status.

- Provide clearly communicated academic goals and setting challenging but attainable goals definitely motivate students to strive for excellence and personal growth. Breaking long term goals into manageable tasks will create a sense of progress and accomplishment and helps to reduce the effect of Mastery Avoidance and Performance Avoidance.

- Creating a supportive learning environment by establishing a supportive class room encourage collaboration, cooperation and positive relationship among students. Providing opportunities for peer interaction, group work and collective goal setting will enhance a sense of belonging where students feel support and value.

- Providing guidance, mentorship and individualized support to students. Offer constructive, specific and focused feedback on academic tasks and helps them to identify and address any challenges that may hinder their Academic Goal Orientation will improve their Mastery Approach and helps to minimize the effect of performance, Mastery Avoidance and Performance Avoidance.

- Sharing stories of successful individuals who have demonstrated strong Academic Goal Orientation and achieved success through hard work will inspire and motivate students.

- Socio-Economic Status is closely linked to socio economic factors such as family income, parental education and occupation, psychological wellbeing and health conditions. So, effort should be taken to identify the status of Socio-Economic Status and provide right support to students wherever necessary.

- While it is true that a better Socio-Economic Status can sometimes lead to complacency and lack of motivation among students. It is important to be aware of the potential challenges associated with higher Socio-Economic

Status. Excessive materialism, lack of financial responsibility and over reliance on external rewards can diminish student's intrinsic motivation and goal orientation. So, effort should be taken to identify the difference in Socio-Economic Status and guiding the students accordingly.

Educational implications of the independent variable, Individual Life Satisfaction

Individual Life Satisfaction has important implications on education as it can significantly influence students' overall well-being, engagement and academic achievement. Educators and schools can support students' life satisfaction by creating a positive and inclusive learning environment, promoting well-being initiatives, fostering strong teacher student relationships and providing opportunities for student engagement, self-discovery and personal growth. By recognising the significance of Individual Life Satisfaction, educators can help students thrive academically, emotionally and socially.

The present study revealed that female students have higher Individual Life Satisfaction than male students. Individual Life Satisfaction affects the Types of school management also. Government and Unaided, Aided and Unaided school students have significant difference in their Individual Life Satisfaction. Difference in Individual Life Satisfaction have noticed in Science and Humanities students. No difference could be seen in students of NRI and students of Non NRI parents. Individual Life Satisfaction and Academic Goal Orientation showed a positive relation with all components of Academic Goal Orientation, such as Mastery Approach, Mastery Avoidance, and Performance Approach and Performance Avoidance. The study proved that the independent variable Individual Life Satisfaction was a booster agent to Academic Goal Orientation. So, steps should be taken to enhance students' Individual Life Satisfaction by using any of the following strategies.

- By promoting a positive and supportive school climate that values inclusivity, respect and support to students foster positive relationships among students and between students and teachers.

- Provide resources and support for students' emotional well-being. Teaching stress management techniques, resilience building skills and positive coping strategies.

- Offer counselling services or access to mental health professionals for students who need additional support.

- Helping students to set Meaningful goals that align with their interests, strengths and values.

- Encourage students to produce gratitude and appreciation for the positive aspects of their lives. Promote acts of kindness and create opportunities for students to engage in community services.

By implementing these strategies, educators can contribute to enhancing students' life satisfaction, which in turn positively influence their Academic Goal Orientation.

Educational implications on the independent variable Self Efficacy

An individual's belief in their own abilities to successfully accomplish tasks and goals plays a crucial role in education. Students with higher levels of Self Efficacy tend to have better academic performances. When students believe in their own capabilities, they are more likely to set challenging goals, persist in the face of obstacles and employ effective learning strategies. Self Efficacy has implications beyond the class room. It is closely related to career development and success in various aspects of life.

Study revealed that female students have higher General Self Efficacy, Academic Self Efficacy and total Self Efficacy than male students. Differences could be noted in General Self Efficacy, Academic Self Efficacy and total Self Efficacy on Government and Unaided and Aided and Unaided students. Academic Self Efficacy was differing in Science and Commerce students but there was no

difference in total Self Efficacy on subject of study. A positive correlation has been found out between all aspects of Self Efficacy and all aspects of Academic Goal Orientation of students of NRI and students of Non NRI parents. As a result of the study the following suggestions may be put forward to boost the total Self Efficacy of students to improve their Academic Goal Orientation.

- Offer to students' the opportunities to experience success and mastery in their learning. Break down tasks into manageable steps, scaffold learning and provide supportive feedback and encouragement.

- Celebrate the achievements of students and helping them to recognise their progress, re-in forcing their belief in their capabilities.

- Provide self-reflection and self-monitoring in students. Help them to develop metacognitive skills to access their own progress, identify areas of strength and areas for improvement and make adjustment to their learning strategies accordingly. By this student become more proactive in their learning and build their Self Efficacy.

- Encourage students to engage in positive self-talk and challenging negative self-beliefs. Teach them to reframe negative thoughts into more positive and empowering statements.

- Help students to set specific, measurable, attainable, relevant and time bound (SMART) goals. Guide them in setting goals that are challenging yet achievable. By experiencing success in reaching their goals, student's Self Efficacy is strengthened and they are motivated to pursue further academic goals.

By implementing these strategies, the educators can create a supportive learning environment that enhance student's Self Efficacy and leading to increased Academic Goal Orientation.

Educational implications of the dependent variable Academic Goal Orientation

Academic Goal Orientation refers to an individual's beliefs and attitude towards their academic pursuits, including motivation, approach to learning and goal setting strategies. Academic Goal Orientation has several implications in education.

Academic Goal Orientation (AGO) has four components such as Mastery Approach (MA), Mastery Avoidance (MAv), Performance Approach (PA), and Performance Avoidance (PAv). The result of the study proved that female students have higher AGO than male students. Difference in AGO was not revealed in Types of school management. MA differs in Government and Unaided students. Based on subject of study, differences were noted in Science and Commerce and Science and Humanities students. No differences could be found in AGO of students of NRI and students of Non NRI parents. However, the following strategies might be helpful to boost MA and minimize MAv, PA and PAv.

- By providing opportunities for Mastery Approach experiences, design learning activities that allow students to experience success, build competence and develop sense of mastery.
- By offering a variety of challenging tasks that match students' abilities and provide opportunities to students to stretch their skills and knowledge.
- Cultivating intrinsic motivation to help students to find personal Meaning and relevance in their academic pursuits.
- Converting the curriculum to real world applications, personal interests, and students own goals and aspirations.
- Encourage autonomy, choice and creativity in learning tasks and increase student's sense of ownership and intrinsic motivation,

Every student is unique and strategies may need to be tailored to individual needs and preferences. By creating a supportive and empowering learning environment, equipping students with the necessary skills and mind set, AGO can be enhanced.

Policy Recommendations

The present study can be approached in several ways. It is also very important as it relates to education. Therefore, this study can be helpful and useful for parents, students, teachers, policy makers, Government and finally to the society. The study will help to improve the Academic Goal Orientation of students at Higher Secondary level in Kerala. To understand the precautions to be taken in issues like discipline problems and to make necessary interventions while formulating policies.

Create a positive and inclusive school climate that fosters a sense of belonging, respect and support for all students.

- Develop curricula that promote active learning and engagement. Design learning activities that gradually increase in complexity and provide opportunities for students to experience success and build confidence in their abilities.

- Offer individualized support to students who may be struggling academically or lacking self-confidence.

- Provide mentoring, tutoring or counselling services to develop their Self Efficacy beliefs and overcome challenges.

- Organize workshops or information sessions to educate parents about the importance of Self Efficacy and provide strategies for fostering it at home.

- Use formative assessments that focus on growth and improvement rather than solely on grades. Provide constructive feedback that highlights students' strengths and areas for improvement, promoting self-reflection and self-assessment.

- Involve students in decision-making processes, such as curriculum design, classroom rules and extracurricular activities. Provide opportunities for student leadership and responsibility.

- Implement comprehensive well-being programs such as mindfulness training, stress management workshops, physical fitness initiatives and counselling services that address the physical, mental and emotional aspects of students' lives.

- Collaboration with health care providers such as local clinics or hospitals to provide medical services and preventive care for students.

- Allocate resources and funding to support initiatives aimed to professional development programs, student support services and the implementation of evidence-based practices.

- Strengthen guidance and counselling services in schools to help students to set Meaningful academic goals.

- Encourage parental involvement through regular communication, workshops and collaboration between parents, teachers and school administrators.

- Enhance school to career transition programs that expose students to various career pathways, provide hands-on experiences and connect academic learning with real world applications.

Suggestions for further research

Keeping in view the findings of the present study, the following suggestions are being made by the investigator:

- Similar studies may be conducted in other levels of students viz. Primary, Secondary, Graduate, Postgraduate and professional categories

- The scope of the study can be widened to cover the sample from different states.

- The same study can be conducted with additional independent variables like self-concept, school climate, parenting, home environment, self-derogation etc.

- Similar study can be conducted to students in special schools sing this independent and dependent variables.

- Influence of the given variable on dependent variables can be find out by taking students studying in CBSE, ICSE, NIOS etc.

CHAPTER 6

GENERALIZATIONS AND RECOMMENDATIONS

- Conclusions
- Educational implications of the study
- Recommendations for further research.

The study focused on the Academic Goal Orientation of Higher Secondary School Students of Nonresident parents and resident parents by assessing their Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The hypotheses set by the researcher not substantiated fully in the results and findings of the study and therefore the researcher arrived into certain conclusions. The conclusions, Implications and Recommendations for further research of the study is given in this chapter.

Conclusions

The present study is entitled as "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS". Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation was checked by using correlation and Multiple Regression analysis. The predictive ability of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation was established by Multiple Regression analysis.

Academic Goal Orientation refers to students believes and attitudes about the purpose and reasons for engaging in academic tasks such as learning, mastery skills, achieving high grades or outperforming others (Pintrich, 2000). So, the goal orientation of the students' may be different and it may affect variables like Socio-Economic Status, Individual Life Satisfaction and Self Efficacy.

In Kerala many parents either father or mother or both have been staying out side countries for work and business and their children have to stay either with their mother or father or with their grandparents. Such children who are studying in Higher Secondary schools of Kerala are called students' of NRI parents. At the same time a majority of parents residing in Kerala and their children living with them and studying in Higher Secondary schools of Kerala are called students of Non NRI parents.

In Higher Secondary schools of Kerala there are mixing of students of NRI and Non NRI parents in each Higher Secondary classes. So, the researcher had attempted to access the Academic Goal Orientation of students of NRI and Non NRI parents with references to students' Socio-Economic Status, Individual Life Satisfaction and Self Efficacy believes.

Socio-Economic Status described as the minimum necessities, comforts or luxuries held essential to maintaining a person. It includes material and non-material properties. The social acceptances of the family, their leisure time activities and the way in which they lived were considered along with tangible properties to determine the Socio-Economic Status of the family of the student belongs. So, Socio-Economic Status of students was evaluated by considering their family's social and economic status.

Individual Life Satisfaction is the cognitive and affective appraisal of one's life circumstances including one's achievements, relationships and overall wellbeing. It is the individual's subjective evaluation of their life as a whole, taking into their goals, values and aspirations. When students experience high level of life satisfaction, it positively influences their overall wellbeing, motivation and academic performances.

Self Efficacy of Higher Secondary School Students was the other variable which affect the Academic Goal Orientation. It is the students' belief about accomplishing goals and their potentialities for successful completion of   academic tasks. The Self Efficacy of students was studied by taking their general and Academic Self Efficacy.

All the objectives of the study were examined with statistical techniques and arrived at the following conclusions.

The Socio-Economic Status of 15.3% of Higher Secondary School Students found to be high and 70% have average Socio-Economic Status. 14.8% of Higher Secondary School Students have lower level of Socio-Economic Status.

Out of the total sample 16.9% of Higher Secondary School Students' Individual Life Satisfaction found to be high and 67% fall under average. 16.0% students have showed lower in their Individual Life Satisfaction.

Study showed 16.1% of Higher Secondary School Students have higher Self Efficacy and 68.5% of Higher Secondary School Students have average Self Efficacy. 15.4% of Higher Secondary School Students come under lower Self Efficacy group.

15.6% of Higher Secondary School Students showed higher level of Academic Goal Orientation and 14.4% have lower Academic Goal Orientation. 70% of Higher Secondary School Students showed average level of Academic Goal Orientation.

Comparison of the Mean score of classificatory variables showed that male students have higher Socio-Economic Status than female students. But female students have higher Individual Life Satisfaction than male students. The Socio-Economic Status of students studying in various management schools like Government, Aided and Unaided have showed no significant difference, but the Individual Life Satisfaction of students studying in Government and Unaided schools and Aided and Unaided schools have showed a significant difference. Study showed no significant difference in the Individual Life Satisfaction of students studying in Government and Aided schools.

Study showed a significant difference in Socio-Economic Status and Individual Life Satisfaction of students studying in different specialization. The Socio-Economic Status of students studying in Science and Commerce and Science and Humanities showed a significant difference. But the Commerce and Humanities students have showed no significant difference in their Socio-Economic Status. Individual Life Satisfaction of Science and Humanities students showed a significant difference but no such difference was seen in Science and Commerce and Commerce and Humanities specialization.

Students of resident and Nonresident parents have showed a significant difference in their Socio-Economic Status. Individual Life Satisfaction of students showed no significant difference based on Residential status of their parents.

Data and results of comparison of Self Efficacy of Higher Secondary School Students based on Gender showed a significant difference between male and female students. Self Efficacy and its components General Self Efficacy and Academic Self Efficacy were high in female Higher Secondary School Students than male students.

A significant difference could be noted in the General Self Efficacy, Academic Self Efficacy and total Self Efficacy of Higher Secondary School Students studying in Government and Unaided schools and Aided and Unaided schools. But no difference found in Government and Aided Higher Secondary School Students in their General Self Efficacy, Academic Self Efficacy and total Self Efficacy.

Study showed a significant difference in Academic Self Efficacy of students studying in Science and Commerce specialization but no difference found in Academic Self Efficacy of students studying in Science and Humanities and Commerce and Humanities Subject of specialization.

Study showed no significant difference in General Self Efficacy, Academic Self Efficacy and total Self Efficacy of Higher Secondary School Students based on the Residential status of their parents.

Gender wise comparison on Academic Goal Orientation of female Higher Secondary School Students showed a higher Mastery Approach, Performance Approach, Mastery Avoidance and Performance Avoidance score than male Higher Secondary School Students. Study revealed a significant difference in Mastery Approach of students studying in Government and Unaided Higher Secondary School Students based on Types of management, but no significant difference was seen in Mastery Approach of students studying in Government and Aided schools and Aided and Unaided schools. Study showed no significant effect in Types of

management on Mastery Avoidance, Performance Approach, and Performance Avoidance of Higher Secondary School Students.

Based on Subject of specialization and Academic Goal Orientation, differences found in Mastery Approach and Mastery Avoidance of students studying in Science and Commerce and Science and Humanities subjects of specialization.

The effect of Higher Secondary School Students' parents' Residential status and Academic Goal Orientation and its components, Mastery Approach, Mastery Avoidance, Performance Approach and Performance Avoidance revealed no significant differences.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy was examined by using Pearson's product moment correlation. The study revealed no significant correlation between Academic Goal Orientation and Socio-Economic Status in total sample. Mastery Avoidance and Performance Avoidance showed a negative correlation with Socio-Economic Status of Higher Secondary School Students.

Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation showed a significant and positive correlation. Increase in Individual Life Satisfaction and Self Efficacy leads to increase in Academic Goal Orientation of Higher Secondary School Students. Pearson's correlation coefficient between the score predicted by the Regression Model and the actual value of Academic Goal Orientation found the value .661 indicate a strong level association.

The details of Regression co-efficient and individual contribution of predictor variable Socio-Economic Status, Individual Life Satisfaction and Self Efficacy was expressed by using Regression equation $Y = 41.56 + -.301X_1 + 0.383X_2 + .733X_3$. From this equation it was clear that decrease in the score of Academic Goal Orientation was 0.301 for increase in each unit of socio-economic score. In the same way increase in each unit of Individual Life Satisfaction cause increase in 0.383 of Academic Goal Orientation. Increase in the score of Academic Goal Orientation was 0.733 for increase in each unit of Self Efficacy.

The study showed the percentage level of individual contribution of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation. It was 0 .97%, 8.69% and 33.97% respectively.

The variables under study were further showed a 42.5% variance in Academic Goal Orientation of male Higher Secondary School Students due to their Socio-Economic Status and Self Efficacy. The Regression Model obtained was $Y=50.55+-.260X1+0.880X2$. It Means that the decrease in the score of Academic Goal Orientation was 0.260 for increase in each unit of Socio-Economic Status score. The increase in the Academic Goal Orientation of male Higher Secondary School Students was 0.880 for increase in each unit of Self Efficacy. The Regression co-efficient for the variable Individual Life Satisfaction was <1.96 in the case of male Higher Secondary School Students.

The Academic Goal Orientation of female Higher Secondary School Students was not significantly correlated with socio-economic score, but significant positive correlation was found between Individual Life Satisfaction and Academic Goal Orientation and Self Efficacy and Academic Goal Orientation. The equation developed was $Y1=46.42+-.285X1+.481X2+.642X3$

The Academic Goal Orientation of Government Higher Secondary School Students was significantly correlated with socio-economic score and the magnitude and sign of correlation was negative and low but significant and Moderate positive correlation was found between Individual Life Satisfaction and Academic Goal Orientation and Self Efficacy, and Academic Goal Orientation. The equation developed was $Y1=44.73+-.326X1+.348X2+.742X3$.

The Academic Goal Orientation of Aided and Unaided Higher Secondary School Students were not significantly correlated with socio-economic score. Significant and Moderate positive correlation was found between Individual Life Satisfaction and Academic Goal Orientation, and Self Efficacy and Academic Goal Orientation. The equation developed for Aided Higher Secondary School Students was $Y1=20.03+-.487X1+.699X2$ and for Unaided Higher Secondary School Students was $Y1=50.55+1.08X1+.704X2$.

Pearson's Product Moment Coefficient of Correlation between Academic Goal Orientation and Socio-Economic Status score of science specialization of Higher Secondary School Students showed no significant correlation. A significant positive correlation was found between Individual Life Satisfaction and Academic Goal Orientation, and between Academic Goal Orientation and self- efficacy. 't' value obtained for Individual Life Satisfaction was less than 1.96 in Regression Model 1. The individual contribution of Socio-Economic Status and Self Efficacy on Academic Goal Orientation of Science specialized Higher Secondary School Students was expressed as $Y1=42.88+-.201+.934X2$. Hence the Socio-Economic Status and Self Efficacy were a significant predictor of Academic Goal Orientation of Science specialized Higher Secondary School Students.

The Academic Goal Orientation of Commerce and Humanities specialized Higher Secondary School Students was not significantly correlated with socio-economic score. Significant and Moderate positive correlation was found between Individual Life Satisfaction and Academic Goal Orientation and Self Efficacy and Academic Goal Orientation. 44.6% of variance in Academic Goal Orientation of Commerce Higher Secondary School Students was explained by Regression Model and the equation developed for Commerce Higher Secondary School Students was $Y1=45.66+-.384X1+.360X2+.742X3$. 37.7 % variance in Academic Goal Orientation of Humanities Higher Secondary School Students was explained by Regression Model and the Regression equation developed was $Y1=45.08+-.285X1+.748X2+.476X3$ for Humanities Higher Secondary School Students.

Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy in students of Nonresident parents was examined by using Pearson's Product Moment Coefficient of Correlation. The study revealed no significant correlation between Academic Goal Orientation and Socio-Economic Status of students of Nonresident parents. A significant positive correlation was found in Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of Nonresident parents. The 't' value obtained in Regression coefficient for the variable Socio-Economic Status was less than 1.96. 41.7% variance in Academic

Goal Orientation of students of Nonresident parents was explained and the equation developed was Y1=33.23+.379X1+.695X2.

Study showed a significant negative low correlation between Socio-Economic Status and Academic Goal Orientation of students of resident parents. A significant positive correlation was found in Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of students of resident parents. 44.6% variance in Academic Goal Orientation of students of resident parents was explained by the Regression Model developed with Socio-Economic Status, Individual Life Satisfaction and Self Efficacy. The Regression Model using obtained 'b' value was expressed as Y1=42.34+-.363X1+.383X2+.745X3 where Y1 was the predicted value of Academic Goal Orientation, X1 was the score on Socio-Economic Status, X2 was the score on Individual Life Satisfaction and X3 was the score on Self Efficacy.

Educational implications of the study

The findings of this study have implications in education with suggestions for improving the existing approaches and focuses the key area to be concentrated. The study showed the Influence of Socio-Economic Status, Individual Life Satisfaction and Self Efficacy on Academic Goal Orientation of Higher Secondary School Students of resident and Nonresident parents particularly.

Findings on Socio-Economic Status of Higher Secondary School Students and students of resident and Nonresident parents, its educational implications and suggestions.

Study showed a significant difference in the Socio-Economic Status of female Higher Secondary School Students from male Higher Secondary School Students. Male Higher Secondary School Students have higher Socio-Economic Status than female students. Study further showed a difference in the Socio-Economic Status of students of resident and Nonresident parents. Students of Nonresident parents have higher Socio-Economic Status than students of resident parents. Socio-Economic Status of students was determined by considering the educational qualification of their parents, economic aspects of family, possession of

movable and immovable properties, social, health and recreational aspects of the family. Hence policies should be framed to uplift the weaker section especially female students and provide them equal opportunities in education along with male students. Lower Socio-Economic Status cause limited access to resources that may affect the academic and professional goals. Lower socio-economic students might face health issues which may affect their learning activities. Schools should provide more resources and supports to female Higher Secondary School Students and students of resident parents. Provide them mentorship programs to ensure guidance and support. Provide health service to address health and nutrition problems of female students. Teachers should provide training and in-service course to understand the needs and problems of the students of the weaker section. Government should widen the financial aid and increase the amounts of various scholarships offered to students. Non-Governmental organizations can play a crucial role in helping these students by providing additional education resources.

The study further showed a reverse effect of students' Socio-Economic Status and Academic Goal Orientation. The correlation analysis found a negative correlation between Socio-Economic Status and Academic Goal Orientation even if the magnitude of correlation was negligible. A significant and negative relation was found in Government Higher Secondary School Students and students of residential parents. The increase in the socio-economics status caused a decrease in the Academic Goal Orientation generally and in Government and students of resident parents particularly. The family's financial security may reduce the urgency or motivation to set academic goals students from sound financial back grounds or families where a sudden hike in the Socio-Economic Status may not have same intrinsic drive or motivation than before. By providing guidance and counseling services, providing experiences to real world situation can motivate such students. Teachers can communicate the significance of hard work in achieving Academic Goal Orientation. Promoting a sense of self-driven motivation may help such students recognize their deviation from studies. At the same time educate families about the importance of education and professional awareness programs in the schools.

Findings on Individual Life Satisfaction and its educational implications and suggestions.

Individual Life Satisfaction was assessed by taking Higher Secondary School Students family bond, friends' bond, attachment to school, living environment, self-concept, health, money, recreation and growth of learning. Study showed female Higher Secondary School Students have higher Individual Life Satisfaction than male Higher Secondary School Students. Types of school management also showed differences in Individual Life Satisfaction between Government and Unaided students and Aided and Unaided Higher Secondary School Students. Individual Life Satisfaction and Subject of specialization among Higher Secondary School Students showed difference in Science and Humanities and Commerce and Humanities subject specialized students. Individual Life Satisfaction based on the Residential status of their parents not revealed any difference between students of resident and Nonresident parents. Usually, the Unaided Higher Secondary School Students are the under achievers in their secondary school examination. Due to lower ranking, they did not get admission in Government and Aided schools through single window admission system. So, efforts should be taken to improve the life satisfaction of these students by cultivating healthy relationships with family, friends and school. Provide them a good support system and establishing both their short term and long term academic and professional goals. Individual Life Satisfaction of male Higher Secondary School Students can be improved by engaging them in regular physical activities and by helping them to maintain healthy life styles. Cultivating interests outside of academic life to reduce their stress and foster creativity and personal growth. Help from professionals, mentors or counselors in schools also have positive effects. Teachers should encourage such students by participating them in group activities and sports so that they can improve their team spirits. Trian them to manage their time efficiently by prioritizing tasks and help them to adopt a balance between study, leisure and social engagements. A significant and positive correlation found between Individual Life Satisfaction and Academic Goal Orientation with all the classificatory variables of the study. It Means increase in the Individual Life Satisfaction of Higher Secondary School Students cause an increase

in the Academic Goal Orientation also. Therefore, Individual Life Satisfaction found to be a good predictor of Academic Goal Orientation of Higher Secondary School Students of resident and Nonresident parents.

Findings on Self Efficacy and its educational implications and suggestions.

Study showed Gender difference in Self Efficacy and its components general and Academic Self Efficacy. Mean score of female Higher Secondary School Students showed higher General Self Efficacy, Academic Self Efficacy and total Self Efficacy than male Higher Secondary School Students. Government and Unaided Higher Secondary School Students showed a difference in General Self Efficacy, Academic Self Efficacy and in total Self Efficacy. No difference could be seen in the Government and Aided Higher Secondary School Students in their Self Efficacy and its components. Study showed no significant effect on Subject of specialization and Self Efficacy and its components, but the Mean score of Academic Self Efficacy of Science and Commerce specialized students differs. Study showed no significant difference in general, academic and total Self Efficacy of students based on the Residential status of their parents. Study related to correlation analysis found a significant positive correlation between Self Efficacy and Academic Goal Orientation. It Means an increase in the Self Efficacy of Higher Secondary School Students leads to a corresponding increase in the Academic Goal Orientation. The components of Self Efficacy and components of Academic Goal Orientation was positively correlated. The Regression analysis also showed that the Self Efficacy was a good predictor of Academic Goal Orientation. In order to boost the Self Efficacy and its components a combined effort from teachers, parents and society are needed. parents and teachers should help the students especially male and students from Unaided schools to set realistic and achievable goals because achieved goals are the reinforcers of Self Efficacy. Students need positive feedback from teachers and parents and they must recognize the efforts of students. Teachers should encourage students to take risks and admit their mistakes. Teachers and parents should encourage students to practice a growth mindset. Coping with stress, anxiety or academic setback is very important and teachers and parents should help them to practice motional regulation strategies. Teachers may provide individualized

learning styles to ensure success in their learning. Parents, peers and community can offer support to students to a great extent. Improving student's Self Efficacy is also very important. It cultivates confidence and belief in their ability to handle life situations. Teachers and parents should follow skill building approach to break down tasks so that the students will maintain confidence. Teaching or practicing strategies to bounce back from setbacks helps to accept challenges as opportunities. Science and Commerce Subject of specialization seems to be little difficult to students compared to Humanities stream and therefore special attention should give to students of Science and Commerce to develop Academic Self Efficacy.

Findings on Academic Goal Orientation and its educational implications and suggestions.

The Gender wise analysis of Academic Goal Orientation revealed that female Higher Secondary School Students have higher Academic Goal Orientation than male students. They were high in Mastery Approach (effort to learn), high in Performance Approach (effort to be better than others), high in Mastery Avoidance (effort to avoid achieving mastery) and high in Performance Avoidance (effort to prevent failure) than male Higher Secondary School Students.

The Mastery Approach of Government and Unaided Higher Secondary School Students showed a difference, but difference could not be seen in Performance Approach, Mastery Avoidance and Performance Avoidance of students in the Government and Aided schools and Aided and Unaided school students. Study revealed a significant difference in Mastery Approach and Mastery Avoidance of Science and Commerce Higher Secondary School Students but no difference found in their Performance Approach and Performance Avoidance. The study revealed no difference in the Academic Goal Orientation of students in Science and Humanities and Commerce and Humanities specialization. The Residential status of students' parents also makes no difference in the Academic Goal Orientation. Teachers and parents can improve Academic Goal Orientation of students by focusing their goals, motivation and study habits. Setting clear Academic Goal Orientation for both short term and long term purposes, positive reinforcement for students efforts, teaching

effective time management techniques, proper guidance and support in study and achieving Academic Goal Orientation, intrinsic motivation for academic success, collaboration between parents, teachers and students which provide strong supports are helpful to achieve Academic Goal Orientation or developing a mindset that can help to enhance Academic Goal Orientation. Teachers should encourage students to focus on their learning process rather than just the outcomes. They also highlight the importance of gaining knowledge and mastery in subjects. Emphasize students to learn over grades. Teach students to measure their success by own progress and not by comparing others. Teachers and parents should cultivate curiosity in subjects by highlighting their real-world relevance and strategies that promote positive Academic Goal Orientation among students.

Recommendations for further research.

Study on Socio-Economic Status, Individual Life Satisfaction and Self Efficacy and its influence on Academic Goal Orientation have prime importance in the educational scenario right from the primary level to secondary and higher education. Proper understanding of these independent variables on dependent variable Academic Goal Orientation helps the teachers, parents and other stake holders of education to achieve curricular objectives and professional goals of students' community hence based on the study and its findings, further research may carry on taking the different aspects of these variables.

➢ The Socio-Economic Status and Academic Goal Orientation of Higher Secondary School Students showed an inverse relation. So further study may be conducted to find out the causes of this negative relationship and to find the factors which contribute to the negative association with possible remedies.

➢ The Individual Life Satisfaction of male students found lower to female students.so further research may carry to find the reasons of lower life satisfaction among male students and the extent to which it causes the academic failure of male Higher Secondary School Students.

➢ The Self Efficacy and its components showed a lower score in male Higher Secondary School Students than female students. Hence further study may carry to find the factors affecting lower Self Efficacy including General Self Efficacy and Academic Self Efficacy of male students with proper strategies to improve Self Efficacy.

➢ The study showed deviation in Individual Life Satisfaction, Self Efficacy and Academic Goal Orientation of Unaided Higher Secondary School Students. Hence further study should conduct to find the problems faced by students of Unaided Higher Secondary stream and develop a package to bring them with Government and Aided students.

➢ The present study revealed difference in the Mastery Approach and Mastery Avoidance of Higher Secondary School Students in Science and Commerce Subject of specialization. Hence further study may carry to find he reasons of these differences and develop an instructional package for Science and Commerce students.

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APPENDICES

**QUESTIONNAIRE CUM RESPONSE SHEET ON STUDENT'S
SOCIO-ECONOMIC STATUS**

NSS TRIANING COLLEGE OTTAPALAM

(Draft- English)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses as per the instruction given. Your responses will be kept confident. The questionnaire intends to know where your family stands on the continuum of socio-economic status, it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.
- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.
- Please answer the statements sincerely.

Yours Faithfully
SURESH BABU P.

QUEATIONNAIRE ON STUDENTS' SOCIO-ECONOMIC STATUS
QUESTIONS CUM RESPONSE SHEET

(Draft - English)

Name	:	
Gender	:	Male/ Female
Class	:	XI / XII
Subject	:	Science / Commerce / Humanities
Name of school	:	
Parent	:	NRI / Non NRI
If NRI:	:	Father /Mother/ Both

- Put a '✓' mark on the appropriate box.

1. Educational qualification of your family

	1 Father	2 Mother	3 Brother	4 Sister
Below SSLC	☐	☐	☐	☐
SSLC	☐	☐	☐	☐
+2/Pre-Degree/ITI/Poly	☐	☐	☐	☐
Degree/B.Tech	☐	☐	☐	☐
PG/M.Tech & Above	☐	☐	☐	☐

5. Total monthly income of your family

Less than 1,000	☐	Between 1,001 and 10,000	☐
Between 10,001 and 50,000	☐	Between 50,001 and 1,00,000	☐
Above 1,00,000	☐		

6. Total monthly investment of your family

Nil	☐	Less than 1,000	☐
Between 1,000 and 10,000	☐	Between 10,000 and 50,000	☐
Above 50,000	☐		

7. How many houses do you have

None ☐   One ☐   Two ☐   Three ☐   More than three ☐

8. How much sq. Feet is your house

Nil ☐   Below 600 ☐   Between 600 and 1500 ☐

Between 1500 and 2500 ☐

above 2500 ☐

9. How much land you have

Nil ☐   Between 4 cent and 10 cents ☐

Between 10 cent and 30 cents ☐   Between 30 cent and 1 acre ☐

Above 1 acre ☐

10. Which of these things you posses

Nil ☐   1car ☐   2cars ☐   3cars ☐   More than 3 cars ☐

11. Nil ☐   1 bike/scooter ☐   2 bike/scooters ☐

3bike/scooters ☐   More than 3 bike/scooters ☐

12. Nil ☐   1 lap/desktop ☐   2 lap/desktops ☐   3 lap/desktops ☐
More than 3 lap/desktops ☐

13. Nil ☐   1 TV ☐   2 TV ☐   3 TV ☐   More than 3 TVs ☐

14. Nil ☐   1 A/C ☐   2 A/C ☐   3 A/C ☐   More than 3 A/C ☐

15. Nil ☐   1 newspaper ☐   2 newspaper ☐

3 newspaper ☐   More than 3 newspapers ☐

16. Nil ☐   1 magazine ☐   2 magazine ☐   3 magazine ☐

More than 3 magazines ☐

17. Category of your ration card

No card ☐   Yellow ☐   Pink ☐   Blue ☐   White ☐

18. Most people living your locality are

Very Poor ☐ Poor ☐ Middle class ☐ Rich ☐ Very Rich ☐

19. What is the social rating of your family

Low ☐ Below average ☐ Average ☐ Above average ☐ High ☐

20. Whether your family involved in solving problems around you

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

21. Does your family emphasis modern life style

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

22. What kind of hospital does your family depend on for treatment

Local doctor ☐ Govt.hospital ☐ Private ordinary ☐ Speciality ☐

Super speciality ☐

23. I am satisfied with the health condition of my family

Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied ☐

24. Family choices of leisure trips

None ☐ Local spots ☐ Within state ☐ Different state ☐ Foreign countries ☐

25. We spend the holidays out side

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

26. We use tour packages

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

27. The average family spending in leisure trips

Nil ☐ Less than 10,000 ☐ Between 10,000 and 50,000 ☐

Between 50,000 and 1,00,000 ☐ Above 1,00,000 ☐

28. During holidays we visit some resorts

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

29. How many days tour are your family planning

None ☐ Between 1 and 7 days ☐ Between 7 and 15 days ☐

Between 15 and 30 days ☐ More than 30 days ☐

30. We go to the theatre to see new movies

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

31. We enjoy shopping in between tours

Never ☐ Rarely ☐ Often ☐ Very often ☐ Every time ☐

32. Evaluate your family relationship with your neighbors

Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐

Satisfied ☐ Very satisfied ☐

33. The amount for the tour has already been saved from the family income

Never ☐ Rarely ☐ Often ☐

Very often ☐ Every time ☐

APPENDIX – II
QUESTIONNAIRE CUM RESPONSE SHEET ON STUDENT'S SOCIO-ECONOMIC STATUS
NSS TRIANING COLLEGE OTTAPALAM
(Draft- Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**
Associate Professor   Research Scholar
NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ സാമ്പത്തിക സാമൂഹിക അവസ്ഥ മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ദേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങളുമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ
സുരേഷ് ബാബു പി.

വിദ്യാർത്ഥികളുടെ സാമൂഹിക-സാമ്പത്തിക നിലയെക്കുറിച്ചുള്ള ചോദ്യാവലി
QUESTIONS CUM RESPONSE SHEET
(Draft Malayalam)

Name   :

Gender   :   Male/ Female

Class   :   XI / XII

Subject   :   Science / Commerce / Humanities

Name of school :

Parent   :   NRI / Non NRI

If NRI: :   Father /Mother/ Both

കുടുംബത്തിന്റെ വിദ്യാഭ്യാസ യോഗ്യത

	1 പിതാവ്	2 മാതാവ്	3 സഹോദരൻ	4 സഹോദരി
എസ്എസ്എൽസിക്ക് താഴെ	☐	☐	☐	☐
എസ്. എസ്.എൽ. സി	☐	☐	☐	☐
+2/പ്രീ ഡിഗ്രി /ഐടിഐ / പോളി	☐	☐	☐	☐
ബിരുദം/ ബി ടെക്	☐	☐	☐	☐
പിജി /എം ടെക് നു മുകളിൽ	☐	☐	☐	☐

5.   കുടുംബത്തിന്റെ മൊത്ത മാസ വരുമാനം

1000-ൽ താഴെ ☐   1001 നും 10,000 നും ഇടയിൽ ☐

10,001 നും 50,000 നും ഇടയിൽ ☐   50,001 നും 1,00,000 നും ഇടയിൽ ☐

1,00,000 നു മുകളിൽ ☐

6.   കുടുംബത്തിന്റെ മൊത്ത നിക്ഷേപം

ഒന്നുമില്ല ☐   1000-ൽ താഴെ ☐

1000 നും 10,000 നും ഇടയിൽ ☐ 10,000 നും 50,000 നും ഇടയിൽ ☐

50,000 നു മുകളിൽ ☐

7.   നിങ്ങൾക്കുള്ള വീടുകൾ

ഒന്നുമില്ല ☐ ഒന്ന് ☐ രണ്ട് ☐ മൂന്ന് ☐ മൂന്നിൽ കൂടുതൽ ☐

8. വീടിന്റെ വിസ്തീർണം

ഇല്ല ☐ 600 ൽ താഴെ ☐ 600 നം 1500 നം ഇടയിൽ ☐

1500 നം 2500 നം ഇടയി ☐ 2500 ന മുകളിൽ ☐

9. നിങ്ങൾക്കുള്ള സ്ഥലം

ഇല്ല ☐ 4 സെന്റിനും 10 സെന്റിനും ഇടയിൽ ☐

10 സെന്റിനും 30 സെന്റിനും ഇടയിൽ ☐

30 സെന്റിനും 1 ഏക്കറിനും ഇടയിൽ ☐

1 ഏക്കറിന് മുകളിൽ ☐

10. താഴെ പറയുന്നവയിൽ നിങ്ങൾക്കുള്ളത്

ഇല്ല ☐ 1 കാർ ☐ 2 കാർ ☐ 3 കാർ ☐

മൂന്നിൽ കൂടുതൽ കാറുകൾ ☐

11. ഒന്നുമില്ല ☐ 1 ബൈക്ക് / സ്കൂട്ടർ ☐

2 ബൈക്ക് / സ്കൂട്ടറുകൾ ☐ 3 ബൈക്ക് / സ്കൂട്ടറുകൾ ☐

3-ൽ കൂടുതൽ ബൈക്ക്/സ്കൂട്ടറുകൾ ☐

12. ഇല്ല ☐ 1 ലാപ് / ഡെസ്ക് ടോപ് ☐

2 ലാപ് / ഡെസ്ക് ടോപ്പുകൾ ☐ 3 ലാപ് / ഡെസ്ക് ടോപ്പുകൾ ☐

3-ൽ കൂടുതൽ ☐

13. ഇല്ല ☐ 1 ടി വി ☐ 2 ടി വി ☐ 3 ടി വി ☐

മൂന്നിലധികം ടി വികൾ ☐

14. ഇല്ല ☐ 1 എസി ☐ 2 എസി ☐ 3 എസി ☐

3 എസി യിൽ കൂടുതൽ ☐

15. ഇല്ല ☐ 1 പത്രം ☐ 2 പത്രം ☐ 3 പത്രം ☐

3 ലധികം പത്രങ്ങൾ ☐

16. ഇല്ല ☐ 1 മാസിക ☐ 2 മാസിക ☐ 3 മാസിക ☐

3-ൽ അധികം മാസികകൾ ☐

17. റേഷൻ കാർഡിന്റെ നിറം

കാർഡില്ല ☐ മഞ്ഞ ☐ പിങ്ക് ☐ നീല ☐ വെള്ള ☐

18. നിങ്ങളുടെ ചുറ്റുപാടിൽ ഉള്ളവർ കൂടുതല്യം

വളരെ പാവങ്ങൾ ☐ പാവങ്ങൾ ☐

മിഡിൽ ക്ലാസ് ☐ സമ്പന്നർ ☐

വളരെ സമ്പന്നർ ☐

19. കുടുംബത്തിന്റെ സാമൂഹ്യ സ്ഥാനം

കുറവ് ☐ ശരാശരിയില്ലും താഴെ ☐

ശരാശരി ☐ ശരാശരിക്കുമുകളിൽ ☐ ഉയർന്നത് ☐

20. സാമൂഹ്യ പ്രശ്നങ്ങളിൽ കുടുംബം ഇടപെട്ട് പരിഹരിക്കാറുണ്ടോ

ഒരിക്കല്യുമില്ല ☐ അപൂർവ്വമായി ☐

ഇടക്ക് ☐ മിക്കപ്പോഴും ☐ എപ്പോഴും ☐

21. നിങ്ങളുടെ കുടുംബം ആധുനിക ജീവിത രീതിക്ക് പ്രാധാന്യം കൊട്ടുക്കുന്നവരാണോ.

ഒരിക്കല്യുമില്ല ☐ അപൂർവ്വമായി ☐ ഇടക്ക് ☐

മിക്കപ്പോഴും ☐ എപ്പോഴും ☐

22. അസുഖത്തിന് ഏതുതരം ഹോസ്പിറ്റൽ ആണ് തിരഞ്ഞെടുക്കുന്നത്

ലോക്കൽ ഡോക്ടർ ☐ ഗവ.ആശുപത്രി ☐

പ്രൈവറ്റ് ഓർഡിനറി ☐ സ്പെഷ്യാലിറ്റി ☐

സൂപ്പർ സ്പെഷ്യാലിറ്റി ☐

23. കുടുംബത്തിന്റെ ആരോഗ്യത്തിൽ ഞാൻ തൃപ്തനാണ്

വളരെ അസംതൃപ്തി ☐ അസംതൃപ്തി ☐

ന്യൂട്രൽ ☐ തൃപ്തികരം ☐

വളരെ തൃപ്തികരം ☐

24. കുടുംബത്തിന്റെ ഒഴിവുകാല യാത്രകൾ

ഇല്ല ☐ പ്രാദേശിക സ്ഥലങ്ങൾ ☐

സംസ്ഥാനത്തിനുള്ളിൽ ☐

വ്യത്യസ്ത സംസ്ഥാനം ☐ വിദേശ രാജ്യങ്ങൾ ☐

25. ഒഴിവു ദിനങ്ങൾ ഞങ്ങൾ പുറത്ത് ചിലവഴിക്കുന്ന

ഒരിക്കല്യുമില്ല ☐ അപൂർവ്വമായി ☐ ഇടക്ക് ☐ മിക്കപ്പോഴും ☐

എപ്പോഴും ☐

26. ഞങ്ങൾ ടൂർ പാക്കേജുകൾ ഉപയോഗിക്കുന്ന

ഒരിക്കല്യുമില്ല ☐ അപൂർവ്വമായി ☐ ഇടക്ക് ☐ മിക്കപ്പോഴും ☐

എപ്പോഴും ☐

27. ഉല്ലാസ കാര്യങ്ങൾക്ക കുടുംബം ശരാശരി ചിലവഴിക്കുന്ന തുക

ഇല്ല ☐ 10000- ൽ താഴെ ☐ 10000 നും 50000 നും ഇടയിൽ ☐

50000 നും 100000 നും ഇടയിൽ ☐ 100000 ന മുകളിൽ ☐

28. ഒഴിവു ദിനങ്ങൾ ഞങ്ങൾ റിസോർട്ടുകൾ സന്ദർശിക്കന്നു

    ഒരിക്കലുമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

    മിക്കപ്പോഴും ☐   എപ്പോഴും   ☐

29. എത്ര ദിവസത്തെ ട്ടൂറുകൾ ആണ് കുടുംബം പ്ലാൻ ചെയ്യാറുള്ളത്

    ഒന്നുമില്ല ☐   1നും 7 നും ഇടയിൽ   ☐

    7നും 15 നും ഇടയിൽ ☐   15 നം 30 നം ഇടയിൽ ☐   30ൽ കൂടുതൽ ☐

30. പുതിയ സിനിമകൾ കാണാൻ ഞങ്ങൾ തിയേറ്ററിൽ പോകാറുണ്ട്

    ഒരിക്കലുമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക്   ☐

    മിക്കപ്പോഴും ☐   എല്ലായിപ്പോഴും ☐

31. ട്ടൂറുകൾക്കിടക്ക് ഞങ്ങൾ ഷോപ്പിംഗ് നടത്താറുണ്ട്

    ഒരിക്കലുമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

    മിക്കപ്പോഴും   ☐   എല്ലായിപ്പോഴം ☐

32. അയൽക്കാരുമായി നിങ്ങളുടെ കുടുംബ സൗഹൃദം വിലയിരുത്തുക

    വളരെ അസംതൃപ്തി ☐   അസംതൃപ്തി ☐   ന്യൂടൽ ☐

    തൃപ്തികരം ☐   വളരെ തൃപ്തികരം   ☐

33. ഉല്ലാസയാത്രുകൾക്കുള്ള പണം കുടുംബ വരുമാനത്തിൽ നിന്ന് സമ്പാദ്യമായി മാറ്റിവെക്കാറുണ്ട്

    ഒരിക്കലുമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

    മിക്കപ്പോഴും ☐   എല്ലായിപ്പോഴും ☐

QUESTIONNAIRE CUM RESPONSE SHEET ON STUDENT'S SOCIO-ECONOMIC STATUS

NSS TRIANING COLLEGE OTTAPALAM

(Final- English)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses as per the instruction given. Your responses will be kept confident. The questionnaire intends to know where your family stands on the continuum of **socio-economic status**, it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.
- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.
- Please answer the statements sincerely.

Yours Faithfully

SURESH BABU P.

QUEATIONNAIRE ON STUDENTS' SOCIO-ECONOMIC STATUS
QUESTIONS CUM RESPONSE SHEET

(Final- English)

Name   :
Gender   :   Male/ Female
Class   :   XI / XII
Subject   :   Science / Commerce / Humanities
Name of school   :
Parent   :   NRI / Non NRI
If NRI: :   Father /Mother/ Both

• Put a '✓' mark on the appropriate box.

1. Educational qualification of your family

	1	**2**
	Father	**Mother**
Below SSLC	☐	☐
SSLC	☐	☐
+2/Pre-Degree/ITI/Poly	☐	☐
Degree/B.Tech	☐	☐
PG/M.Tech & Above	☐	☐

3. Total monthly income of your family

Less than 1000	☐	Between 1001 and 10,000	☐
Between 10,001 and 50,000	☐	Between 50,001 and 100,000	☐
Above 100000	☐		

4. Total monthly investment of your family

Nil	☐	less than 1000	☐
between 1000 and 10,000	☐	between 10,000 and 50,000	☐
above 50,000	☐		

5. How much sq. Feet is your house

Nil ☐   below 600 ☐   between 600 and 1500 ☐

between 600 and 1500 ☐   between 1500 and 2500 ☐

above 2500 ☐

6. How much land you have

Nil ☐   between 4 cent and 10 cents   ☐

between 10 cent and 30 cents ☐ between 30 cent and 1 acre   ☐

above 1 acre   ☐

7. Which of these things you posses

Nil ☐   1car ☐   2cars ☐   3cars ☐   more than 3 cars ☐

8. Nil ☐   1 bike/scooter ☐   2 bike/scooters ☐

3bike/scooters ☐   more than 3 bike/scooters ☐

9 Nil ☐   1 lap/desktop ☐   2 lap/desktops ☐   3 lap/desktops ☐
more than 3 lap/desktops ☐

10. Nil ☐ 1 A/C ☐   2 AC ☐   3 A/C ☐   more than 3 A/C ☐

11. Nil ☐   1 newspaper ☐   2 newspaper ☐

3 newspaper ☐   more than 3 newspapers ☐

12. Category of your ration card

no card ☐   yellow ☐   pink ☐   blue ☐   white ☐

13. What is the social rating of your family

low ☐   below average ☐ average ☐ above average ☐ high ☐

14. Whether your family involved in solving problems around you

never ☐   rarely ☐   often ☐   very often ☐   every time ☐

15. Does your family emphasis modern life style

never ☐   rarely ☐   often ☐   very often ☐   every time ☐

16. What kind of hospital does your family depend on for treatment

    local doctor ☐ govt.hospital ☐ private ordinary speciality ☐

    super speciality ☐

17. I am satisfied with the health condition of my family

    very dissatisfied ☐ dissatisfied ☐ neutral ☐ satisfied ☐ very satisfied ☐

18. Family choices of leisure trips

    none ☐ local spots ☐ within state ☐ different state ☐ foreign countries ☐

20. We spend the holidays out side

    never ☐ rarely ☐ often ☐ very often ☐ every time ☐

19. The averaage family spending in lesiure trips

    Nil ☐ less than 10000 ☐ between 10000 and 50000 ☐

    between 50000 and 100000 ☐ above 100000 ☐

20. During holidays we visit some resorts

    never ☐ rarely ☐ often ☐ very often ☐ every time ☐

21. How many days tour are your family planning

    none ☐ between 1 and 7 days ☐ between 7 and 15 days ☐

    between 15 and 30 days ☐ more than 30 days ☐

22. We go to the theatre to see new movies

    never ☐ rarely ☐ often ☐ very often ☐ every time ☐

24. We enjoy shopping in between tours

    never ☐ rarely ☐ often ☐ very often ☐ every time ☐

25. The amount for the tour has already been saved from the family income

    never ☐ rarely ☐ often ☐

    very often ☐ every time ☐

APPENDIX – IV

QUESTIONNAIRE CUM RESPONSE SHEET ON STUDENT'S SOCIO-ECONOMIC STATUS

NSS TRIANING COLLEGE OTTAPALAM

(Final - Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ **സാമ്പത്തിക സാമൂഹിക അവസ്ഥ** മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ധേശങ്ങൾക്കനുസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ധേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങല്യമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ

സുരേഷ് ബാബു പി.

വിദ്യാർത്ഥികളുടെ സാമൂഹിക-സാമ്പത്തിക നിലയെക്കുറിച്ചുള്ള ചോദ്യാവലി
QUESTIONS CUM RESPONSE SHEET
(Final Malayalam)

Name   :

Gender   :   Male/ Female

Class   :   XI / XII

Subject   :   Science / Commerce / Humanities

Name of school :

Parent   :   NRI / Non NRI

If NRI: :   Father /Mother/ Both

കുടുംബത്തിന്റെ വിദ്യാഭ്യാസ യോഗ്യത

	1 പിതാവ്	2 മാതാവ്
എസ്എസ്എൽസിക്ക് താഴെ	☐	☐
എസ്. എസ്.എൽ. സി	☐	☐
+2/പ്രീ ഡിഗ്രി /ഐടിഐ / പോളി	☐	☐
ബിരുദം/ ബി ടെക്	☐	☐
പിജി /എം ടെക് ന മുകളിൽ	☐	☐

3.   കുടുംബത്തിന്റെ മൊത്ത മാസ വരുമാനം

      1000-ൽ താഴെ   ☐ 1001 നം 10000 നം ഇടയിൽ ☐

      10,001 നം 50,000 നം ഇടയിൽ ☐ 50,001 നം 1,00,000 നം ഇടയിൽ ☐

      1,00,000 ന മുകളിൽ   ☐

4.   കുടുംബത്തിന്റെ മൊത്ത നിക്ഷേപം

      ഒന്നുമില്ല   ☐   1000-ൽ താഴെ   ☐

      1000 നം 10,000 നം ഇടയിൽ ☐10,000 നം 50,000 നം ഇടയിൽ ☐

      50,000 ന മുകളിൽ   ☐

5.   വീടിന്റെ വിസ്തീർണം

      ഇല്ല ☐   600 ൽ താഴെ   ☐   600 നം 1500 നം ഇടയിൽ   ☐

      1500 നം 2500 നം ഇടയി ☐   2500 ന മുകളിൽ   ☐

6.   നിങ്ങൾക്കുള്ള സ്ഥലം

      ഇല്ല   ☐   4 സെന്റിനം 10 സെന്റിനം ഇടയിൽ   ☐

      10 സെന്റിനം 30 സെന്റിനം ഇടയിൽ   ☐

30 സെന്റിനും 1ഏക്കറിനും ഇടയിൽ ☐

1 ഏക്കറിന് മുകളിൽ ☐

7. താഴെ പറയുന്നവയിൽ നിങ്ങൾക്കുള്ളത്

ഇല്ല ☐ 1 കാർ ☐ 2 കാർ ☐ 3 കാർ ☐

മൂന്നിൽ കൂടുതൽ കാറുകൾ ☐

8. ഒന്നുമില്ല ☐ 1 ബൈക്ക് / സ്കൂട്ടർ ☐

2 ബൈക്ക് / സ്കൂട്ടറുകൾ ☐ 3 ബൈക്ക് / സ്കൂട്ടറുകൾ ☐

3-ൽ കൂടുതൽ ബൈക്ക്/സ്കൂട്ടറുകൾ ☐

9. ഇല്ല ☐ 1ലാപ് / ഡെസ്ക് ടോപ് ☐

2 ലാപ് / ഡെസ്ക് ടോപ്പുകൾ ☐ 3 ലാപ് / ഡെസ്ക് ടോപ്പുകൾ ☐

3-ൽ കൂടുതൽ ☐

10. ഇല്ല ☐ 1 എസി ☐ 2 എസി ☐ 3 എസി ☐

3എസി യിൽ കൂടുതൽ ☐

11. ഇല്ല ☐ 1 പത്രം ☐ 2 പത്രം ☐ 3 പത്രം ☐

3 ലധികം പത്രങ്ങൾ ☐

12. റേഷൻ കാർഡിന്റെ നിറം

കാർഡില്ല ☐ മഞ്ഞ ☐ പിങ്ക് ☐ നീല ☐ വെള്ള ☐

13. കുടുംബത്തിന്റെ സാമൂഹ്യ സ്ഥാനം

കുറവ് ☐ ശരാശരിയില്ലും താഴെ ☐

ശരാശരി ☐ ശരാശരിക്കുമുകളിൽ ☐

ഉയർന്നത് ☐

14. സാമൂഹ്യ പ്രശ്നങ്ങളിൽ കുടുംബം ഇടപെട്ട് പരിഹരിക്കാറുണ്ടോ

ഒരിക്കല്മില്ല ☐ അപൂർവ്വമായി ☐

ഇടക്ക് ☐ മിക്കപ്പോഴും ☐ എപ്പോഴും ☐

15. നിങ്ങളുടെ കുടുംബം ആധുനിക ജീവിത രീതിക്ക് പ്രാധാന്യം കൊടുക്കുന്നവരാണോ.

ഒരിക്കല്യമില്ല ☐ അപൂർവ്വമായി ☐ ഇടക്ക് ☐

മിക്കപ്പോഴും ☐ എപ്പോഴും ☐

16. അസുഖത്തിന് ഏതുതരം ഹോസ്പിറ്റൽ ആണ് തിരഞ്ഞെടുക്കുന്നത്

ലോക്കൽ ഡോക്ടർ ☐ ഗവ.ആശുപത്രി ☐

പ്രൈവറ്റ് ഓർഡിനറി ☐ സ്പെഷ്യാലിറ്റി ☐

സൂപ്പർ സ്പെഷ്യാലിറ്റി ☐

17. കുടുംബത്തിന്റെ ആരോഗ്യത്തിൽ ഞാൻ തൃപ്തനാണ്

വളരെ അസംതൃപ്തി ☐   അസംതൃപ്തി ☐

ന്യൂട്ടൽ ☐   തൃപ്തികരം ☐

വളരെ തൃപ്തികരം ☐

18. കുടുംബത്തിന്റെ ഒഴിവുകാല യാത്രകൾ

ഇല്ല ☐   പ്രാദേശിക സ്ഥലങ്ങൾ ☐

സംസ്ഥാനത്തിനുള്ളിൽ ☐

വ്യത്യസ്ത സംസ്ഥാനം ☐   വിദേശ രാജ്യങ്ങൾ ☐

19. ഒഴിവു ദിനങ്ങൾ ഞങ്ങൾ പുറത്ത് ചിലവഴിക്കുന്ന

ഒരിക്കല്യമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐   മിക്കപ്പോഴും ☐

എപ്പോഴും ☐

20. ഉല്ലാസ കാര്യങ്ങൾക്ക കുടുംബം ശരാശരി ചിലവഴിക്കുന്ന തുക

ഇല്ല ☐   10000- ൽ താഴെ ☐   10000 നും 50000 നും ഇടയിൽ ☐

50000 നും 100000 നും ഇടയിൽ ☐   100000 നു മുകളിൽ ☐

21. ഒഴിവു ദിനങ്ങൾ ഞങ്ങൾ റിസോർട്ടുകൾ സന്ദർശിക്കുന്ന

ഒരിക്കല്യമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

മിക്കപ്പോഴും ☐   എപ്പോഴും ☐

22. എത്ര ദിവസത്തെ ട്ടൂറുകൾ ആണ് കുടുംബം പ്ലാൻ ചെയ്യാറുള്ളത്

ഒന്നുമില്ല ☐   1നും 7 നും ഇടയിൽ ☐

7നും 15 നും ഇടയിൽ ☐   15 നും 30 നും ഇടയിൽ ☐   30ൽ കൂടുതൽ ☐

23. പുതിയ സിനിമകൾ കാണാൻ ഞങ്ങൾ തിയേറ്ററിൽ പോകാറുണ്ട്

ഒരിക്കല്യമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

മിക്കപ്പോഴും ☐   എല്ലായിപ്പോഴും ☐

24. ട്ടൂറുകൾക്കിടക്ക് ഞങ്ങൾ ഷോപ്പിംഗ് നടത്താറുണ്ട്

ഒരിക്കല്യമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

മിക്കപ്പോഴും ☐   എല്ലായിപ്പോഴും ☐

25. ഉല്ലാസയാത്രകൾക്കുള്ള പണം കുടുംബ വരമാനത്തിൽ നിന്ന് സമ്പാദ്യമായി മാറ്റിവെക്കാറുണ്ട്

ഒരിക്കല്യമില്ല ☐   അപൂർവ്വമായി ☐   ഇടക്ക് ☐

മിക്കപ്പോഴും ☐   എല്ലായിപ്പോഴും ☐

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
NSS TRIANING COLLEGE OTTAPALAM
(Draft- English)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **satisfaction in life** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.
- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.
- Please answer the statements sincerely.

Yours Faithfully
SURESH BABU P.

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION.
(Draft- English)

1. I love spending time with family

2. My parents are very concerned about me.

3. Parents are always careful to give love and affection regardless of gender.

4. The reason for the achievements I have is the love and the consideration given by my parents.

5. I feel happy when I have to stay away from home for more days.

6. I have a lot of good friends.

7. I often invite my friends to all the family celebrations.

8. I often approach my friends for good advice.

9. Going to school is an interesting activity.

10. The non-school days are very happy for me.

11. The school atmosphere has had a lot of influence on me.

12. The unexpected announcement of school holidays makes me very happy.

13. I love the environment in which I live.

14. I and my family known to all in our locality.

15. I am not live in an environment that gives peace of mind.

16. I like to find the interesting things around me

17. I do not to make hurtful remarks to others.

18. I never feel the need to fix my shortcomings.

19. I am satisfied with my health.

20. Over emotion can be a barrier to doing things.

21. I have been able to find right and wrong in all my activities.

22. I get enough pocket money.

23. I always pay attention to money transactions.

24. I have never felt inferior among other children because I do not have enough money.

25. I shall be able to make my free time funny.

26. I like all kinds of sports and games.

27. I try my best to go on outing.

28. I love learning new things.

29. I use knowledge from all areas.

30. I have come to realize that gaining knowledge is an ongoing process.

31. It is not my nature to study and analyze things seriously.

32. I find no difficulty in learning new programmes and games on computer.

33. I can easily understand and explain the workings of machines.

34. I am afraid I will not be able to succeed in competitive examinations like IAS.

35. Going to places of worship gives me satisfaction.

36. I believe that faith in God will bring peace of mind.

37. I never think Devine believes lead people to good.

APPENDIX – VI

Scale on Student's Individual Life Satisfaction
Response Sheet (Draft – English)

Name   :

Name of School   :

Gender   :   Male   ☐   Female   ☐

Type of Management   Govt.   ☐   Aided   ☐

                                  Unaided ☐

Subject   :   Science ☐   Commerce ☐   Humanities ☐

Class   :   +1   ☐   +2   ☐

Parents   :   NRI   ☐   Non NRI   ☐

If NRI   :   Father   ☐   Mother   ☐   Both   ☐

* Put a (✓) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						20					
2						21					
3						22					
4						23					
5						24					
6						25					
7						26					
8						27					
9						28					
10						29					
11						30					
12						31					
13						32					
14						33					
15						34					
16						35					
17						36					
18						37					
19											

APPENDIX – VII
SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
NSS TRIANING COLLEGE OTTAPALAM
(Draft- Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**
Associate Professor   Research Scholar
NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'ജീവിത സംതൃപ്തി' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ധേശങ്ങൾക്കനസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/ അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവ്വമായിരിക്കും.

നിർദ്ധേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങള്മായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവ്വമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ
സുരേഷ് ബാബു പി.

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
(Draft -Malayalam)

1. കുടുംബത്തോടൊപ്പം സമയം ചിലവഴിക്കുന്നത് എനിക്കിഷ്ടമുള്ള കാര്യമാണ്

2. എന്റെ രക്ഷിതാക്കൾ എനിക്ക് വളരെയധികം പരിഗണന നൽകുന്നുണ്ട്

3. ലിംഗ വ്യത്യാസമില്ലാതെ കുട്ടികളുടെ കാര്യത്തിൽ ശ്രദ്ധയും പരിഗണനയും രക്ഷിതാക്കൾ നൽകാറുണ്ട്

4. എന്റെ എല്ലാ ഉയർച്ചയ്ക്കും കാരണം രക്ഷിതാക്കൾ നൽകുന്ന പരിഗണനയും സ്നേഹവും ആണ്

5. കൂടുതൽ ദിവസം വീട്ടവിട്ടു നിൽക്കേണ്ടി വരുന്ന അവസരങ്ങളിൽ എനിക്ക് സന്തോഷകരമാണ്

6. എനിക്ക് ധാരാളം നല്ല സുഹൃത്തുക്കൾ ഉണ്ട്

7. കുടുംബത്തിലെ എല്ലാ ആഘോഷങ്ങൾക്കും ഞാൻ എന്റെ സുഹൃത്തുക്കളെ ക്ഷണിക്കാറുണ്ട്

8. നല്ല ഉപദേശങ്ങൾക്ക് വേണ്ടി ഞാൻ എന്റെ സുഹൃത്തുക്കളെ സമീപിക്കാറുണ്ട്

9. സ്കൂളിൽ പോകുന്നത് എനിക്ക് അതിയായ താല്പര്യമുള്ള പ്രവർത്തിയാണ്

10. സ്കൂൾ ഇല്ലാത്ത ദിവസങ്ങൾ എന്നെ സംബന്ധിച്ചും വളരെയധികം സന്തോഷകരമാണ്

11. സ്കൂളിലെ അന്തരീക്ഷം എന്നിൽ ഒരുപാട് സ്വാധീനം ചെലുത്തിയിട്ടുണ്ട്

12. പെട്ടെന്ന് പ്രഖ്യാപിക്കുന്ന അവധി ദിനങ്ങൾ എനിക്ക് ഏറെ സന്തോഷം നൽകുന്നതാണ്

13. ഞാൻ ജീവിക്കുന്ന ചുറ്റുപാട് എനിക്ക് വളരെ ഏറെ ഇഷ്ടം ഉള്ളതാണ്

14. ഞാൻ താമസിക്കുന്ന ചുറ്റുപാടുകളിൽ ഉള്ളവർക്ക് എന്നെയും എന്റെ കുടുംബത്തെയും അറിയാം

15. മനസ്സിന് സ്വസ്ഥത തരുന്ന ഒരു ചുറ്റുപാടിൽ അല്ല ഞാൻ ജീവിക്കുന്നത്

16. ചുറ്റുപാടുകളിൽ നിന്നും രസകരമായ കാര്യങ്ങൾ കണ്ടെത്താൻ എനിക്ക് സാധിക്കും

17. മറ്റുള്ളവർക്ക് വേദനയുണ്ടാക്കുന്ന പരാമർശങ്ങൾ ഞാൻ നടത്താറില്ല

18. എന്റെ പോരായ്മ പരിഹരിക്കണം എന്ന് എനിക്ക് ഒരിക്കലും തോന്നിയിട്ടില്ല

19. എന്റെ ആരോഗ്യത്തിൽ ഞാൻ സംതൃപ്തനാണ്

20. അതിവൈകാരികത കാര്യങ്ങൾ ചെയ്യുന്നതിന് എനിക്ക് തടസ്സം ആകാറുണ്ട്

21. എന്റെ പ്രവർത്തനങ്ങളിലെ തെറ്റും ശരിയും കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്

22. എനിക്ക് ആവശ്യത്തിന് പോക്കറ്റ് മണി ലഭിക്കാറുണ്ട്

23. പണപരമായ ഇടപാടുകളിൽ ഞാൻ അതീവ ശ്രദ്ധ കാണിക്കാറില്ല

24. ആവശ്യത്തിന്‌പണമില്ലാത്തതിനാൽ മറ്റ കുട്ടികളടെ ഇടയിൽ എനിക്ക്‌ അപകർഷതാബോധം തോന്നിയിട്ടില്ല

25. ഒഴിവുസമയങ്ങളിൽ ഉല്ലാസ ഭരിതമാക്കാൻ എനിക്ക്‌ സാധിക്കാറുണ്ട്

26. എല്ലാതരത്തിലുമുള്ള കായികവിനോദങ്ങൾ ഞാൻ ഇഷ്ടപ്പെടുന്ന

27. ഉല്ലാസയാത്രകൾ നടത്തുന്നതിന്‌ ഞാൻ പരമാവധി ശ്രമിക്കാറുണ്ട്

28. പുതിയ കാര്യങ്ങൾ പഠിക്കുന്നത്‌ ഞാൻ ഏറെ ഇഷ്ടപ്പെടുന്ന

29. എല്ലാ മേഖലയിലുമുള്ള അറിവുകളെ ഞാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്

30. അറിവ്‌ നേടൽ തുടർച്ചയായ ഒരു പ്രക്രിയ ആണെന്ന്‌ എനിക്ക്‌ മനസ്സിലായിട്ടുണ്ട്

31. കാര്യങ്ങൾ സൂക്ഷ്മമായി പഠിക്കുന്നതും അപഗ്രഥിക്കുന്നതും എന്റെ സ്വഭാവമല്ല

32. പുതിയ പ്രോഗ്രാമുകളും ഗെയിമുകളും കമ്പ്യൂട്ടറിൽ പഠിക്കുന്നതിന്‌ എനിക്ക്‌ ബുദ്ധിമുട്ട്‌ ഉണ്ടാകാറില്ല

33. മെഷീനുകളടെ പ്രവർത്തനങ്ങൾ എളുപ്പത്തിൽ മനസ്സിലാക്കി വിശദീകരിക്കാൻ എനിക്ക്‌ കഴിയാറുണ്ട്

34. ഐ എ എസ്‌ പോലുള്ള മത്സരപരീക്ഷകളിൽ പങ്കെടുക്കുക എന്നുള്ളത്‌ എന്റെ ആഗ്രഹമാണ്

35. ആരാധനാലയങ്ങളിൽ പോകുന്നത്‌ എനിക്ക്‌ സംതൃപ്തി നൽകാറുണ്ട്

36. ദൈവത്തിലുള്ള വിശ്വാസം മാനസിക സമാധാനം ഉണ്ടാകും എന്ന്‌ ഞാൻ വിശ്വസിക്കുന്ന

37. ദൈവീകമായ വിശ്വാസങ്ങൾ മനുഷ്യരെ നന്മയിലേക്ക്‌ നയിക്കും എന്ന്‌ ഞാൻ കരുതുന്നില്ല

Scale on Student's Individual Life Satisfaction
Response Sheet (Draft – Malayalam)

പേര്	:	
സ്കൂളിന്റെ പേര്	:	
ലിംഗം	:	ആൺ ☐ പെൺ ☐
സ്കൂൾ വിഭാഗം	:	സർക്കാർ ☐ എയ്ഡഡ് ☐
		അൺ എയ്ഡഡ് ☐
വിഷയം	:	സയൻസ് ☐ കോമേഴ്സ് ☐
		ഹ്യൂമാനിറ്റീസ് ☐
ക്ലാസ്	:	+1 ☐ +2 ☐
രക്ഷിതാക്കൾ	:	NRI ☐ Non NRI ☐
NRI ആണെങ്കിൽ	:	പിതാവ് ☐ മാതാവ് ☐ രണ്ടു പേരും ☐

* അനുയോജ്യമായ കോളത്തിൽ (✓) മാർക്കിടുക.

ക്രമ നമ്പർ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു	ക്രമ നമ്പർ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
1						20					
2						21					
3						22					
4						23					
5						24					
6						25					
7						26					
8						27					
9						28					
10						29					
11						30					
12						31					
13						32					
14						33					
15						34					
16						35					
17						36					
18						37					
19											

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
NSS TRIANING COLLEGE OTTAPALAM
(Final- English)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **satisfaction in life** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.

- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.

- Please answer the statements sincerely.

Yours Faithfully
SURESH BABU P.

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION.
(Final- English)

1. I love spending time with family

2. My parents are very concerned about me.

3. I feel happy when I have to stay away from home for more days.

4. I have a lot of good friends.

5. I often invite my friends to all the family celebrations.

6. Going to school is an interesting activity.

7. The non-school days are very happy for me.

8. The school atmosphere has had a lot of influence on me.

9. The unexpected announcement of school holidays makes me very happy.

10. I am not live in an environment that gives peace of mind.

11. I like to find the interesting things around me

12. I never feel the need to fix my shortcomings.

13. Over emotion can be a barrier to doing things.

14. I have been able to find right and wrong in all my activities.

15. I always pay attention to money transactions.

16. I have never felt inferior among other children because I do not have enough money.

17. I shall be able to make my free time funny.

18. I like all kinds of sports and games.

19. I try my best to go on outing.

20. I love learning new things.

21. I use knowledge from all areas.

22. I have come to realize that gaining knowledge is an ongoing process.

23. It is not my nature to study and analyze things seriously.

24. Going to places of worship gives me satisfaction.

Scale on Student's Individual Life Satisfaction
Response Sheet (Final– English)

Name   :

Name of School   :

Gender   :   Male ☐   Female ☐

Type of Management   Govt. ☐   Aided ☐

                           Unaided ☐

Subject   :   Science ☐   Commerce ☐   Humanities ☐

Class   :   +1 ☐   +2 ☐

Parents   :   NRI ☐   Non NRI ☐

If NRI   :   Father ☐   Mother ☐   Both ☐

* Put a (✓) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						13					
2						14					
3						15					
4						16					
5						17					
6						18					
7						19					
8						20					
9						21					
10						22					
11						23					
12						24					

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
NSS TRIANING COLLEGE OTTAPALAM
(Final - Malayalam)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'ജീവിത സംതൃപ്തി' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/ അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവ്വമായിരിക്കും.

നിർദ്ദേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങളുമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവ്വമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ
സുരേഷ് ബാബു പി.

SCALE ON STUDENT'S INDIVIDUAL LIFE SATISFACTION
(Final -Malayalam)

1. കുടുംബത്തോടൊപ്പം സമയം ചിലവഴിക്കുന്നത് എനിക്കിഷ്ടമുള്ള കാര്യമാണ്

2. എൻറെ രക്ഷിതാക്കൾ എനിക്ക് വളരെയധികം പരിഗണന നൽകുന്നുണ്ട്

3. കൂടുതൽ ദിവസം വീട്ടുവിട്ടു നിൽക്കേണ്ടി വരുന്ന അവസരങ്ങളിൽ എനിക്ക് സന്തോഷകരമാണ്

4. എനിക്ക് ധാരാളം നല്ല സുഹൃത്തുക്കൾ ഉണ്ട്

5. കുടുംബത്തിലെ എല്ലാ ആഘോഷങ്ങൾക്കും ഞാൻ എൻറെ സുഹൃത്തുക്കളെ ക്ഷണിക്കാറുണ്ട്

6. സ്കൂളിൽ പോകുന്നത് അത് എനിക്ക് അതിയായ താല്പര്യമുള്ള പ്രവർത്തിയാണ്

7. സ്കൂൾ ഇല്ലാത്ത ദിവസങ്ങൾ എന്നെ സംബന്ധിച്ചും വളരെയധികം സന്തോഷകരമാണ്

8. സ്കൂളിലെ അന്തരീക്ഷം എന്നിൽ ഒരുപാട് സ്വാധീനം ചെലുത്തിയിട്ടുണ്ട്

9. പെട്ടെന്ന് പ്രഖ്യാപിക്കുന്ന അവധി ദിനങ്ങൾ എനിക്ക് ഏറെ സന്തോഷം നൽകുന്നതാണ്

10. മനസ്സിന് സ്വസ്ഥത തരുന്ന ഒരു ചുറ്റുപാടിൽ അല്ല ഞാൻ ജീവിക്കുന്നത്

11. ചുറ്റുപാടുകളിൽ നിന്നും രസകരമായ കാര്യങ്ങൾ കണ്ടെത്താൻ എനിക്ക് സാധിക്കും

12. എൻറെ പോരായ്മ പരിഹരിക്കണം എന്ന് എനിക്ക് ഒരിക്കലും തോന്നിയിട്ടില്ല

13. അതിവൈകാരികത അത് കാര്യങ്ങൾ ചെയ്യുന്നതിന് എനിക്ക് തടസ്സം ആകാറുണ്ട്

14. എൻറെ പ്രവർത്തനങ്ങളിലെ തെറ്റും ശരിയും കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്

15. പണപരമായ ഇടപാടുകളിൽ ഞാൻ അതീവ ശ്രദ്ധ കാണിക്കാറില്ല

16. ആവശ്യത്തിന്പണമില്ലാത്തതിനാൽ മറ്റ കുട്ടികളുടെ ഇടയിൽ എനിക്ക് അപകർഷതാബോധം തോന്നിയിട്ടില്ല

17. ഒഴിവുസമയങ്ങളിൽ ഉല്ലാസ ഭരിതമാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്

18. എല്ലാതരത്തിലുമുള്ള കായികവിനോദങ്ങൾ ഞാൻ ഇഷ്ടപ്പെടുന്നു

19. ഉല്ലാസയാത്രകൾ നടത്തുന്നതിന് ഞാൻ പരമാവധി ശ്രമിക്കാറുണ്ട്

20. പുതിയ കാര്യങ്ങൾ പഠിക്കുന്നത് ഞാൻ ഏറെ ഇഷ്ടപ്പെടുന്നു

21. എല്ലാ മേഖലയിലുമുള്ള അറിവുകളെ ഞാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്

22. അറിവ് നേടൽ ഇടർച്ചയായ ഒരു പ്രക്രിയ ആണെന്ന് എനിക്ക് മനസ്സിലായിട്ടുണ്ട്

23. കാര്യങ്ങൾ സൂക്ഷ്മമായി പഠിക്കുന്നതും അപഗ്രഥിക്കുന്നതും എൻറെ സ്വഭാവമല്ല

24. ആരാധനാലയങ്ങളിൽ പോകുന്നത് എനിക്ക് സംതൃപ്തി നൽകാറുണ്ട്

APPENDIX – XII

Scale on Student's Individual Life Satisfaction

Response Sheet (Malayalam – final)

പേര്   :

സ്കൂളിന്റെ പേര് :

ലിംഗം   : ആൺ ☐   പെൺ ☐

സ്കൂൾ വിഭാഗം : സർക്കാർ ☐ എയ്ഡഡ് ☐

         അൺ എയ്ഡഡ് ☐

വിഷയം   : സയൻസ് ☐ കോമേഴ്സ് ☐

         ഹ്യൂമാനിറ്റീസ് ☐

ക്ലാസ്   : +1 ☐   +2 ☐

രക്ഷിതാക്കൾ : NRI ☐   Non NRI ☐

NRI ആണെങ്കിൽ : പിതാവ് ☐ മാതാവ് ☐ രണ്ട് പേരും ☐

* അനുയോജ്യമായ കോളത്തിൽ (✓) മാർക്കിടുക.

ക്രമ നമ്പർ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനിക്കാൻ കഴിയുന്നില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു	ക്രമ നമ്പർ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനിക്കാൻ കഴിയുന്നില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
1						13					
2						14					
3						15					
4						16					
5						17					
6						18					
7						19					
8						20					
9						21					
10						22					
11						23					
12						24					

SCALE ON STUDENT'S SELF EFFICACY
NSS TRIANING COLLEGE OTTAPALAM
(Draft - English)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **Self Efficacy** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.

- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.

- Please answer the statements sincerely.

Yours Faithfully

SURESH BABU P.

SCALE ON STUDENT'S SELF-EFFICACY

(Draft- English)

1.   I believe I could use my knowledge practically

2.   I believe that I could score well in public examination

3.   I believe that I could not earn scholarship while studying

4.   I believe that in family matters my decisions are taken into consideration

5.   I believe that a during prayer and dining time I always join my family

6.   I believe that my parents are my role models

7.   I am always ready to help others

8.   I always engage myself in social services

9.   My friends help me in my social activities if there is any problem

10.   I could prove myself to a good social worker in future

11.   I always respect my elders

12.   I always take advice from person whom I think as guru and perform accordingly

13.   I think it is my duty to follow the social rules

14.   I am not included in those among in differently abled

15.   I do miss my classes due to my physical illness

16.   I don't have a need to take medicines continuously

17.   I used to wear spectacle

18.   I try to avoid conflicting situation with other

19.   I am ready to admit my mistakes and say sorry

20.   It is my nature to keep the sad moments always in my memory

21.   I never react easily in any disputes

22.   I feel happy in my present life

23.   I have proper facilities for studies in my home

24.   I do not think that Computer and Android phones will help my studies

25.   Television and newspapers which are available in my home help me in my studies

26.   My parents could afford all expenses of my studies

27. For Plus two I got the subject as per my wish

28. I am influenced by my school

29. I could not learn subjects in an interesting way

30. I score good grades in all subjects in class tests

31. I could finish the answers within the time

32. I make my assignments perfect by collecting more information

33. I always get better grades for my assignments as I expect

34. Teachers like my questions and explain well

35. I think listening carefully is necessary for better learning

36. I always try to answer all questions ask to me during class hours

37. I think learning by understanding makes it more interesting

38. I think it is better to use our knowledge practically to strengthen the concept

39. I could not analyze and present topics within time

40. Teachers often ask me to present certain topics in the class

41. I solving my doubts with my friends in the class

42. It is my nature to learn things and then present

43. It is easy to understand things that are transacted through peers

44. I always try to bring to notice of the teachers any kind of bad behaviour of the students

45. I could not co-ordinate my school mates to undertake different activities

46. I try to do my best in new responsibilities given by teachers under their guidance

47. I wish to be accurate and punctual in my own work and with the work of others.

48. I am ready to come to school on holidays to complete the assigned tasks by teachers

49. I can motivate and bring in other children in learning and arts activities

Scale on Student's Self Efficacy
Response Sheet (English – Draft)

Name   :

Name of School   :

Gender   :   Male   ☐   Female   ☐

Type of Management   Govt.   ☐   Aided   ☐

                                      Unaided   ☐

Subject   :   Science   ☐   Commerce   ☐   Humanities   ☐

Class   :   +1   ☐   +2   ☐

Parents   :   NRI   ☐   Non NRI   ☐

If NRI   :   Father   ☐   Mother   ☐   Both   ☐

 * Put a (✓) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						26					
2						27					
3						28					
4						29					
5						30					
6						31					
7						32					
8						33					
9						34					
10						35					
11						36					
12						37					
13						38					
14						39					
15						40					
16						41					
17						42					
18						43					
19						44					
20						45					
21						46					
22						47					
23						48					
24						49					
25											

SCALE ON STUDENT'S SELF EFFICACY
NSS TRIANING COLLEGE OTTAPALAM
(Draft- Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**
Associate Professor   Research Scholar
NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'സ്വയം പ്രാപ്തി' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ധേശങ്ങൾക്കനസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/ അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ധേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങല്യമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ
സുരേഷ് ബാബു പി.

SCALE ON STUDENT'S SELF-EFFICACY
(Draft – Malayalam)

1. അറിവുകളെ പ്രായോഗിക തലത്തിൽ അവതരിപ്പിക്കാൻ കഴിയുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

2. പൊതു പരീക്ഷകളിൽ ഉയർന്ന മാർക്ക് നേടാനാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു .

3. സ്കോളർഷിപ്പോടുകൂടിയ പഠനം എനിക്ക് അസാധ്യമാണ് .

4. കുടുംബകാര്യങ്ങളിൽ എൻറെ അഭിപ്രായങ്ങൾ പരിഗണിക്കപ്പെടുന്നുണ്ട് .

5. പ്രാർത്ഥനാ വേളകളിലും ഭക്ഷണ സമയത്തും കുടുംബത്തോടൊപ്പം ഒന്നിക്കാൻ എനിക്ക് കഴിയാറില്ല.

6 . എൻറെ രക്ഷിതാക്കളെ മാതൃകയായി കാണാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

7. മറ്റുള്ളവർക്ക് സഹായം നൽകുന്നതിന് ഞാൻ ഒരിക്കലും മടിക്കാറില്ല.

8 . പൊതുപ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി ഇടപെടാറുണ്ട് .

9. സാമൂഹ്യപ്രവർത്തനങ്ങളിൽ എനിക്ക് നേരിടേണ്ടി വരുന്ന പ്രശ്നങ്ങളിൽ എൻറെ സുഹൃത്തുക്കൾ എന്നെ സഹായിക്കാറുണ്ട്.

10. ഭാവിയിൽ നല്ലൊരു സാമൂഹ്യപ്രവർത്തകൻ ആകാൻ എനിക്ക് സാധിക്കും.

11. മുതിർന്നവരെ ബഹുമാനിക്കുക എന്നത് എൻറെ സ്വഭാവമാണ്.

12. . ഞാൻ ഏറ്റ തുല്യരായി കാണുന്ന ആളുകളോട് ഉപദേശം സ്വീകരിക്കുകയും പ്രവർത്തിക്കുകയും ചെയ്യുന്നതിന് ശ്രമിക്കാറുണ്ട്.

13. സാമൂഹ്യ നിയമങ്ങൾ പാലിക്കുന്നത് എൻറെ കർത്തവ്യം ആണെന്ന് ഞാൻ കരുതുന്നു.

14. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന വിഭാഗത്തിൽ ഞാൻ പെടുന്നില്ല.

15. ആരോഗ്യ പ്രശ്നങ്ങളാൽ എനിക്ക് ക്ലാസുകൾ നഷ്ടപ്പെടാറുണ്ട്.

16. തുടർച്ചയായി മരുന്നുകൾ ഉപയോഗിക്കേണ്ട ആവശ്യം എനിക്കുണ്ടായിട്ടില്ല.

17. ഞാൻ പതിവായി കണ്ണട ഉപയോഗിക്കുന്നു.

18. മറ്റുള്ളവരുമായി പിണങ്ങേണ്ടിവരുന്ന സാഹചര്യങ്ങൾ ഒഴിവാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

19. തെറ്റ് പറ്റുന്ന കാര്യങ്ങളിൽ ക്ഷമ പറയാൻ എനിക്ക് സാധിക്കും.

20. ദുഃഖകരമായ കാര്യങ്ങൾ ഓർത്തിരിക്കുന്നത് എന്റെ സ്വഭാവമാണ്.

21, പ്രശ്നങ്ങളിൽ എളുപ്പം പ്രതികരിക്കുന്നത് എന്റെ സ്വഭാവമല്ല.

22. ഇപ്പോഴുള്ള എന്റെ ജീവിതത്തിൽ ഞാൻ സന്തോഷം കാണുന്നു.

23. പഠനത്തിനാവശ്യമായ സാഹചര്യങ്ങൾ എന്റെ വീട്ടിൽ ഉണ്ട്.

24. കമ്പ്യൂട്ടർ ആൻഡ്രോയ്ഡ് ഫോൺ എന്നിവ എന്റെ പഠനത്തെ സഹായിക്കുമെന്ന് ഞാൻ കരുതുന്നില്ല.

25. പത്രം ടെലിവിഷൻ എന്നിവ വീട്ടിൽ ലഭ്യമായതിനാൽ അറിവ് വർദ്ധിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.

26. പഠനവുമായി ബന്ധപ്പെട്ട എല്ലാ ചിലവുകളും എന്റെ രക്ഷിതാക്കൾക്ക് വഹിക്കാൻ കഴിയും.

27. പ്ലസ് ടു പഠനത്തിന് ഞാൻ ആഗ്രഹിച്ച വിഷയം തന്നെയാണ് എനിക്ക് ലഭിച്ചിട്ടുള്ളത്.

28. ഞാൻ പഠിക്കുന്ന സ്ഥാപനം എന്നെ സ്വാധീനിക്കുന്നുണ്ട്.

29. വിഷയങ്ങൾ ആസ്വദിച്ച് പഠിക്കാൻ എനിക്ക് സാധിക്കാറില്ല .

30. ക്ലാസ് ടെസ്റ്റുകളിൽ എല്ലാ വിഷയത്തിലും എനിക്ക് ഉയർന്ന സ്ക്കോർ ലഭിക്കാറുണ്ട്.

31. നിശ്ചിതസമയത്തിനുള്ളിൽ ഉത്തരങ്ങൾ എഴുതി തീർക്കുവാൻ എനിക്ക് കഴിയാറുണ്ട്.

32. പരമാവധി വിവരങ്ങൾ ശേഖരിച്ച് അസൈൻമെൻറ് വ്യത്യസ്തമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

33. അസൈൻമെൻറ്കൾക്ക് ഉയർന്ന ഗ്രേഡുകൾ പ്രതീക്ഷിക്കുകയും ലഭിക്കുകയും ചെയ്യാറുണ്ട് .

34. .എന്റെ പല ചോദ്യങ്ങളും അധ്യാപകർ ഇഷ്ടപ്പെടുകയും വിശദമായ ഉത്തരം നൽകുകയും ചെയ്യാറുണ്ട് .

35. ശ്രദ്ധാപൂർവ്വം കേൾക്കുന്നത് പഠനത്തെ കൂടുതൽ സഹായിക്കുമെന്ന് ഞാൻ കരുതുന്നു.

36 . ക്ലാസിൽ അധ്യാപകരുടെ ചോദ്യങ്ങൾക്ക് ഞാൻ ഉത്തരം പറയാറുണ്ട്.

37. മനസ്സിലാക്കി പഠിക്കുന്നത് പഠനം രസകരമാക്കുമെന്ന് ഞാൻ കരുതുന്നു.

38. കോൺസപ്റ്റുകൾ ഉറച്ച കിട്ടുന്നതിന് അറിവുകൾ പ്രായോഗികതലത്തിൽ ഉപയോഗിക്കണം എന്ന് ഞാൻ കരുതുന്നു.

39. കൃത്യസമയത്തിനുള്ളിൽ വിഷയങ്ങൾ അപഗ്രഥിച്ച് അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.

40. ക്ലാസിൽ ചിലഭാഗങ്ങൾ അവതരിപ്പിക്കാൻ അധ്യാപകർ എന്നോട് ആവശ്യപ്പെടാറുണ്ട്.

41. ക്ലാസ്സിൽ മറ്റ കുട്ടികളുമായി ഞാൻ സംശയനിവാരണം നടത്താറുണ്ട്.

42. കാര്യങ്ങൾ പഠിച്ച് അവതരിപ്പിക്കുന്നത് എൻറ സ്വഭാവമാണ്.

43. പഠന വിഷയങ്ങൾ സഹപാഠികൾ പറഞ്ഞു തരുന്നത് എളുപ്പത്തിൽ മനസ്സിലാക്കിയെടുക്കാനാകും.

44. വിദ്യാർത്ഥികളുടെ മോശം പെരുമാറ്റങ്ങൾ അധ്യാപകരുടെ ശ്രദ്ധയിൽ കൊണ്ടുവരാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

45. കുട്ടികളെ ഏകോപിപ്പിച്ച് സ്കൂളിലെ വിവിധ പ്രവർത്തനങ്ങൾ ഏറ്റെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.

46. അധ്യാപകരുടെ മേൽനോട്ടത്തിൽ പുതിയ ചുമതലകൾ ഏറ്റെടുക്കാനും വിജയിപ്പിക്കാനും ഞാൻ ശ്രമിക്കാറുണ്ട്.

47. ഞാൻ അടക്കമുള്ളവരുടെ പ്രവർത്തനങ്ങളിൽ അച്ചടക്കവും കൃത്യതയും ഉണ്ടാകണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

48. ആവശ്യമെങ്കിൽ ഒഴിവു ദിവസങ്ങളിലും സ്കൂളിൽ എത്താനും ഏൽപ്പിച്ച ജോലികൾ ചെയ്ത തീർക്കാനും ഞാൻ ശ്രമിക്കാറുണ്ട്.

49. പഠന കാര്യങ്ങളിലും കലാകായിക പ്രവർത്തനങ്ങളിലും മറ്റ കുട്ടികൾക്ക് പ്രേരണ നൽകി ഒപ്പം കൊണ്ടുവരാൻ എനിക്കാകും.

APPENDIX – XVI

Scale on Student's Self Efficacy

Response Sheet (Draft – Malayalam)

പേര് :

സ്ക്കൂളിന്റെ പേര് :

ലിംഗം : ആൺ ☐ പെൺ ☐

സ്ക്കൂൾ വിഭാഗം : സർക്കാർ ☐ എയ്ഡഡ് ☐

അൺ എയ്ഡഡ് ☐

വിഷയം : സയൻസ് ☐ കോമേഴ്സ് ☐

ഹ്യൂമാനിറ്റീസ് ☐

ക്ലാസ് : +1 ☐ +2 ☐

രക്ഷിതാക്കൾ : NRI ☐ Non NRI ☐

NRI ആണെങ്കിൽ : പിതാവ് ☐ മാതാവ് ☐ രണ്ട് പേരും ☐

* അനുയോജ്യമായ കോളത്തിൽ (✔) മാർക്കിടുക.

ക്രമ നമ്പർ	പൂർണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	യോജിക്കുന്നില്ല	പൂർണമായും യോജിക്കുന്നില്ല	ക്രമ നമ്പർ	പൂർണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	യോജിക്കുന്നില്ല	പൂർണമായും യോജിക്കുന്നില്ല
1						26					
2						27					
3						28					
4						29					
5						30					
6						31					
7						32					
8						33					
9						34					
10						35					
11						36					
12						37					
13						38					
14						39					
15						40					
16						41					
17						42					
18						43					
19						44					
20						45					
21						46					
22						47					
23						48					
24						49					
25											

SCALE ON STUDENT'S SELF EFFICACY
NSS TRIANING COLLEGE OTTAPALAM
(Final - English)

Dr. Sunil Kumar A.S.   **Suresh Babu P**
Associate Professor   Research Scholar
NSS Training College, Ottapalam   NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **Self Efficacy** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.

- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.

- Please answer the statements sincerely.

Faithfully
SURESH BABU P.

SCALE ON STUDENT'S SELF-EFFICACY
(Final- English)

1.   I believe I could use my knowledge practically

2.   I believe that I could score well in public examination

3.   I believe that I could not earn scholarship while studying

4.   I believe that in family matters my decisions are taken into   consideration

5.   I believe that my parents are my role models

6.   I am always ready to help others

7.   I always engage myself in social services

8.   My friends help me in my social activities if there is any problem

9.   I always take advice from person whom i think as guru and perform accordingly

10.   I think it is my duty to follow the social rules

11.   I try to avoid conflicting situation with other

12.   I am ready to admit my mistakes and say sorry

13.   It is my nature to keep the sad moments always in my memory

14.   I never react easily in any disputes

15.   I feel happy in my present life

16.   I have proper facilities for studies in my home

17.   Television and newspapers which are available in my home help me in my studies

18.   For plus two I got the subject as per my wish

19.   I am influenced by my school

20.   I could not learn subjects in an interesting way

21.   I score good grades in all subjects in class tests

22.   I could finish the answers within the time

23.   I make my assignments perfect by collecting more information

24.   I always get better grades for my assignments as i expect

25.   Teachers like my questions and explain well

26.   I think listening carefully is necessary for better learning

27.   I always try to answer all questions ask to me during class hours

28.   I think learning by understanding makes it more interesting

29.   I think it is better to use our knowledge practically to strengthen the concept

30.   I could not analyze and present topics within time

31.   Teachers often ask me to present certain topics in the class

32.   I solving my doubts with my friends in the class

33.   It is my nature to learn things and then present

34.   It is easy to understand things that are transacted through peers

35.   I always try to bring to notice of the teachers any kind of bad behavior of the students

36.   I could not co-ordinate my school mates to undertake different   activities

37.   I try to do my best in new responsibilities given by teachers under their guidance

38.   I wish to be accurate and punctual in my own work and with the work of others

39.   I am ready to come to school on holidays to complete the assigned tasks by teachers

APPENDIX – XVIII
Scale on Student's Self Efficacy
Response Sheet (Final– English)

Name   :

Name of School   :

Gender   :   Male ☐   Female ☐

Type of Management   Govt. ☐   Aided ☐
                            Unaided ☐

Subject   :   Science ☐   Commerce ☐ Humanities ☐

Class   :   +1 ☐   +2 ☐

Parents   :   NRI ☐   Non NRI ☐

If NRI   :   Father ☐   Mother ☐ Both ☐

 * Put a (✔) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						21					
2						22					
3						23					
4						24					
5						25					
6						26					
7						27					
8						28					
9						29					
10						30					
11						31					
12						32					
13						33					
14						34					
15						35					
16						36					
17						37					
18						38					
19						39					
20											

APPENDIX – XIX
SCALE ON STUDENT'S SELF EFFICACY
NSS TRIANING COLLEGE OTTAPALAM
(Final - Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'സ്വയം പ്രാപ്തി' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ധേശങ്ങൾക്കനുസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ധേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങളുമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ

സുരേഷ് ബാബു പി.

SCALE ON STUDENT'S SELF-EFFICACY
(Final – Malayalam)

1.	അറിവുകളെ പ്രായോഗിക തലത്തിൽ അവതരിപ്പിക്കാൻ കഴിയുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

2.	പൊതു പരീക്ഷകളിൽ ഉയർന്ന മാർക്ക് നേടാനാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു .

3.	സ്കോളർഷിപ്പോടുകൂടിയ പഠനം എനിക്ക് അസാധ്യമാണ് .

4.	കുടുംബകാര്യങ്ങളിൽ എന്റെ അഭിപ്രായങ്ങൾ പരിഗണിക്കപ്പെടുന്നുണ്ട് .

5 .	എന്റെ രക്ഷിതാക്കളെ മാതൃകയായി കാണാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.

6	മറ്റുള്ളവർക്ക് സഹായം നൽകുന്നതിന് ഞാൻ ഒരിക്കലും മടിക്കാറില്ല.

7 .	പൊതുപ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി ഇടപെടാറുണ്ട് .

8.	സാമൂഹ്യപ്രവർത്തനങ്ങളിൽ എനിക്ക് നേരിടേണ്ടി വരുന്ന പ്രശ്നങ്ങളിൽ എന്റെ സുഹൃത്തുക്കൾ എന്നെ സഹായിക്കാറുണ്ട്.

9	ഞാൻ ഗുരു തുല്യരായി കാണുന്ന ആളുകളോട് ഉപദേശം സ്വീകരിക്കുകയും പ്രവർത്തിക്കുകയും ചെയ്യുന്നതിന് ശ്രമിക്കാറുണ്ട്.

10.	സാമൂഹ്യ നിയമങ്ങൾ പാലിക്കുന്നത് എന്റെ കർത്തവ്യം ആണെന്ന് ഞാൻ കരുതുന്നു. .

11.	മറ്റുള്ളവരുമായി പിണങ്ങേണ്ടിവരുന്ന സാഹചര്യങ്ങൾ ഒഴിവാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

12.	തെറ്റ് പറ്റുന്ന കാര്യങ്ങളിൽ ക്ഷമ പറയാൻ എനിക്ക് സാധിക്കും.

13.	ദുഃഖകരമായ കാര്യങ്ങൾ ഓർത്തിരിക്കുന്നത് എന്റെ സ്വഭാവമാണ്.

14.	പ്രശ്നങ്ങളിൽ എളുപ്പം പ്രതികരിക്കുന്നത് എന്റെ സ്വഭാവമല്ല.

15.	ഇപ്പോഴുള്ള എന്റെ ജീവിതത്തിൽ ഞാൻ സന്തോഷം കാണുന്നു.

16	പഠനത്തിനാവശ്യമായ സാഹചര്യങ്ങൾ എന്റെ വീട്ടിൽ ഉണ്ട്.

17.	പത്രം ടെലിവിഷൻ എന്നിവ വീട്ടിൽ ലഭ്യമായതിനാൽ അറിവ് വർദ്ധിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.

18.	പ്ലസ് ടു പഠനത്തിന് ഞാൻ ആഗ്രഹിച്ച വിഷയം തന്നെയാണ് എനിക്ക് ലഭിച്ചിട്ടുള്ളത്.

19.	ഞാൻ പഠിക്കുന്ന സ്ഥാപനം എന്നെ സ്വാധീനിക്കുന്നുണ്ട്.

20.	വിഷയങ്ങൾ ആസ്വദിച്ച് പഠിക്കാൻ എനിക്ക് സാധിക്കാറില്ല .

21.	ക്ലാസ് ടെസ്റ്റുകളിൽ എല്ലാ വിഷയത്തിലും എനിക്ക് ഉയർന്ന സ്കോർ ലഭിക്കാറുണ്ട്.

22.	നിശ്ചിതസമയത്തിനുള്ളിൽ ഉത്തരങ്ങൾ എഴുതി തീർക്കുവാൻ എനിക്ക് കഴിയാറുണ്ട്.

23.	പരമാവധി വിവരങ്ങൾ ശേഖരിച്ച് അസൈൻമെന്റ് വ്യത്യസ്തമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

24. അസൈൻമെൻറ്കൾക്ക് ഉയർന്ന ഗ്രേഡുകൾ പ്രതീക്ഷിക്കുകയും ലഭിക്കുകയും ചെയ്യാറുണ്ട് .

25. എൻറെ പല ചോദ്യങ്ങളും അധ്യാപകർ ഇഷ്ടപ്പെടുകയും വിശദമായ ഉത്തരം നൽകുകയും ചെയ്യാറുണ്ട് .

26. ശ്രദ്ധാപൂർവ്വം കേൾക്കുന്നത് പഠനത്തെ കൂടുതൽ സഹായിക്കുമെന്ന് ഞാൻ കരുതുന്നു.

27. ക്ലാസിൽ അധ്യാപകരുടെ ചോദ്യങ്ങൾക്ക് ഞാൻ ഉത്തരം പറയാറുണ്ട്.

28. മനസ്സിലാക്കി പഠിക്കുന്നത് പഠനം രസകരമാക്കുമെന്ന് ഞാൻ കരുതുന്നു.

29. കോൺസപ്റ്റുകൾ ഉറച്ച കിട്ടുന്നതിന് അറിവുകൾ പ്രായോഗികതലത്തിൽ ഉപയോഗിക്കണം എന്ന് ഞാൻ കരുതുന്നു.

30. കൃത്യസമയത്തിനുള്ളിൽ വിഷയങ്ങൾ അപഗ്രഥിച്ച് അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.

31. ക്ലാസിൽ ചിലഭാഗങ്ങൾ അവതരിപ്പിക്കാൻ അധ്യാപകർ എന്നോട് ആവശ്യപ്പെടാറുണ്ട്.

32. ക്ലാസ്സിൽ മറ്റ കുട്ടികളുമായി ഞാൻ സംശയനിവാരണം നടത്താറുണ്ട് .

33. കാര്യങ്ങൾ പഠിച്ച് അവതരിപ്പിക്കുന്നത് എൻറ സ്വഭാവമാണ്.

34. പഠന വിഷയങ്ങൾ സഹപാഠികൾ പറഞ്ഞു തരുന്നത് എളുപ്പത്തിൽ മനസ്സിലാക്കിയെടുക്കാനാകും.

35. വിദ്യാർത്ഥികളുടെ മോശം പെരുമാറ്റങ്ങൾ അധ്യാപകരുടെ ശ്രദ്ധയിൽ കൊണ്ടുവരാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .

36. കുട്ടികളെ ഏകോപിപ്പിച്ച് സ്കൂളിലെ വിവിധ പ്രവർത്തനങ്ങൾ ഏറ്റെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.

37. അധ്യാപകരുടെ മേൽനോട്ടത്തിൽ പുതിയ ചുമതലകൾ ഏറ്റെടുക്കാനും വിജയിപ്പിക്കാനും ഞാൻ ശ്രമിക്കാറുണ്ട് .

38. ഞാൻ അടക്കമുള്ളവരുടെ പ്രവർത്തനങ്ങളിൽ അച്ചടക്കവും കൃത്യതയും ഉണ്ടാകണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

39. ആവശ്യമെങ്കിൽ ഒഴിവു ദിവസങ്ങളിലും സ്കൂളിൽ എത്താനും ഏൽപ്പിച്ച ജോലികൾ ചെയ്ത തീർക്കാനും ഞാൻ ശ്രമിക്കാറുണ്ട്.

APPENDIX – XX
Scale on Student's Self Efficacy
Response Sheet (Final – Malayalam)

പേര്‌   :

സ്ക്കൂളിന്റെ പേര്‌   :

ലിംഗം   :   ആൺ   ☐   പെൺ   ☐

സ്ക്കൂൾ വിഭാഗം   :   സർക്കാർ ☐   എയ്ഡഡ്‌ ☐
                          അൺ എയ്ഡഡ്‌   ☐

വിഷയം   :   സയൻസ്‌ ☐   കോമേഴ്‌സ്‌   ☐
                          ഹ്യൂമാനിറ്റീസ്‌   ☐

ക്ലാസ്‌   :   +1   ☐   +2   ☐

രക്ഷിതാക്കൾ   :   NRI   ☐   Non NRI   ☐

NRI ആണെങ്കിൽ   :   പിതാവ്‌ ☐   മാതാവ്‌ ☐ രണ്ടു പേരും   ☐

* അനുയോജ്യമായ കോളത്തിൽ (✓) മാർക്കിടുക.

ക്രമ നമ്പർ						ക്രമ നമ്പർ					
1						21					
2						22					
3						23					
4						24					
5						25					
6						26					
7						27					
8						28					
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STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY
NSS TRIANING COLLEGE OTTAPALAM
(Draft - English)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **Academic goal orientation** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.

- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.

- Please answer the statements sincerely.

Yours Faithfully

SURESH BABU P.

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY
(Draft- English)

1. I believe it is the responsibility of a student to make strenuous efforts for learning

2. I believe I will feel guilty if I do not learn to understand the content

3. I want to learn something else from the classes

4. I have to work hard to understand new things

5. I am afraid that I will not be able to understand many things in my course very deeply

6. I get upset if I cannot learn what is being taught in class

7. I want to be a master of the lessons to be taught in class

8. New lessons making me more interested and spend more time to learn

9. I work hard at my studies because I have a keen interest in my course

10. I use my free time to learn more about the information available in different classes

11. I find the lesson more enjoyable when I study them in the depth

12. I am confident that I can master all the skills that need to be acquired from the school

13. My favourite part is the time I spend at school

14. I can do most difficult school works if I try

15. If there is any doubt in this study, I tried to look at the old notes and understand

16. I can control the learning process and determine my goals

17. I will ask myself questions to make sure I understand the lessons

18. I want to learn as much as possible from each class

19. I try to finish all the work in the school without leaving anything

20. I will be in the best mood all the times in school

21. Sometimes I am afraid that the lessons will not be learned in the way I want

22. I worry that it is often not possible to learn and master through classes

23. I get upset when I do not understand the lessons enough

24. I believe I need to understand the lessons of school with importance in deciding what I want to do

25. I believe that not work working hard will make me feel guilty

26. Fear of bad performance make me want to learn more

27. I am afraid I may not be able to cover all the lessons the way I want

28. I am satisfied only when I understand the lessons through further learning activities and come to my own conclusions

29. I come to class with questions for answers that will satisfy me

30. My main aim is to correct my perception that I cannot do

31. I am able to solve the difficulties of finding the necessary materials for the course activities

32. I tried to figure out what ideas I do not understand it properly

33. I think I can make my teachers happy by doing my school work

34. I think my parents should be proud of my level of planning

35. I want my learning achievements to bring fame to my family

36. All the credit to form my learning achievements goes to my family

37. I see it as a great achievement that only I can answer the questions of the teachers

38. I like being smarter than the other students in the class

39. I believe it is very important to achieve more than other children in the class

40. My goal is to make a better grade than other students

41. I think I can get a head in the assessment by remembering only the important things

42. I think I can do my school work well if I have free time

43. I want to have a better class performance than other students

44. It is very important for me to prove that I am not bad compared to other children in the class

45. I want to be the star of the school by doing the hardest school work

46. I think it is most important not to be seen as the worst student in the class

47. My goal is not to say that I am the one who cannot do school work

48. My goal is not to perform the worst in the class

49. I think it is important to find the learning materials needed to pass the examination

50. If there are things, I do not know I try to memorize them

51. Fear of being the worst in the class motivates me to learn more

52. I just not want to be the worst in the class

APPENDIX – XXII
Student's Academic Goal Orientation Inventory
Response Sheet (Draft – English)

Name   :
Name of School   :
Gender   :   Male   ☐   Female   ☐
Type of Management   Govt.   ☐   Aided   ☐
                                    Unaided   ☐
Subject   :   Science   ☐   Commerce ☐   Humanities ☐
Class   :   +1   ☐   +2   ☐
Parents   :   NRI   ☐   Non NRI   ☐
If NRI   :   Father   ☐   Mother   ☐   Both   ☐
 * Put a (✓) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						27					
2						28					
3						29					
4						30					
5						31					
6						32					
7						33					
8						34					
9						35					
10						36					
11						37					
12						38					
13						39					
14						40					
15						41					
16						42					
17						43					
18						44					
19						45					
20						46					
21						47					
22						48					
23						49					
24						50					
25						51					
26						52					

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY

NSS TRIANING COLLEGE OTTAPALAM

(Draft- Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'ലക്ഷ്യോൻമുഖ പാഠ്യപ്രവർത്തനങ്ങൾ' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ദേശങ്ങൾക്കനസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ദേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങല്യമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ

സുരേഷ് ബാബു പി.

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY

(Draft – Malayalam)

1. പഠനത്തിനായി കഠിന ശ്രമങ്ങൾ നടത്തുന്നത് ഒരു വിദ്യാർത്ഥിയുടെ ഉത്തരവാദിത്വമാണ് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

2. മനസ്സിലാക്കിയുള്ള പഠനം സാധ്യമായില്ലെങ്കിൽ എന്നിൽ കുറ്റബോധം ഉണ്ടാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

3. ക്ലാസ്സുകളിൽ നിന്നും പറ്റാവുന്നിടത്തോളം മനസ്സിലാക്കണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

4. പുതിയ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ ഞാൻ കഠിനമായി പരിശ്രമിക്കാറുണ്ട്.

5. എന്റെ കോഴ്സിലെ പലകാര്യങ്ങളും വളരെ ആഴത്തിൽ മനസ്സിലാക്കാൻ എനിക്ക് കഴിയുന്നില്ല എന്ന് ഞാൻ ഭയപ്പെടുന്നു.

6. ക്ലാസ്സിൽ പഠിപ്പിക്കുന്നത് പഠിച്ചെടുക്കാൻ കഴിഞ്ഞില്ലെങ്കിൽ ഞാൻ അസ്വസ്ഥനാകാറുണ്ട്.

7. ക്ലാസിൽ പഠിപ്പിക്കേണ്ട പാഠഭാഗങ്ങളിൽ മാസ്റ്റർ ആകണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

8. പുതിയ പാഠഭാഗങ്ങൾ എന്നിൽ കൂടുതൽ താല്പര്യം ഉണ്ടാക്കുകയും അവ കൂടുതൽ മനസ്സിലാക്കുന്നതിന് അധിക സമയം ചെലവഴിക്കുകയും ചെയ്യാറുണ്ട്.

9. പാഠഭാഗങ്ങളിൽ എനിക്ക് അതീവ താല്പര്യം ഉള്ളതുകൊണ്ട് പഠനത്തിൽ കഠിനപരിശ്രമം നടത്താറുണ്ട്.

10. വ്യത്യസ്ത ക്ലാസ്സുകൾ ലഭിക്കുന്ന വിവരങ്ങൾ കൂടുതൽ മനസ്സിലാക്കുന്നതിനുവേണ്ടി ഫ്രീ ടൈം ഞാൻ കൂടുതൽ ഉപയോഗിക്കാറുണ്ട്.

11. പാഠഭാഗങ്ങൾ ആഴത്തിൽ പഠിക്കുമ്പോൾ അവ കൂടുതൽ ആസ്വാദ്യകരമായി എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.

12. സ്കൂളിൽ ലഭ്യമാകേണ്ട എല്ലാ നൈപുണികളിലും മാസ്റ്റർ ആകാൻ കഴിയും എന്ന ആത്മവിശ്വാസം എനിക്കുണ്ട്.

13. സ്കൂളിൽ ചിലവഴിക്കുന്ന സമയം ആണ് ഞാൻ ഏറ്റവും ഇഷ്ടപ്പെടുന്നത്.

14. ഏറ്റവും പ്രയാസകരമായ സ്കൂൾ വർക്കുകൾ ശ്രമിച്ചാൽ ചെയ്തുതീർക്കാൻ കഴിയും എന്ന് എനിക്കറിയാം.

15. പഠനത്തിൽ എന്തെങ്കിലും സംശയം വന്നാൽ പഴയനോട്ടുകൾ നോക്കി അവ മനസ്സിലാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

16. പഠന പ്രക്രിയകളെ നിയന്ത്രിച്ച് എന്റെ ലക്ഷ്യങ്ങൾ തീരുമാനിക്കാൻ എനിക്ക് കഴിയും.

17. പാഠഭാഗങ്ങൾ മനസ്സിലായോ എന്നറിയാൻ ഞാൻ എന്നോട് തന്നെ ചോദ്യങ്ങൾ ചോദിച്ച് ഉറപ്പാക്കും.

18. ഓരോ ക്ലാസിൽ നിന്നും കഴിയുന്നത്ര പാഠഭാഗങ്ങൾ പഠിക്കണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

19. സ്കൂളിലെ എല്ലാ വർക്കകളും വിട്ടുപോകാതെ പൂർത്തീകരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

20. സ്കൂളിൽ ഉള്ള സമയം മുഴുവൻ ഞാൻ ഏറ്റവും നല്ല മൂഡിൽ ആയിരിക്കും.

21. പാഠഭാഗങ്ങൾ ഞാൻ ആഗ്രഹിക്കുന്ന രീതിയിൽ പഠിച്ചെടുക്കാൻ ആകുന്നില്ലെന്ന് ചിലസമയങ്ങളിൽ ഭയപ്പെടാറുണ്ട്.

22. ക്ലാസ്സിലൂടെ നേടാൻ കഴിയുന്ന പല അറിവുകളും വേണ്ടരീതിയിൽ ഉൾക്കൊള്ളാൻ എനിക്ക് ആകുന്നില്ല എന്ന് ഞാൻ ആശങ്കപ്പെടുന്നു.

23. പാഠഭാഗങ്ങൾ വേണ്ടത്ര മനസ്സിലാക്കാൻ കഴിയാതിരുന്നാൽ ഞാൻ അസ്വസ്ഥൻ ആകാറുണ്ട്.

24. ഞാൻ എന്താകണമോ എന്ന് തീരുമാനിക്കുന്നതിന് സ്കൂളിലെ പാഠഭാഗങ്ങൾ പ്രാധാന്യത്തോടെ മനസ്സിലാക്കണം എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

25. കഠിനമായി പരിശ്രമിക്കാ തിരിക്കുന്നത് എന്നിൽ കുറ്റബോധം ഉണ്ടാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

26. മോശംപ്രകടനം ഉണ്ടാകുമോ എന്ന ഭയം എന്നെ കൂടുതൽ പഠിക്കാൻ പ്രേരിപ്പിക്കുന്നു.

27. ഞാൻ ആഗ്രഹിച്ച രീതിയിൽ പാഠഭാഗങ്ങൾ ഉൾക്കൊള്ളാൻ എനിക്ക് ആകാറില്ലെന്ന് ഞാൻ ഭയപ്പെടുന്നു.

28. കൂടുതൽ പാഠ്യ പ്രവർത്തനങ്ങളിലൂടെ പാഠഭാഗങ്ങൾ മനസ്സിലാക്കുകയും സ്വന്തം നിഗമനങ്ങളിൽ എത്തുകയും ചെയ്യുമ്പോഴെ ഞാൻ സംതൃപ്തനാകാറുള്ളൂ.

29. എന്നെ സംതൃപ്തനാക്കാൻ ഉതകുന്ന ഉത്തരങ്ങൾക്ക് വേണ്ടിയുള്ള ചോദ്യങ്ങളും ആയിട്ടാണ് ഞാൻ ക്ലാസ്സിൽ എത്താറുള്ളത്.

30. എനിക്ക് ചെയ്യാൻ കഴിയില്ലെന്ന് എന്ന ധാരണ തിരുത്തലാണ് എന്റെ പ്രധാനലക്ഷ്യം.

31. പാഠ്യാനുബന്ധ പ്രവർത്തനങ്ങൾക്ക് ആവശ്യമായ മെറ്റീരിയലുകൾ കണ്ടെത്തുന്നതിനുള്ള പ്രയാസങ്ങൾ പരിഹരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.

32. ശരിയായി മനസ്സിലാകാത്ത ആശയങ്ങൾ ഏതാണെന്ന് കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

33. സ്കൂൾ വർക്കകൾ ചെയ്യുന്നതിലൂടെ എനിക്ക് എന്റെ അധ്യാപകരെ സന്തോഷിപ്പിക്കാൻ കഴിയും എന്ന് കരുതുന്നു.

34. എന്റെ പഠന നിലവാരത്തിൽ എന്റെ രക്ഷിതാക്കൾ അഭിമാനിക്കണം എന്ന് ഞാൻ വിചാരിക്കുന്നു.

35. എന്റെ പഠനനേട്ടങ്ങൾ എന്റെ കുടുംബത്തിന് കീർത്തി ഉണ്ടാക്കണം എന്ന് ഞാൻ കരുതുന്നു.

36. എന്റെ പഠന നേട്ടത്തിന്റെ എല്ലാ അവകാശവും എന്റെ കുടുംബത്തിനാണ്.

37. അധ്യാപകരുടെ ചോദ്യങ്ങൾക്ക് എനിക്ക് മാത്രം ഉത്തരം പറയാൻ കഴിയുന്നത് വലിയ നേട്ടമായി ഞാൻ കാണുന്നു.

38. ക്ലാസ്സിലെ മറ്റ് കുട്ടികളെക്കാൾ കൂടുതൽ മിടുക്കനായി തീരുന്നത് ഞാൻ ഇഷ്ടപ്പെടുന്നു.

39. മറ്റ കുട്ടികളേക്കാൾ കൂടുതൽ നേട്ടമുണ്ടാക്കുന്നത് വളരെ പ്രധാനമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

40. മറ്റ കുട്ടികളെക്കാൾ മെച്ചപ്പെട്ട ഗ്രേഡ് ഉണ്ടാക്കുകയാണ് എന്റെ ലക്ഷ്യം.

41. പ്രാധാന്യമുള്ള കാര്യങ്ങൾ മാത്രം ഓർമിച്ച് വിലയിരുത്തലുകളിൽ മുന്നിൽ എത്താം എന്ന് ഞാൻ കരുതുന്നു.

42. ഒഴിവുസമയം ലഭ്യമായാൽ എന്റെ സ്ക്കൂൾ വർക്കുകൾ നല്ലരീതിയിൽ ചെയ്യാം എന്ന് ഞാൻ കരുതുന്നു.

43. മറ്റ കുട്ടികളെക്കാൾ നല്ല രീതിയിൽ ക്ലാസ് പ്രകടനം ഉണ്ടാക്കണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

44. മറ്റ കുട്ടികളുമായി താരതമ്യം ചെയ്യുമ്പോൾ ഞാൻ മോശക്കാരനല്ല എന്ന് തെളിയിക്കുന്നത് എനിക്ക് വളരെ പ്രധാനമാണ്.

45. ഏറ്റവും പ്രയാസകരമായ സ്ക്കൂൾ വർക്കുകൾ ചെയ്യുന്നതുവഴി സ്ക്കൂളിലെ സ്റ്റാർ ആകുന്നത് ഞാൻ ആഗ്രഹിക്കുന്നു.

46. ക്ലാസിലെ ഏറ്റവും മോശക്കാരനായ കുട്ടിയായി കാണാതിരിക്കുന്നത് ഏറ്റവും പ്രാധാന്യമുള്ളതാണ് എന്ന് ഞാൻ വിചാരിക്കുന്നു.

47. പഠനസംബന്ധമായ വർക്കുകൾ ചെയ്യാൻ കഴിയാത്തവനാണ് ഞാനെന്ന് പറയിപ്പിക്കാതെ ഇരിക്കലാണ് എന്റെ ലക്ഷ്യം.

48. ക്ലാസിൽ ഏറ്റവും മോശം പ്രകടനം നടത്താതിരിക്കുക എന്നതാണ് എന്റെ ലക്ഷ്യം.

49. പരീക്ഷകൾ പാസാകാൻ ആവശ്യമായ പഠന സാമഗ്രികൾ കണ്ടെത്തുക എന്നത് പ്രാധാന്യമുള്ളതാണെന്ന് ഞാൻ വിചാരിക്കുന്നു.

50. എനിക്ക് അറിയാത്ത കാര്യങ്ങൾ ആണെങ്കിൽ അവ മന:പാഠമാക്കി പഠിച്ചെടുക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

51. ക്ലാസ്സിൽ മോശക്കാരൻ ആകുമെന്ന് ഭയം കൂടുതൽ പഠിച്ചെടുക്കാൻ എനിക്ക് പ്രേരണ നൽകാറുണ്ട്.

52. ക്ലാസിൽ മോശക്കാരൻ ആകാതിരിക്കുക എന്നത് മാത്രമാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്.

Student's Academic Goal Orientation Inventory
Response Sheet (Draft – Malayalam)

പേര്   :

സ്കൂളിന്റെ പേര്   :

ലിംഗം   :   ആൺ   ☐   പെൺ   ☐

സ്കൂൾ വിഭാഗം   :   സർക്കാർ   ☐   എയ്ഡഡ് ☐

                              അൺ എയ്ഡഡ്   ☐

വിഷയം   :   സയൻസ്   ☐   കോമേഴ്സ് ☐

                              ഹ്യൂമാനിറ്റീസ്   ☐

ക്ലാസ്   :   +1   ☐   +2   ☐

രക്ഷിതാക്കൾ   :   NRI   ☐   Non NRI   ☐

NRI ആണെങ്കിൽ   :   പിതാവ്   ☐   മാതാവ് ☐ രണ്ട് പേരും   ☐

* അനുയോജ്യമായ കോളത്തിൽ (✓) മാർക്കിടുക.

ക്രമ നമ്പർ	ശ്രദ്ധിക്കേണ്ടതില്ല	വിയോജിക്കുന്നു	നിഷ്പക്ഷത	യോജിക്കുന്നു	പൂർണ്ണമായി യോജിക്കുന്നു	ക്രമ നമ്പർ	ശ്രദ്ധിക്കേണ്ടതില്ല	വിയോജിക്കുന്നു	നിഷ്പക്ഷത	യോജിക്കുന്നു	പൂർണ്ണമായി യോജിക്കുന്നു
1						27					
2						28					
3						29					
4						30					
5						31					
6						32					
7						33					
8						34					
9						35					
10						36					
11						37					
12						38					
13						39					
14						40					
15						41					
16						42					
17						43					
18						44					
19						45					
20						46					
21						47					
22						48					
23						49					
24						50					
25						51					
26						52					

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY
NSS TRIANING COLLEGE OTTAPALAM
(Final - English)

Dr. Sunil Kumar A.S.	**Suresh Babu P**
Associate Professor	Research Scholar
NSS Training College, Ottapalam	NSS Training College Ottapalam

Dear Student,

As part of Ph.D. program, I am undertaking research on the topic "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" under the supervision of Dr. SUNIL KUMAR A.S, Associate Professor, NSS Training College, Ottapalam. Kindly cooperate and provide proper responses (Strongly Agree/ Agree/ Undecided/ Disagree/ Strongly Disagree) in the response sheet, according to the instructions given. Your responses will be kept confident. The scale intends to know your **Academic goal orientation** and it has no other purpose whatsoever.

Directions

- Write your Name, Gender, Name of school, Type of school management, Class, Subject of specialization and Residential status of parent with relation.

- Read each statement carefully and mark your response by placing"✓" mark in the relevant box.

- Please answer the statements sincerely.

Yours Faithfully

SURESH BABU P.

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY
(Final- English)

1. I believe it is the responsibility of a student to make strenuous efforts for learning

2. I believe I will feel guilty if I do not learn to understand the content

3. I want to learn something else from the classes

4. I have to work hard to understand new things

5. I get upset if I cannot learn what is being taught in class

6. I want to be a master of the lessons to be taught in class

7. New lessons making me more interested and spend more time to learn

8. I work hard at my studies because I have a keen interest in my course

9. I find the lesson more enjoyable when I study them in the depth

10. I am confident that I can master all the skills that need to be acquired from the school

11. My favourite part is the time I spend at school

12. I can do most difficult school works if I try

13. If there is any doubt in this study, I tried to look at the old notes and understand

14. I can control the learning process and determine my goals

15. I will ask myself questions to make sure I understand the lessons

16. I want to learn as much as possible from each class

17. I try to finish all the work in the school without leaving anything

18. I will be in the best mood all the times in school

19. Sometimes I am afraid that the lessons will not be learned in the way I want

20. I get upset when I do not understand the lessons enough

21. I believe I need to understand the lessons of school with importance in deciding what I want to do

22. I believe that not work working hard will make me feel guilty

23 . Fear of bad performance make me want to learn more

24. I am afraid I may not be able to cover all the lessons the way I want

25. My main aim is to correct my perception that I cannot do

26. I am able to solve the difficulties of finding the necessary materials for the course activities

27. I tried to figure out what ideas I do not understand it properly

28. I think I can make my teachers happy by doing my school work

29. I think my parents should be proud of my level of planning

30. I want my learning achievements to bring fame to my family

31. All the credit to form my learning achievements goes to my family

32. I like being smarter than the other students in the class

33. I believe it is very important to achieve more than other children in the class

34. My goal is to make a better grade than other students

35. I think I can do my school work well if I have free time

36. I want to have a better class performance than other students

37. It is very important for me to prove that I am not bad compared to other children in the class

38. I want to be the star of the school by doing the hardest school work

39. I think it is most important not to be seen as the worst student in the class

40. My goal is not to say that I am the one who cannot do school work

41. My goal is not to perform the worst in the class

42. I think it is important to find the learning materials needed to pass the examination

43. If there are things, I do not know I try to memorize them

44. Fear of being the worst in the class motivates me to learn more

APPENDIX – XXVI

Student's Academic Goal Orientation Inventory
Response Sheet (English – Final)

Name   :

Name of School   :

Gender   :   Male ☐   Female ☐

Type of Management   Govt. ☐   Aided ☐
                          Unaided ☐

Subject   :   Science ☐   Commerce ☐ Humanities ☐

Class   :   +1 ☐   +2 ☐

Parents   :   NRI ☐   Non NRI ☐

If NRI   :   Father ☐   Mother ☐   Both ☐

 * Put a (✓) mark on the appropriate response

Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree	Sl. No.	Strongly Disagree	Dis Agree	Un Decided	Agree	Strongly Agree
1						23					
2						24					
3						25					
4						26					
5						27					
6						28					
7						29					
8						30					
9						31					
10						32					
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17						39					
18						40					
19						41					
20						42					
21						43					
22						44					

APPENDIX – XXVII
STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY
NSS TRIANING COLLEGE OTTAPALAM

(Final - Malayalam)

Dr. Sunil Kumar A.S.   **Suresh Babu P**

Associate Professor   Research Scholar

NSS Training College, Ottapalam   NSS Training College Ottapalam

പ്രിയ വിദ്യാർത്ഥികളെ,

പി.എച്ച്.ഡി പ്രോഗ്രാമിന്റെ ഭാഗമായി "INFLUENCE OF SOCIO-ECONOMIC STATUS INDIVIDUAL LIFE SATISFACTION AND SELF EFFICACY ON ACADEMIC GOAL ORIENTATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF NRI AND NON NRI PARENTS" എന്ന വിഷയത്തിൽ ഡോ.സുനിൽകുമാർ എ.എസ് ന്റെ മേൽനോട്ടത്തിൽ ഞാൻ നടത്തുന്ന ഗവേഷണത്തിലേക്കായി നിങ്ങളുടെ കുടുംബത്തിന്റെ 'ലക്ഷ്യോൻമുഖ പാഠ്യപ്രവർത്തനങ്ങൾ' മനസ്സിലാക്കാൻ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ ആണ് ഇതിനോടൊപ്പം നൽകിയിരിക്കുന്നത്. നിർദ്ധേശങ്ങൾക്കനുസരിച്ച് വ്യക്തമായ ഉത്തരങ്ങൾ/അഭിപ്രായങ്ങൾ നൽകി സഹകരിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. വിവരങ്ങൾ ഗവേഷണത്തിന് മാത്രം ഉപയോഗിക്കുന്നതും രഹസ്യവുമായിരിക്കും.

നിർദ്ധേശങ്ങൾ.

- നിങ്ങളുടെ പേര്, ലിംഗം, സ്ക്കൂളിന്റെ പേര് , ഏത് തരം മാനേജ്മെന്റ്, ക്ലാസ് , വിഷയം, രക്ഷിതാവിന്റെ റസിഡൻഷ്യൽ സ്റ്റാറ്റസും നിങ്ങല്യമായുള്ള ബന്ധവും രേഖപെടുത്തുക.

- ചോദ്യങ്ങൾ/പ്രസ്താവനകൾ വായിച്ച് അനുയോജ്യമായ ഉത്തരങ്ങൾക്ക് നേരെ യുള്ള ബോക്സിൽ "✓" മാർക്കിടുക.

- ദയവായി കൃത്യവും സത്യസന്ധവുമായ പ്രതികരണങ്ങൾ നൽകാൻ ശ്രദ്ധിക്കുക.

വിശ്വസ്തതയോടെ

സുരേഷ് ബാബു പി.

STUDENT'S ACADEMIC GOAL ORIENTATION INVENTORY

(Final – Malayalam)

1. പഠനത്തിനായി കഠിന ശ്രമങ്ങൾ നടത്തുന്നത് ഒരു വിദ്യാർത്ഥിയുടെ ഉത്തരവാദിത്വമാണ് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

2. മനസ്സിലാക്കിയുള്ള പഠനം സാധ്യമായില്ലെങ്കിൽ എന്നിൽ കുറ്റബോധം ഉണ്ടാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

3. ക്ലാസ്സുകളിൽ നിന്നും പറ്റാവുന്നി ടത്തോളം മനസ്സിലാക്കണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

4. പുതിയ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ ഞാൻ കഠിനമായി പരിശ്രമിക്കാറുണ്ട്.

5. ക്ലാസ്സിൽ പഠിപ്പിക്കുന്നത് പഠിച്ചെടുക്കാൻ കഴിഞ്ഞില്ലെങ്കിൽ ഞാൻ അസ്വസ്ഥനാകാറുണ്ട്.

6. ക്ലാസിൽ പഠിപ്പിക്കേണ്ട പാഠഭാഗങ്ങളിൽ മാസ്റ്റർ ആകണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

7. പുതിയ പാഠഭാഗങ്ങൾ എന്നിൽ കൂടുതൽ താല്പര്യം ഉണ്ടാക്കുകയും അവ കൂടുതൽ മനസ്സിലാക്കുന്നതിന് അധിക സമയം ചെലവഴിക്കുകയും ചെയ്യാറുണ്ട്.

8. പാഠഭാഗങ്ങളിൽ എനിക്ക് അതീവ താല്പര്യം ഉള്ളതുകൊണ്ട് പഠനത്തിൽ കഠിനപരിശ്രമം നടത്താറുണ്ട്.

9. പാഠഭാഗങ്ങൾ ആഴത്തിൽ പഠിക്കുമ്പോൾ അവ കൂടുതൽ ആസ്വാദ്യകരമായി എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.

10. സ്കൂളിൽ ലഭ്യമാകേണ്ട എല്ലാ നൈപുണികളിലും മാസ്റ്റർ ആകാൻ കഴിയും എന്ന ആത്മവിശ്വാസം എനിക്കുണ്ട്.

11. സ്കൂളിൽ ചിലവഴിക്കുന്ന സമയം ആണ് ഞാൻ ഏറ്റവും ഇഷ്ടപ്പെടുന്നത്.

12. ഏറ്റവും പ്രയാസകരമായ സ്കൂൾ വർക്കുകൾ ശ്രമിച്ചാൽ ചെയ്തുതീർക്കാൻ കഴിയും എന്ന് എനിക്കറിയാം.

13. പഠനത്തിൽ എന്തെങ്കിലും സംശയം വന്നാൽ പഴയനോട്ടുകൾ നോക്കി അവ മനസ്സിലാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

14. പഠന പ്രക്രിയകളെ നിയന്ത്രിച്ച് എന്റെ ലക്ഷ്യങ്ങൾ തീരുമാനിക്കാൻ എനിക്ക് കഴിയും.

15. പാഠഭാഗങ്ങൾ മനസ്സിലായോ എന്നറിയാൻ ഞാൻ എന്നോട് തന്നെ ചോദ്യങ്ങൾ ചോദിച്ച് ഉറപ്പാക്കും.

16. ഓരോ ക്ലാസിൽ നിന്നും കഴിയുന്നത്ര പാഠഭാഗങ്ങൾ പഠിക്കണം എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

17. സ്കൂളിലെ എല്ലാ വർക്കുകളും വിട്ടുപോകാതെ പൂർത്തീകരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

18. സ്കൂളിൽ ഉള്ള സമയം മുഴുവൻ ഞാൻ ഏറ്റവും നല്ല മൂഡിൽ ആയിരിക്കും.

19. പാഠഭാഗങ്ങൾ ഞാൻ ആഗ്രഹിക്കുന്ന രീതിയിൽ പഠിച്ചെട്ടക്കാൻ ആകുന്നില്ലെന്ന് ചിലസമയങ്ങളിൽ ഭയപ്പെടാറുണ്ട്.

20. പാഠഭാഗങ്ങൾ വേണ്ടത്ര മനസ്സിലാക്കാൻ കഴിയാതിരുന്നാൽ ഞാൻ അസ്വസ്ഥൻ ആകാറുണ്ട്.

21. ഞാൻ എന്താകണമോ എന്ന് തീരുമാനിക്കുന്നതിന് സ്കൂളിലെ പാഠഭാഗങ്ങൾ പ്രാധാന്യത്തോടെ മനസ്സിലാക്കണം എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

22. കഠിനമായി പരിശ്രമിക്കാ തിരിക്കുന്നത് എന്നിൽ കുറ്റബോധം ഉണ്ടാകുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

23. മോശംപ്രകടനം ഉണ്ടാകുമോ എന്ന ഭയം എന്നെ കൂടുതൽ പഠിക്കാൻ പ്രേരിപ്പിക്കുന്നു.

24. ഞാൻ ആഗ്രഹിച്ച രീതിയിൽ പാഠഭാഗങ്ങൾ ഉൾക്കൊള്ളാൻ എനിക്ക് ആകാറില്ല ന്ന് ഞാൻ ഭയപ്പെടുന്നു.

25. എനിക്ക് ചെയ്യാൻ കഴിയില്ലെന്ന് എന്ന ധാരണ തിരുത്തലാണ് എന്റെ പ്രധാനലക്ഷ്യം.

26. പാഠ്യാനുബന്ധ പ്രവർത്തനങ്ങൾക്ക് ആവശ്യമായ മെറ്റീരിയലുകൾ കണ്ടെത്തുന്നതിനുള്ള പ്രയാസങ്ങൾ പരിഹരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.

27. ശരിയായി മനസ്സിലാകാത്ത ആശയങ്ങൾ ഏതാണെന്ന് കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

28. സ്കൂൾ വർക്കുകൾ ചെയ്യുന്നതിലൂടെ എനിക്ക് എന്റെ അധ്യാപകരെ സന്തോഷിപ്പിക്കാൻ കഴിയും എന്ന് കരുതുന്നു.

29. എന്റെ പഠനനേട്ടങ്ങൾ എന്റെ കുടുംബത്തിന് കീർത്തി ഉണ്ടാക്കണം എന്ന് ഞാൻ കരുതുന്നു.

30. എന്റെ പഠന നേട്ടത്തിന്റെ എല്ലാ അവകാശവും എന്റെ കുടുംബത്തിനാണ്.

31. ക്ലാസ്സിലെ മറ്റ കുട്ടികളെക്കാൾ കൂടുതൽ മിടുക്കനായി തീരുന്നത് ഞാൻ ഇഷ്ടപ്പെടുന്നു.

32. മറ്റ കുട്ടികളേക്കാൾ കൂടുതൽ നേട്ടമുണ്ടാക്കുന്നത് വളരെ പ്രധാനമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.

33. മറ്റ കുട്ടികളെക്കാൾ മെച്ചപ്പെട്ട ഗ്രേഡ് ഉണ്ടാക്കുകയാണ് എന്റെ ലക്ഷ്യം.

34. ഒഴിവ്സമയം ലഭ്യമായാൽ എന്റെ സ്കൂൾ വർക്കുകൾ നല്ലരീതിയിൽ ചെയ്യാം എന്ന് ഞാൻ കരുതുന്നു.

35. മറ്റ കുട്ടികളെക്കാൾ നല്ല രീതിയിൽ ക്ലാസ് പ്രകടനം ഉണ്ടാക്കണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.

36. മറ്റ കുട്ടികളുമായി താരതമ്യം ചെയ്യുമ്പോൾ ഞാൻ മോശക്കാരനല്ല എന്ന് തെളിയിക്കുന്നത് എനിക്ക് വളരെ പ്രധാനമാണ്.

37. ഏറ്റവും പ്രയാസകരമായ സ്കൂൾ വർക്കുകൾ ചെയ്യുന്നതുവഴി സ്കൂളിലെ സ്റ്റാർ ആകുന്നത് ഞാൻ ആഗ്രഹിക്കുന്നു.

38. ക്ലാസിലെ ഏറ്റവും മോശക്കാരനായ കുട്ടിയായി കാണാതിരിക്കുന്നത് ഏറ്റവും പ്രാധാന്യമുള്ളതാണ് എന്ന് ഞാൻ വിചാരിക്കുന്നു.

39. പഠനസംബന്ധമായ വർക്കുകൾ ചെയ്യാൻ കഴിയാത്തവനാണ് ഞാനെന്ന് പറയിപ്പിക്കാതെ ഇരിക്കലാണ് എന്റെ ലക്ഷ്യം.

40. ക്ലാസിൽ ഏറ്റവും മോശം പ്രകടനം നടത്താതിരിക്കുക എന്നതാണ് എന്റെ ലക്ഷ്യം.

41. പരീക്ഷകൾ പാസാകാൻ ആവശ്യമായ പഠന സാമഗ്രികൾ കണ്ടെത്തുക എന്നത് പ്രാധാന്യമുള്ളതാണെന്ന് ഞാൻ വിചാരിക്കുന്നു.

42. എനിക്ക് അറിയാത്ത കാര്യങ്ങൾ ആണെങ്കിൽ അവ മന:പാഠമാക്കി പഠിച്ചെടുക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

43. ക്ലാസ്സിൽ മോശക്കാരൻ ആകുമെന്ന് ഭയം കൂടുതൽ പഠിച്ചെടുക്കാൻ എനിക്ക് പ്രേരണ നൽകാറുണ്ട്.

44. ക്ലാസിൽ മോശക്കാരൻ ആകാതിരിക്കുക എന്നത് മാത്രമാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്.

APPENDIX – XXVIII

Student's Academic Goal Orientation Inventory

Response Sheet (Final– Malayalam)

പേര്   :

സ്കൂളിന്റെ പേര്   :

ലിംഗം   :   ആൺ ☐   പെൺ ☐

സ്കൂൾ വിഭാഗം   :   സർക്കാർ ☐   എയ്ഡഡ് ☐

                              അൺ എയ്ഡഡ് ☐

വിഷയം   :   സയൻസ് ☐   കോമേഴ്സ് ☐

                              ഹ്യൂമാനിറ്റീസ് ☐

ക്ലാസ്   :   +1 ☐   +2 ☐

രക്ഷിതാക്കൾ   :   NRI ☐   Non NRI ☐

NRI ആണെങ്കിൽ   :   പിതാവ് ☐   മാതാവ് ☐ രണ്ട് പേരും ☐

* അനുയോജ്യമായ കോളത്തിൽ (✔) മാർക്കിടുക.

ക്രമ നമ്പർ	ശക്തമായി വിയോജിക്കുന്നു	വിയോജിക്കുന്നു	എന്തെന്നില്ലായ്മ	യോജിക്കുന്നു	ശക്തമായി യോജിക്കുന്നു	ക്രമ നമ്പർ	ശക്തമായി വിയോജിക്കുന്നു	വിയോജിക്കുന്നു	അഭിപ്രായമില്ല	യോജിക്കുന്നു	ശക്തമായി യോജിക്കുന്നു
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21						43					
22						44					