

**SOCIAL COGNITION AND ACADEMIC SELF EFFICACY
IN RELATION TO SOCIO CULTURAL ENVIRONMENT
AMONG TRIBAL STUDENTS AT
SECONDARY LEVEL**

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Thesis submitted to the
UNIVERSITY OF CALICUT
for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

Under the guidance of
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**N.S.S. TRAINING COLLEGE OTTAPALAM
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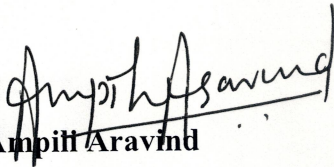
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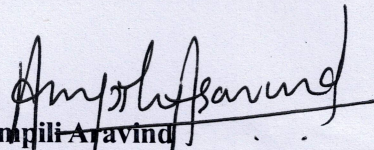
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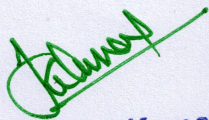
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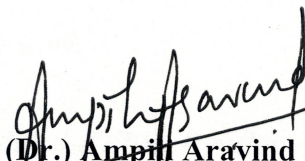
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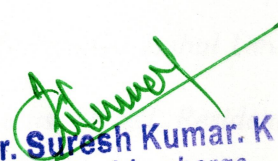
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Chapter – I

INTRODUCTION

-
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 - *Need and Significance*
 - *Statement of the Problem*
 - *Definition of Key Terms*
 - *Variables of the Study*
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India is a country with multiple culture and tradition. A wide mixture of religion, language and races constitutes Indias cultural diversity. There are many historically disadvantaged people in the Indian culture who are the bottom group of the society. The scheduled tribes are one among them. These people have been envisaged as scheduled tribes under article 342 of Indian constitution. “Article 366(25) of Indian constitution refers to scheduled tribes as those communities who are scheduled in accordance with article 342 of the constitution. According to article 342 of Indian constitution, the scheduled tribes are the tribes or the tribal communities or part of or group with these tribes and tribal communities which has been declared as such by the president through public notification” (Gautham,2013).

Educational policies have been prepared intentionally for reducing the disparity between tribal and non tribal students. These policies have focused on educational upliftment of students belonging to the scheduled tribes. In addition, the National Education Policy 1986, made several important recommendations to support the education of scheduled tribe students. They are as follows

- Opening of primary schools in tribal areas.
- Designing of curriculum and instructional materials in native tribal languages at initial stages along with the provisions to introduce regional languages in the later stages.
- Encouraging tribal youths to become teachers in tribal areas.
- Establishment of Ashram schools/residential schools in tribal areas.

- Providing incentive schemes for scheduled tribes for their special requirements and life (Gautham,2013).

Scheduled tribes are considered as most disadvantaged category in Kerala. A large disparity has been found between general and tribal categories while examining the scheduled tribes' economic and educational position. Tribal students frequently face challenges that can hinder their academic success:

- **Cultural Dissonance:** Many educational organizations are working on the basis of western principles and values. Cultural norms and values of tribes are different. This imbalance can lead to the notion of alienation from their academics.
- **Socio-Economic Barriers:** Tribal students have limited access to high quality educational facilities and extracurricular opportunities that can lead to academic success.
- **Limited Representation:** Focus on tribal histories and perspectives by educationists and curriculum developers can further alienate tribal students from their educational experiences (Sinha & Sharma, 2024).

Attitude and health which are included in the personal factors, interpersonal factors such as social alienation and non-acceptance by peers, family factors such as parental attitudes, institutional factors such as environment of school and educational practices and environmental factors are the reason for underdevelopment in tribal education (Shelly,2017).

Socio cultural factors are leading forces within societies and culture that effects the notions, aptitude, behavior and feelings of identical members of those societies and cultures. Examples are language, family, society, law, religion, value, aptitudes, social unions, family, and person's role.

Socio cultural theory is a rising theory in psychology which focuses on the important contributions that society makes to individual advancement. It stresses the inter play between developing people and the culture in which they live (Njuguna, 2021).

Sociocultural theory comes from the ideas of Lev Vygotsky. He proposes that people acquire significant thinking skills through interactions with parents, caregivers, friends, and the culture around them. According to Vygotsky (1978), learning is a key part of development and helps people acquire the mental abilities that are pivotal to humans. While many animals live in social gatherings, only humans teach each other in multiple ways and come up with diverse solutions to common life issues (Cherry, 2024). The theory also says that a person's activities are related to the culture they belong to. Humans believe in their own capacity to make things happen. If humans don't believe they can succeed, they often won't try to act up on it (Gajdzik, 2005).

A science that focusses on how people process, store and apply information about other people and their social situations is called social psychology. Social cognition is a part of social psychology. It focuses on the role that intellectual and cognitive processes play in social interactions.

Social cognition involves:

- The processes happening when human beings perceive their fellow beings.
- The study of cognitive processes that are involved in perceiving, remembering, thinking and attending to the people in the social surroundings.
- The reasons why a person indulges in social interactions, how the acquired information is stored in memory, and how it is used to interact with other people (Cherry,2025).

“According to social cognitive theory people are neither objects nor agents, but rather, at a given moment, they act as both agents and objects simultaneously”. Bandura’s (1977) triadic reciprocal causation model of self and society described the constant interaction between three factors. These factors are the personal factors including attitudes and values, the behavior factors like actions and choices and the environment factors like actions of others and the social contexts. Depending up on a particular situation, the influence of any one of these factors on the other factors will vary . Central to socio cognitive theory is the notion of human agency, which explains that human beings have the capacity to control what they do in their life.

The concept of self efficacy was originally proposed by Bandura in his social cognitive theory. “Self efficacy may be defined as an individual’s belief in his or her ability to succeed in a specific situation or accomplishing a specific task” (Yokoyama,2019). The concept of general self efficacy was first introduced since the publication of Bandura’s (1977) “Self Efficacy Toward a Unifying Theory of

Behavioral Change”. The researchers have been trying to explain the idea of general self efficacy belief formation and its effect on intellectual or cognitive processes.

Self efficacy beliefs influence a person’s selection processes in life. It explains that highly self efficacious individuals believe that they can exercise more control over their environments and types of activities they are involved. How a person makes career choices are an example of how general efficacy beliefs influences selection process (Gajdzik,2005).

Socio cultural environment, social cognition and self efficacy are interconnected. The socio cultural environment of tribal students are entirely different from the main stream. Therefore, this study focuses on social cognition, academic self efficacy and socio cultural environment of tribal students.

Need and Significance of the Study

Tribal community face social and cultural barriers. These barriers are shaped by socio-economic disadvantages, cultural marginalization, and geographic isolation. All these factors influence tribal students access to quality education. It promotes low retention, poor academic achievement, and limited opportunities for their improvement (Sinha & Sharma, 2024). A study entitled “Problems and challenges of tribal students of Kerala” found that the tribal adolescent is feeling inferiority complex. Tribal students withdraw from social gatherings and mainstreams. Therefore, tribal adolescents need sustained support from society, educational institutions and family for developing capacities in molding their future life. This will happen by engaging them in extracurricular activities, additional skill

development programs, life skill training, group and personal counseling, vocational training and value education (SCERT, 2016).

Self-efficacy plays an important role in educational scenarios because it influences the behavior of a person. Self efficacy beliefs support or hinder a student's ability to perform academic accomplishments well. When students believe in their potentials, they are more likely to take part in learning and persevere through challenges. Higher self efficacy leads to achieve better results (Nasa & Sharma, 2014). Social awareness, experiences, and temperament in infants are closely related to the acquisition of social cognition. It plays a key role in academic skills. Strong social cognition supports better communication, collaboration, and problem-solving abilities in school settings (Brink, Lane & Wellman, 2015).

“Academic Achievement in Relation to Self Efficacy and Gender Among Tribal High School Students” is a study showing that students with high self-efficacy, particularly female students, have superior academic performance compared to their male students. Additionally, there is a good interaction between self-efficacy and gender concerning the academic achievements of tribal students (Sreenivasulu, 2015).

Social cognition is an essential feature of human behavior. It allows a person to manipulate the social world. It is shaped by the socio cultural environment and in turn influences academic self efficacy and achievement. Nurturing strong social cognition from an early age through positive family relationships and interactions is important for children's social and academic development. Since social cognition is the understanding of the society and self efficacy is intended to measure the desire to

achieve academic goals, one can analyze the reasons behind types of human behaviors which contributes to cognitive and academic development.

Through the integrated efforts of school teachers, parents and organizations a good atmosphere could be created for the tribal student's social and cultural upliftment.

Educational implications of theories of Vygotsky and Bandura have proven that socio cultural environment, social cognition and academic self efficacy are interconnected. And if they are considered for a study, it can provide suggestions and recommendations to policy makers, administrators and teacher to improve the condition of tribal students by changing their socio cultural environment in a positive manner.

In this study, the researcher finds the social cognition, academic self efficacy and the socio cultural environment among tribal students at secondary level.

Statement of the Problem

The academic success and personal growth of students are influenced by many factors, including their socio cultural environment. For tribal students, these influences can be even stronger because they have to balance their traditional cultural values with the expectations of formal education. Understanding what affects their academic success is important in creating an environment that helps them grow and succeed (Kumar, 2012).

Social cognition can be defined as the processes involved in the thinking and understanding of people about social situations. It helps students interact with others

and adapt to school. Academic self-efficacy is the belief that students have in their own ability to do well in school, and this belief strongly affects their academic performance (Schunk, 1989). Both of these factors are connected to the socio cultural environment, which shapes how students see themselves and the world around them.

For tribal students, their socio cultural environment includes things like community traditions, language, values, and access to education. These factors can either help or make it harder for them to stay encouraged, believe in their capacities, and fit in at school (Mehra & Gupta, 2020). However, how social cognition and academic self-efficacy work together in the context of tribal students' socio-cultural environment is not well understood (Mishra & Soni, 2015).

The present study is undertaken with the objective of finding the social cognition and academic self efficacy of tribal students in relation to their socio cultural environment. Thus, the study is entitled as “Social cognition and Academic Self Efficacy in relation to Socio Cultural Environment among Tribal Students at Secondary Level”

Definition of key terms

Social Cognition

“Social cognition refers to the way humans think and reason about themselves, about other people about relations between people and about the various groups to which themselves and other people belong. When human beings deal directly with each other, they try to discover others intentions, attitudes, beliefs,

abilities, preferences, personality characteristics including distinct behavior and positive way of behavior” (Joseph,2002). Social cognition is the ability to predict human behavior and act wisely in social interactions (Jacob, 2025).

In this study social cognition is operationally defined as the process in which tribal students process information about themselves, others and the social world in their own cognitive structure. It is the score obtained in the social cognition scale incorporating the following dimensions:

- Intellectual level
- Emotional level
- Environmental level
- Ethical level
- Behavioral level

Academic Self Efficacy

Self efficacy may be defined as human beings’ belief in their ability to succeed in a specific situation or accomplish a specific task (Bandura,1977). Academic self efficacy describes a person’s confidence in their abilities to organize, execute and regulate performance to attain designated types of performances. “Academic self efficacy refers to an individual's belief (conviction) that they can successfully achieve a designated level on an academic task or attain a specific academic goal” (Pajares, 2002). Academic self efficacy refers to students’ perceptions of their competence to do their classwork (Kaur, 2022).

In this study academic self efficacy is operationally defined as the tribal student's beliefs about their ability to attain educational goals at a designated level in the academic subject area. It is the score obtained in the academic self efficacy scale incorporating the following dimensions:

- Competence in academic activities.
- Academic commitment
- Confidence in academic activities
- Self regulation
- Academic motivation

Socio Cultural Environment

“Socio cultural environment in broad terms consists of both social system and culture of people. Socio cultural environment consists of all elements, conditions and influences which shape the personality of an individual and potentially affect his attitude, disposition, behavior, decision and activities. Such elements include beliefs, values, attitudes, habits, forms of behavior and lifestyle of persons as developed from cultural religious and social conditioning.” (Robaro & Mamuzo,2012). Socio cultural environment encompasses the immediate physical surroundings, social relationships, and cultural milieus within which defined groups of people functions and interact (Thirumurugan, 2017).

Socio cultural environment is operationally defined as the elements which consists both social system and culture such as peer environment, home environment

and school environment of an individual. Peer environment means the way in which an individual is influenced both socially and culturally by the interaction with peers. Home environment means the influence of parents and home in an individual's cognitive development, attitudes and behavior. School environment here means the involvement of school atmosphere in an individual's socio cultural development.

In this study socio cultural environment is the score obtained in the socio cultural environment inventory incorporating the following dimensions;

- School environment
- Home environment
- Peer environment

Tribal Students

“The Indian constitution in its article 342(1) recognized scheduled tribes as disadvantaged groups and worthy of remedial measures, protection and special attention if interests” (Sibi, 2024). “Tribes can be defined as a community which has a name, endogamous in nature, lives in common territory, has a common traditional culture with an un written language is structurally and culturally distinctive, relatively, homogenous, largely self-governing, with no specialization of, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together”(Mugherjee,2009). In this study tribal students are operationally defined as students who belongs to the scheduled tribes from Palakkad, Malappuram, Thrissur, Kannur and Wayanad districts of Kerala.

Secondary Level

The NEP 2020 envisages that the secondary stage of school curriculum will cover grades 9 to 12 in two phases for students aged 14 to 18 years (MHRD, 2020).” Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social political and economic spheres” (Jacob & Lehner, 2011).

In this study secondary level is operationally defined as tribal students at secondary level belonging to classes eight and nine from Palakkad, Malappuram, Thrissur, Kannur and Wayanad districts of Kerala.

Variables

The study includes criterion variables and classificatory variables.

Criterion variables: Social cognition, academic self efficacy and socio cultural environment are taken as the criterion variables.

Classificatory variables: Gender and district are taken as the classificatory variables.

Objectives of the Study

1. To find out the levels of social cognition of tribal students at secondary level.
2. To find out the levels of academic self efficacy of tribal students at secondary level.

3. To find out the categories of socio cultural environment of tribal students at secondary level.
4. To compare the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
5. To compare the academic self efficacy of tribal students at secondary level based on the levels of social cognition.
6. To compare the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
7. To compare the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
8. To compare academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.

9. To find out the association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
10. To find out the association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
11. To find out the association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
12. To find out the association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
13. To find out the relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
14. To find out the relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Hypotheses of the Study

1. There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
2. There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition.

3. There is a significant difference in the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
4. There is a significant difference in the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
5. There is a significant difference in the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
6. There is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
7. There is a significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
8. There is a significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.

9. There is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
10. There is a significant relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
11. There is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Methodology of the Study

Descriptions about the method, sample, tools and techniques used in this research is given below.

Sampling Technique Adopted for the Study

The investigator has studied social cognition and academic self efficacy in relation to the socio cultural environment of tribal students at secondary level. A survey method was used by the investigator for this study. The sample was selected using stratified random sampling technique. In the selection of sample, due representation was given in the case of gender and district.

Sample Size of the Study

The sample consists of 400 tribal students at secondary level in Kerala from Palakkad, Malappuram, Thrissur, Wayanad and Kannur districts. The selection was made on the assumption that the sample represents the population.

Tools Used for the Study

The investigator used three tools for measuring the variables. They are

- Socio cultural environment inventory (Umaina and Aravind, 2023).
- Social cognition scale (Remya and Aravind, 2018) was adapted and restandardized by the investigator.
- Academic self efficacy scale (Aparna and Aravind, 2017) was adapted and restandardized by the investigator.

Statistical Techniques used for Analyzing the Data

The statistical techniques used in the study are the following;

- Descriptive statistics (Mean, median, mode, standard deviation, Kurtosis, Skewness).
- Independent sample t-test was used for item analysis and also to compare two variables.
- Analysis of Variance (ANOVA) was used to study more than two data sets.
- Pearson's Product Moment Correlation was used to find out the relationship between two variables.
- Chi square test of association was used to find out the association between variables.

Data Collection Procedure

For the selection of sample, stratified random sampling technique was adopted. In the selection of sample, due representation was given in the case of gender and district. Prior permission was taken from scheduled tribe department, Trivandrum. Permission was taken from concerned TDO's and ITDP offices. Prior permission from principals of schools were also taken. Data was collected from 400 tribal students at secondary level from Palakkad, Thrissur, Malappuram, Wayanad and Kannur districts during the time period November 2024 to January 2025. The assurance was given that the information given by them will be used only for research purpose.

Scope of the Study

Tribal people are living isolated socially, culturally and educationally. They differ from the main stream population. Socio cultural studies play a major role in understanding tribal people. The investigator has tried to study the relationship between socio cultural environment, social cognition and academic self efficacy of tribal students at secondary level. This study will help to understand their ability to tackle obstacles in front to achieve a high-quality educational goal. Researches in this area would help to understand how social cognition affects tribal students' ability to adapt to school environments that are different from their home cultures. It would also look at how social cognition influences tribal students' overall ability to fit in socially. The results of the study may lead to find the difficulties that tribal students experience when trying to adjust to school settings that do not match their cultural backgrounds. Additionally, it helps to examine how school programs and

support systems can help create a more welcoming and supportive environment for these students.

Significance and practical importance of the study may be made use by organizations for the development of tribal students by making sufficient changes in the curriculum. It may help them for their emotional and social well-being. New pedagogical practices for enriching academic self efficacy could be adopted. The study may be made use by individuals, organizations and government agencies concerned for the betterment of situations. This will be useful to psychologists, counselors, government organizations in order to meet various needs and solve the problems of tribal students.

Limitations and Delimitations of the Study

Although the investigator has made every effort to ensure that the study is as scientific as possible by ensuring a representative sample, validating the tools, and using appropriate statistical methods for data analysis there are still some challenges and limitations that were beyond the researcher's control.

Limitations of the Study

- Since the number of schools are not equally distributed in each district, the investigator faced difficulty to get equal number of data in all districts.
- Distribution of the subsample, gender was also not equal in all districts due to unavailability of sample.

- Since there were many co curricular activities like camp and arts festival for the students during the scheduled time for data collection, the investigator was not able to collect data from all students as desired.

Delimitations of the Study

- The sample is delimited to tribal students of eighth and ninth standard only.
- The sample size is delimited to 400 tribal students only.
- The sample is delimited to Malappuram, Palakkad, Thrissur and Wayanad and Kannur districts only.
- The investigator collected data only from the model residential schools in Kerala.

Conclusion

Each child including tribal child has the right to free and compulsory education. Tribal children are living isolated. Socially, emotionally and educationally they differ from main stream population. Due to the interactions a child makes with the society all his behavior and cognitive aspects may differ. They may have different socio cognition levels. Their conception about the happenings in their environment may be different. Their level of academic self efficacy may be different.

Educational systems should make all efforts to develop student capacities to create academic self efficacy and social cognition by improving the socio cultural status of tribal students at secondary level. There is a need to have educational

policy exclusively to enhance the tribal people's living conditions and socio cultural environment. For the development of tribal students in various levels more orientation programs should be provided. Even though programs are there for their development, their strength to achieve victory in education and their ability to compete with the environment outside their culture is to be evaluated. They need to be mainstreamed and should be taught to dream success by competing with the well-equipped and developed world.

Organization of the Report

Chapter I

This chapter contains Need and Significance of the Study, Statement of the problem, Definition of key terms, Variables, Objectives, Hypotheses, Methodology, Scope of the study, Delimitations of the study, and Organization of the report.

Chapter II

This chapter is classified in to two major sections, theoretical frame work and review of related studies, Theoretical framework gives a theoretical description of the variables. Review of related literature contains a survey of the research works conducted in the concerned field of the study.

In the context of the research on social cognition, academic self efficacy and socio cultural environment among tribal school students, the theoretical overview focuses on the theories related to these three variables and the review of related literatures on social cognition, academic self efficacy and socio cultural environment.

Chapter III

This chapter presents the description of methodology of the study. Variables, Tools, Sample, Data Collection Procedure and Statistical Techniques used in the study are included.

Chapter IV

This chapter presents the details of the Analysis and Interpretation. It is followed by the discussion of major results.

Chapter V

This chapter provides a summary of the study along with Major Findings, Study in Retrospect in terms of objectives and Tenability of Hypotheses.

Chapter VI

This chapter provides the Suggestions, Recommendations and the Educational Implications of the study.

Chapter – II

REVIEW OF RELATED LITERATURE

-
- *Theoretical overview*
 - *Review of related literature*
-

To examine the relationship between academic self efficacy, social cognition and socio cultural environment among tribal students at secondary level, it is important to review the existing literature in this field. The review has helped the investigator to establish the theoretical foundation for the study, understand the methodologies used by other researchers for similar studies, identify gaps in existing literature and develop a clear idea for conducting the current research.

Theoretical Overview

In the context of the research on social cognition, academic self efficacy and socio cultural environment among tribal students at secondary level, the theoretical overview focuses on the basic theories established about these three variables.

Conceptual Framework: It outlines key theories that are relevant to the study. For example:

Self Efficacy Theory

The Self-Efficacy Theory was developed by Albert Bandura (1977). This theory is about how an individual's faith in their capability leads to succeed at specific tasks. Self efficacy belief influences how people reflect towards challenges and goals. It is the endurance of a person through difficulties. Major sources of self-efficacy are success stories in the past, observing others, encouragement, and emotional states. High self-efficacy can be achieved through greater effort, resilience, and high quality performance. The self efficacy theory is widely applied in fields like education, health, and workplaces to inculcate motivation and achievement.

Social Cognitive Theory

Albert Bandura (1977) emphasizes the role of observational learning, imitation, and modeling in the acquisition of new behaviors in his social cognitive theory. The theory explains that people acquire knowledge not just through their own direct experience but also by watching others and thinking up on the outcomes of their actions. The theory incorporates intellectual processes. They are self-efficacy and outcome expectations, in understanding how individuals adapt and influence their behavior. By combining personal, behavioral, and environmental factors, social cognitive theory provides a comprehensive framework for understanding how people learn and change.

Achievement Goal Theory

Achievement goal theory was postulated by Dweck & Leggett (1986). This theory explains how different types of goals impact motivation and performance. It differentiates between mastery goals and performance goals. Mastery goals are connected to higher self-efficacy. Because they encourage people to focus on their own success. These are the type of goals which encourage self-referential feedback and persistence. Performance goals can undermine self-efficacy because instead of focusing on self improvement, they focus on external validation and fear of failure. This connection highlights how goal orientation influences individuals' beliefs in their abilities. This focuses on an individual's approach to overcome challenges (Murphy, 2024).

Attribution Theory

Attribution Theory was founded by psychologist Fritz Heider (1958) as mentioned by Murphy ,2024. This theory tries to find reasons for individuals' explanation and reasonings for their successes and failures in a life time. Heider's work was further developed by Kelley & Weiner (1986). They expanded the theory on the basis of how people attribute outcomes to internal versus external factors and stable versus unstable causes. This theory connects with social cognition. It emphasizes on how these explanations affect a person's beliefs, emotions, and subsequent behaviors. It also explains the mental processes involved in individuals understanding and sensing of their social world (Cherry,2025).

Social Identity Theory (SIT)

It is a theory developed by Henri Tajfel and John Turner (1979) as mentioned by Guy-Evans,2023. The theory explains that a part of an individual's behavior and identity comes from their membership in social groups. It emphasizes the impact of group membership on self-concept and intergroup behavior. The phenomena of in-group favoritism and out-group discrimination are explained using the concept of self identity theory developed by Tajfel and Turner. This theory is relevant to social cognition because it explains how group identities shape individuals' perceptions, attitudes, and interactions with others. Social identity theory focuses on the cognitive processes involved in group dynamics. It also provides insight into how social categorization influences behavior and self-concept.

Sociocultural Theory

Socio cultural theory was developed by Lev Vygotsky (1978). The theory says that social interactions and cultural scenarios play an important role in cognitive development of an individual. Social development happens when an individual interacts with more knowledgeable others, such as teachers and peers. The concept of the Zone of Proximal Development (ZPD) explained in sociocultural theory describes the type of tasks a learner can perform with the help rendered from others. Vygotsky also highlighted the importance of cultural tools, such as language and symbols, in shaping behaviors through social interactions.

Ecological Systems Theory

Ecological Theory was developed by Urie Bronfenbrenner (1979). This theory finds that human development is shaped by many areas of environmental systems around them and it does not happen by a single element. The theory identifies five key systems: the microsystem (family and school), the mesosystem (how parents talk affects a child's behavior), the exosystem (workplace of parents), the macrosystem (cultural and societal influences like traditional norm), and the chronosystem (change of living place or social situations over time). The theory highlights the importance of considering both immediate and broader environmental scenarios while studying human development.

In summary, the review chapter provides a historical and conceptual foundation for the research. By exploring relevant theories and their evolution, this section helps to situate the study within the broader academic context, clarifies the

theoretical basis for the research, and outlines how these theories will inform and guide the investigation into social cognition and academic self efficacy in relation to socio cultural environment among tribal students at secondary level.

This chapter is divided into two sections: A theoretical overview and review of related research.

The review of literature is classified and presented under the following heads;

- Theoretical overview of Academic Self efficacy.
- Theoretical overview of Social Cognition.
- Theoretical overview of Socio Cultural Environment.
- Studies related to Academic Self efficacy.
- Studies related to Social Cognition.
- Studies related to Socio Cultural Environment.

Theoretical Overview of Academic Self efficacy

The concept of self efficacy was proposed by Bandura (1977) in his social cognitive theory. Bandura explains self efficacy as individual's belief in their ability to attain success. Self efficacious persons believe that they can succeed in a specific situation or accomplish a specific task given (Okoyama,2019).

Academic self efficacy describes a person's confidence in their abilities to organize, execute and regulate performance. Academic self-efficacy can be defined as an individual's self belief (conviction) that they can successfully achieve a determined level on an academic task. It is the ability to attain a specific academic goal within the time constraints (Schunk & Pajares, 2002).

In his book *Self-Efficacy: The Exercise of Control*, Albert Bandura defines academic self-efficacy as the belief in one's own ability to accomplish certain specific tasks. This self belief leads to academic success also. Students who possess high academic self-efficacy are believed to effectively employ successful learning strategies. Highly self efficacious person has the ability to properly manage available time. Their traits include self motivation and self-regulation (Garcia, 2001). A student's confidence in their ability to master academic subjects is directly connected to their academic self-efficacy. Academic confidence is associated with academic performance among students with high self-efficacy (Chemers, et al, 2001).

The concept of academic self-efficacy indicates "human beings' confidence in their abilities to organize, execute and regulate performance to attain designated types of performances". Educational assignments and activities work on the basis of beliefs of a person. It shapes emotions, motivations, and behaviors throughout task accomplishment phase. Self-efficacy is based on four principles: knowledge, vicarious experiences, active mastery, and physical and emotional states (Sharma, 2014).

Bandura's self-efficacy theory suggests that person's beliefs in their own abilities significantly influence their ability to complete tasks and achieve academic goals. The main highlight of this theory is the idea that individuals' self-perceptions impact their success in academic settings. Academic self-efficacy concentrates on the confidence of persons in their own skills and capabilities to perform tasks effectively. For instance, if students are confident in their skills and abilities, they are more likely to excel in completing a given task (Malik, et al, 2024).

A theoretical overview of academic self efficacy typically draws from several theoretical perspectives, they are: Self efficacy theory, social cognitive theory, achievement goal theory and attribution theory.

Self Efficacy Theory

Albert Bandura's self-efficacy theory is an important part of his overall social cognitive theory. Self-efficacy is about how an individual thinks about their capacity to succeed in certain conditions or the ability to complete a task. This notion affects the way how individuals think, feel, and act, which affects their motivation, perseverance, and performance.

Key Concepts of Self Efficacy Theory

Sources of Self Efficacy: Bandura identified four major factors from which self-efficacy beliefs are formed. They are as follows:

Mastery Experiences: Successes inculcates a strong feeling of self confidence, but failures can weaken this confidence particularly if they occur in the early stages of education and learning.

Vicarious Experiences: when we see and observe other people succeed or fail, it can have an impact on our own self-esteem. Because it can boost self efficacy by feeling that we can also succeed.

Social Persuasion: what other persons tell about a person can influence their self efficacy. It may be an encouragement or discouragement which affects self efficacy.

Emotional and Physiological States: The way people understand their physiological and emotional reactions influences their self-efficacy. For example, nervousness may be viewed as a symptom of dis belief and insufficiency. On the contrary exhilaration may be interpreted as a sign of preparation (Bandura, 1977).

Social Cognitive Theory (SCT)

Social cognitive theory involves more than just social learning and behavioral approaches to human activity. SCT encompasses motivational and self-regulatory systems. It shows that people are not just learning and they change behavior through reinforcement also. SCL defines learning as the accumulation of knowledge through cognitive processes. In SCT, the "social" element acknowledges the environmental roots of human cognition and behavior. SCT explains its "cognitive" part as the impact of cognitive processes on human motivation and behavior. SCT describes the nature of human interactions with the environment using five fundamental human capabilities: (1) Symbolization, (2) foresight, (3) vicarious learning, (4) self-regulation, and (5) self-reflection.

Symbolization

According to SCT, human beings possess exceptional symbolizing abilities. These abilities enable them to effectively adapt to their surroundings they live. Symbols, like as a flag, help people interpret visual stimuli and build internal cognitive models, which influence future actions (e.g., patriotic behaviors). Symbolizing allows individuals to sense past events. It helps to assign meaning, form, and duration to prior events.

Foresight

Bandura suggests that individuals guide and regulate their behavior through thinking. They provide acquired knowledge and reacts to their surroundings. People have the ability to plan courses of action for the near future. They can predict the consequences of their future activities and create personal objectives. In other words, their present thoughts and actions lead to future outcomes.

Vicarious Learning

According to SCT, learning happens as a result of the observation of other individuals and the outcomes of their actions. The acquisition of knowledge by observing success stories of others is essential for both learning and human function (Stajkovic,2022).

Self-Regulation

SCT, like other self-regulation and motivation theories, emphasizes the importance of human self-regulation. It postulates that individuals act according to their goals and ambitions. It is not based on standards and needs of other individuals of the society.

Self-Reflection

Self-reflective capacity in SCT is described as human self-reflective consciousness.

Self reflections allow individuals to analyze their own thoughts, experiences and mental processes. According to SCT, self-reflection provides crucial knowledge for human agency. It also provides knowledge for assessing one's ability to successfully interact with environmental circumstances. These types of insights about the self are referred to as self-efficacy beliefs (Stajkovic,2022).

Achievement Goal Theory

Two major constructs in achievement motivation are (1) self-efficacy and (2) achievement goals. Self efficacy can be referred to an individual's perceived competence to succeed at or accomplish a specific task. Achievement goals are determined by how competence is defined (Bandura, 1977).

Achievement goal theory is based on the differences in how people judge their own ability and define successful accomplishments. Individuals see their own ability in proportion to their previous performance or in comparison to others. These perceptions about ability shape two type of achievement goals (task vs. ego engagement), which influence how people define success in achievement situations (Harwood,2020). According to accomplishment goal theory, achievement goals are those in which an individual's primary goal is competence. For this reason, targets are the cognitive representation focusing the future happenings. This goal guides behavior to a competence related outcome. Here the individual is committed to decide either to acquire or avoid the achievement. Achievement goal theory attempts to define and comprehend the objectives that students set for themselves when

engaging in academic activities. It explains the reasons as well as the motivations for students to do so. For example, when students face an academic activity, they choose one of two types of accomplishment objectives: mastery goals (acquiring the subject at hand) or performance goals (performing well in comparison to their peers).

In recent years, achievement goal theorists have further divided mastery goals and performance goals into four types: mastery-approach (learn and understand the task thoroughly), mastery-avoidance (trying to avoid losing skills they have acquired earlier or to master it), performance-approach (doing better than one's peers or to demonstrate and convince others), and performance-avoidance (avoid performing worse than other students) (Alrakaf et al., 2014).

Theoretical Overview of Social Cognition

Social cognition and academic self efficacy were developed as a result of social cognition theory by Albert Bandura, with the publication of “Social Foundation of Thought and Action: A Social Cognitive Theory” (1986).

In the 1970s and 1980s, social cognition developed as a field to deal with social psychology through experimental methods and theoretical frameworks which was earlier discussed in cognitive psychology. This approach marked a shift towards understanding how cognitive processes influence social behavior. Recently, cognitive psychologists have tried to understand how social environment affect cognitive functions. This shift has highlighted the interconnections between cognitive and social psychology. It reveals that how our thinking is shaped by social environments and vice versa (Kim & Hommel, 2019).

Social cognition suggests that human action is influenced by mental schemas. Schemas are the mental frameworks that hold knowledge about the world. It includes our expectations about the surroundings. Schema is a collection of abstract and particular social objects. This social object includes incoming inputs and information collecting procedures about the self and the world around. Schemas help understand and regulate social situations. Foreseeing the future actions is done by guiding our attention, perception, memory, and inferences regarding an issue. All schemas provide meaning to incoming information (Alghamdi, 2020).

Social cognition theory states that behavior is guided by a set of principals called schemas, which are conceptualized in our minds. Schemas are mental structures which contain the knowledge of the world. Schemas are the expectations of a person about the world. It is made up of both abstract and specific instances of social objects. It constitutes of the incoming stimuli as well as the strategies for gathering and interpretation of information related to schema. These schemas are instrumental in prediction and control of the social atmosphere. Schemas give guidance to what we attend to, our perception, remembrance and inference. All the schemas' functions for giving meaning to incoming information which are in the memory and providing inference in missing links. They are functional and very significant to our well-being. However, as humans are known to be cognitive misers we do least cognitive information processing. Instead, human beings mostly rely on schemas to simplify heavy social situations (Alghamdi, 2020).

A theoretical overview of social cognition incorporates several theoretical perspectives, they are: Attribution theory by Fritz Heider (1958) and social identity theory, proposed by Henri Tajfel and John Turner (1979).

Attribution Theory

Social cognition and attribution theory explains how human beings explore, understand and interpret social situations and the behavior of others. Attribution Theory is a branch of social cognition that explains and deals with the reasons behind people's behavior. It investigates how a person attribute reasons to others' actions and their own. Attribution theory focuses on whether a person see behavior as stemming from internal characteristics (personality) or external situations (environmental factors).

Attribution theory was first developed by Fritz Heider (1958) later expanded by others such as Harold Kelley, (1953) and Bernard Weiner (1971) as mentioned by Schmitt ,2015. Attribution theory is concerned with how individuals infer the reasons of their own and others' behavior. The theory is broken into many main components.

Internal Versus External Attributions.

Internal attributions are the attribution humans assign for certain happenings of the life. The responsibility for behavior is attributed to variables inside the individual, such as personality traits, attitudes, or talents. For example, if someone performs well on a test, humans attribute their achievement to intellect or hard effort. External attributions give the causes of happening to external elements such

as the scenario or surroundings. For example, if someone fails an exam, humans may ascribe it to an unfair examination ignoring the aspect of lack of preparation.

Stable Versus Unstable Attributions.

Stable attributions indicate that the source of behavior is consistent over time and it doesn't change much. For example, if a student scores good mark, it may be attributed to the natural talent or a behavioral imbalance attributed to persistent sickness. Unstable attributions indicate that the source of behavior may change according to certain situations.

Controllable and Uncontrollable Attributions.

Controllable Attributions indicate that the individual has some control over the result, such as through effort or incentive. Uncontrollable attributions indicate that the result is beyond the individual's control, such as a natural talent or outside influences.

Attribution in social contexts.

Attribution theory contributes to social cognition by helping individuals to figure out how people assign reasons to behavior and how these attributions influence their perceptions and interactions. For example, the Fundamental Attribution Error occurs when human beings overestimating the relevance of personal attributes and underestimating environmental elements when explaining others' behavior (IGNOU, 2024).

Attribution theory and social cognition give a framework for explaining how people interpret and respond to social inputs, which influence anything from everyday interactions to wider societal judgements and behaviors.

Social Identity Theory (SIT)

Social identity theory, proposed by Henri Tajfel and John Turner (1979) explains how people's behavior and communication is connected to the social group membership and the desire to positively perceive one's own group. This desire of affinity towards one group can cause discrimination and conflict among different groups of people (Harwood,2020). Social identity theory, explains that individuals acquire self-identity from their social groups. The theory aims to explain the cognitive processes and social contexts that support intergroup behaviors. It explains the actions and behaviors connected to prejudice, bias, and discrimination. Social identity theory and social cognition provide a thorough understanding of how group memberships impact perception, behavior, and social interactions. Social identity theory emphasizes the importance of group dynamics, while social cognition explains the mental processes connected to these dynamics.

Social identity groups can provide a feeling of Belonging

Membership in a group can create a feeling of connection and togetherness among the group members. It provides people the reassurance that they are not alone in their experiences or opinions.

Purpose: Group usually have common objectives or purposes which can provide individual members a clear path and determination.

Self-worth: Joining a group may increase self-esteem because it may create a feel of unity and a sense of cooperation for task accomplishments.

Identity: Groups help people understand themselves as part of a broader community. They can help identify persons, based on common characteristics and objectives.

Stages of Self Identity

Social categorization.

This refers to the tendency of individuals to divide themselves and others into different social groups based on characteristics such as race, gender, nationality, or religion. Humans categorize other humans to better understand the common traits in their social context, just like they categorize items to better understand and recognize them. A person can learn more about themselves by knowing the basic characteristics of the group he/she belongs to. Humans define suitable behavior by referring to the patterns of the groups they belong to, but this can only be done if a person know who belongs to their group.

Social Identification.

When people identify themselves as member of a specific group, they acquire the identity of that group. This implies that they try to act in accordance with the group's norms, beliefs, and behaviors. If a person identifies themselves as a student, they are likely to acquire the persona of a student and begin to act in ways they believe students act.

Social Comparison.

After identifying oneself with a group, people contrast and compare the identity of their group with others. This association is frequently happening in favor of one's own group, resulting in favoritism inside a group.

Positive Distinctiveness.

People need to be viewed as positive. So, they try to see their group as positive which is separate from important out-groups (Guy-Evans, 2024).

Theoretical Overview of Socio Cultural Environment

Socio cultural environment comprises of the social system and culture of the people living that system. Socio cultural environment includes all aspects, situations and relations which molds the personality of an individual. It influences their temperament, activities, disposition and decisions. These factors consist of lifestyles, values, attitudes, habits, lifestyles and behavior of persons. These influences stem from cultural, religious and social conditioning (Kassarjian, 2003).

The socio cultural environment can be defined as the combination of physical surroundings and social interactions. Socio cultural environment includes cultural contexts that shape the experiences of people living in a specific environment. According to Pathak (2001), “socio cultural environment includes various elements such as built infrastructure, industrial and occupational structures, labor markets, social and economic processes, wealth distribution, social and health services, power relations, race relations and social inequality, cultural practices,

religious institutions and beliefs. The socio cultural environment also reflects how human activities have changed natural landscapes and resources. This indicates a deep interaction between social processes and the physical world. Socio cultural environment is subject to change due to both internal and external influences” (Arulthirumurugan,2017).

In general terms, the socio cultural environment includes people’s social system as well as their culture. Subjective factors generated by human ideas has created significant impact on their behavior and relationships. The socio cultural milieu shapes an individual's personality, influencing their behavior. Cultural and social conditioning shape individuals' behavior and life styles. These aspects are transmitted across generations within a culture (Robaro, 2012).

The environment plays a crucial role in shaping human behavior and activities. This serves as a source of development. An individual's personal and professional growth is profoundly influenced by their socio-cultural environment. Vygotsky emphasized that each person is a product of their historical context, living under particular circumstances. Socio-cultural interaction should be seen as an integrated whole. This group consists of the elements of personality, society, and culture (Bogomaz, Kozlova & Atamanova,2015).

A theoretical overview of social cognition typically draws from several theoretical perspectives, they are Vygotsky’s socio cultural theory and ecological system theory. Socio cultural theory was established by Russian psychologist, Lev Vygotsky in the early twentieth century. Using this idea, it can be concluded that social interaction and cultural background impact cognitive development. Vygotsky

believed that children's mental processes grow via interactions with informed adults that is more knowledgeable others. The key principles of Vygotsky's Socio-Cultural Theory include:

Zone of Proximal Development (ZPD)

Zone of proximal development can be explained as the gap between a learner's ability to do tasks independently and with the support of a more educated individual. Vygotsky believed that learning should take place inside this zone where the learner can ask for direction and assistance from peers or adults.

Scaffolding; A more knowledgeable individual can assist a student in completing a task within their zone of proficiency (ZPD). As the learner's skills develops, help can gradually be removed until they can finish it alone.

Cultural tools; Vygotsky highlighted the relevance of cultural assets like language in shaping cognitive development. These devices have been transmitted through generations and it enhances cognition.

Private Speech

Vygotsky found that children engage in private conversation during problem-solving activities. He proposed that self-directed speech helps children govern their ideas and behavior.

Vygotsky's approach suggests collaboration of home and school settings. Educators and parents can collaborate to create experiences that correspond with a child's ZPD. It can promote a healthy cognitive development. Understanding the interplay between socio cultural theory and the socio-cultural environment we can

infer that individuals can develop within their specific cultural and social context (McLeod,2024).

Ecological System Theory

Urie Bronfenbrenner's (1977) theory emphasizes the role of interrelated systems (microsystem, mesosystem, exosystem, macrosystem, and chronosystem) in shaping an individual's growth.

Microsystem

The micro system's context is the direct environment one lives in. Micro system includes family, friends, classmates, teachers, neighbors, and anybody else having direct interaction with. In the microsystem one engages directly with these immediate social actors. According to this idea, a person is not only beneficiary of the social experiences but also contributing to its development.

Mesosystem

The mesosystem refers to the interactions between microsystems that is the immediate surroundings in one's life. This suggests that your familial background may be connected to your educational experience. For example, if a youngster is ignored by his parents, he is less likely to have positive attitude towards his teachers.

Exosystem

The exosystem is the environment in which there is a connection between two contexts. One is the environment in which the person directly engages and the other in which the person does not keep direct involvement. Assume a child is closer

to his father than to his mother. If the father travels overseas to work for several months, there may be a disagreement in the social interactions between the mother and the kid.

Macrosystem

The macrosystem setting represents a person's innate culture. Cultural conditions include the person's family environment, ethnicity or race, and the economic status.

Chronosystem

The chronosystem comprises the variations that occur throughout a person's life. This may also include social and historical factors that influence human beings (Evans. G, 2024).

The socio cultural environment shapes and influences the different layers of the ecological systems. Understanding socio cultural environment and ecological systems together provides a clear view of how individuals are influenced by their surroundings and environmental interactions.

Studies Related to Academic Self Efficacy

Malik, Batool & Tabassum (2024) studied “Academic Self-Efficacy, Academic Motivation and Coping Skills in Academia: A Cross-Sectional Exploration”. This study found the relationships between academic self-efficacy, academic motivation, and coping skills among graduate students. The research design was a correlational research design. The sample size was 300. The findings

revealed that there is a significant positive correlation among these variables. It suggests that improving one variable could benefit the others. There was no significant difference between the genders. The findings indicate that support programs should address efficacy, motivation and coping skills to enhance graduate students' academic performance.

A study based on the variables, academic self efficacy and academic achievement was conducted by Hui Cheng in 2023. It searched the literatures related to the impact of academic self-efficacy on the academic achievement. It is found that there is a positive relationship between Chinese college students' academic self-efficacy and their academic achievement. Factors like grade and gender impacts emotional experiences and levels of self-efficacy. In blended learning environments, students are more motivated and persistent. When students actively participate in learning and classroom activities, they are focused on achieving their academic goals.

Khalid & Rahman (2022) conducted a study on academic self- efficacy, intrinsic motivation and academic achievement. The sample size of the study was 220 online students from a Malaysia. The objective of the study was to find the impact of academic self-efficacy and intrinsic motivation on academic achievement. Multiple regression was the statistical tool used. The study found that self efficacy and intrinsic motivation significantly influenced academic success. Post hoc analyses test revealed that these relationships were stronger for female students when compared to male students.

Kaur (2022) conducted research with nine government model schools in Chandigarh. Stratified random sampling technique was used by the investigator in this study. The initial sample consisted of 800 ninth standard students, including 432 males and 368 females. The investigator developed and standardized the academic procrastination scale and the academic self-efficacy scale. Additionally, the study adapted the academic anxiety scale for children and the emotional intelligence scale. The findings indicate that both academic self-efficacy and emotional intelligence have a significant negative correlation with academic procrastination and its dimensions.

Fakhroul & Habib (2021) explored the relationship between academic self-efficacy and academic achievement. For this self-efficacy questionnaire was prepared and standardized. The sample comprised 43 students from the Department of Special Education. The findings revealed a positive correlation between academic self-efficacy and academic achievement.

Liu, Cheng, Hu, Pan & Zhao (2020) explored the relationship between academic self-efficacy and procrastination among postgraduates. The tool used was questionnaires. A survey method was adopted for the study. The sample consisted of 577 students (351 females, 226 males). The study employed the Temporal Decision Model (TDM) of procrastination. The objectives of the study were to investigate how motivational and volitional factors influence procrastination and to find the gender difference. It was found that there were significant differences in academic self-efficacy between males and females. Academic self-efficacy was positively associated with academic self-control and negatively associated with

procrastination. Academic self-control was also negatively associated with procrastination. It was also found that gender influenced the impact of academic self-efficacy on academic self-control.

Li, Gao & Xu (2020) explored the relationship between smartphone addiction and academic procrastination among college students, specifically examining the role of academic self-efficacy in this relationship. A survey method was adopted for the study. The sample was 483 students. The tools used for the study measured smartphone addiction, academic self-efficacy, and procrastination. Their analysis revealed that smartphone addiction was positively linked to procrastination and negatively associated with academic self-efficacy. The study suggested that smartphone addiction leads to lower self-efficacy.

Yokoyama (2018) studied the role of academic self-efficacy (ASE) in online learning environments. The study highlights the impact of academic self efficacy on academic performance. Due to limited data for a systematic meta-analysis, the study provides a focused narrative analysis of existing studies on ASE and online academic achievement. It also discusses future research directions. It particularly compared general and online learning contexts.

Zander.et.al (2018) studied “Academic self-efficacy, growth mindsets, and university students' integration in academic and social support networks”. This study used social network analysis and structural equation modeling. It explored how academic self-efficacy and growth mindsets influence integration in support networks. The sample was 580 university students in 30 seminar groups. The results revealed that initial integration in academic support networks predicted later

integration in social support networks, but not vice versa. Higher academic self-efficacy led students to perceive themselves as valuable academic resources. Additionally, academic self-efficacy and growth mindsets were connected, with growth mindsets linked to better integration in academic support networks.

Nasa & Sharma (2018) conducted a study on goal orientation among secondary school students in relation to academic self efficacy, academic help seeking behavior and achievement. In this study, the investigator examined goal orientation, academic self-efficacy, academic help-seeking behavior, and achievement among secondary school students. The sample was selected using simple random sampling from the population in the Faridabad district. A list of all secondary schools was obtained from the district education departments, and 16 schools (8 rural and 8 urban) were purposefully chosen. From these schools, 600 students were randomly selected. The sample of 600 was evenly divided based on gender, locale, and type of school. The results indicated a significant and positive relationship between academic self-efficacy and mastery goal orientation, including its associated approaches.

Nasa & Sharma (2014) published an article on “Academic self efficacy: A reliable predictor of educational performances”. The study explained that academic self-efficacy is increasingly recognized as a key predictor of educational performance. It refers to an individual's confidence in their ability to plan, execute, and manage tasks to achieve specific outcomes. This explains that self beliefs and behaviors in educational contexts. Self-efficacy develops from four main sources:

knowledge, vicarious experiences, successful personal experiences, and emotional and physical states.

“Measuring Self-Efficacy Beliefs in Prospective Teachers During Pre-service Teacher Education Program” by Shaukath (2013) investigated the evolution of self-efficacy beliefs among prospective teachers enrolled in a Master’s level pre-service teacher education program. The sample of the study consisted of 96 female and 20 male student teachers from a public university in Pakistan. The researchers developed a 5-point Likert-type scale based on four dimensions: locus of control, persistent behavior, classroom anxiety, and professional mastery beliefs. The findings revealed a significant decline in self-efficacy beliefs across all four factors from the first to the fourth semester of the education program. This trend was consistent across different teacher education programs, including Masters in Elementary Education, Secondary Education, and Science Education.

Studies Related to Social Cognition

Yan, He, Jiang & Zou (2024) studied how brain networks change with age. The authors studied this interconnection by focusing on social skills. It used data from the sample consisting of people aged 8 to 83. The objective of the study was to analyze brain connections in three key areas: moral thinking, theory of mind, and empathy. The findings show that these dimensions of brain connections have both unique and shared connection patterns. Specifically, the empathy area increases its connection with another brain region as people get older. The findings conclude about how our social abilities develop over time.

Fittipaldi et, al. (2023) conducted a study on social cognition and brain functions. The study was conducted with a sample of 1,063 older adults across nine countries. Data analysis was done using a computational method to predict abilities. Key factors included cognitive function, education, and specific diagnoses (like Alzheimer's). The major findings of the study explains that brain network connectivity didn't predict social cognition.

Morellini et.al, (2022) aimed to research on social cognition impairments in adults with Attention-deficit/hyperactivity disorder. It focused on studies related to emotion recognition and processing, Theory of Mind, empathy, and decision-making. The article reviewed 16 papers published between 2012 and 2022. The search, selection, and extraction processes adhered to PRISMA guidelines. The results found that there are varying degrees of impairment in social cognition domains among adults with ADHD.

Jacobs & Grosbois (2020) conducted a study on “Social Cognition in Children with Non-specific Intellectual Disabilities”. The researcher explored the social cognitive profiles of children with non-specific intellectual disabilities. Results of the study shows that children with more intellectual disabilities could be distinguished by their social cognitive profiles. Children who displayed better social cognitive abilities had higher chronological and verbal developmental ages.

Kim & Homme (2020) found that social cognition approach focuses on theoretical methods in terms of reasons rather than explaining them in terms of the causes behind the phenomena. It is indeed feasible to create mechanistic theories for social phenomena. He also explains that there is no need to avoid applying these

theories to account for historical development, cultural and individual differences, and environmental influences. The authors defined a term social cognition² for their ideologies.

Nikolic (2020) in an article says that social anxiety disorder (SAD) is a widespread mental health issue with important personal and societal impacts. Research suggests that social emotions, such as social fear and shyness, are crucial in the development of SAD. Literature show that social fear in toddlers and dysregulated shyness in children aged 4.5 to 7.5 are problem factors. Elevated fear is connected to deficits in socio-cognitive skills. Dysregulated shyness is associated with modern socio cognitive potentials.

Social Cognition by Ratner (2020) explains the theory part of the term social cognition. It explains the definition, evolution and the theoretical basis of social cognition. According to the author the revolution started from the mid-20th century. The new term and ideology behind this were inspired from the contemporary models of mental processes and their testing methods in the 1970s and 1980s. Cognitive psychology concepts such as attention, perception, and memory came from the traditional social psychology concepts. Today, social cognitive methods are influencing new areas of social cognition and human social development.

Aparna (2018) studied the comparison of social cognition of prospective teachers based on the subject of study. The aim was to compare the social cognition of prospective teachers based on their field of study. The sample comprised 370 prospective teachers from various B.Ed. colleges affiliated with Calicut University. To evaluate their social cognition, the social cognition rating scale was used. Data

analysis was conducted using one-way Analysis of Variance (ANOVA). The findings revealed that there were no significant differences in social cognition among prospective teachers according to their subject of study.

Remya (2017) investigated how social media competence affects social cognition in prospective teachers. The study found that strong social cognition reduces depression, anxiety, and other mental health issues, and aids in better adjustment with students and their surroundings. It positively influences intrapersonal, interpersonal, intergroup, and individual processes.

Bulgarelli & Molina (2016), in their article postulates that maternal education and linguistic competence impact social cognition. It is found that children who attended center-based care during their first three years lacks the influence of maternal education. It foregrounds the benefit of care for children with less educated mothers. There were no significant differences in social cognition tasks between children of native and foreign parents.

Lee et al. (2016) conducted a study on social cognitive training and social communication deficits. The training led to significant improvements in all six dimensions of the social thinking. The findings revealed that both parents and school authorities reported satisfactory agreement on the students' progress. The study suggests that a social cognitive framework should be tailored with suitable linguistic and cultural adaptations. This framework is effective for Chinese adolescents with social learning difficulties. It led to improvements in social behaviors both at school and at home.

Brink, Lane & Wellman (2015) published an article explaining social cognition and social contexts. In this paper, the authors present a theory suggesting that children's social behaviors and their knowledge about social dynamics are shaped by early social understanding and experiences. The authors reviewed several studies that explore how these early competencies influence social-cognitive development. The findings indicate that infant social skills and their understanding of society grow. This means the behavior of an infant is the showcasing of what they got from others behavior.

Houssa, Nadar & Jacobs (2014) conducted an experimental study on social cognition training in preschoolers. They compared the effects of two types of training: Social Information Processing (SIP) and Theory of Mind (ToM). The findings revealed that the ToM students had improved emotions and the SIP training group improved in social cognition, both the groups had acquired social problem-solving skills and the ability of applying the gained knowledge.

Abraham et. al, (2011) explored social cognition models of health behavior in secondary students. The method adopted for the study was cross-sectional approach. The study examined how various social factors such as family socio-economic status (SES), social deprivation, gender, and educational aspirations related to adolescent condom use. It also studied how these factors influence the predictive power of the theory of planned behavior model. They found that incorporating these social factors significantly improved the Theory of Planned Behavior model from 20.5% to 31%.

Erdly& Holleb (2010) examined various social-cognitive models and the methods used to assess social-cognitive variables. The samples included children, adolescents, and adults. Several theories suggest that social information processing skills of a person can explain the human behavior in various situations. Theoretical models of social information processing are explained. It focused on how human beings' judges others' behaviors, reasons for failures, success, goal settings and self assessment.

Studies Related to Socio Cultural Environment

A study entitled “The socio- cultural context of inclusive education- strategies for supporting students with diverse needs” was conducted by Alyssa and Regina in 2025. The objectives of the study were to understand student requirements in different educational settings, to examine effectiveness of various educational modifications and to develop frame works for effective modifications. It used methods to find out hidden patterns and trends in the socio-cultural settings. The results showed the need of inclusive education in academic achievements and lifelong learning. Personalized learning plans with assistive technology were developed.

Wing-Fu Lai (2023) explored a food science course at a Chinese university that incorporated socio cultural theory principles. Researchers conducted ten interviews with students after the course for data collection. The findings were their thoughts and feelings about the learning experience. It showed that using socio cultural theory can enhance teaching and learning in higher education. To support students' academic development and skills, it's essential to create a good

environment where they can receive continuous guidance. This study introduced group tasks and problem-based learning to develop collaboration in the classroom.

Jenkins.et.al (2022) researched about depression and socio cultural environment. The sample of the study was 75 ethnically diverse middle school students. It was found that, female students scored higher PHQ-9A and GAD-10 (patient health questionnaire for adolescence, and generalized anxiety disorder tool) scores compared to males. The results of multiple comparisons showed higher mean responses for girls on three PHQ-9A. It was also found that that girls' experiences of depression and anxiety were often linked to gender discrimination. Students expressed their worries about discrimination and racism in their communities and schools.

Arya (2021) tried to find out how do family values influence the gender sensitivity of secondary school students. The other objectives were to find the ways in which school environment affect the gender sensitivity of secondary school students. The impact of socio-cultural climate on gender sensitivity of secondary school students. The research design implemented was explanatory sequential design. The findings from the first analysis are used to inform and shape the second phase of the project. The descriptive statistics revealed that about two-thirds of the secondary school students had average scores across all four variables. Around one-third of the students exhibited high levels of gender sensitivity and family values. Only a small percentage showed high scores in school environment and socio-cultural climate.

Younas et al. (2020) investigated the impact of the home environment on academic achievement in Pakistan. The primary goal of the study was to examine the relationship between home environment and students' academic performance. Method adopted for the study was a descriptive survey research design. The sample was 300 respondents across four provinces. The tool used by the investigator was a self-administered questionnaire. The sample selection was done through stratified random sampling technique. The data were analyzed using regression analysis. The study found a weak positive correlation between the home environment and students' academic achievement. It also showed no significant differences in perceptions of the home environment and academic achievement between male and female students.

Tripathy & Sahu (2019) conducted a study to examine how the family environment affects the socio-emotional adjustment of adolescent girls in a rural area of Western Odisha. The aim was to explore the influence of the familial environment on the socio-emotional well-being of these girls. The investigator used Adjustment Inventory for School Students (AISS) and the Family Environment Scale (FES) for understanding adjustment and family environment.

Harinarayanan & Pazhanivelu (2018) evaluated how the school environment affects academic achievement among secondary school students. The sample of the study consisted of 300 students from the Vellore educational district. The data collection method adopted was surveys. There was a positive correlation between the school environment and academic achievement. There was a significant difference in the academic achievement based on the subsamples gender, locale, and

type of school. The study found that the school environment significantly impacts academic performance of secondary school students.

Thirumurugan (2017) investigated the educational continuation decision and academic achievement among students in Puducherry. The variables of the study were Home Environment, School Environment, Socio-cultural Environment. Other dimensions included gender, community, religion, medium of instruction, locality, parental occupation, education, marital status, and father's drinking habit. The study investigated impact of these dimensions on students' decisions to continue their education. Additionally, the research explores the correlation between students' academic performance and their home, school, and socio-cultural environments. The findings of the study reveals that children with a lower socio-cultural environment are at a higher risk of discontinuing their education at the higher secondary level. It was also found that students with unemployed mothers face a greater risk of choosing not to continue their education compared to those of working mothers.

Igbolo and Ejue (2016) examined the socio-cultural factors and practices affecting girls among the Annang people of Nigeria. The study utilized weber's social action theory to frame the investigation. A multi-method approach was employed for data collection. The sample consisted of 100 respondents, comprising pairs of fathers/male children and mothers/female children. A four-stage sampling method was used to select the sample. The tools adopted for the study was structured questionnaires. Interviews and four group discussions was conducted to gather information. The findings revealed that 97.1% of respondents believed the status of the girl child was significantly lower than that of the boy child, and about

99% of participants confirmed that girl children faced disadvantages in terms of opportunities.

Erdogan (2016) published an article entitled “Sociocultural Perspective of Science in Online Learning Environments”. This study reviews 15 empirical studies on science learning in online environments from 1995 to 2015. It employs qualitative content analysis. The study tried to assess social interaction in online science education. Findings of the study are, six studies were based on specific learning theories, eleven focused on socio-contextual learning, eight examined the scientific process, and other studies addressed scientific knowledge. The review underscores the need for better integration of technology in science education.

Rashmi, (2016) published an article entitled “Relationship between Family Environment and Academic Achievement”. A descriptive survey method was adopted for the study. The sample consisted of 160 students from government and Non government higher secondary schools. The study showed a positive relationship between family environment and academic achievement. A positive correlation was found between the subsamples gender

Teferi (2014) investigated the socio-cultural factors influencing the role and status of women in the Bayso community of Gidicho Island. The data collection procedures included interviews, observations, focus group discussions, and case studies to gather primary data. A sample of 34 informants was selected. The sampling technique adopted was purposive and convenience sampling, considering factors such as age, sex, religion, education, occupation, and marital status. The findings indicated that various socio-cultural factors negatively impact the role and

status of women in the community. The study also found that women's lower socio-economic status leaves them vulnerable, with power controlled by men. The study calls for increased public awareness about the dangers of female marginalization.

Pető (2013) conducted an empirical study to examine the socio-cultural factors and its effect on school failure among students in Oradea. The research involved a descriptive analysis of a Hungarian high school with a religious affiliation in Oradea. The sample consisted of eighty students from grades nine to twelve. A random sampling technique was adopted to select the data from fifty high schools. The key finding of the study was that a significant portion of students' academic performance cannot be solely attributed to their socio-cultural and family backgrounds. Therefore, the study suggests to explore the impact of educational institutions on both the subjective and objective aspects of student performance.

Critical Analysis of Review of Literature

After reviewing International and Indian literature from 2010-2025, based on the variables, social cognition, academic self efficacy and socio cultural environment, the researcher has included forty studies which are relevant to the present study. The review of literature of the present study comprise fifteen studies related to social cognition, twelve related to academic self efficacy and thirteen related to socio cultural environment. Among them two Indian studies related to the variable social cognition was conducted by Remya (2017) and Aparna (2018). Indian studies based on the variable socio cultural environment was conducted by Arya (2021), Tripathi &Sahu, (2019) Harinarayan& Pazhanivelu (2018) and Thirumurugan (2017). The researcher has included an Indian study conducted by

Nasa & Sharma (2015) based on the variable academic self efficacy in the review of literature.

The literature explored the significant role of academic self-efficacy in influencing student success across various educational contexts. One article reviewed studies based on self efficacy (Yokoyama, 2019).

The studies related to social cognition examined social cognition and its relation with variables like brain damage, ADHD, social anxiety, intellectual disability. Studies related to the theories behind social cognition have been found. One experimental study was conducted by Houssa, Nadar & Jacobs in the year 2014. Also, the integration of socio-cultural theories into the university classroom has proven to create a community of learners and to develop students' cognitive growth.

Researches have been conducted on socio-cultural factors including family atmosphere, school atmosphere, and cultural background. The findings of these studies explain the importance of student's academic success, social understanding, and emotional health. One case study related to the variable socio cultural environment is included in the review of literature (Wing-Fu Lai ,2023).

Research Gap

Most of the researches in Indian and foreign contexts has considered social cognition and academic self-efficacy separately, ignoring the sociocultural aspects in the field of education. Indian studies focus mainly on pre-service teachers, rural

girls, or college students. In contrast, foreign studies explore these variables across cultures, online learning, and interventions.

Studies examined the critical role of academic self-efficacy in influencing variables like motivation, achievement, and coping skills across different educational settings. Overall, these studies demonstrated the different nature of social cognition, its development across the lifespan, and the impact of other variables like neurobiological changes and environmental factors.

The studies related to socio cultural environment examines the relationship of family dynamics, sociocultural contexts, and educational environments in shaping students' academic and social outcomes. The literature related to academic self efficacy, social cognition and socio cultural environment together in tribal students were not found while reviewing.

As a result, the researcher finds a need to examine the relationship between social cognition, academic self efficacy and socio cultural environment among tribal students at secondary level.

Conclusion

A literature review is crucial to any research project as it helps prevent duplication of studies, identifies gaps in existing research, and informs the selection of research problems and methodologies. It also aids in exploring various dimensions of the study and addressing limitations in current research or extending existing studies. Beyond simply gathering and summarizing information, a literature review involves a thorough reading, evaluation, and analysis of relevant works, as

well as an articulation of how these works relate to each other and contribute to the field. This comprehensive approach ensures that the review is not just a descriptive annotated bibliography but a critical and integrative component of the research process. Based on the reviews done by the researcher, it has been found that academic self efficacy, social cognition and socio cultural environment of tribal students has not been studied yet.so the study is entitled as social cognition and academic self efficacy in relation to socio cultural environment among tribal students at secondary level.

Table 1

Summary of Studies Related to Academic Self Efficacy

Sl. No.	Author/s &Year	Title	Findings
1	Malik, Batool and Tabassum (2024)	Academic Self-Efficacy, Academic Motivation and Coping Skills in Academia: A Cross-Sectional Exploration.	Significant positive correlations among these variables were found suggesting that improving one area could benefit the others. No gender differences were observed.
2	Hui Cheng (2023)	The effects of academic self-efficacy on the academic achievement of Chinese and foreign university students	When students actively participate in learning and classroom activities, they are better organized and more focused on achieving their academic goals. Overall, learning engagement influences the relationship between academic self-efficacy and success.
3	Kaur (2022)	Academic procrastination in relation to academic anxiety academic self efficacy and emotional intelligence among	The findings indicate that both academic self-efficacy and emotional intelligence have a significant negative correlation with overall

		adolescents	academic procrastination and its specific aspects.
4	Khalid & Rahman (2022)	Academic Self-Efficacy, Intrinsic Motivation and Academic Achievement: Moderating Effect of Gender	The study found that both variables significantly influenced academic success. Post hoc analyses revealed that these relationships were stronger for female students compared to male students.
5	Fakhroul & Habib (2021)	The Relationship between Academic Self-efficacy and Academic Achievement in Students of the Department of Special Education	The findings revealed a positive correlation between academic self-efficacy and academic achievement.
6	Liu, Cheng, Hu, Pan, and Zhao (2020)	The mediating and buffering effect of academic self efficacy on the relationship between smartphone addiction and academic procrastination	Academic self-efficacy was positively associated with academic self-control and negatively associated with procrastination.
7	Li, Gao, and Xu (2020)	Academic Self-Efficacy and Postgraduate Procrastination: A Moderated Mediation Model.	The analysis revealed that smartphone addiction was positively linked to procrastination and negatively associated with academic self-efficacy.
8	Yokoyama (2019)	Academic self-efficacy and academic performance in online learning: A mini review	The study provides a focused narrative analysis of existing studies on ASE and online academic achievement. It also discusses future research directions, particularly comparing general and online learning contexts.

9	Zander.et.al (2018)	Academic self-efficacy, growth mindsets, and university students' integration in academic and social support networks.	Higher academic self-efficacy led students to perceive themselves as valuable academic resources, which improved their peer-reported academic integration.
10	Nasa & Sharma (2018)	A Study on the Impact of Academic Self-efficacy and Academic Help-seeking Behaviour on Goal Orientation of Secondary School Students	The findings of the study showed that academic self-efficacy and academic help-seeking behaviour had significant impact on mastery and performance goal orientations
11	Nasa & Sharma (2014)	Academic self efficacy: A reliable predictor of educational performances.	The concept of self-efficacy is grounded in four primary sources of knowledge: vicarious experiences, enactive mastery, and both physical and emotional states. The development of self-efficacy is deeply connected to an individual's experiences, skills, and developmental challenges across various domains and life stages. Understanding self-efficacy beliefs is essential for comprehending educational outcomes, as these beliefs influence behaviors and motivations that can either promote or hinder effective performance
12	Shaukat (2013)	Measuring Prospective Teachers' Self-Efficacy Beliefs During Pre-service Teacher Education Program	The findings revealed a significant decline in self-efficacy beliefs across all four factors from the first to the fourth semester of the education program

Table 2*Summary of Studies Related to Social Cognition*

Sl. No.	Year & Author/s	Title	Findings
1	Yan, He, Jiang and Zou (2024)	Age-related trajectories of the development of social cognition	The findings show that these areas have both unique and shared connection patterns. Specifically, the empathy area increases its connection with another brain region as people get older, highlighting how our social abilities develop over time.
2	Fittipaldi et al. (2023)	Heterogeneous factors influence social cognition across diverse settings in brain health and age-related diseases	The findings challenge conventional views on age-related decline, differences between patients and controls, and the brain's links to social cognition, highlighting the significance of diverse factors.
3	Morellini et al. (2022)	Social Cognition in Adult ADHD: A Systematic Review	The results revealed varying degrees of impairment in social cognition domains among adults with ADHD, indicating the importance of further research in this area due to the central role of social cognition in socialization and relationships.
4	Jacobs & Nader-Grosbois, (2020)	Social Cognition in Children With Non-specific Intellectual Disabilities: An Exploratory Study	Results indicated that children with IDs could be categorized by their social cognitive profiles, with those exhibiting better social cognitive abilities demonstrating higher chronological and verbal developmental ages.
5	Kim & Homme (2020)	Social Cognition 2.0: Toward Mechanistic Theorizing	The social-cognition approach has made significant progress by incorporating cognitive concepts and experimental methods but lacks the development of mechanistic theories.
6	Nikolic, (2020)	Social Emotions and Social	It is found that elevated fear may be linked to deficits in

		Cognition in the Development of Social Anxiety Disorder	socio-cognitive skills, while dysregulated shyness could be associated with advanced socio-cognitive abilities.
7	Ratner, (2020)	Social Cognition	The work explains the emergence of the term "social cognition" and related theories.
8	Aparna (2018)	Relationship between academic self efficacy and social cognition of prospective teachers	The findings indicate that academic self efficacy and social cognition of prospective teachers are positively related to each other
9	Remya (2017)	The Impact of Social Media Competence on Social Cognition in Prospective Teachers	The findings revealed that there is no significant difference in the mean scores of social cognitions among prospective teachers based on locale, subject of specialization and educational qualification.
10	Bulgarelli & Molina, (2016)	Social Cognition in Preschoolers: Effects of Early Experience and Individual Differences	Maternal education and linguistic competence significantly impact social cognition, with linguistic competence mediating the effect of maternal education
11	Lee et al., (2016)	The Outcome of a Social Cognitive Training for Mainstream Adolescents with Social Communication Deficits in a Chinese Community	The study suggests that a social cognitive framework, tailored with suitable linguistic and cultural adaptations, is effective for Chinese adolescents with social learning difficulties.
12	Brink, Lane & Wellman, (2015)	Developmental pathways for social understanding: linking social cognition to social contexts	The study highlights the importance of early social understanding and experiences in shaping children's social behaviors and their grasp of social dynamics. The findings emphasize the link between social cognition and social contexts.
13	Houssa,Nadar &	Experimental	Significant improvements in

	Jacobs, (2014)	study on short-term social cognition training in preschoolers	ToM emotions for the ToM training group and Significant improvements in ToM beliefs for the SIP training group were found.
14	Abraham, Sheeran, Henderson, and Marion (2011)	Extending social cognition models of health behaviour	The research enhanced the predictive power of the Theory of Planned Behavior model by incorporating these social structure factors, significantly improving the model's explanatory power.
15	Erdley & Holleb (2010)	Social-Cognitive Models and Skills	It explores various social-cognitive models and emphasizes that differences in social information processing can explain why individuals respond differently to the same social situations

Table 3

Summary of Studies Related to Socio Cultural Environment

Sl. No.	Year & Author/s	Title	Findings
1	Rama, A., & Galigao, R. P, (2025)	The socio-cultural context of inclusive education: Strategies for supporting students with diverse needs	The results showed the need of inclusive education in academic achievements and lifelong learning. Personalized learning plans with assistive technology were developed.
2	Wing-Fu Lai (2023)	Integrating sociocultural perspectives into a university classroom: A case study	The findings indicate that courses should be designed as communities that encourage teamwork rather than isolation.
3	Jenkins.et.al (2022)	Depression and anxiety among multiethnic middle school students: Age, gender, and socio cultural environment	Ethnographic interviews highlighted that girls' experiences of depression and anxiety were often linked to gender-based violence at school and home. Both boys

			and girls expressed concerns about the impacts of COVID-19 on their families, including illness, death, job loss, and economic hardship
4	Arya (2021)	A study of gender sensitivity among secondary school students in relation to their family values school environment and sociocultural climate in Haryana	Around one-third of the students exhibited high levels of gender sensitivity and family values, whereas only a small percentage showed high scores in school environment and socio-cultural climate.
5	Younas et al. (2020)	Effect of Home Environment on Students' Academic Achievements at Higher Level. Elementary Education	The study found a weak positive correlation between the home environment and students' academic achievement. It also showed no significant differences in perceptions of the home environment and academic achievement between male and female students.
6	Tripathy and Sahu (2019)	Impact of family environment on socio-emotional adjustment of adolescent girls in rural area of Western Odisha	The study found that eight family environment factors—cohesion, expressiveness, conflict, acceptance, independence, recreation, organization, and control—significantly impact adolescent girls' socio-emotional and educational adjustment. Together, these elements contribute to a supportive family environment that fosters the overall well-being of adolescent girls.
7	Harinarayanan and Pazhanivelu (2018)	Impact of School Environment on Academic Achievement of Secondary School Students at Vellore Educational District.	Differences in perceptions of the school environment were observed based on gender and type of school, while academic achievement varied according to gender, locale, and type of school. Overall, the study found that the school

			environment significantly impacts academic performance among secondary school students.
8	Thirumurugan (2017)	Educational continuation decisions and academic achievement of secondary school students in relation to the school home and socio cultural environment	The analysis reveals that children with a lower socio-cultural environment are at a higher risk of discontinuing their education at the higher secondary level.
9	Igbolo and Ejue (2016)	Socio-cultural Factors and Practices Affecting the Girl Child among the Annang People of Akwa Ibom State	The findings indicated that 97.1% of respondents believed the status of the girl child was significantly lower than that of the boy child, and about 99% of participants confirmed that girl children faced substantial disadvantages in terms of opportunities
10	Erdogan (2016)	Sociocultural Perspective of Science in Online Learning Environments	Findings show that six studies were based on specific learning theories, eleven focused on socio-contextual learning, eight examined the scientific process, and other studies addressed scientific knowledge, engagement, effects, and problem-solving.
11	Rashmi (2016)	Relationship between Family Environment and Academic Achievement	The study showed a positive relationship between family environment and academic achievement. A positive correlation was found between the subsamples gender.
12	Teferi, F.E. (2014).	Socio-Cultural Factors that Affect the Role and Status of Women among the Bayso Community of Gidicho Island.	The findings indicated that various socio-cultural factors, including culturally ingrained attitudes, norms, values, practices, patriarchal ideology, and religious beliefs, negatively impact the role and

13	Pető (2013).	The Impact of Socio-Cultural Environment on School Failure	status of women in the community A significant portion of students' academic performance cannot be solely attributed to their socio-cultural and family backgrounds. The study suggests the need for more comprehensive research to explore the impact of educational institutions on both the subjective and objective aspects of student performance.
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Chapter – III

METHODOLOGY

-
- *Objectives of the Study*
 - *Hypotheses of the Study*
 - *Variables of the Study*
 - *Sample and the Sampling Technique*
 - *Method Adopted for the Study*
 - *Tools Used for the Study*
 - *Description of the Tools*
 - *Data Collection Procedures*
-

The present research finds the relationship of social cognition and academic self efficacy with socio cultural environment among tribal students at secondary level. The investigator has selected a sample of 400 tribal students at secondary level from Palakkad, Malappuram, Thrissur, Kannur and Wayanad districts of Kerala.

Objectives of the Study

1. To find out the levels of social cognition among tribal students at secondary level.
2. To find out the levels of academic self efficacy among tribal students at secondary level.
3. To find out the categories of socio cultural environment of tribal students at secondary level.
4. To compare the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
5. To compare the academic self efficacy of tribal students at secondary level based on the levels of social cognition.
6. To compare the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.

7. To compare the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
8. To compare academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
9. To find out the association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
10. To find out the association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
11. To find out the association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
12. To find out the association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
13. To find out the relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.

14. To find out the relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Hypotheses of the Study

1. There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
2. There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition.
3. There is a significant difference in the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
4. There is a significant difference in the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
5. There is a significant difference in the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.

6. There is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
7. There is a significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
8. There is a significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
9. There is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
10. There is a significant relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
11. There is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level

Variables of the Study

The variables of the study are;

Criterion Variables: Social cognition, academic self efficacy and socio cultural environment is taken as the criterion variables.

Classificatory Variables: Gender and district are taken as the classificatory variables.

Sample and the Sampling Technique Adopted for the Study

The stratified random sampling technique was applied for the selection of the sample in the study. The sample consists of 400 tribal students at secondary level from Palakkad, Malappuram, Thrissur, Wayanad and Kannur districts. Due representation was given to gender and district. Distribution of the sample for the study is given in the table 4.

Table 4

Distribution of Tribal Students at Secondary Level Based on District

SL.No.	District	No. of Students
1	Malappuram	63
2	Palakkad	70
3	Thrissur	46
4	Wayanad	174
5	Kannur	47
	Total	400

Distribution of the sample for the study based on gender is given in the table 5.

Table 5

Distribution of Tribal Students at Secondary Level based on Gender

SL.No.	Gender	No. of Students
1	Female	214
2	Male	186
	Total	400

List of schools selected for conducting survey from each district is given in the table 6

Table 6

List of Schools Selected from each District

Sl. No.	Name of School	District	Female	Male	Total
1	Smt. Indiragandhi Memorial Asram school Nilambur	Malappuram	40	23	63
2	Asram Model Residential School Malampuzha, Palakkad	Palakkad	31	39	70
3	Model Residential School Chalakkudy	Thrissur	46	0	46
4	Ekalavya Model Residential School Pookkode	Wayanad	28	27	55
5	Sri. Rajeev Gandhi Memorial Asram School Noolppuzha	Wayanad	50	0	50
6	Model Residential School Kalpetta	Wayanad	69	0	69
7	Model Residential School Kannur, Pattuvam	Kannur	0	47	47
Total			186	214	400

Method Adopted for the Study

A survey research method was employed for the purpose of data collection. This approach was selected due to its effectiveness in gathering quantitative and qualitative information from the sample.

Tools Used for the Study

Tools used in this research for measuring the variables are the following:

- Socio cultural environment inventory (Umaina and Aravind, 2023).

- Social cognition scale (Remya and Aravind, 2018) was adapted and standardized by the investigator.
- Academic self efficacy scale (Aparna and Aravind, 2017) was adapted and standardized by the investigator.

Description of the Tools

Socio Cultural Environment Inventory

The socio cultural environment inventory used in this research was prepared and standardized by the researchers. This socio cultural environment inventory was used to find out the socio cultural environment of tribal students at secondary level.

Preparation of the Draft Scale

An initial set of 60 items was developed to construct an inventory for measuring the socio cultural environment of tribal students at the secondary level. Based on theories (Socio cultural theory of Vygotsky & Cultural learning theory of Tomasello) and review of literature, three primary dimensions: school environment, peer environment, and home environment were included in the draft tool.

This preliminary draft of the socio cultural environment inventory was then discussed with experts specialized in tribal education and psychology to evaluate the relevance and cultural appropriateness of the items. Specific criteria were adhered during the drafting process to ensure the tool's suitability for the target population. These included:

- Use of simple and comprehensible language;
- Elimination of vague or ambiguous statements;
- Avoidance of double negatives;
- Exclusion of complex or multi-layered questions;
- Avoidance of potentially offensive or discomforting items or instructions.

The dimensions are

- School environment; The school environment refers to the overall setting and atmosphere within the school that influences students' learning, development, and well-being.
- Home environment; The home environment refers to the support and atmosphere created by family members and others in the household, including guidance on education, emotional care, and recreational activities that aid in a child's growth and well-being.
- Peer environment; It refers to the helpful and positive support that classmates or peers give each other during the learning process. They encourage one another, make learning more interesting, and assist with homework or assignments to help everyone succeed.

Based on expert feedback, 15 items were removed due to lack of clarity. Additionally, five items were altered to improve their clarity and contextual relevance. Minor language modifications were also made to ensure that the

statements were easily understandable by tribal students. Following these revisions, the initial draft of the scale consisted of 40 items.

Preparation of Scoring key

The socio cultural environment was measured using a socio cultural environment inventory. Each item in the inventory offers three response options (Always, sometimes and never) which represents conducive, partially conducive and non conducive socio cultural environment. Each response of the inventory has assigned a numerical value for scoring purpose. The subject has to put a '√' mark against the most appropriate choice. The numerical values are 0, 1 and 2 in which 0 represents non conducive environment, 1 represents partially conducive environment and 2 represents conducive socio cultural environment for positive items and vice versa for negative items. Scoring of positive and negative items has been done on the basis of table 7 which is given below.

Table 7

Scoring Procedure for Socio Cultural Environment Inventory

Items	Always	Sometimes	Never
Positive	2	1	0
Negative	0	1	2

The draft form of English version and Malayalam version of socio cultural environment inventory is given in the appendix 1 and appendix II respectively.

Pilot Study

The socio cultural environment inventory was administered among ten secondary students to ensure clarity and effectiveness and accuracy of time frame of the scale. The students were able to answer the questions without any ambiguity within the allotted time.

Try out of the Scale for Item Analysis

Selection of items was done through the procedure of item analysis. A preliminary test was conducted on a representative sample of 120 secondary school students from Malappuram district. The duration of the test was 30 minutes, and clear instructions were provided to the students before the test began.

Item Analysis

Item analysis was employed to find out the suitability of the item for the inclusion on the final test. The item analysis was done using the method suggested by Edward (1969). For this the investigator collected data from a sample of 120 secondary school students of Malappuram district. The 120 response sheets obtained were scored and the total score were arranged in descending order. The first 27 percentage of the upper group and the last 27 percentage of the lower group were used for item analysis. For evaluating the response of upper group and lower groups, a ratio of t value was found. The t value greater than or equal to 1.96 indicated that the items can be accepted for the final tool. The t value was calculated using Jamovi

2.2.5. The data and results are shown in the table 8.

Table 8

Scores of Independent Sample t test for Socio Cultural Environment Inventory

Item 1	3.123	Accepted	Item 21	4.243	Accepted
Item 2	2.132	Accepted	Item 22	1.454	Rejected
Item 3	2.985	Accepted	Item23	8.123	Accepted
Item 4	3.121	Accepted	Item24	3.765	Accepted
Item 5	2.318	Accepted	Item25	5.111	Accepted
Item 6	1.387	Rejected	Item26	4.761	Accepted
Item 7	3.724	Accepted	Item27	5.444	Accepted
Item 8	4.986	Accepted	Item28	3.591	Accepted
Item 9	1.984	Accepted	Item29	1.393	Rejected
Item 10	3.986	Accepted	Item30	5.258	Accepted
Item 11	2.985	Accepted	Item 31	4.243	Accepted
Item 12	1.943	Rejected	Item 32	6.454	Accepted
Item 13	1.983	Accepted	Item33	8.123	Accepted
Item 14	1.987	Accepted	Item34	3.765	Accepted
Item 15	4.561	Accepted	Item35	5.111	Accepted
Item 16	5.392	Accepted	Item36	4.761	Accepted
Item 17	2.335	Accepted	Item37	5.444	Accepted
Item 18	4.765	Accepted	Item38	3.591	Accepted
Item 19	2.073	Accepted	Item39	5.258	Accepted
Item 20	4.294	Accepted	Item 40	4.453	Accepted

Based on item analysis 36 questions were included in the final socio cultural environment inventory.

Dimension wise distribution of items in the final socio cultural environment inventory is given in the table 9.

Table 9

Dimensions of Socio Cultural Environment Inventory for Tribal Students at Secondary Level

SL.No.	Dimensions	Question Numbers
1	School environment	1,2,3,4,5,6,7,8,9,10,11,12
2	Home environment	13,14,15,16,17,18,19,20,21,22,23,24,25,26,27
3	Peer environment	28,29,30,31,32,33,34,35,36

Validity of the Test

Socio cultural environment inventory was developed using key ideas from socio cultural theory (Vygotsky ,1978) and cultural learning theory (Tomasello, 1993). It was compared with the scale developed by Rani (2023) to check for consistency and relevance. After preparing the draft, feedback was gathered from experts in psychology and tribal education. Based on their suggestions, the tool was revised. Special care was taken to include all important aspects of socio cultural environment. The expert feedback helped improve the clarity and relevance of the items. Each step in the process was aimed at making the scale both accurate and meaningful for the target population. Hence the validity of socio cultural environment inventory is assured.

Establishing Reliability

The socio cultural environment of tribal students at secondary level was validated using Cronbach's alpha test. It was implemented in Jamovi 2.2.5 software. The reliability coefficient of the inventory was calculated and Cronbach's alpha was

found to be 0.882 which shows that the tool is highly reliable. A test-retest method was also adopted to ensure reliability of the socio cultural environment inventory. The test was administered twice in same group with a time gap of 15 days. The correlation between two set of scores was calculated and the coefficient of correlation was found to be 0.865 which is significant. Hence the reliability of socio cultural inventory is assured.

The final form of English version and Malayalam version of socio cultural environment inventory is given in the appendix III and appendix IV respectively.

Social Cognition Scale

The social cognition scale prepared by Remya and Aravind (2018) was adapted and standardized for this study. This adapted scale was employed to assess the social cognition of tribal students at secondary level.

Preparation of the Draft Scale

The social cognition explored in this study is theoretically supported by Social Cognitive Theory and Self-Efficacy Theory by Albert Bandura. (Stajkovic & Luthans,2002) These theories highlight the intellectual, emotional, behavioral, and ethical dimensions of social cognition which involve interpreting social cues, managing emotions, engaging in social behavior, and making moral choices based on personal agency and learned experiences.

The description of each dimension is given below.

- Intellectual level; This domain includes critical thinking, problem solving, and creativity. These skills help students understand social situations better and find new ways to respond.

- Emotional level; This domain looks at how stable a person's emotions are and how well they handle stress. It also focuses on their thought process and positive ways to deal with emotions.
- Behavioral level; This domain encompasses a person's attitude towards self-direction, self-awareness, and self-esteem, which collectively influence changes in their behavioral cognition.
- Environmental level; This domain level includes the intrapersonal communication and adjustment level and their involvement in social problems.
- Ethical level; This domain refers to a person's ability to make justifiable judgments and show respect towards others. It also encompasses adherence to national laws and demonstrates a flexible and democratic outlook.

Preparation of Scoring Key

The social cognition scale administered in this study consisted of items with five response alternatives: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Each response was assigned a numerical score to quantify the participant's level of agreement. For positively worded items, scores ranged from 5 (Strongly Agree) to 1 (Strongly Disagree). For negatively worded items, the scoring was reversed, with 1 assigned to Strongly Agree and 5 to Strongly Disagree. Participants were instructed to place a tick mark (✓) against the option that best represented their opinion. Scoring of positive and negative items has been done on the basis of table 10 which is given below.

Table 10

Scoring Procedure for Social Cognition Scale for Tribal Students at Secondary Level

Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The draft form of English version and Malayalam version of social cognition scale is given in the appendix V and appendix VI respectively.

Pilot Study

The social cognition scale was administered among ten secondary students to ensure clarity and effectiveness of the scale. The students were able to answer the questions without any ambiguity within the allotted time.

Try Out of the Scale for Item Analysis

Selection of items was done through the procedure of item analysis. A preliminary test was conducted on a representative sample of 120 secondary school students from Malappuram district. The test was administered in 30 minutes, and clear instructions were provided to the students before the test began.

Item Analysis

Item analysis was employed to find out the suitability of the item for the inclusion on the final test. The item analysis was done using the method suggested by Edward (1969). For this the investigator collected data from a sample of 120 secondary school students of Malappuram district. The 120 response sheets obtained were scored and the total score were arranged in descending order. The

first 27 percentage of the upper group and the last 27 percentage of the lower group were used for item analysis. For evaluating the response of upper group and lower groups, a ratio of t value was found. The t value greater than or equal to 1.96 indicated that the items can be accepted for the final tool. The t value was calculated using Jamovi 2.2.5. The data and results are shown in the table 11.

Table 11

Scores of Independent Sample t test for Social Cognition Scale

Item 1	3.123	Accepted	Item 21	4.243	Accepted
Item 2	2.132	Accepted	Item 22	6.454	Accepted
Item 3	2.985	Accepted	Item23	2.654	Accepted
Item 4	3.121	Accepted	Item24	4.761	Accepted
Item 5	2.318	Accepted	Item25	4.123	Accepted
Item 6	1.987	Accepted	Item26	2.543	Accepted
Item 7	3.123	Accepted	Item27	2.258	Accepted
Item 8	4.986	Accepted	Item28	2.193	Accepted
Item 9	3.123	Accepted	Item29	2.132	Accepted
Item 10	3.986	Accepted	Item30	3.193	Accepted
Item 11	1.238	Rejected	Item 31	1.192	Rejected
Item 12	3.123	Accepted	Item 32	4.561	Accepted
Item 13	3.123	Accepted	Item33	3.123	Accepted
Item 14	1.238	Rejected	Item34	3.123	Accepted
Item 15	4.561	Accepted	Item35	2.193	Accepted
Item 16	2.392	Accepted	Item 36	3.123	Accepted
Item 17	1.965	Accepted	Item 37	2.193	Accepted
Item 18	4.765	Accepted	Item 38	4.765	Accepted
Item 19	1.178	Rejected	Item 39	4.432	Accepted
Item 20	1.294	Rejected	Item 40	4.561	Accepted

Based on item analysis 30 questions were included in the final social cognition scale.

Dimension wise distribution of items in the final social cognition scale is given in the table 12.

Table 12

Dimensions of Social Cognition Scale for Tribal Students at Secondary Level

Sl.No.	Dimensions	Question Numbers
1	Intellectual level	1,8,18,24,26,27
2	Emotional level	3,9,16,28
3	Behavioral level	6,7,8,10,15
4	Environmental level	2,5,13,14,20,23,29,30
5	Ethical level	4,11,12,17,19,21,22,25

Validity of the Test

Social cognition scale was developed using key ideas from Bandura's Social Cognitive Theory, (1986) the Triadic Reciprocity Model, and the Theory of Mind by Premack and Woodruff (1978). It was compared with the scale developed by Kumar (2021) to check for consistency and relevance. After preparing the draft, feedback was gathered from experts in psychology and tribal education. Based on their suggestions, the tool was revised and translated. Special care was taken to include all important aspects of social cognition. The expert feedback helped improve the clarity and relevance of the items. Each step in the process was aimed at making the scale both accurate and meaningful for the target population. Hence the validity of social cognition scale is assured.

Establishing Reliability

The social cognition among tribal students at secondary level was validated using Cronbach's alpha test. It was implemented in Jamovi 2.2.5 software. The reliability coefficient of the inventory was calculated and Cronbach's alpha was found to be 0.912 which shows that the tool is highly reliable. A test-retest method was also adopted to ensure reliability of the social cognition scale. The test was administered twice in same group with a time gap of 15 days. The correlation between two set of scores was calculated and the coefficient of correlation was found to be 0.908 which is significant. Hence the reliability of social cognition scale is assured.

The final English version and Malayalam version of social cognition scale is given in the appendix VI and appendix VII respectively.

Academic Self Efficacy Scale

The academic self efficacy scale prepared by Aparna and Aravind (2018) was adapted and standardized for the study. This scale was used to find out the academic self-efficacy of tribal students at secondary level.

Preparation of the Draft Scale

The academic self efficacy explored in this study is theoretically supported by Social Cognitive Theory and Self-Efficacy Theory by Albert Bandura. (Stankovic & Luthans,2002). Academic Self-efficacy centers on an individual's belief in their ability to successfully perform academic tasks. It reflects various dimensions such as competence, commitment, self-regulation, confidence, and

motivation, all of which contribute to a student's overall effectiveness in academic activities. These interconnected factors influence how well a student approaches, manages, and persists in their studies, providing a holistic measure of their academic self-efficacy. Based on the theories, expert opinion and survey of related literature the investigator selected five dimensions for the preparation of academic self efficacy scale for tribal students at secondary level. The dimensions are

- Competence in academic activities; Competent means a person able to plan and to carry out his/ her academic activities well. Competence is a set of knowledge, skills and activities of the individual.
- Academic commitment; Academic commitment involves dedication of a person to academic activities.
- Self regulation; Self regulation is the ability to monitor and control our own behavior, emotions or thoughts altering them in accordance with the demand of the situation.
- Confidence in academic activities; Confidence is commonly used as self assurance in one's personal judgement, ability and power in academic activities.
- Academic motivation; Academic motivation is defined by a student's desire (as reflected in approach, persistence and level of interest) regarding academic subjects.

Preparation of Scoring Key

The academic self efficacy scale employs a five-point scale. Each item offers five response options namely: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Each response of the item has assigned a numerical value to calculate item scores. The subject has to put a '√' mark against the most appropriate choice. Scoring of positive and negative items has been done on the basis of table 13 which is given below.

Table 13

Scoring Procedure for Social Cognition Scale

Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The draft form of English version and Malayalam version of academic self efficacy scale is given in the appendix IX and appendix X respectively.

Pilot Study

The academic self efficacy scale was administered among ten secondary students to ensure clarity and effectiveness of the scale. The students were able to answer the questions without any ambiguity within the allotted time.

Try Out of the Scale for Item Analysis

Selection of items was done through the procedure of item analysis. A preliminary test was conducted on a representative sample of 120 secondary school

students from Malappuram district. The test was administered in 30 minutes, and clear instructions were provided to the students before the test began.

Item Analysis

Item analysis was employed to find out the suitability of the item for the inclusion on the final test. The item analysis was done using the method suggested by Edward (1969). For this the investigator collected data from a sample of 120 secondary school students of Malappuram. The 120 response sheets obtained were scored and the total score were arranged in descending order. The first 27 percentage of the upper group and the last 27 percentage of the lower group were used for item analysis. For evaluating the response of upper group and lower groups, a ratio of t value is found out. The t value is a measure of extent to which a statement differentiates between higher and lower groups. The t value greater than or equal to 1.96 indicated that the items can be accepted for the final tool. The t value was calculated using Jamovi 2.2.5. The data and results are shown in the table 14.

Table 14*Scores of Independent Sample t test for Academic Self Efficacy Scale*

Item 1	3.123	Accepted	Item 21	4.243	Accepted
Item 2	2.132	Accepted	Item 22	6.454	Accepted
Item 3	2.985	Accepted	Item23	1.111	Rejected
Item 4	3.121	Accepted	Item24	4.761	Accepted
Item 5	2.318	Accepted	Item25	1.123	Rejected
Item 6	1.387	Rejected	Item26	1.543	Rejected
Item 7	3.123	Accepted	Item27	2.258	Accepted
Item 8	4.986	Accepted	Item28	1.132	Rejected
Item 9	3.123	Accepted	Item29	2.193	Accepted
Item 10	3.986	Accepted	Item30	1.193	Rejected
Item 11	2.985	Accepted	Item 31	2.985	Accepted
Item 12	3.123	Accepted	Item 32	4.561	Accepted
Item 13	3.123	Accepted	Item33	3.123	Accepted
Item 14	3.123	Accepted	Item34	3.123	Accepted
Item 15	4.561	Accepted	Item35	1.193	Rejected
Item 16	1.392	Rejected	Item 36	3.123	Accepted
Item 17	1.985	Accepted	Item 37	1.193	Rejected
Item 18	4.765	Accepted	Item 38	4.765	Accepted
Item 19	1.964	Accepted	Item 39	4.432	Accepted
Item 20	1.294	Rejected	Item 40	4.561	Accepted

Based on item analysis 30 questions were included in the final academic self efficacy scale.

Dimension wise distribution of items in the final academic self efficacy scale is given in the table 15.

Table 15

Dimensions of Academic Self Efficacy Scale for Tribal Students at Secondary Level

Sl. No.	Dimensions	Question Numbers
1	Competence in academic activities	1,3,4,8,25,29
2	Academic commitment	2,6,7,11,15,17
3	Self regulation	5,9,10,13,16,23
4	Confidence in academic activities	14,18,20,22,24,28,30
5	Academic motivation	12,19,21,26,27

Validity of the Test

Academic self efficacy scale was developed using key ideas from Bandura's Social Cognitive Theory, the self efficacy theory (1986 & 1997) and Zimmerman's (2002) self regulated learning theory. It was compared with the scale developed by Kaur (2022) to check for consistency and relevance. After preparing the draft, feedback was gathered from experts in psychology and tribal education. Based on their suggestions, the tool was revised and translated. Special care was taken to include all important aspects of academic self efficacy. The expert feedback helped improve the clarity and relevance of the items. Each step in the process was aimed at making the scale both accurate and meaningful for the target population. Hence the validity of academic self efficacy scale was assured.

Establishing Reliability

The academic self efficacy among tribal students at secondary level was validated using Cronbach's alpha test. It was implemented in Jamovi 2.2.5 software. The reliability coefficient of the inventory was calculated and Cronbach's alpha was found to be 0.907 which shows that the tool is highly reliable. A test-retest method was also adopted to ensure reliability of the academic self efficacy scale. The test was administered twice in same group with a time period of 15 days. The correlation between two set of scores was calculated and the coefficient of correlation was found to be 0.903 which is significant. Hence the reliability of academic self efficacy scale was assured.

The final form of English version and Malayalam version of academic self efficacy scale is given in the appendix XI and appendix XII respectively.

Data Collection Procedure

After the finalization of the tool, investigator obtained official permission from government of Kerala through the directorate of scheduled caste and scheduled tribes and concerned TDO's and ITDP's to visit model residential schools for collecting the data. The investigator visited the schools with due permission from school officials and conducted the survey without any hindrance to the academic affairs.

Before starting the survey, the investigator has created a good rapport with the students. Finally, the students were informed that the data collected from them will be kept confidential and used only for research purpose. Instructions were given

before filling the questionnaire. In the survey, efforts were taken to maintain precision, accuracy, and relevance of answer. Maximum time was given to the students for completing the entire questionnaires. In this manner the entire questionnaires were administered by the investigator, collected scored and analyzed using the Jamovi 2.2.5. software.

Conclusion

After the data collection procedure, the received data were collected, scored, organized and entered according to the guidelines. Before preparing the data for analysis, it was checked for accuracy. Every step after data collection was carried out carefully to ensure the accuracy of analysis and interpretation. The methodology adopted for the study paved a strong foundation for data analysis and research objectives. The following chapter deals with clear and precise analysis of the data leading to major findings of the study.

Chapter – IV

ANALYSIS AND INTERPRETATION

-
- *Introduction*
 - *Objectives of the Study*
 - *Hypotheses of the Study*
 - *Preliminary Analysis*
 - *Major Analysis*
-

The investigator has used descriptive data analysis mean, median, mode, standard deviation, skewness, kurtosis and inferential statistics, t test, ANOVA, coefficient of correlation and chi square test of association. The details of the analysis and interpretation of the collected data are given in this chapter.

The present study is entitled as SOCIAL COGNITION AND ACADEMIC SELF EFFICACY IN RELATION TO SOCIO CULTURAL ENVIRONMENT AMONG TRIBAL STUDENTS AT SECONDARY LEVEL. This chapter describes the statistical analysis and discussion of the result obtained.

Objectives of the Study

1. To find out the levels of social cognition of tribal students at secondary level.
2. To find out the levels of academic self efficacy of tribal students at secondary level.
3. To find out the categories of socio cultural environment of tribal students at secondary level.
4. To compare the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
5. To compare the academic self efficacy of tribal students at secondary level based on the levels of social cognition.

6. To compare the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
7. To compare the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
8. To compare the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
9. To find out the association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
10. To find out the association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
11. To find out the association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.

12. To find out the association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
13. To find out the relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
14. To find out the relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Hypotheses of the Study

1. There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
2. There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition.
3. There is a significant difference in the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
4. There is a significant difference in the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.

5. There is a significant difference in the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
6. There is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
7. There is a significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
8. There is a significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
9. There is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
10. There is a significant relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
11. There is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Preliminary Analysis

As an initial step, the mean, median, mode and standard deviation of scores of the total sample and relevant subsamples were calculated. Skewness and kurtosis were found to analyze the normality of data. The description of the preliminary analysis of the total sample is presented under the following heads. Data and results are given in the table 16.

- Distribution of scores of social cognition of tribal students at secondary level.
- Distribution of scores of academic self efficacy of tribal students at secondary level.

Table 16

Data and Result of Preliminary Analysis of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

	Social Cognition	Academic Self Efficacy
Mean	64.50	66.90
Median	64.00	65.00
Mode	72.00	65.0
Standard deviation	14.30	12.30
Skewness	0.33	0.58
Kurtosis	-0.04	0.07

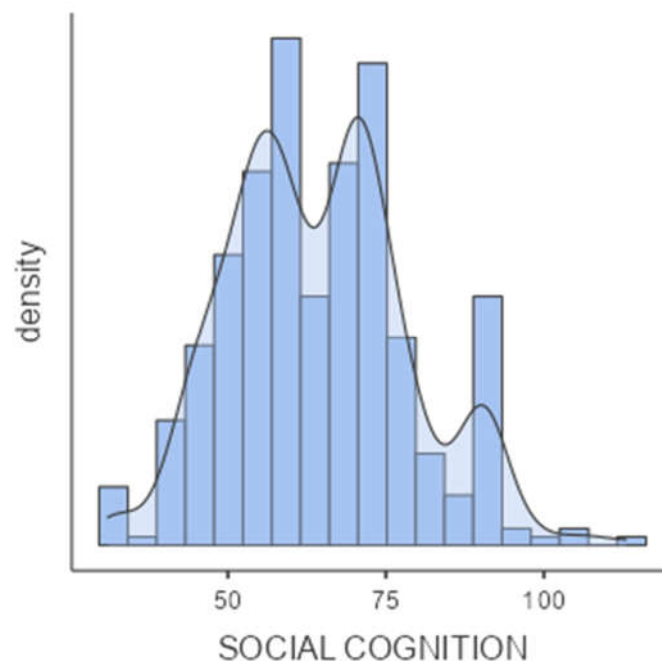
From the table it is found that the mean, median, and mode of the variable social cognition are 64.50, 64, and 72 respectively. Skewness was found to be 0.33 and kurtosis was -0.04 respectively. The skewness value 0.33 indicates that the

distribution of score for social cognition is positively skewed. The value of kurtosis obtained for social cognition is found to be -0.04 which is near to the normal. The mean, median, and mode of the variable academic self efficacy is 66.90, 65, and 65 respectively. The skewness value 0.58 indicates that the distribution of score for academic self efficacy is positively skewed. The value of kurtosis obtained for academic self efficacy is 0.07 which is near to the normal distribution.

The graphical representation of frequency distribution of scores of social cognition of tribal students at secondary level is given in the figure 1.

Figure 1

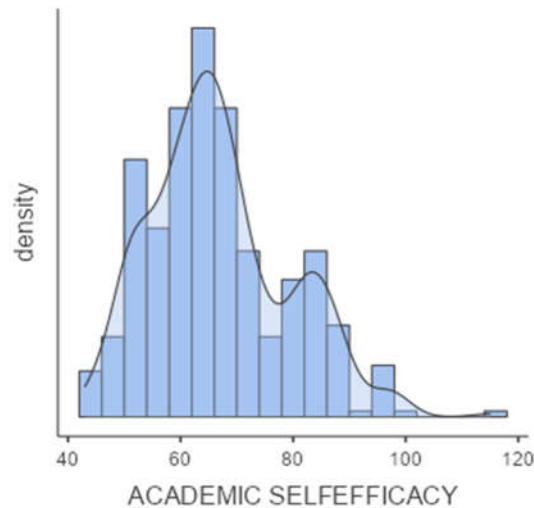
Frequency Distribution of Scores of Social Cognition of tribal students at Secondary Level



The graphical representation of frequency distribution of scores of academic self efficacy of tribal students at secondary level is given in the figure 2.

Figure 2

Frequency Distribution of Scores of Academic Self Efficacy of tribal students at Secondary Level



Major Analysis

- Analysis of the levels of social cognition of tribal students at secondary level.
- Analysis of the levels of academic self efficacy of tribal students at secondary level.
- Analysis of the categories of socio cultural environment of tribal students at secondary level.
- Comparison of social cognition of tribal students at secondary level based on the levels of academic self efficacy.
- Comparison of academic self efficacy of tribal students at secondary level based on the levels of social cognition.

- Comparison of socio cultural environment of tribal students at secondary level based on gender and district
- Comparison of social cognition of tribal students at secondary level based on gender and district.
- Comparison of academic self efficacy of tribal students at secondary level based on gender and district.
- Analysis of association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
- Analysis of association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
- Analysis of association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
- Analysis of association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
- Analysis of relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
- Analysis of relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Analysis of the Levels of Social Cognition of Tribal Students at Secondary Level

To find out the levels of social cognition of tribal students at secondary level, they were classified into three groups, as students having

1. High level of social cognition
2. Average level of social cognition
3. Low level of social cognition.

The scores which are more than Mean + SD is categorized as students with high level of social cognition. Students who scored below Mean - SD is categorized as students with low level of social cognition and students those who scored in between the above indicated two level is categorized as students with average level of social cognition, which are given in the table 17.

Table 17

Data and Results of Levels of Social Cognition of Tribal Students at Secondary Level

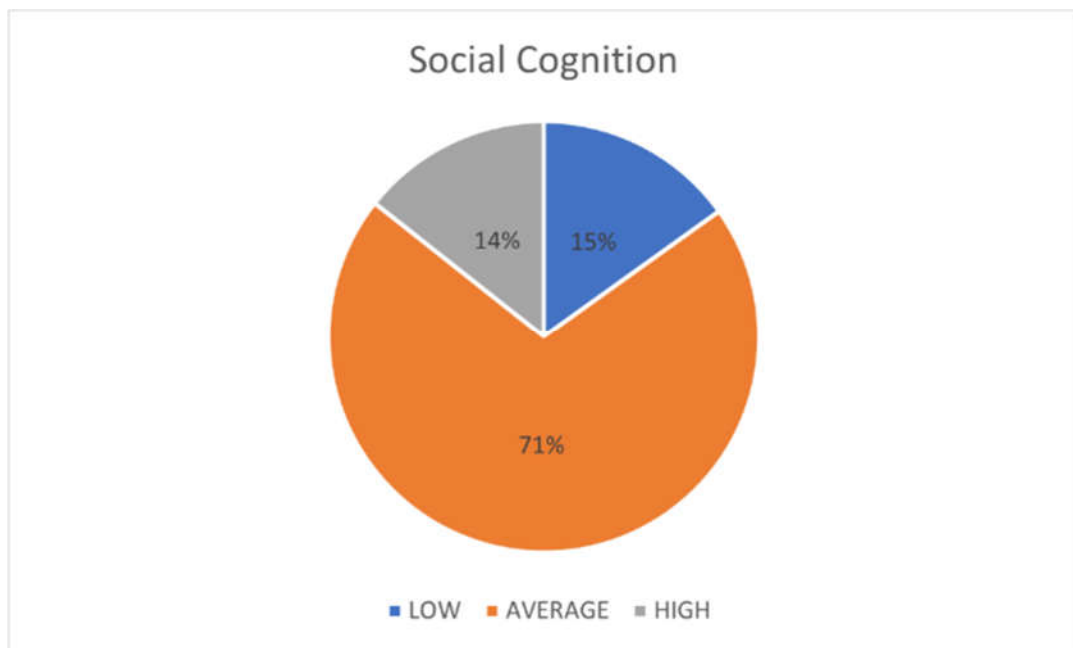
Group	Norms	N	%
High	M + SD and above	53	14
Average	M + SD to M - SD	284	71
Low	M - SD and below	63	15

The result shows that 14%, 71% and 15% of tribal school students at secondary level are observed with high, average and low social cognition

respectively. In the sample majority of tribal school students at secondary level falls in the average group. Analysis shows that there are different levels of social cognition among tribal school students at secondary level. The levels of social cognition of tribal school students at secondary level are graphically represented in figure 3.

Figure 3

Graphical Representation of Levels of Social Cognition of Tribal Students at Secondary Level



Analysis of the Levels of Academic Self Efficacy of Tribal Students at Secondary Level

To find out the levels of academic self efficacy of tribal students at secondary level, they were classified into three groups, as students having

1. High level of academic self efficacy
2. Average level of academic self efficacy
3. Low level of academic self efficacy

The scores which are more than Mean + SD is categorized as students with high level of academic self efficacy, students who scored below Mean - SD is categorized as students with low level of academic self efficacy and students those who scored in between the above indicated two level is categorized as students with average level of academic self efficacy, which are given in the table 18

Table 18

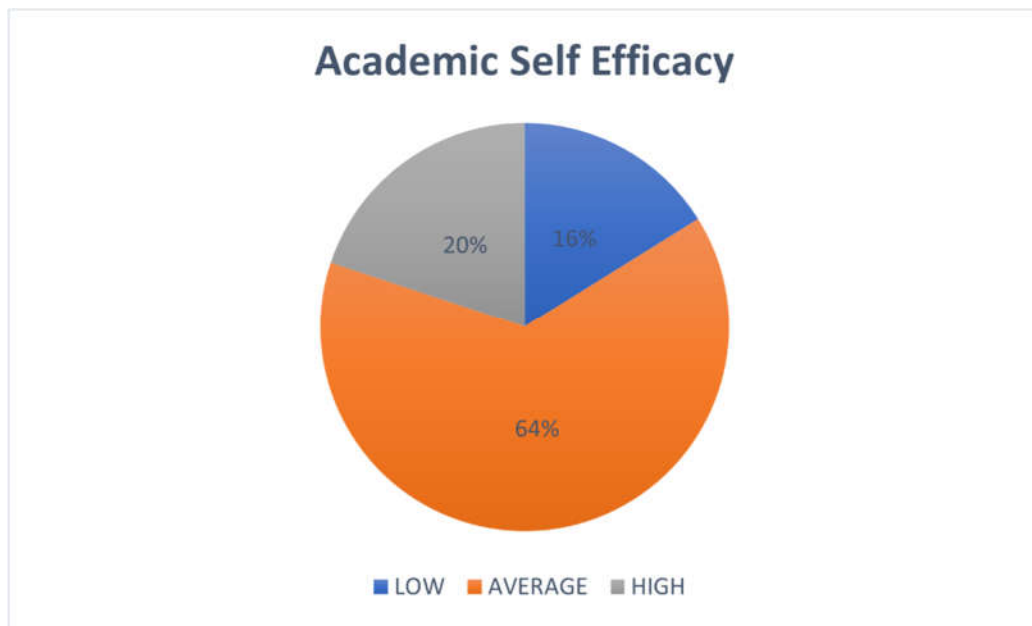
Data and Results of Levels of Academic Self Efficacy of Tribal Students at Secondary Level

Group	Norms	N	%
High	M + SD and above	79	20
Average	M + SD to M - SD	247	64
Low	M - SD and below	74	16

The result shows that 20%, 64% and 16% of tribal school students at secondary level are observed with high, average and low academic self efficacy respectively. In the sample, majority of tribal school students at secondary level falls in the average group. Analysis shows that there are different levels of academic self efficacy of tribal students at secondary level. The levels of academic self efficacy of tribal students at secondary level are graphically represented in figure 4.

Figure 4

Graphical Representation of Levels of Academic Self Efficacy of Tribal Students at Secondary Level



Analysis of the Category of Socio Cultural Environment of Tribal Students at Secondary Level

To find out the categories of socio cultural environment of tribal students at secondary level, they were classified into three groups, as students having

1. Conducive socio cultural environment
2. Partially Conducive socio cultural environment
3. Non Conducive socio cultural environment.

Students scoring from 54 to 72 are categorized under conducive socio cultural environment, those from 18 to 54 are categorized under partially conducive

socio cultural environment and students scoring from 0 to 18 are categorized under non conducive socio cultural environment. The data and results are given in the table 19.

Table 19

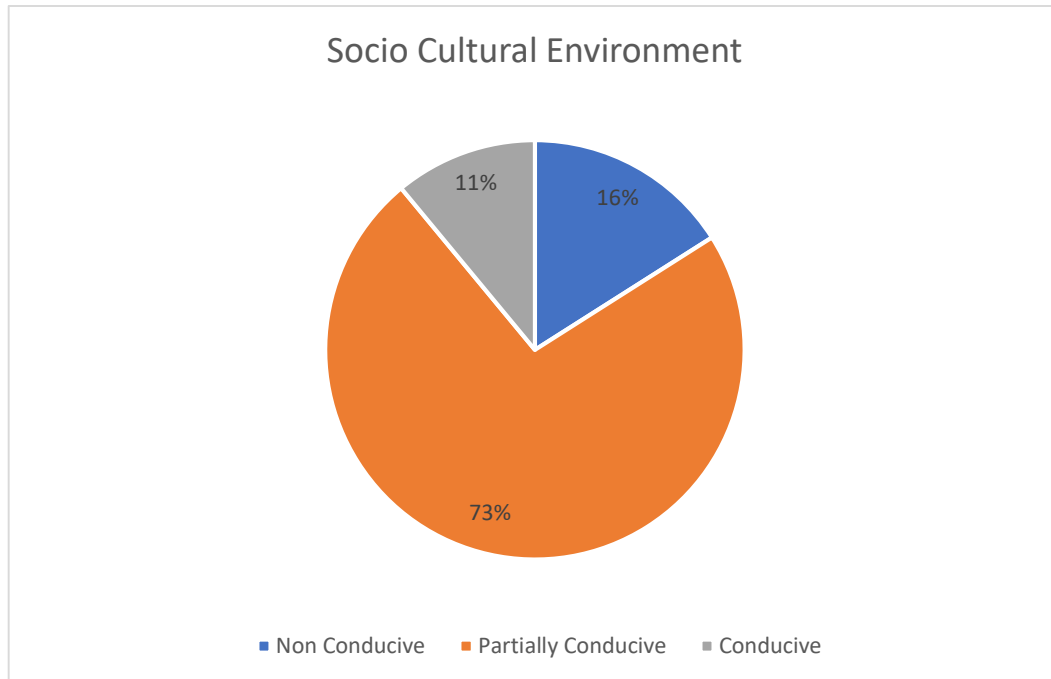
Data and Results of Categories of Socio Cultural Environment of Tribal Students at Secondary Level

Group	Scores	N	%
Conductive	54 to 72	64	16
Partially Conductive	18 to 54	292	73
Non Conductive	0 to 18	44	11

The result shows that 16%, 73% and 11% of tribal school students at secondary level are observed with conducive, partially conducive and non conducive socio cultural environment respectively. In the sample majority of tribal school students at secondary level falls in the partially conducive group. Analysis shows that there are different categories of socio cultural environment among tribal school students at secondary level. The categories of socio cultural environment of tribal school students at secondary level are graphically represented in figure 5.

Figure 5

Graphical Representation of categories of Socio Cultural Environment of Tribal Students at Secondary Level



Comparison of Social Cognition of Tribal Students at Secondary Level Based on the Levels of Academic Self Efficacy

To ascertain whether there is any significant relationship between social cognition of tribal students at secondary level based on levels of academic self efficacy, Analysis of variance (ANOVA) was employed. Data and results of comparison of social cognition of tribal students at secondary level based on the levels of academic self efficacy are given in the table 20.

Table 20

Data and Results of Comparison of Social Cognition of Tribal Students at Secondary Level Based on the Levels of Academic Self Efficacy

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between group	19886	2	9943	63.50	<.001
With in group	62163	397	157		

From the table, the F value obtained is 63.50. Similarly, the p value is <0.001 which is less than 0.05. Therefore, it is clear that there is a significant difference in the social cognition of tribal students at secondary level based on levels of academic self efficacy. Therefore, the hypothesis stating that there is a significant difference in the social cognition of tribal students at secondary level based on levels of academic self efficacy is substantiated. Further, to find out the area where significant difference shows, investigator used the Scheffe's Test of multiple comparison. Here the pair wise comparison is possible to assess whether there is a significant difference between each pair. Data and results are shown in the table 21.

Table 21

Data and Results of the Scheffe's Test of Multiple Comparisons Between Social Cognition of Tribal Students at Secondary Level Based on the Levels of Academic Self Efficacy

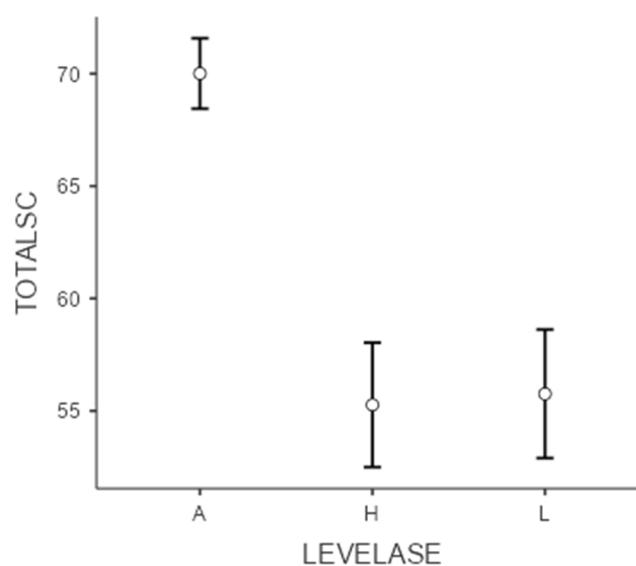
Academic Self Efficacy	Academic Self Efficacy	Mean Difference	SE	t	p
A	H	14.742	1.620	9.115	<.001
A	L	14.251	1.660	8.594	<.001
H	L	0.491	2.020	0.243	0.968

From the above table it is clear that there is a significant difference in social cognition between students with high and average academic self efficacy, with a mean difference of 14.742 and a p-value <0.001 which is less than 0.05. Also, there is a significant difference between students with average and low academic self efficacy where p value is <0.001 (mean difference = 14.251, $p = <0.001$). Additionally, there is no significant difference in social cognition between students with high and low academic self efficacy, with a mean difference of 0.491 and a p-value of 0.968 which is not less than 0.05.

The comparison of social cognition of tribal students at secondary level based on the levels of academic self efficacy is graphically represented in the figure 6.

Figure 6

Graphical Representation of Comparison of Social Cognition of Tribal Students at Secondary Level Based on the Levels of Academic Self Efficacy



Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on the Levels of Social Cognition

To ascertain whether there is any significant relationship between academic self efficacy of tribal students at secondary level based on the levels of social cognition, analysis of variance (ANOVA) was employed. Data and results of comparison of academic self efficacy of tribal students based on the levels of social cognition are given in the table 22.

Table 22

Data and Results of Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on the Social Cognition

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between group	4327	2	2163	15.40	<.001
With in group	55813	397	141		

The F value obtained is 15.40. Similarly, the p value is <0.001 which is less than 0.05. The results show that there is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition. Therefore, the hypothesis stating that there is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition is substantiated.

Further, to find out the area where significant difference shows, investigator used the Scheffe's test of multiple comparison. Here the pair wise comparison is possible to assess whether a significant difference exist between each pair. Data and results are given in the table 23.

Table 23

Data and Results of the Scheffe's Test of Multiple Comparisons Between Academic Self Efficacy of Tribal Students at Secondary Level Based on Levels of Social Cognition

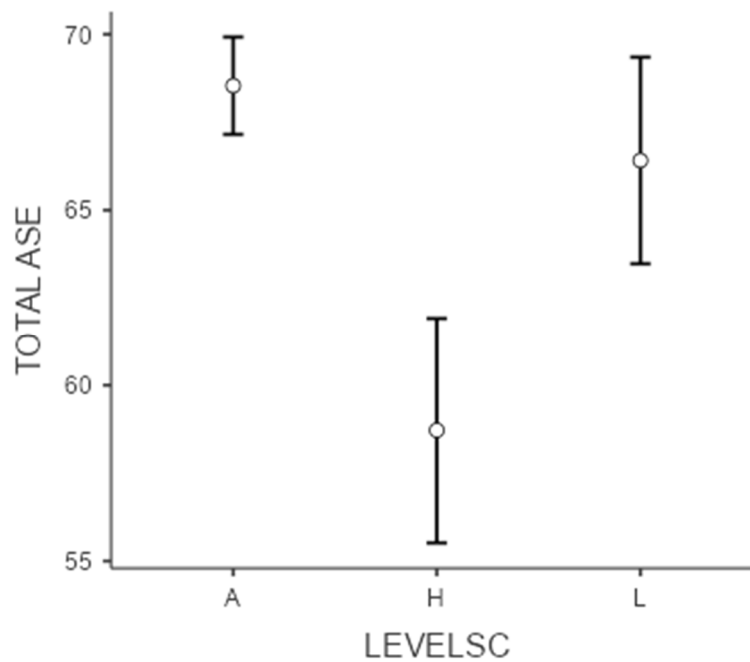
Social Cognition	Social Cognition	Mean Difference	SE	t	p
A	H	9.82	1.77	5.54	<.001
A	L	2.13	1.65	1.29	0.403
H	L	7.70	2.21	3.48	0.002

From the above table it is clear that there is a significant difference in academic self-efficacy between students with high and average social cognition, with a mean difference of 9.82. The p-value is less than 0.001 which is less than 0.05. However, there is no significant difference in the academic self efficacy between students with average and low social cognition where p value is greater than 0.05(mean difference = 2.13, p = 0.403). Additionally, there is a significant difference in the academic self efficacy between students with high and low social cognition, with a mean difference of 7.70 and a p-value of .002 which is less than 0.05, indicating higher academic self-efficacy in students with high social cognition.

The comparison of academic self efficacy of tribal students at secondary level based on levels of social cognition is graphically represented in the figure 7.

Figure 7

Graphical Representation of Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on the Levels of Social Cognition



Comparison of Socio Cultural Environment of Tribal Students at Secondary Level Based on Gender

To ascertain whether there is any significant relationship between socio cultural environment of tribal students at secondary level based on gender, t test was employed. Data and results of comparison of socio cultural environment of tribal students at secondary level based on gender are given in the table 24.

Table 24

Data and Results of Comparison of Socio Cultural Environment on the Basis of Gender

Variable	Gender	SD	N	M	t	p
Socio Cultural Environment	Female	16.3	214	78.3	1.67	0.096
	Male	11.80	186	75.9		

From the table it is clear that the mean and standard deviation of socio cultural environment of female students is 78.3 and 16.3. The mean and standard deviation of socio cultural environment of male students is found to be 75.9 and 11.80. The t value is 1.67 and it is less than 1.96. Similarly, the p value is 0.096 which is greater than 0.05. The result shows that there is no significant difference between the socio cultural environment of tribal students at secondary level classified based on gender. Therefore, the hypothesis stating that there is a significant difference in the socio cultural environment of tribal students at secondary level classified based on gender is rejected.

Comparison of Socio Cultural Environment of Tribal Students at Secondary Level Based on District

To ascertain whether there is any significant relationship between socio cultural environment of tribal students at secondary level based on district, ANOVA was employed. Data and results of comparison of socio cultural environment of tribal students at secondary level based on district are given in the table 25.

Table 25

Data and Results of Comparison of Socio Cultural Environment on the Basis of District

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between group	37597	4	9399	82.0	<.001
With in group	45274	395	115		

The F value obtained is 82.0. Similarly, the p value is <.001 and it is less than 0.05 which means there is a significant difference in the socio cultural environment of tribal students at secondary level based on district.

Hence the hypothesis stating that there is a significant difference in the socio cultural environment of tribal students at secondary level based on district is substantiated. Further, to find out the area where significant difference shows, investigator used the Scheffe's post Hoc Test. Data and results are shown in the table 26.

Table 26

Data and Results of the Scheffe's Test of Multiple Comparison Between Socio Cultural Environment of Tribal Students at Secondary Level Based on District

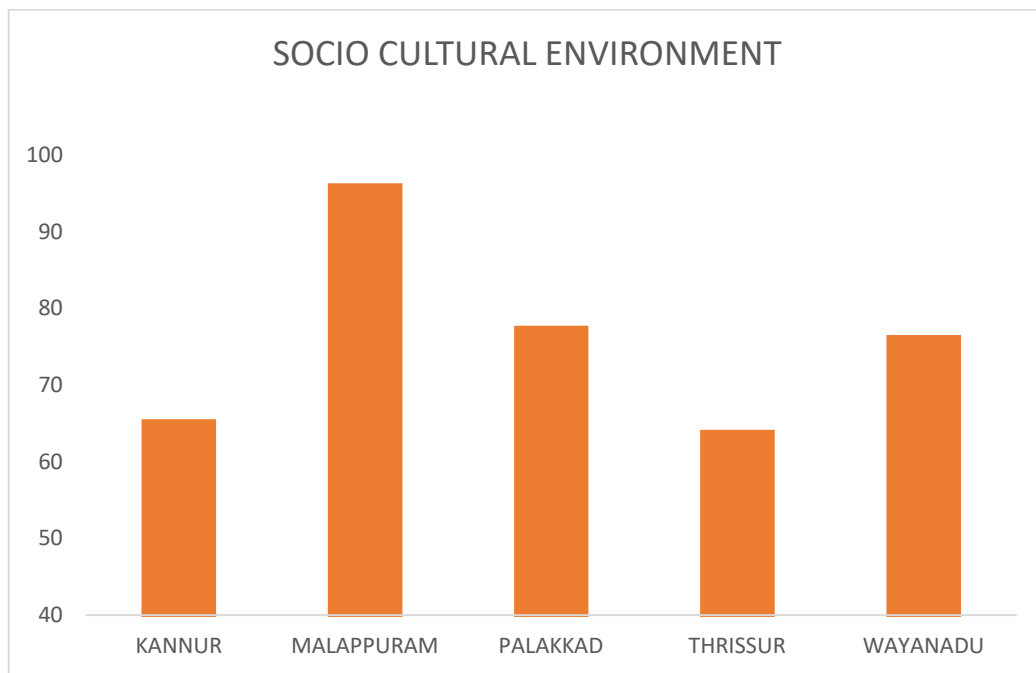
District	District	Mean difference	p
Kannur	Malappuram	30.89	<.001
	Palakkad	12.22	<.001
	Thrissur	1.38	0.98
	Wayanad	11.05	<.001
Malappuram	Palakkad	18.67	<.001
	Thrissur	32.27	<.001
	Wayanad	19.84	<.001
Palakkad	Thrissur	13.60	<.001
	Wayanad	1.17	0.96
Thrissur	Wayanad	12.43	<.001

From the table it is clear that there is a significant difference in the socio cultural environment of tribal students among the districts of Kannur and Malappuram (30.89, $p<.001$), Kannur and Palakkad (12.22, $p<.001$), Kannur and Wayanad (11.05, $p<.001$), Malappuram and Palakkad (18.67, $p<.001$), Malappuram and Thrissur (32.27, $p<.001$), Malappuram and Wayanad (19.84, $p<.001$), Palakkad and Thrissur (13.60, $p<.001$) and Thrissur and Wayanad (12.43, $p<.001$) in which the p values are <.001 which is less than 0.05. There is no significant difference in the socio cultural environment of tribal students at secondary level between Kannur and Thrissur (1.38, $p=0.98$) and Palakkad and Wayanad (1.17, $p=0.96$) in which p value is greater than 0.05.

The comparison of socio cultural environment of tribal students at secondary level based on district is graphically represented in the figure 8.

Figure 8

Graphical Representation of Comparison of Socio Cultural Environment of Tribal Students at Secondary Level Based on District



Comparison of Social Cognition of Tribal Students at Secondary Level Based on Gender

To ascertain whether there is any significant relationship between social cognition of tribal students at secondary level based on gender, t test was employed. Data and results of comparison of social cognition based on gender are given in the table 27.

Table 27

Data and Results of Comparison of Social Cognition of Tribal Students at Secondary Level Based on Gender

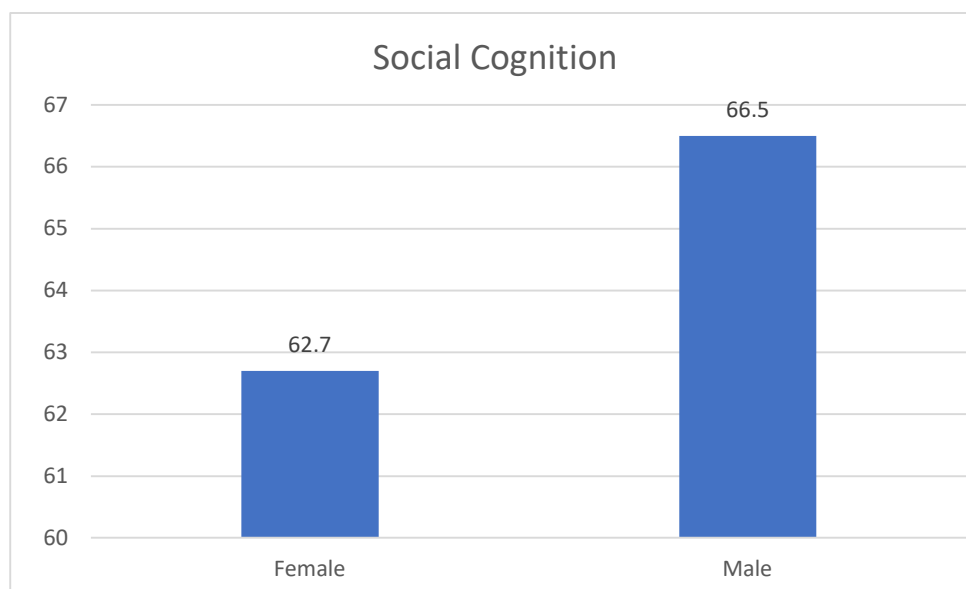
Variable	Gender	SD	N	M	t	p
Social Cognition	Female	13.3	214	62.7	2.70	0.007
	Male	15.2	186	66.5		

From the table it is clear that the mean and standard deviation of social cognition of female students are 62.7 and 13.3. The mean and standard deviation of social cognition of male students are 66.5 and 15.2. The t value is 2.70 and it is greater than 1.96. Similarly, the p value is 0.007 which is less than 0.05. The result shows that there is a significant difference in the social cognition of tribal students at secondary level based on gender. Therefore, the hypothesis stating that there is a significant difference in the social cognition of tribal students at secondary level classified based on gender is substantiated.

Data and results of comparison of social cognition based on gender is graphically represented in the figure 9.

Figure 9

Graphical Representation of Comparison of Social Cognition of Tribal Students at Secondary Level Based on Gender



Comparison of Social Cognition of Tribal Students at Secondary Level Based on District

To ascertain whether there is any significant relationship between social cognition of tribal students at secondary level based on district, ANOVA was employed. Data and results of comparison of social cognition of tribal students at secondary level based on district are given in the table 28.

Table 28

Data and Results of Comparison of Social Cognition of Tribal Students at Secondary Level Based on District

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between group	22543	4	5636	37.4	<.001
With in group	59506	395	151		

The F value obtained is 37.4. Similarly, the p value is $<.001$ and it is less than 0.05 which means that there is a significant difference in the social cognition of tribal students at secondary level based on district.

Therefore, the hypothesis stating that there is a significant difference in the social cognition of tribal students at secondary level based on district is substantiated. Further, to find out the area where significant difference shows, investigator used the Scheffe's post Hoc Test. Data and results are shown in the table 29.

Table 29

Data and Results of the Scheffe's Test of Multiple Comparison between Social cognition of Tribal Students at Secondary Level Based on District

District	District	Mean Difference	p
Kannur	Malappuram	16.692	$<.001$
	Palakkad	0.173	1.000
	Thrissur	0.526	1.000
	Wayanad	15.006	$<.001$
Malappuram	Palakkad	16.519	$<.001$
	Thrissur	16.166	$<.001$
	Wayanad	1.686	0.928
Palakkad	Thrissur	0.353	1.000
	Wayanad	14.833	$<.001$
Thrissur	Wayanad	14.479	$<.001$

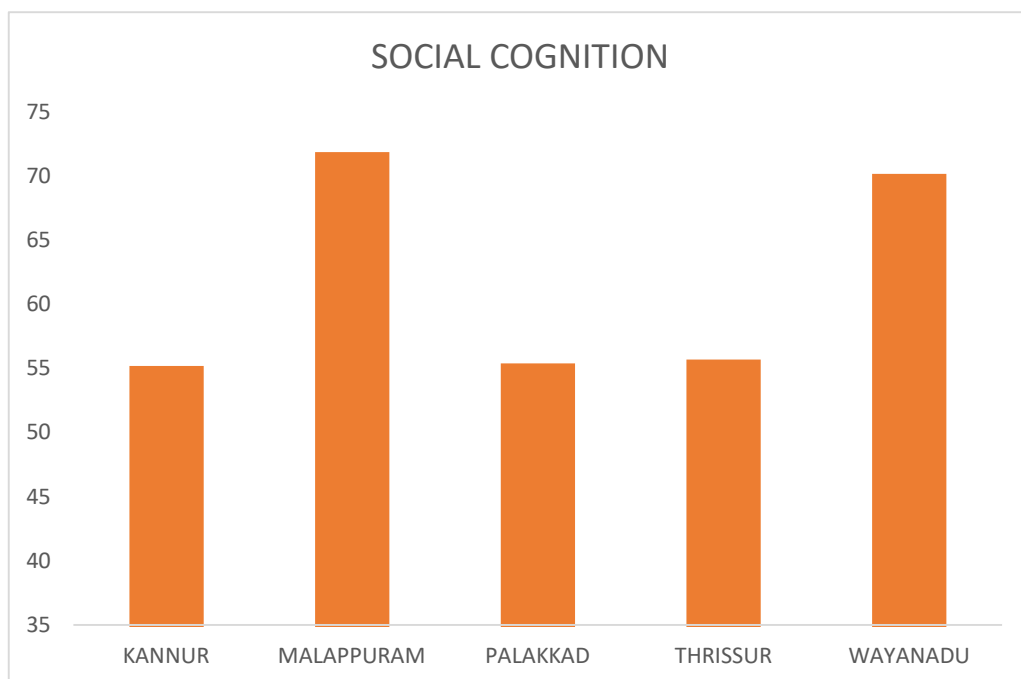
From the table it is clear that there is a significant difference in the social cognition of tribal students among the districts of Kannur and Malappuram (16.692, $p<.001$), Kannur and Wayanad (15.006, $p<.001$), Malappuram and Palakkad (16.519, $p<.001$), Malappuram and Thrissur (16.166, $p<.001$), Thrissur and

Wayanad (12.43, $p < .001$), Palakkad and Wayanad (14.8333, $p = .964$), Thrissur and Wayanad (14.479, $p < .001$) in which the p values are $< .001$. which is less than 0.05. There is no significant difference in the social cognition of tribal students among the districts Kannur and Palakkad (0.173, $p = 1.000$), Kannur and Thrissur (0.536, $p = 1.000$), Malappuram and Wayanad (1.686, $p = .928$), Palakkad and Thrissur (0.353, $p = 1.000$) in which p value is greater than 0.05.

The comparison of social cognition of tribal students at secondary level based on district is graphically represented in the figure 10.

Figure 10

Graphical Representation of Comparison of Social Cognition of Tribal Students at Secondary Level Based on District



Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on Gender

To ascertain whether there is any significant relationship between academic self efficacy of tribal students at secondary level based on gender, t test was employed. Data and results of comparison of academic self efficacy based on gender are given in the table 30.

Table 30

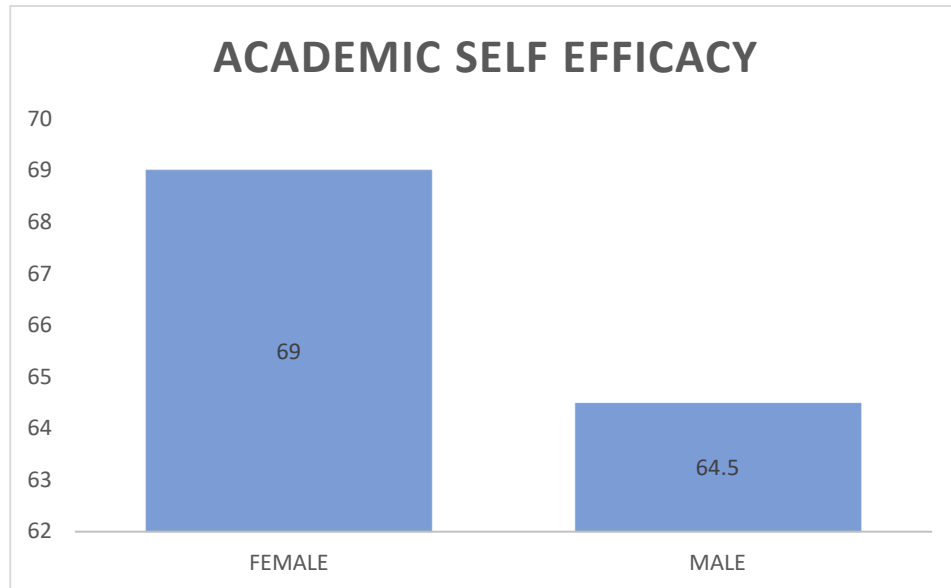
Data and Results of comparison of Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on Gender

Variable	Gender	SD	N	M	t	p
Academic Self Efficacy	Female	13.50	214	69.00	3.64	<.001
	Male	10.20	186	64.50		

From the table it is clear that the mean and standard deviation of academic self efficacy of female students are 69.00 and 13.50. The mean and standard deviation of academic self efficacy of male students are 64.50 and 10.20. The t value obtained is 3.64 and it is greater than 1.96. Similarly, the p value is <.001 which is less than 0.05. The result shows that there is a significant difference in the academic self efficacy of tribal students at secondary level based on gender. Therefore, the hypothesis stating that there is a significant difference in the academic self efficacy of tribal students at secondary level based on gender is substantiated. The comparison of academic self efficacy of tribal students at secondary level based on gender is graphically represented in the figure 11.

Figure 11

Graphical Representation of Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on Gender



Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on District

To ascertain whether there is any significant relationship between academic self efficacy of tribal students at secondary level based on district, ANOVA was employed. Data and results of comparison of academic self efficacy of tribal students at secondary level based on district are given in the table 31.

Table 31

Graphical Representation of Comparison of Social Cognition of Tribal Students at Secondary Level Based on District

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between group	10197	4	2549	20.20	0.001
With in group	49942	395	126		

The F value obtained is 20.20. Similarly, the p value is $<.001$ and as it is less than 0.05. The result show that there is a significant difference in the academic self efficacy of tribal students at secondary level based on district.

Therefore, hypothesis stating that there is a significant difference in the academic self efficacy of tribal students at secondary level based on district is substantiated. Further, to find out the area where significant difference shows, investigator used the Scheffe's post Hoc Test. Data and results are given in the table 32.

Table 32

Data and Results of the Scheffe's Test of Multiple Comparison between Academic Self Efficacy of Tribal Students at Secondary Level Based on District

District	District	Mean difference	p
Kannur	Malappuram	13.40	$<.001$
	Palakkad	6.19	0.076
	Thrissur	3.08	0.782
	Wayanad	8.90	$<.001$
Malappuram	Palakkad	7.20	$<.001$
	Thrissur	16.48	$<.001$
	Wayanad	4.50	0.119
Palakkad	Thrissur	9.28	$<.001$
	Wayanad	2.71	0.577
Thrissur	Wayanad	11.98	$<.001$

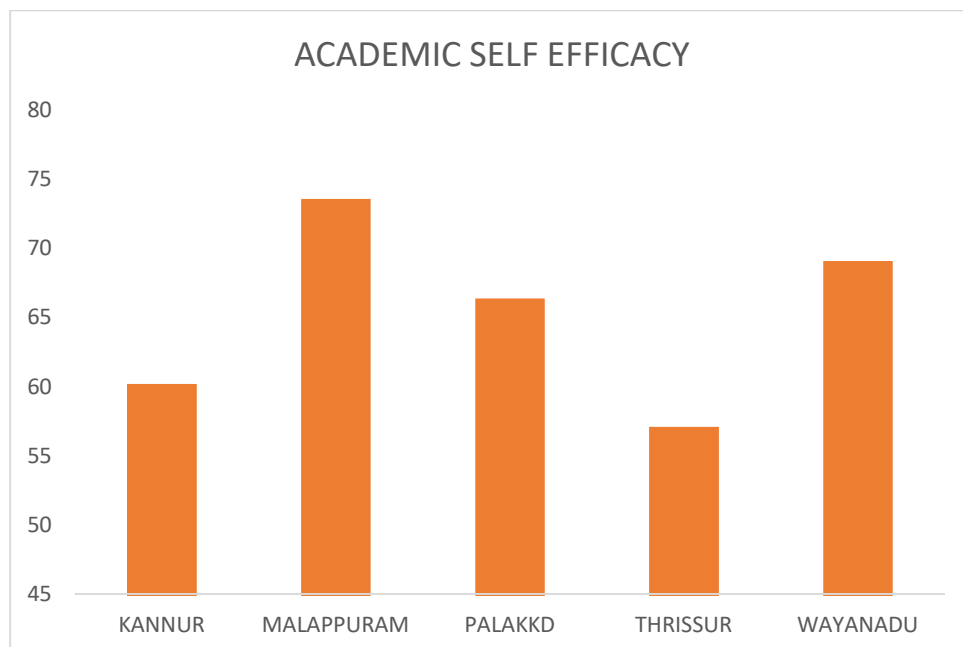
From the table it is clear that there is a significant difference in the academic self efficacy of tribal students among the districts of Kannur and Malappuram (13.40, $p <.001$, Kannur and Wayanad (8.90, $p <.001$), Malappuram and Thrissur

(16.48, $p < .001$) , Palakkad and Thrissur 9.28, $p < .001$) Thrissur and Wayanad (11.98, $p < .001$) and Malappuram and Palakkad (7.20, $p < .001$), in which the p values are $< .001$. which is less than 0.05. There is no significant difference in the social cognition of tribal students among the districts Kannur and Palakkad (6.19, $p = 0.076$), Kannur and Thrissur (3.08, $p = 0.782$), Malappuram and Wayanad (4.50, $p = 0.119$), Palakkad and Wayanad (2.71, $p = .577$) in which p value is greater than 0.05.

The comparison of academic self efficacy of tribal students at secondary level based on district is graphically represented in the figure 12.

Figure 12

Graphical Representation of Comparison of Academic Self Efficacy of Tribal Students at Secondary Level Based on District



Analysis of the Association of Socio Cultural Environment (Total and its Dimensions) with Social Cognition of Tribal Students at Secondary Level

To ascertain whether there is any significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level, chi square test of association was employed. Data and Results of Association of socio cultural environment (total) with social cognition are given in the table 33.

Table 33

Data and Results of Association of Socio Cultural Environment (total) with Social Cognition of Tribal Students at Secondary Level

Socio Cultural Environment	Social Cognition					χ^2	p
		Average	High	Low	Total		
Partially conducive	Observed	196	0	1	197	496	<.001
	Expected	139.9	26.10	31.03			
Conductive	Observed	88	53	0	141		
	Expected	100	18.68	22.21			
Non conducive	Observed	0	0	62	62		
	Expected	44	8.21	9.77			
Total		284	53	63	400		

The table shows that out of 400 tribal students at secondary level, 62 students have a non conducive socio cultural environment, of which 62 have low social cognition. Additionally, 197 students have a partially conducive socio cultural environment, with 196 having average social cognition, 1 having low social cognitions. Out of 141 students with a conducive socio cultural environment, 88 students have average social cognition and 53 students have high social cognition.

The chi-square value is 496. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between the socio cultural environment (total) and social cognition.

The hypothesis stating that there is a significant association between the socio cultural environment (total) and social cognition of tribal students at secondary level is substantiated.

Data and Results of Association of Socio Cultural Environment (Dimensions) with Social Cognition of Tribal Students at Secondary Level

Table 34

Data and Results of Association of School Environment with Social Cognition of Tribal Students at Secondary Level

School Environment	Social Cognition					χ^2	p
		Average	High	Low	Total		
Partially conducive	Observed	284	19	28	331	445	<.001
	Expected	235	43.86	52.13			
Conductive	Observed	0	34	0	34		
	Expected	24.1	4.50	5.36			
Non conducive	Observed	0	0	35	35		
	Expected	24.9	4.64	5.51			
Total		284	53	63	400		

The table shows that out of 400 tribal students at secondary level, 35 students have a non-conductive school environment and all the 35 students have low social cognition. Additionally, 331 students have partially conducive socio cultural environment out of which 28 have low social cognition, 284 have average social cognition and 19 students have high social cognition. Out of 34 students with a

conducive socio cultural environment, all students have high social cognition. The chi-square value is 445. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between the school environment and social cognition of tribal students at secondary level.

Table 35

Data and Results of Association of Home Environment with Social Cognition of Tribal Students at Secondary Level

Home Environment	Social Cognition						p (Fisher's test)
		Average	High	Low	Total	χ^2	
Partially conducive	Observed	282	20	0	302	322	< .001
	Expected	214.4	40	47.6			
Non Conducive	Observed	2	33	63	98		
	Expected	69.6	13	15.4			
Total		284	53	63	400		

The table shows that out of 400 tribal students at secondary level, 302 students have a partially conducive home environment, of which 282 have average social cognition and 20 have high social cognition. Additionally, 98 students have a non conducive home environment, with 2 having average social cognition ,33 having high social cognition and 63 students have low level of social cognition The chi-square value is 322. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between the home environment and social cognition of tribal students at secondary level.

Table 36

Data and Results of Association of Peer Environment with Social Cognition of Tribal Students at Secondary Level

Peer Environment	Social Cognition					χ^2	p
		Average	High	Low	Total		
Partially Conducive	Observed	282	0	6	288	737	<.001
	Expected	204.5	38.16	45.36			
Conducive	Observed	2	53	0	55		
	Expected	39	7.29	8.66			
Non Conducive	Observed	0	0	57	57		
	Expected	40.5	7.55	8.98			
Total		284	53	63	400		

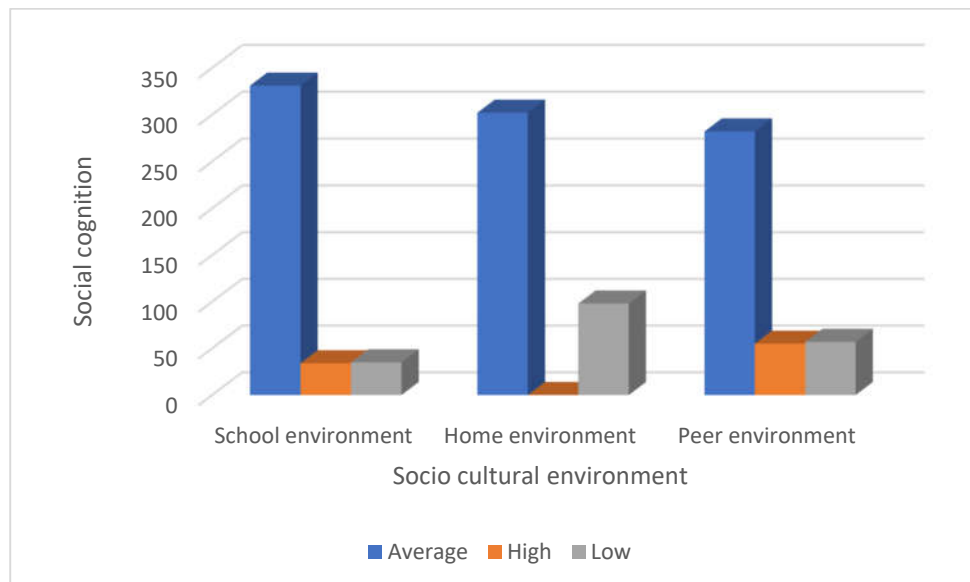
The table shows that out of 400 tribal students at secondary level, 288 students have a partially conducive peer environment, of which 282 have average social cognition and 6 have low social cognition. Additionally, 55 students have a conducive peer environment, with 2 having average social cognition and 53 having high social cognition. Out of 57 students with a non conducive peer environment, 57 students have low social cognition. The chi-square value is 737. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the peer environment and social cognition of tribal students at secondary level.

Therefore, the hypothesis stating that there is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level is substantiated.

Graphical representation of association of socio cultural environment (Dimensions) with social cognition of tribal students at secondary level is given in the figure 13.

Figure 13

Graphical Representation of Association of Socio Cultural Environment (Dimensions) with Social Cognition of Tribal Students at Secondary Level



Analysis of the Association of Socio Cultural Environment (Total and its Dimensions) with Academic Self Efficacy of Tribal Students at Secondary Level

To ascertain whether there is any significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level, chi square test of association was employed. Data and Results of Association of socio cultural environment (total) with academic self efficacy of tribal students at secondary level are given in the table 37.

Table 37

Data and Results of Association of Socio Cultural Environment (Total) with Academic Self Efficacy of Tribal Students at Secondary Level

Socio Cultural Environment	Academic Self Efficacy						χ^2	p
		Average	High	Low	Total			
Partially conducive	Observed	185	0	12	197	489	< .001	
	Expected	121.6	38.9	36.4				
Conductive	Observed	62	79	0	141			
	Expected	87.1	27.8	26.1				
Non conducive	Observed	0	0	62	62			
	Expected	38.3	12.2	11.5				
Total		247	79	74	400			

The table shows that out of 400 tribal students at secondary level, 62 students have a non conducive socio cultural environment, of which 62 have low academic self efficacy. Additionally, 197 students have a partially conducive socio cultural environment, with 185 having average academic self efficacy and 12 have low academic self efficacy. Out of 141 students with a conducive socio cultural environment, 62 students have average academic self efficacy and 79 students have high academic self efficacy. The chi-square value is 489. The p-value is <.001, which is less than 0.05.

Therefore, there is a significant association between the socio cultural environment (total) and academic self efficacy of tribal students at secondary level.

**Data and Results of Association of Socio Cultural Environment (Dimensions)
with Academic Self Efficacy of Tribal Students at Secondary Level**

Table 38

*Data and Results of Association of School Environment with Academic Self Efficacy
of Tribal Students at Secondary Level*

School Environment	Academic Self Efficacy						χ^2	p
		Average	High	Low	Total			
Partially Conductive	Observed	247	45	39	331	316	<.001	
	Expected	204.4	65.37	61.23				
Conductive	Observed	0	34	0	34			
	Expected	21.0	6.91	6.47				
Non conductive	Observed	0	0	35	35			
	Expected	21.6	6.91	6.47				
Total		247	79	74	400			

The table shows that out of 400 tribal students at secondary level, 35 students have a non conductive school environment, of which all the students have low academic self efficacy. Additionally, 331 students have a partially conductive school environment, with 247 students having average academic self efficacy, 45 having high academic self efficacy and 39 having low academic self efficacy. Out of 34 students with a conductive school environment all students have low academic self efficacy. The chi-square value is 316. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the school environment and academic self efficacy of tribal students at secondary level.

Table 39

Data and Results of Association of Home Environment with Academic Self Efficacy of Tribal Students at Secondary Level

Home Environment	Academic Self Efficacy						p (Fisher's test)
		Average	High	Low	Total	χ^2	
Partially conducive	Observed	247	46	9	302	253	< .001
	Expected	186.5	59.6	55.9			
Non conducive	Observed	0	33	65	98		
	Expected	60.5	19.4	18.1			
Total		247	79	74	400		

The table shows that out of 400 tribal students at secondary level, 98 students have a non conducive home environment, of which 65 students have low academic self efficacy and 33 have high academic self efficacy. Additionally, 302 students have a partially conducive home environment, with 247 students having average academic self efficacy, 46 having high academic self efficacy and 9 have low academic self efficacy. The chi-square value is 253. The p-value is < .001, which is less than 0.05. Therefore, there is a significant association between the home environment and academic self efficacy of tribal students at secondary level.

Table 40

Data and Results of Association of Peer Environment with Academic Self Efficacy of Tribal Students at Secondary Level

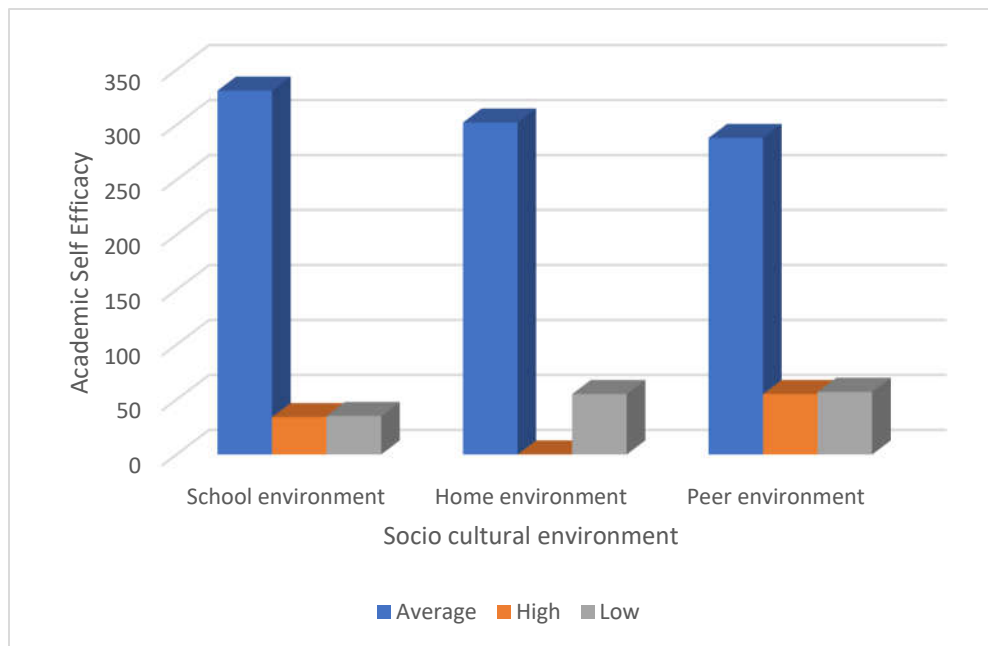
Peer Environment	Academic Self Efficacy						χ^2	p
		Average	High	Low	Total			
Partially conducive	Observed	247	24	17	288	545	<.001	
	Expected	177.8	56.9	53.3				
Conductive	Observed	0	55	0	55			
	Expected	34	10.9	10.2				
Non conducive	Observed	0	0	57	57			
	Expected	35.2	11.3	10.5				
Total		247	79	74	400			

The table shows that out of 400 tribal students at secondary level, 57 students have a non conducive peer environment, of which all the students have low academic self efficacy. Additionally, 288 students have a partially conducive peer environment, with 247 students having average academic self efficacy, 24 having high academic self efficacy and 17 have low academic self efficacy. Out of 55 students with a conducive peer environment all students have high academic self-efficacy. The chi-square value is 545. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the peer environment and academic self efficacy of tribal students at secondary level.

Graphical representation of association of socio cultural environment (dimensions) with academic self efficacy of tribal students at secondary level is given in the figure 14.

Figure 14

Graphical Representation of Association of Socio Cultural Environment (Dimensions) with Academic Self Efficacy of Tribal Students at Secondary Level



Therefore, the hypothesis stating that there is a significant association between the socio cultural environment (total and its dimensions) and academic self efficacy of tribal students at secondary level is substantiated

Analysis of the Association of Academic Self Efficacy (Total and its Dimensions) with Socio Cultural Environment of Tribal Students at Secondary Level

To ascertain whether there is any significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level, chi square test of association was employed.

Data and Results of Association of academic self efficacy (total) with socio cultural environment of tribal students at secondary level are given in the table 41.

Table 41

Data and Results of Association of Academic Self Efficacy (Total) with Socio Cultural Environment of Tribal Students at Secondary Level

Academic Self Efficacy	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	185	62	0	247	489	<.001
	Expected	121.6	87.1	38.3			
High	Observed	0	79	0	79		
	Expected	38.9	27.8	12.2			
Low	Observed	12	0	62	74		
	Expected	36.4	26.1	11.5			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 74 students have a low academic self efficacy, of which 62 have non conducive socio cultural environment and 12 have partially conducive socio cultural environment. Additionally, 247 students have average academic self efficacy, with 185 having partially conducive socio cultural environment and 62 have conducive socio cultural environment. Out of 79 students with a high academic self efficacy, all the students have conducive socio cultural environment. The chi-square value is 489. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the academic self efficacy (total) and socio cultural environment of tribal students at secondary level.

Data and Results of Association of Academic Self efficacy (Dimensions) with Socio Cultural Environment of Tribal Students at Secondary Level

Data and Results of Association of confidence in academic activities with socio cultural environment of tribal students at secondary level are given in the table 42.

Table 42

Data and Results of Association of Confidence in Academic Activities with Socio Cultural Environment of Tribal Students at Secondary Level

Confidence in Academic Activities	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	181	89	0	270	402	<.001
	Expected	133	95.2	41.85			
High	Observed	0	52	0	52		
	Expected	25.6	18.3	8.06			
Low	Observed	16	0	62	78		
	Expected	38.4	27.5	12.09			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 78 students have low confidence in academic activities, of which 16 have partially conducive socio cultural environment and 62 have non conducive socio cultural environment. Additionally, 270 students have average confidence in academic activities, with 181 having partially conducive socio cultural environment and 89 having conducive socio cultural environment. Out of 52 students with a high confidence in academic activities, all the students have conducive socio cultural environment. The chi-

square value is 402. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between the confidence in academic activities and socio cultural environment of tribal students at secondary level.

Data and Results of Association of competence in academic activities with socio cultural environment of tribal students at secondary level are given in the table 43.

Table 43

Data and Results of Association of Competence in Academic Activities with Socio Cultural Environment of Tribal Students at Secondary Level

Competence in Academic Activities	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	85	81	0	166	260	< .001
	Expected	81.8	58.5	25.73			
High	Observed	0	60	0	60		
	Expected	29.6	21.1	9.3			
Low	Observed	112	0	62	174		
	Expected	85.7	61.3	26.97			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 174 students have low competence in academic activities, of which 112 have partially conducive socio cultural environment and 62 have non conducive socio cultural environment. Additionally, 166 students have average competence in academic activities, with 85 having partially conducive socio cultural environment and 81 have conducive socio cultural environment. Out of 60 students with a high

competence in academic activities, all the students have conducive socio cultural environment. The chi-square value is 260. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between the competence in academic activities and socio cultural environment of tribal students at secondary level.

Data and Results of Association of self regulation with socio cultural environment of tribal students at secondary level are given in the table 44.

Table 44

Data and Results of Association of Self Regulation with Socio Cultural Environment of Tribal Students at Secondary Level

Self Regulation	Socio Cultural Environment					χ^2	p
		Partially Conducive	Conducive	Non Conducive	Total		
Average	Observed	195	96	0	291	470	< .001
	Expected	143.3	102.6	45.10			
High	Observed	0	45	0	45		
	Expected	22.2	15.9	6.97			
Low	Observed	2	0	62	64		
	Expected	31.5	22.6	9.92			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 64 students have low self regulation, of which 2 have partially conducive socio cultural environment and 62 have non conducive socio cultural environment. Additionally, 291 students have average self regulation with 195 having partially conducive socio cultural environment and 96 have conducive socio cultural environment. Out of 45

students with a high self regulation, all the students have conducive socio cultural environment. The chi-square value is 470. The p-value is $<.001$, which is less than 0.05. Therefore, there is a significant association between the self regulation and socio cultural environment of tribal students at secondary level.

Data and Results of Association of academic commitment with socio cultural environment of tribal students at secondary level are given in the table 45.

Table 45

Data and Results of Association of Academic Motivation with Socio Cultural Environment of Tribal Students at Secondary Level

Academic Motivation	Socio Cultural Environment					χ^2	p
		Partially Conducive	Conducive	Non Conducive	Total		
Average	Observed	122	105	0	227	484	<.001
	Expected	111.8	80	35.19			
High	Observed	0	36	0	36		
	Expected	17.7	12.7	5.58			
Low	Observed	75	0	62	137		
	Expected	67.5	48.3	21.23			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level; 137 students have low academic motivation of which 75 have partially conducive socio cultural environment and 62 have non conducive socio cultural environment. Additionally, 227 students have average academic motivation with 122 having partially conducive socio cultural environment and 105 have conducive socio cultural environment. Out of 36 students with a high academic motivation all the students have conducive socio cultural environment. The chi-square value is 484.

The p-value is $<.001$, which is less than 0.05. Therefore, there is a significant association between the academic motivation and socio cultural environment of tribal students at secondary level. Data and Results of Association of academic commitment with socio cultural environment of tribal students at secondary level are given in the table 46.

Table 46

Data and Results of Association of Academic Commitment with Socio Cultural Environment of Tribal Students at Secondary Level

Academic Commitment	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	197	90	2	289	484	< .001
	Expected	142.3	101.9	44.80			
High	Observed	0	51	0	51		
	Expected	25.1	18	7.91			
Low	Observed	0	0	60	60		
	Expected	29.6	21.1	9.30			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level; 60 students have low academic commitment of which all have non conducive socio cultural environment. Additionally, 289 students have average academic commitment with 197 have partially conducive socio cultural environment and 90 have conducive socio cultural environment and 2 have non conducive socio cultural environment. Out of 51 students with a high academic commitment, all the students have conducive socio cultural environment. The chi-square value is 484. The p-value is $<.001$, which is less than 0.05. Therefore, there is a significant association

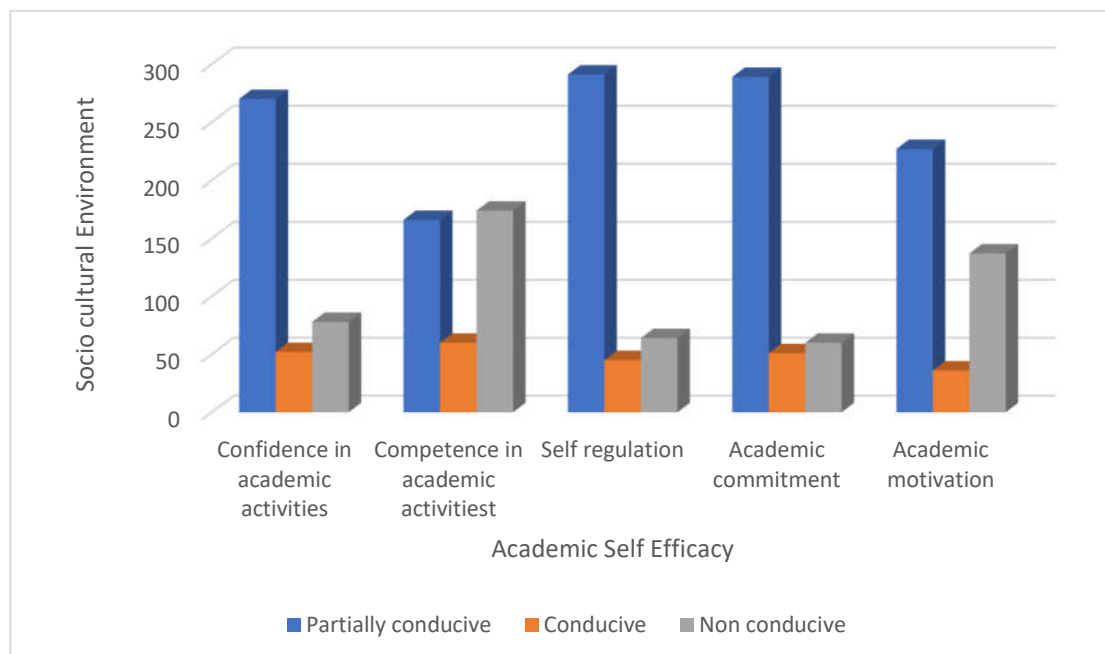
between the academic commitment and socio cultural environment of tribal students at secondary level.

Therefore, the hypothesis stating that there is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level is substantiated.

Graphical representation of association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level is given in the figure 15.

Figure 15

Graphical Representation of Association of Academic Self Efficacy (Dimensions) with Socio cultural Environment of Tribal Students at Secondary Level



Analysis of the Association of Social Cognition (Total and its Dimensions) with Socio cultural Environment of Tribal Students at Secondary Level.

To ascertain whether there is any significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level, chi square test of association was employed.

Data and Results of Association of social cognition(total) with socio cultural environment of tribal students at secondary level are given in the table 47.

Table 47

Data and Results of Association of Social Cognition (total) with Socio cultural Environment of Tribal Students at Secondary Level

Social Cognition	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	196	88	0	284	496	<.001
	Expected	139.9	100	44.2			
High	Observed	0	53	0	53		
	Expected	26.1	18.7	8.21			
Low	Observed	1	0	62	63		
	Expected	31	22.2	9.77			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 63 students have a low social cognition, of which 62 have non conducive socio cultural environment and 1 have partially conducive socio cultural environment. Additionally, 284 students have average social cognition, with 196 having partially conducive socio cultural environment and 88 have non conducive socio cultural

environment. Out of 53 students with a high social cognition, all the students have conducive socio cultural environment. The chi-square value is 496. The p-value is $< .001$, which is less than 0.05. Therefore, there is a significant association between social cognition (total) and socio cultural environment of tribal students at secondary level.

Data and Results of Association of Social Cognition (Dimensions) with Socio Cultural Environment of Tribal Students at Secondary Level

Table 48

Data and Results of Association of Intellectual level of social Cognition with Socio Cultural Environment of Tribal Students at Secondary Level

Intellectual Level of Social Cognition	Socio Cultural Environment				Total	χ^2	p
		Partially Conducive	Conducive	Non Conducive			
Average	Observed	180	88	0	268	399	$< .001$
	Expected	132	94.5	41.54			
High	Observed	0	53	0	53		
	Expected	26	18.7	8.21			
Low	Observed	17	0	62	79		
	Expected	38.9	27.8	12.24			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level; 79 students have a low intellectual level of social cognition of which 62 have non conducive socio cultural environment and 17 have partially conducive socio cultural environment. Additionally, 268 students have average intellectual level of social

cognition, with 180 having partially conducive socio cultural environment and 88 have conducive socio cultural environment. Out of 53 students with a high intellectual level of social cognition, all the students have conducive socio cultural environment. The chi-square value is 399. The p-value is $<.001$, which is less than 0.05. Therefore, there is a significant association between the intellectual level of social cognition and socio cultural environment of tribal students at secondary level.

Table 49

Data and Results of Association of Emotional Level of Social Cognition with Socio Cultural Environment of Tribal Students at Secondary Level

Emotional Level of Social Cognition	Socio Cultural Environment				χ^2	p
		Partially Conducive	Conducive	Non Conducive	Total	
Average	Observed	197	92	3	292	472 <.001
	Expected	143.8	102.9	45.26		
High	Observed	0	49	0	49	
	Expected	24.1	17.3	7.59		
Low	Observed	17	0	59	59	
	Expected	29.1	20.8	9.14		
Total		197	141	62	400	

The table shows that out of 400 tribal students at secondary level; 59 students have a low emotional level of social cognition of which 59 have non conducive socio cultural environment and 17 have partially conducive socio cultural environment. Additionally, 292 students have average emotional level of social cognition, with 197 having partially conducive socio cultural environment, 92 have conducive socio cultural environment and 3 have non conducive socio cultural environment. Out of 49 students with a high emotional level of social cognition, all

the students have conducive socio cultural environment. The chi-square value is 472. The p-value is $<.001$, which is less than 0.05. Therefore, there is a significant association between the emotional level of social cognition and socio cultural environment of tribal students at secondary level.

Table 50

Data and Results of Association of Behavioral Level of Social Cognition with Socio Cultural Environment of Tribal Students at Secondary Level

Behavioral Level of Social Cognition	Socio Cultural Environment				Total	χ^2	p
		Partially Conducive	Conducive	Non Conducive			
Average	Observed	150	90	0	240	299	$<.001$
	Expected	118.2	84.6	37.20			
High	Observed	0	51	0	51		
	Expected	25.1	18	7.91			
Low	Observed	47	0	62	109		
	Expected	53.7	38.4	16.89			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level; 109 students have a low behavioral level of social cognition of which 62 have non conducive socio cultural environment and 47 have partially conducive socio cultural environment. Additionally, 240 students have average behavioral level of social cognition, with 150 having partially conducive socio cultural environment, 90 have conducive socio cultural environment. Out of 51 students with a high behavioral level of social cognition, all the students have conducive socio cultural environment. The chi-square value is 299. The p-value is $<.001$, which is less than 0.05.

Therefore, there is a significant association between the behavioral level of social cognition and socio cultural environment of tribal students at secondary level.

Table 51

Data and Results of Association of Environmental level of Social Cognition with Socio Cultural Environment of Tribal Students at Secondary Level

Environmental level of Social Cognition	Socio Cultural Environment					χ^2	p
		Partially Conductive	Conductive	Non Conductive	Total		
Average	Observed	176	106	0	282	345	<.001
	Expected	138.9	99.4	43.71			
High	Observed	0	35	0	35		
	Expected	17.2	12.3	5.42			
Low	Observed	21	0	62	83		
	Expected	40.9	29.3	12.87			
Total		197	141	62	400		

The table shows that out of 400 tribal students at secondary level, 83 students have a low environmental level of social cognition, of which 62 have non conducive socio cultural environment and 21 have partially conducive socio cultural environment. Additionally, 282 students have average environmental level of social cognition, with 176 having partially conducive socio cultural environment, 106 have conducive socio cultural environment. Out of 35 students with a high environmental level of social cognition, all the students have conducive socio cultural environment. The chi-square value is 345. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the environmental level of social cognition and socio cultural environment of tribal students at secondary level.

Table 52

Data and Results of Association of Ethical level of Social Cognition with Socio Cultural Environment of Tribal Students at Secondary Level

Ethical level of Social Cognition	Socio Cultural Environment					χ^2	p
		Partially Conducive	Conducive	Non Conducive	Total		
Average	Observed	176	94	0	270	369	<.001
	Expected	133	95.2	41.85			
High	Observed	0	47	0	47		
	Expected	23.1	16.6	7.29			
Low	Observed	21	0	62	83		
	Expected	40.9	29.3	12.87			
Total		197	141	62	400		

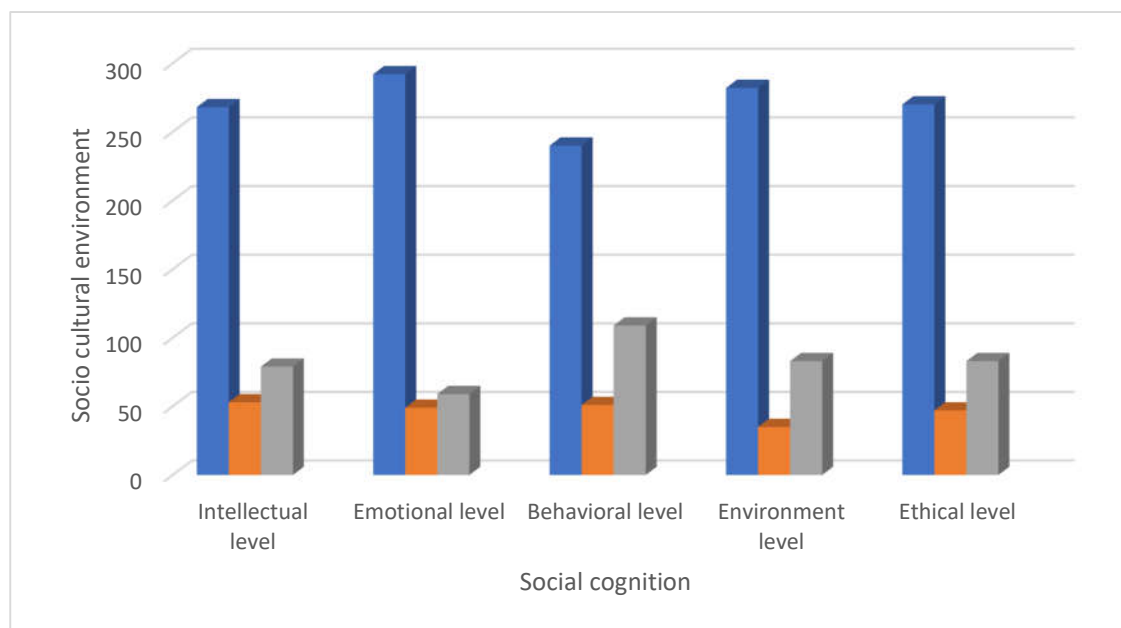
The table shows that out of 400 tribal students at secondary level, 83 students have a low ethical level of social cognition, of which 62 have non conducive socio cultural environment and 21 have partially conducive socio cultural environment. Additionally, 270 students have average ethical level of social cognition, with 176 having partially conducive socio cultural environment, 94 have conducive socio cultural environment. Out of 47 students with a high ethical level of social cognition, all the students have conducive socio cultural environment. The chi-square value is 369. The p-value is <.001, which is less than 0.05. Therefore, there is a significant association between the ethical level of social cognition and socio cultural environment of tribal students at secondary level.

Therefore, the hypothesis stating that there is a significant association between social cognition (total and dimensions) and socio cultural environment of tribal students at secondary level is substantiated.

Graphical representation of association of the social cognition (total and dimensions) and socio cultural environment of tribal students at secondary level is given in the figure 16.

Figure 16

Graphical Representation of Association of the Social Cognition (Dimensions) and Socio Cultural Environment of Tribal Students at Secondary Level



Relationship between Social Cognition (Total and Dimensions) and Academic Self Efficacy of Tribal Students at Secondary Level

To ascertain whether there is any significant relationship between social cognition (total and dimensions) and academic self efficacy of tribal students at secondary level, Pearsons product moment correlation test was employed.

Data and results of relationship between social cognition (total) and academic self efficacy of tribal students at secondary level are given in the table 53.

Table 53

Data and Results of Relationship between Social Cognition(total) and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Social Cognition(total) and Academic Self Efficacy	400	0.167	<.001

Table reveals that the co-efficient correlation between social cognition (total) and academic self efficacy of tribal students at secondary level is 0.167 and the p value is <.001. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that social cognition is positively related to academic self efficacy. The result show that there is a significant relationship between social cognition and academic self efficacy of tribal students at secondary level.

Table 54

Data and Results of Relationship between Intellectual Level of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Intellectual level of Social Cognition and Academic Self Efficacy	400	0.150	0.003

Table reveals that the co-efficient correlation between intellectual level of social cognition and academic self efficacy of tribal students at secondary level is 0.150 and the p value is 0.003. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one

variable increases, the other variable also increases, which actually leads to the conclusion that intellectual level of social cognition is positively related to academic self efficacy. The result show that there is a significant relationship between intellectual level of social cognition of social cognition and academic self efficacy of tribal students at secondary level.

Table 55

Data and Results of Relationship between Emotional Level of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Emotional Level of Social Cognition and Academic Self Efficacy	400	0.078	0.120

Table reveals that the co-efficient of correlation between emotional level of social cognition and academic self efficacy of tribal students at secondary level is 0.078 and the p value is 0.120. The coefficient of correlation is not significant at 0.05 level of confidence. The result show that there is no significant relationship between emotional level of social cognition and academic self efficacy of tribal students at secondary level.

Table 56

Data and Results of Relationship between Environmental Level of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Environmental level of Social Cognition and Academic Self Efficacy	400	0.151	0.002

Table reveals that the co-efficient correlation between environmental level of social cognition and academic self efficacy of tribal students at secondary level is 0.151 and the p value is .002. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that environmental level of social cognition is positively related to academic self efficacy. The result show that there is a significant relationship between environmental level of social cognition and academic self efficacy of tribal students at secondary level.

Table 57

Data and Results of Relationship between Ethical Level of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Ethical Level of Social Cognition and Academic Self Efficacy	400	0.177	<.001

Table reveals that the co-efficient correlation between ethical level of social cognition and academic self efficacy of tribal students at secondary level is 0.177 and the p value is <.001. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that ethical level of social cognition is positively related to academic self efficacy. The result show that there is a significant relationship between ethical level of social cognition and academic self efficacy of tribal students at secondary level.

Table 58

Data and Results of Relationship between Behavioral Level of Social Cognition and Academic Self Efficacy of Tribal Students at Secondary Level

Variable	N	r	p
Behavioral level of Social Cognition and Academic Self Efficacy	400	0.041	0.412

Table reveals that the co-efficient of correlation between behavioral level of social cognition and academic self efficacy of tribal students at secondary level is 0.041 and the p value is 0.412. The coefficient of correlation is not significant at 0.05 level of confidence. The value of 'r' is positive. The result show that there is no significant relationship between behavioral level of social cognition and academic self efficacy.

Therefore, the hypothesis stating that there is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level is partially substantiated.

Relationship between Academic Self Efficacy (Total and its Dimensions) and Social Cognition of Tribal Students at Secondary Level

To ascertain whether there is any significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level, Pearsons's product moment correlation test was employed.

Data and results of relationship between academic self efficacy (total) and social cognition of tribal students at secondary level are given in the table 52.

Table 59

Data and Results of Relationship between Self Efficacy (total) and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Academic Self Efficacy (total) and Social Cognition	400	0.167	<.001

Table reveals that the co-efficient correlation between academic self efficacy (total) and social cognition of tribal students at secondary level is 0.167 and the p value is <.001. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that academic self efficacy is positively related to social cognition. The result show that there is a significant relationship between academic self efficacy and social cognition of tribal students at secondary level.

Relationship between Confidence in Academic Activities and Social Cognition of Tribal Students at Secondary Level.

Table 60

Data and Results of Relationship between Confidence in Academic Activities and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Confidence in Academic Activities and Social Cognition	400	0.079	0.114

Table reveals that the co-efficient correlation between confidence in academic activities and social cognition of tribal students at secondary level is 0.079

and the p value is 0.114. The coefficient of correlation is not significant at 0.05 level. The result show that there is no significant relationship between confidence in academic activities and social cognition.

Table 61

Data and Results of Relationship between Competence in Academic Activities and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Competence in Academic Activities and Social Cognition	400	0.105	< .001

Table reveals that the co-efficient correlation between competence in academic activities and social cognition of tribal students at secondary level is 0.105 and the p value is < .001. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that competence in academic activities is positively related to social cognition. The result show that there is a significant relationship between competence in academic activities and social cognition of tribal students at secondary level.

Table 62

Data and Results of Relationship between Self Regulation and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Self Regulation and Social Cognition	400	0.118	0.018

Table reveals that the co-efficient correlation between self regulation and social cognition of tribal students at secondary level is 0.118 and the p value is 0.018. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that self regulation is positively related to social cognition. The result show that there is a significant relationship between self regulation and social cognition of tribal students at secondary level.

Table 63

Data and Results of Relationship between Academic Commitment and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Academic Commitment and Social Cognition	400	0.053	0.293

Table reveals that the co-efficient of correlation between academic commitment and social cognition of tribal students at secondary level is 0.053 and the p value is 0.293. The coefficient of correlation is not significant at 0.05 level of confidence. The result show that there is no significant relationship between academic commitment and social cognition of tribal students at secondary level.

Table 64

Data and Results of Relationship Between Academic Motivation and Social Cognition of Tribal Students at Secondary Level

Variable	N	r	p
Academic Motivation and Social Cognition	400	0.177	<.001

Table reveals that the co-efficient of correlation between academic motivation and social cognition of tribal students at secondary level is 0.177 and the p value is $<.001$. The coefficient of correlation is significant at 0.05 level of confidence. The value of 'r' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that academic motivation is positively related to social cognition. The result show that there is a significant relationship between academic motivation and social cognition of tribal students at secondary level.

Therefore, the hypothesis stating that there is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level is partially substantiated.

Chapter – V

SUMMARY AND FINDINGS

-
- *Introduction*
 - *Study in Retrospect*
 - *Re-statement of the Problem*
 - *Variables of the Study*
 - *Objectives of the Study*
 - *Hypotheses of the Study*
 - *Methods of the Study*
 - *Major Findings of the Study*
 - *Tenability of Hypotheses*
 - *Conclusion*
-

This chapter contains four sections. Part I contains a brief account of the study, Part 2 presents the major findings of the study, Part 3 discusses their implications for education, and Part 4 provides recommendations for future research.

Part 1–A brief account of the study

Study in Retrospect

The key components such as variables, objectives, hypotheses, and methodology, tools used in the study are all briefly outlined.

Restatement of the Problem

The problem under study was entitled as **SOCIAL COGNITION AND ACADEMIC SELF EFFICACY IN RELATION TO SOCIO CULTURAL ENVIRONMENT AMONG TRIBAL STUDENTS AT SECONDARY LEVEL.**

Objectives of the Study

1. To find out the levels of social cognition of tribal students at secondary level.
2. To find out the levels of academic self efficacy of tribal students at secondary level.
3. To find out the categories of socio cultural environment of tribal students at secondary level
4. To compare social cognition of tribal students at secondary level based on the levels of academic self efficacy.

5. To compare academic self efficacy of tribal students at secondary level based on the levels of social cognition.
6. To compare the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.
7. To compare the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
8. To compare the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
9. To find out the association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
10. To find out the association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.

11. To find out the association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
12. To find out the association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
13. To find out the relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.
14. To find out the relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level.

Hypotheses of the Study

1. There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy.
2. There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition.
3. There is a significant difference in the socio cultural environment of tribal students at secondary level based on
 - a. Gender.
 - b. District.

4. There is a significant difference in the social cognition of tribal students at secondary level based on
 - a. Gender.
 - b. District.
5. There is a significant difference in the academic self efficacy of tribal students at secondary level based on
 - a. Gender.
 - b. District.
6. There is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.
7. There is a significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.
8. There is a significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.
9. There is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.
10. There is a significant relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.

11. There is a significant relationship between academic self efficacy (total and its dimensions) and social cognition of tribal students at secondary level

Variables of the Study

The study includes the following variables;

Criterion Variables: Social cognition, academic self efficacy and Socio cultural environment is taken as the criterion variables.

Classificatory Variables: Gender and district are taken as the classificatory variables

Sample and the Sampling technique adopted for the Study

The sample consists of 400 tribal students at secondary level from Palakkad, Malappuram, Thrissur, Wayanad and Kannur districts. The data collection was done during the time period of November 2024 to January 2025. For the present study, the investigator used the stratified random sampling technique for the selection of the sample. Due representation was given to gender and district. A survey method was used for the data collection.

Statistical Tools used for Analyzing the Data

The major statistical techniques used in the study are the following;

- Descriptive statistics (mean, median, mode, standard deviation, Kurtosis, Skewness)

- Independent sample t-test was used for item analysis and also to compare two variables.
- Analysis of Variance (ANOVA) was used to compare more than two data sets
- Pearson's Product Moment Correlation was used to find out the relationship between two variables.
- Chi square test of association was used to find out the association between variables.

Major Findings of the Study

Statistical analysis enabled the investigator to summarize the major findings of the study as follows;

- There are different levels of social cognition among tribal students at secondary level. 14%, 71% and 15% of tribal school students at secondary level are observed with high, average and low social cognition respectively.
- There are different levels of academic self efficacy among tribal students at secondary level. 20%, 64% and 16% of tribal school students at secondary level are observed with high, average and low academic self efficacy respectively.
- There are different categories of socio cultural environment among tribal students at secondary level. 16%, 73% and 11% of tribal students at

secondary level are observed with conducive, partially conducive and non conducive socio cultural environment respectively.

- There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy. ($F=63.50$, $p<.001$)
- There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition. ($F=15.40$, $p<.001$)
- There is no significant difference in the socio cultural environment of tribal students at secondary level classified based on gender. ($t= 1.67$, $p=0.096$)
- There is a significant difference in the socio cultural environment of tribal students at secondary level based on district. ($F=82.0$, $p<.001$).

Post hoc analysis of multiple comparisons between means of socio cultural environment of tribal students at secondary level based on district shows the following results.

- Kannur and Malappuram (30.89 , $p<.001$)
- Kannur and Palakkad (12.22 , $p<.001$)
- Kannur and Wayanad (11.05 , $p<.001$)
- Malappuram and Palakkad (18.67 , $p<.001$)
- Malappuram and Thrissur (32.27 , $p<.001$)

- Malappuram and Wayanad (19.84, $p < .001$)
- Palakkad and Thrissur (13.60, $p < .001$)
- Thrissur and Wayanad (12.43, $p < .001$)

Here the p values are $< .001$ which is less than 0.05 showing a significant difference between means of socio cultural environment of tribal students at secondary level among the districts.

- Kannur and Thrissur (1.38, $p = 0.984$)
- Palakkad and Wayanad (1.17, $p = 0.964$)

Here the p values are greater than 0.05 which shows there is no significant difference means of socio cultural environment of tribal students at secondary level among the districts.

- There is a significant difference in the social cognition of tribal students at secondary level classified based on gender. ($t = 2.70$, $p = 0.007$)
- There is a significant difference in the social cognition of tribal students at secondary level based on district. ($F = 37.4$, $p < 0.001$)

Post hoc analysis of multiple comparisons between means of social cognition of tribal students at secondary level based on district shows the following results.

- Kannur and Malappuram (16.692, $p < .001$)
- Kannur and Wayanad (15.006, $p < .001$)

- Malappuram and Palakkad (16.519, $p < .001$)
- Malappuram and Thrissur (16.166, $p < .001$)
- Thrissur and Wayanad (14.479, $p < .001$)
- Palakkad and Wayanad (14.833, $p < .001$)
- Thrissur and Wayanad (14.479, $p < .001$)

Here the p values are $< .001$. which is less than 0.05 showing a significant difference in the social cognition of tribal students among the districts.

- Kannur and Palakkad (0.173, $p = 1.000$)
- Kannur and Thrissur (0.526, $p = 1.000$)
- Malappuram and Wayanad (1.686, $p = 0.928$)
- Palakkad and Thrissur (0.353, $p = 1.000$)

Here p value is greater than 0.05 which shows a significant difference in the social cognition of tribal students among the districts

- There is a significant difference in the academic self efficacy of tribal students at secondary level classified based on gender. ($t = 3.64$, $p < .001$)
- There is a significant difference in the academic self efficacy of tribal students at secondary level based on district. ($F = 20.2$, $p < .001$).

Post hoc analysis of multiple comparisons between means of academic self efficacy of tribal students at secondary level based on district shows the following results.

- Kannur and Malappuram (13.40, $p < .001$)
- Kannur and Wayanad (8.90, $p < .001$)
- Malappuram and Thrissur (16.48, $p < .001$)
- Palakkad and Thrissur (9.28, $p < .001$)
- Thrissur and Wayanad (11.98, $p < .001$)
- Malappuram and Palakkad (7.20, $p < .001$)

Here the p values are $< .001$. which is less than 0.05 which shows a significant difference in the academic self efficacy of tribal students among the districts

- Kannur and Palakkad (6.19, $p = 0.076$)
- Kannur and Thrissur (3.08, $p = 0.782$)
- Malappuram and Wayanad (4.50, $p = 0.119$)
- Palakkad and Wayanad (2.71, $p = 0.577$)

Here the p values are greater than 0.05 which shows that there is no significant difference in the academic self efficacy of tribal students among the districts.

There is a significant association between the socio cultural environment (total) and social cognition of tribal students at secondary level. ($\chi^2=496$, $p<.001$)

- There is a significant association between the school environment and social cognition of tribal students at secondary level. ($\chi^2=445$, $p<.001$)
- There is a significant association between the home environment and social cognition of tribal students at secondary level. ($\chi^2=322$, $p<.001$)
- There is a significant association between the peer environment and social cognition of tribal students at secondary level. ($\chi^2=737$, $p<.001$)
- There is a significant association between the socio cultural environment (total) and academic self efficacy of tribal students at secondary level. ($\chi^2=489$, $p<.001$)
- There is a significant association between the school environment and academic self efficacy of tribal students at secondary level. ($\chi^2=316$, $p<.001$)
- There is a significant association between the home environment and academic self efficacy of tribal students at secondary level. ($\chi^2=253$, $p<.001$)
- There is a significant association between the peer environment and academic self efficacy of tribal students at secondary level. ($\chi^2=545$, $p<.001$)
- There is a significant association between the academic self efficacy (total) and socio cultural environment of tribal students at secondary level. ($\chi^2=489$, $p<.001$)

- There is a significant association between the confidence in academic activities and socio cultural environment of tribal students at secondary level. ($\chi^2=402$, $p<.001$)
- There is a significant association between the competence in academic activities and socio cultural environment of tribal students at secondary level. ($\chi^2=260$, $p<.001$)
- There is a significant association between the self regulation and socio cultural environment of tribal students at secondary level. ($\chi^2=470$, $p<.001$)
- There is a significant association between the academic motivation and socio cultural environment of tribal students at secondary level. ($\chi^2=484$, $p<.001$)
- There is a significant association between the academic commitment and socio cultural environment of tribal students at secondary level. ($\chi^2=484$, $p<.001$)
- There is a significant association between social cognition (total) and socio cultural environment of tribal students at secondary level. ($\chi^2=496$, $p<.001$)
- There is a significant association between the intellectual level of social cognition and socio cultural environment of tribal students at secondary level ($\chi^2=399$, $p<.001$)
- There is a significant association between the emotional level of social cognition and socio cultural environment of tribal students at secondary level. ($\chi^2=472$, $p<.001$)

- There is a significant association between the behavioral level of social cognition and socio cultural environment of tribal students at secondary level ($\chi^2=299$, $p<.001$)
- There is a significant association between the environmental level of social cognition and socio cultural environment of tribal students at secondary level ($\chi^2=345$, $p<.001$)
- There is a significant association between the ethical level of social cognition and socio cultural environment of tribal students at secondary level. ($\chi^2=369$, $p<.001$)
- There is a significant relationship between social cognition and academic self efficacy of tribal students at secondary level. ($r=0.167$, $p<.001$)
- There is a significant relationship between intellectual level of social cognition and academic self efficacy of tribal students at secondary level. ($r=0.150$, $p=0.003$)
- There is no significant relationship between emotional level of social cognition and academic self efficacy of tribal students at secondary level. ($r=0.078$, $p=0.120$)
- There is a significant relationship between environmental level of social cognition and academic self efficacy of tribal students at secondary level. ($r=0.151$, $p=0.002$)

- There is a significant relationship between ethical level of social cognition and academic self efficacy for of tribal students at secondary level. ($r=0.177$, $p<.001$)
- There is no significant relationship between behavioral level of social cognition and academic self efficacy of tribal students at secondary level. ($r=0.041$, $p= 0.412$)
- There is a significant relationship between academic self efficacy social cognition and of tribal students at secondary level. ($r=0.167$, $p<.001$)
- There is no significant relationship between confidence in academic activities and social cognition of tribal students at secondary level. ($r=0.079$, $p=0.144$)
- There is a significant relationship between competence in academic activities and social cognition of tribal students at secondary level. ($r=0.105$, $p<.001$)
- There is a significant relationship between self regulation and social cognition of tribal students at secondary level. ($r=0.118$, $p=0.018$)
- There is no significant relationship between academic commitment and social cognition of tribal students at secondary level. ($r=.053$, $p=0.293$)
- There is a significant relationship between academic motivation and social cognition of tribal students at secondary level. ($r=0.177$, $p<.001$)

Tenability of the Hypotheses

Hypothesis 1

There is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy.

It is found that there is a significant difference in the social cognition of tribal students at secondary level based on the levels of academic self efficacy. Therefore, the hypothesis is substantiated.

Hypothesis 2

There is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition.

It is found that there is a significant difference in the academic self efficacy of tribal students at secondary level based on the levels of social cognition. Therefore, the hypothesis is substantiated.

Hypothesis 3

There is a significant difference in the socio cultural environment of tribal students at secondary level based on

a. Gender.

b. District.

The findings are,

- There is no significant difference in the socio cultural environment of tribal students at secondary level classified based on gender and
- There is a significant difference in the socio cultural environment of tribal students at secondary level based on the district.

Therefore, the hypothesis is partially substantiated.

Hypothesis 4

There is a significant difference in the social cognition of tribal students at secondary level based on

a. Gender.

b. District.

The findings are,

- There is a significant difference in the social cognition of tribal students at secondary level classified based on gender and
- There is a significant difference in the social cognition of tribal students at secondary level based on the district.

Therefore, the hypothesis is substantiated.

Hypothesis 5

There is a significant difference in the academic self efficacy of tribal students at secondary level based on

a. Gender.

b. District.

The findings are,

- There is a significant difference in the academic self efficacy of tribal students at secondary level classified based on gender and
- There is a significant difference in the academic self efficacy of tribal students at secondary level based on the district.

Therefore, the hypothesis is substantiated.

Hypothesis 6

There is a significant association of socio cultural environment (total and its dimensions) with social cognition of tribal students at secondary level.

The findings are,

- There is a significant association between the socio cultural environment (total) and social cognition of tribal students at secondary level.
- There is a significant association between the school environment and social cognition of tribal students at secondary level.

- There is a significant association between the home environment and social cognition of tribal students at secondary level and
- There is a significant association between the peer environment and social cognition of tribal students at secondary level.

Therefore, the hypothesis is substantiated.

Hypothesis 7

There is a significant association of socio cultural environment (total and its dimensions) with academic self efficacy of tribal students at secondary level.

The findings are,

- There is a significant association between the socio cultural environment (total) and academic self efficacy of tribal students at secondary level.
- There is a significant association between the school environment and academic self efficacy of tribal students at secondary level.
- There is a significant association between the home environment and academic self efficacy of tribal students at secondary level and
- There is a significant association between the peer environment and academic self efficacy of tribal students at secondary level.

Therefore, the hypothesis is substantiated.

Hypothesis 8

There is a significant association of academic self efficacy (total and its dimensions) with socio cultural environment of tribal students at secondary level.

The findings are,

- There is a significant association between the academic self efficacy (total) and socio cultural environment of tribal students at secondary level.
- There is a significant association between the confidence in academic activities and socio cultural environment of tribal students at secondary level.
- There is a significant association between the competence in academic activities and socio cultural environment of tribal students at secondary level.
- There is a significant association between the self regulation and socio cultural environment of tribal students at secondary level and
- There is a significant association between the academic motivation and socio cultural environment of tribal students at secondary level.

Therefore, the hypothesis is substantiated.

Hypothesis 9

There is a significant association of social cognition (total and its dimensions) with socio cultural environment of tribal students at secondary level.

The findings are,

- There is a significant association between the social cognition (total) and socio cultural environment of tribal students at secondary level.
- There is a significant association between the intellectual level of social cognition and socio cultural environment of tribal students at secondary level.
- There is a significant association between the emotional level of social cognition and socio cultural environment of tribal students at secondary level.
- There is a significant association between the behavioral level of social cognition and socio cultural environment of tribal students at secondary level.
- There is a significant association between the environmental level of social cognition and socio cultural environment of tribal students at secondary level and
- There is a significant association between the ethical level of social cognition and socio cultural environment of tribal students at secondary level.

Therefore, the hypothesis is substantiated.

Hypothesis 10

There is a significant relationship between social cognition (total and its dimensions) and academic self efficacy of tribal students at secondary level.

The findings are,

- There is a significant relationship between intellectual level of social cognition and academic self efficacy of tribal students at secondary level.
- There is no significant relationship between emotional level of social cognition and academic self efficacy of tribal students at secondary level.
- There is a significant relationship between environmental level of social cognition and academic self efficacy of tribal students at secondary level.
- There is a significant relationship between ethical level of social cognition and academic self efficacy of tribal students at secondary level and
- There is no significant relationship between behavioral level of social cognition and academic self efficacy of tribal students at secondary level.

Therefore, the hypothesis is partially substantiated.

Hypothesis 11

There is a significant relationship between academic self efficacy(total and its dimensions) and social cognition of tribal students at secondary level.

The findings are,

- There is a significant relationship between academic self efficacy and social cognition of tribal students at secondary level.
- There is no significant relationship between confidence in academic activities and social cognition of tribal students at secondary level

- There is a significant relationship between competence in academic activities and social cognition of tribal students at secondary level.
- There is a significant relationship between self regulation and social cognition of tribal students at secondary level.
- There is no significant relationship between academic commitment and social cognition of tribal students at secondary level and
- There is a significant relationship between academic motivation and social cognition of tribal students at secondary level.

Therefore, the hypothesis is partially substantiated.

Conclusion

The findings of this study emphasize the significant role of socio cultural environment, social cognition, and academic self efficacy in shaping students' academic success. Students who grow up in supportive and nurturing environments, with strong social skills and emotional well-being, tend to perform better academically. It is also evident from the study entitled “The influence of the social environment on the academic achievement of early children” by Budiarti & Solehudin (2024). Both individual and community factors play a pivotal role in students' academic confidence and motivation. Quílez-Robres et al. (2021) found that motivational, emotional, and social factors significantly influence academic achievement in children. The findings reveal the importance of motivation, emotions, and social skills which help improve children's academic performance,

especially motivation and social factors. It also showed that a child's age and where they live can affect how strongly these factors influence learning. Schools can support students by focusing on developing social skills, fostering positive emotional environments, and promoting ethical behavior. Additionally, special attention needs to be given to underprivileged districts and tribal students to ensure they receive the necessary resources and support to flourish academically.

Moreover, the study implies that further research is required to examine how different educational stages, tribal communities, and teaching methods can influence students' academic self efficacy. By continuing to examine these factors, we can adopt modified educational strategies and policies to support unique requirements of students, ultimately helping them build stronger academic confidence and succeed in their educational journey.

Chapter – VI

RECOMMENDATIONS

-
- *Educational Implications*
 - *Suggestions for Further Research*
-

The findings of a research give insights into the happenings of the society. It can contribute to the theoretical knowledge or practical applications of the selected subject area for research. These findings fill the gap in the existing literature and allow the researcher to propose recommendations. It helps the future researchers to understand the direction of researches specifically. Educational implications shed light on the scope of the research area based on the findings of the research. This chapter includes the recommendations for further research and the educational implications based on the variables, social cognition, academic self efficacy and socio cultural environment. The educational implications and suggestions of this study entitled “**SOCIAL COGNITION AND ACADEMIC SELF EFFICACY IN RELATION TO SOCIO CULTURAL ENVIRONMENT AMONG TRIBAL STUDENTS AT SECONDARY LEVEL**” are as follows:

Educational Implications

1. The study shows that there is a significant association between social cognition and academic self efficacy. Social skills can be developed through group projects and collaborative activities to improve tribal students' academic self efficacy. A study by Khoirunikmah (2023) also found that social skills have a positive influence on student learning outcomes. The study says that self-efficacy acts as a moderating variable that strengthens the effect of social skills on learning outcomes.
2. From the finding, the socio cultural environment varies significantly by district. Community support always plays significant role in shaping students' experiences. Schools in underprivileged districts should receive

extra support. Better resources and teacher training can help tribal students to adapt to various educational scenarios. Provisions should be provided to address the specific sociocultural challenges students face in those areas.

3. There is a significant difference in academic self efficacy based on gender and districts. Motivation programs and mentor ship programs to boost self belief can be conducted. Role models from the community will help tribal students to build academic self efficacy and confidence. A study entitled “Gender Difference in Academic Self-efficacy and Achievements among Senior Secondary School Students in Niger State, Nigeria” by Baji (2020) found that male students performed better academically than female students. The study recommends support and opportunities for female students.
4. A strong socio cultural environment and social cognition are associated to each other. Students who grow up in nurturing environments gets more opportunities to develop better social skills. Schools should involve families and communities in supporting students' academic and social development. This will ensure a positive and supportive socio cultural environment. Workshops and parent engaging meetings to create awareness regarding school activities and the curriculum can be conducted. The findings of a study by Ahmad (2012) explains that there is a significant relationship between the socio-emotional school environment and the academic achievement of teenage boys. It also shows that a positive socio-emotional environment at school plays a crucial role in determining tribal students' academic success.

5. For improving tribal students' academic self efficacy, understanding the sociocultural background of tribal students is essential. Teachers should undergo cultural sensitivity training and adapt their teaching methods to accommodate the unique needs and challenges faced by tribal students.
6. The study finds that there is a significant association between peer environment and social cognition of tribal students at secondary level. Implementing a culturally responsive curriculum with individual attention can help teachers understand and utilize students' capabilities. It will foster creativity and divergent thinking among learners.
7. The socio cultural environment affects intellectual, emotional, behavioral, and ethical levels of students. These factors contribute greatly to academic success. Educational programs should focus on holistic development. Experiential and collaborative learning techniques which encourage critical thinking, self management and intellectual development can be implemented. Hidajat et al. (2023) found that self-efficacy plays a key role in increasing students' academic motivation in the study "The Role of Self-Efficacy in Improving Student Academic Motivation".
8. Understanding the sociocultural background of tribal students is essential for improving their academic self efficacy. Cultural sensitivity training will assist teachers in adapting their teaching methods to meet the unique needs and challenges faced by tribal students.

9. A positive socio cultural environment is significantly associated with academic self efficacy. A supportive family and community environments help boost students' academic confidence. Schools should foster better communication with families and communities. This encourages parents' involvement in students' academics and providing support at home. The findings of a study “A study of academic achievement of 10 +1 students in relation to their metacognition, self confidence and family environment” (Devi, 2015) show that self-confidence and family environment are closely connected to students' academic achievement. Schools should offer counseling services and emotional support programs to help students manage stress and behavioral issues.
10. Ethical development is positively associated with academic self efficacy. Students who have strong ethical values tend to perform better academically. Schools should incorporate ethical learning programs that promote values like responsibility, honesty, and integrity. This will help students approach their academic work with commitment. Community service and engagement can be made compulsory for developing ethical and moral values. The findings of the study “Career maturity in relation to emotional maturity decision making ability and self efficacy of senior secondary school students” reveals that emotional maturity, decision-making ability, and self-efficacy are strong predictors of career maturity (Rashmi, 2019).
11. Since there is a significant association between self regulation and the socio cultural environment, schools and educators need to focus on creating a

conducive socio cultural environment. A conducive environment promotes positive self regulation skills. This could include creating a supportive and structured classroom environment. The students feel inspired and encouraged to manage their time, goals and develop academic self-discipline. A former study, “Self-regulation from the sociocultural perspective—A literature review” by Masaki (2023) reveals that self regulation is not just a cognitive process but it is shaped by socio cultural experiences.

12. The finding of the study showing significant association between academic motivation and socio cultural environment leads to a conclusion that a positive socio cultural environment enhances students’ academic motivation. Educational programs like community living camps should focus on developing a motivating environment, where students are inspired by their peers, teachers, and families. This can include engaging classroom activities and creating a classroom culture that values effort and success. Dewan (1996) in the study “Comparative study of academic achievement, family environment, classroom environment, achievement motivation, and intelligence of senior secondary students of different socio-economic groups” focused on the variables academic performance and socio-economic status (SES). Findings of the study revealed that students from high and average SES groups achieved higher academic scores when compared to students from low SES backgrounds. These students also perceived their family relationships and classroom environments more positively than students from lower SES groups.

13. There is a significant association between social cognition and socio cultural environment of tribal students at secondary level. Tribal schools should be able to incorporate programs that develop social cognition through collaborative learning and problem solving activities. Special attention should be given for supporting students who struggle with social interaction and relationship-building. The study entitled “Changes of preschool children’s social strategy (cognition) and social behaviors after participating in a cognitive-social learning model of social skills training” (Choi ,2000) found that kids who participate in social skills training got better interaction with friends. However, the training didn’t clearly change the connection between their social cognition and behavior.
14. There is a significant relationship between intellectual level of social cognition of social cognition and academic self efficacy. It is important to strengthen cognitive skills through demanding and engaging curricula. There should be space for critical thinking and problem-solving. Students quest for understanding improves their confidence and competence needed for academic success.
15. Curricular provisions that promote meaningful interaction among tribal and non tribal students will help them learn and share indigenous knowledge and culture.
16. The study highlights the need for the appointment of counsellors from tribal communities in schools as they can understand tribal student’s emotional and academic needs better.

Suggestions for Further Research

Although the researcher has made every effort to ensure that the study is as scientific as possible by ensuring a representative sample, validating the tools, and using appropriate statistical methods for data analysis there were still some challenges and limitations that were beyond the researcher's control. As a result, some aspects of the problem were not addressed in this study. While the results were helpful, more research is needed. Recognizing the limitations in terms of time, space, and personal factors, the researcher offers suggestions for future studies and policy development.

- In this study the investigator has selected secondary school students as the sample for measuring the variables. Further researches can be employed to explore the differences in academic self efficacy and social cognition among students from different educational stages specifically (primary, higher and secondary level).
- A survey method is used in this research to analyze social cognition, academic self efficacy and socio cultural environment of tribal students. Focus on some specific tribes and ethnographic researches can be done to understand the socio cultural environment in depth.
- Longitudinal studies will help to investigate how changes in socio cultural environments influence the development of social cognition and academic self efficacy over time.

- New and improvised learning strategies will promote socio cultural development of a society. Exploration of the impact of new pedagogical practices by understanding socio cultural environment of students can be done.
- Considering each dimension used by the investigator for separate researches will yield a broader range of findings and results. Exploring the relationship between the variables and their dimensions will provide the research a wider implication.
- A study to investigate the role of technological interventions for the cognitive development of tribal students will contribute to greater inclusivity in education.
- Investigating the role of educators in incorporating culturally relevant content and teaching methods to better support tribal students' learning and development can be done.
- Studies to compare tribal and non-tribal students in various sociocultural, emotional and cognitive attributes can be done.
- A study can be conducted to understand how teachers' expectations and possible biases affect tribal students' socio cultural environment and psychological wellbeing.

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APPENDICES

Appendix 1
Socio Cultural Environment Inventory (Draft Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
Name of the school _____ District _____
Std _____

Read each sentence carefully. Then choose how often it happens

Use these options:

A: Always

B: Sometimes

C: Never

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research.

Sl.No.	Items	A	B	C
1	My teachers allow me to ask all the doubts related to the lesson.			
2	All the books required for study purpose are available in my school library.			
3	Clean drinking water is available in my school.			
4	Modern technology is used in my school during teaching hours.			
5	I receive encouragement from my school to excel in both curricular and co-curricular areas.			
6	I enjoy the time spent at school with my teachers.			
7	My teachers try to make the lessons more complex while teaching.			
8	Everyone in the school works for the betterment of the students.			
9	Proper amenities and facilities are available in my school.			
10	My teachers encourage me to participate in curricular and co-curricular competitions.			
11	The school assembly is conducted properly in our school.			
12	My school environment has helped me in positive character building.			

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13	National festivals are celebrated in our school.			
14	Classes related to higher education are conducted in our school.			
15	School authorities try to communicate with parents.			
16	My family members show interest in my studies.			
17	I use the internet at home for my studies.			
18	I use the smartphone at home for academic purposes.			
19	My family income doesn't meet my educational needs.			
20	I receive nutritious food from home.			
21	My parents provide me with clean clothes as needed.			
22	I go on leisure trips with my family.			
23	Waste management is done properly in my house.			
24	I don't have proper transportation facility to reach school on time			
25	My family and I visit neighboring houses.			
26	Since I have a study room, I am able to study well at home.			
27	My parents are confident in my abilities.			
28	My parents talk about their role in developing moral values and character building among children.			
29	I go to religious places with my family.			
30	My parents handle difficult situations calmly.			
31	I discuss the negative impacts of anti-social activities with my parents.			
32	I feel that whatever my friends do is right.			
33	I always try to behave and dress like my friends.			
34	I like to spend my leisure time with friends.			
35	My friends and I wish to get a good education.			
36	I find lessons easier to understand when studying with friends.			
37	My friends and I share our happiness and sorrows with each other.			
38	My friends tease me if I do not dress and behave like them.			
39	Social media usage affects me and my friends academically.			
40	My friends and I discuss career opportunities and official life.			

Appendix II

Socio Cultural Environment Inventory (Draft Form) Malayalam Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name

Gender

Name of the school

District

Std

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്ര മാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയുടെയും നേരെ A,B,C എന്നീ മൂന്ന് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട് .

A: എപ്പോഴും

B: ചിലപ്പോൾ

C: ഒരിക്കലുമില്ല

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്കു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

ക്രമ. നം	പ്രസ്താവന	A	B	C
1	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട എല്ലാ സംശയങ്ങളും ചോദിക്കാൻ എന്റെ അധ്യാപകർ അനുവദിക്കാറുണ്ട് .			
2	പഠനാവശ്യങ്ങൾക്കുള്ള പുസ്തകങ്ങൾ എന്റെ സ്കൂൾ ലൈബ്രറിയിൽ ലഭ്യമാണ്.			
3	ആവശ്യമായ ശുദ്ധ ജലം എന്റെ സ്കൂളിൽ ലഭ്യമാണ്.			
4	അധ്യാപന സമയത്ത് നൂതന സാങ്കേതിക വിദ്യകൾ എന്റെ സ്കൂളിൽ ഉപയോഗപ്പെടുത്താറുണ്ട് .			
5	പാഠ്യപാഠ്യേതര വിഷയങ്ങളിൽ മുന്നേറാനുള്ള പ്രചോദനം എനിക്ക് സ്കൂളിൽ നിന്ന് ലഭിക്കാറുണ്ട് .			
6	അധ്യാപകരുടെ കൂടെയുള്ള സ്കൂൾ സമയങ്ങൾ ഞാൻ ആസ്വദിക്കാറുണ്ട്.			
7	അധ്യാപകർ പറഞ്ഞു തരുമ്പോൾ പാഠ ഭാഗങ്ങൾ കൂടുതൽ സങ്കീർണ്ണമാകാറുണ്ട്.			

8	സ്കൂളിലെ എല്ലാവരും വിദ്യാർത്ഥികളുടെ ഉന്നമനത്തിനായി പ്രവർത്തിക്കാറുണ്ട്.			
9	എന്റെ സ്കൂളിൽ ആവശ്യമായ ക്ലാസ്സുകളും സൗകര്യങ്ങളും ലഭ്യമാണ്.			
10	പാഠ്യ പാഠ്യേതര മത്സരങ്ങളിൽ പങ്കെടുക്കാൻ അധ്യാപകർ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.			
11	ഞങ്ങളുടെ സ്കൂളിൽ അസ്സെംബ്ലി ശരിയായ രീതിയിൽ നടക്കാറുണ്ട്.			
12	സ്കൂൾ സാഹചര്യങ്ങൾ കുട്ടികളുടെ സ്വഭാവരൂപീകരണത്തെ സ്വാധീനിക്കാറുണ്ട്.			
13	ദേശീയോൽസവങ്ങൾ സ്കൂളിൽ ആചരിക്കാറുണ്ട്.			
14	ഉന്നത വിദ്യാഭ്യാസവുമായി ബന്ധപ്പെട്ട ക്ലാസ്സുകൾ സ്കൂളിൽ സങ്കടിപ്പിക്കാറുണ്ട്.			
15	മാതാപിതാക്കളുമായി ആശയവിനിമയം നടത്താൻ സ്കൂൾ അധികൃതർ ശ്രമിക്കാറുണ്ട്.			
16	വീട്ടുകാരെല്ലാം എന്റെ പഠനകാര്യങ്ങളിൽ താൽപര്യം കാണിക്കാറുണ്ട്.			
17	വീട്ടിലെ ഇന്റർനെറ്റ് സൗകര്യം പഠന കാര്യങ്ങൾക്ക് ഞാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്.			
18	വീട്ടിലെ സ്റ്റാർട്ട് ഫോൺ പഠന പ്രവർത്തനങ്ങൾ ചെയ്യാൻ ഉപയോഗിക്കാറുണ്ട്.			
19	വീട്ടിലെ വരുമാനം വിദ്യാഭ്യാസ ആവശ്യങ്ങൾക്ക് തികയാതെ വരുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.			
20	പോഷക സമൃദ്ധമായ ഭക്ഷണം എനിക്ക് വീട്ടിൽ നിന്നും ലഭിക്കാറുണ്ട്.			
21	ആവശ്യാനുസരണം വൃത്തിയുള്ള വസ്ത്രം എന്റെ മാതാപിതാക്കൾ നൽകാറുണ്ട്.			
22	ഞാൻ എന്റെ വീട്ടുകാരുമൊത്ത് വിനോദയാത്രകൾ പോവാറുണ്ട്.			
23	എന്റെ വീട്ടിൽ മാലിന്യ സംസ്കരണം നല്ല രീതിയിൽ ചെയ്യാറുണ്ട്.			
24	സ്കൂളിൽ സമയത്ത് എത്താനുള്ള യാത്ര സൗകര്യങ്ങൾ വീട്ടിൽ നിന്നും ലഭിക്കാറില്ല.			
25	ഞാനും എന്റെ കുടുംബവും അയൽ വീടുകൾ സന്ദർശിക്കാറുണ്ട്.			
26	പഠന മുറി ഉള്ളത് കൊണ്ട് വീട്ടിലിരുന്ന് നന്നായി പഠിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
27	എന്റെ കഴിവുകളിൽ മാതാപിതാക്കൾക്ക് വിശ്വാസമുണ്ടെന്ന് എനിക്ക് തോന്നാറുണ്ട്.			
28	കുട്ടികളുടെ സ്വഭാവരൂപീകരണത്തിൽ മാതാപിതാക്കൾക്കുള്ള പങ്കിനെ കുറിച്ച് അവർ സംസാരിക്കാറുണ്ട്.			

29	ഞാൻ എന്റെ വീട്ടുകാരുമൊത്ത് ആരാധനാലയങ്ങളിൽ പോവാറുണ്ട്.			
30	എന്റെ മാതാപിതാക്കൾ ബുദ്ധിമുട്ടുള്ള സാഹചര്യങ്ങൾ കാര്യക്ഷമമായി കൈകാര്യം ചെയ്യാറുണ്ട്.			
31	സാമൂഹ്യ വിരുദ്ധ പ്രവർത്തനങ്ങളുടെ ദുഷ്യവശങ്ങളെ കുറിച്ച് മാതാപിതാക്കളുമായി ഞാൻ ചർച്ച ചെയ്യാറുണ്ട്.			
32	കൂട്ടുകാർ ചെയ്യുന്നതെല്ലാം ശരിയാണെന്ന് എനിക്ക് തോന്നാറുണ്ട്.			
33	കൂട്ടുകാരെ പോലെ പെരുമാറാനും വസ്ത്രം ധരിക്കാനും ഞാൻ ശ്രമിക്കാറില്ല.			
34	ഒഴിവുസമയങ്ങൾ കൂട്ടുകാരുടെ കൂടെ ചിലവഴിക്കാറുണ്ട്.			
35	ഞാനും എന്റെ കൂട്ടുകാരും നല്ല രീതിയിൽ വിദ്യാഭ്യാസം നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.			
36	കൂട്ടുകാരുടെ കൂടെ ഇരുന്ന് പഠിക്കുമ്പോൾ പാഠഭാഗങ്ങൾ എളുപ്പമുള്ളതായി എനിക്ക് തോന്നാറുണ്ട്.			
37	ഞാനും എന്റെ കൂട്ടുകാരും സന്തോഷങ്ങളും വിഷമങ്ങളും പരസ്പരം പങ്കുവെക്കാറുണ്ട്.			
38	കൂട്ടുകാരെ പോലെയുള്ള വസ്തുധാരണവും പെരുമാറ്റവും ഇല്ലെങ്കിൽ അവർ എന്ന് കളിയാക്കാറുണ്ട്.			
39	സോഷ്യൽ മീഡിയ ഉപയോഗം എന്റെയും കൂട്ടുകാരുടെയും പഠനത്തെ മോശമായി ബാധിക്കുന്നുണ്ട്.			
40	ഔദ്യോഗിക ജീവിതത്തെ കുറിച്ചും ജോലി സാധ്യതകളെ കുറിച്ചും ഞാനും എന്റെ കൂട്ടുകാരും ചർച്ച ചെയ്യാറുണ്ട്			

Appendix III
Socio Cultural Environment Inventory (Final Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name Gender

Name of the school District

Std

Read each sentence carefully. Then choose how often it happens

Use these options:

A: Always

B: Sometimes

C: Never

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research.

Sl.No.	Items	A	B	C
1	My teachers allow me to ask all the doubts related to the lesson.			
2	All the books required for study purpose are available in my school library.			
3	Clean drinking water is available in my school.			
4	Modern technology is used in my school during teaching hours.			
5	I receive encouragement from my school to excel in both curricular and co-curricular areas.			
6	My teachers try to make the lessons more complex while teaching.			
7	Everyone in the school works for the betterment of the students.			
8	Proper amenities and facilities are available in my school.			
9	My teachers encourage me to participate in curricular and co-curricular competitions.			
10	The school assembly is conducted properly in our school.			
11	National festivals are celebrated in our school.			
12	Classes related to higher education are conducted in our school.			
13	School authorities try to communicate with parents.			

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14	My family members show interest in my studies.			
15	I use the internet at home for my studies.			
16	I use the smartphone at home for academic purposes.			
17	My family income doesn't meet my educational needs.			
18	I receive nutritious food from home.			
19	My parents provide me with clean clothes as needed.			
20	Waste management is done properly in my house.			
21	I don't have proper transportation facility to reach school on time			
22	My family and I visit neighboring houses.			
23	Since I have a study room, I am able to study well at home.			
24	My parents are confident in my abilities.			
25	My parents talk about their role in developing moral values and character building among children.			
26	My parents handle difficult situations calmly.			
27	I discuss the negative impacts of anti-social activities with my parents.			
28	I feel that whatever my friends do is right.			
29	I always try to behave and dress like my friends.			
30	I like to spend my leisure time with friends.			
31	My friends and I wish to get a good education.			
32	I find lessons easier to understand when studying with friends.			
33	My friends and I share our happiness and sorrows with each other.			
34	My friends tease me if I do not dress and behave like them.			
35	Social media usage affects me and my friends academically.			
36	My friends and I discuss about career opportunities and official life.			

Appendix IV **Socio Cultural Environment Inventory (Final Form) Malayalam Version**

**Umaina. C, Research Scholar, NSS Training College, Ottapalam
 & Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam**

Name Gender
 Name of the school
 District
 Std

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്ര മാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയുടെയും നേരെ A,B,C എന്നീ മൂന്ന് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട് .

A: എപ്പോഴും

B: ചിലപ്പോൾ

C: ഒരിക്കലുമില്ല

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്കു വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

ക്രമ. നം	പ്രസ്താവന	A	B	C
1	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട എല്ലാ സംശയങ്ങളും ചോദിക്കാൻ എന്റെ അധ്യാപകർ അനുവദിക്കാറുണ്ട്. .			
2	പഠനാവശ്യങ്ങൾക്കുള്ള പുസ്തകങ്ങൾ എന്റെ സ്കൂൾ ലൈബ്രറിയിൽ ലഭ്യമാണ്.			
3	ആവശ്യമായ ശുദ്ധ ജലം എന്റെ സ്കൂളിൽ ലഭ്യമാണ്.			
4	അധ്യാപന സമയത്ത് നൂതന സാങ്കേതിക വിദ്യകൾ എന്റെ സ്കൂളിൽ ഉപയോഗപ്പെടുത്താറുണ്ട്.			
5	പാഠ്യപാഠ്യേതര വിഷയങ്ങളിൽ മുന്നേറാനുള്ള പ്രചോദനം എനിക്ക് സ്കൂളിൽ നിന്ന് ലഭിക്കാറുണ്ട്.			
6	അധ്യാപകർ പറഞ്ഞു തരുമ്പോൾ പാഠ ഭാഗങ്ങൾ കൂടുതൽ സങ്കീർണ്ണമാകാറുണ്ട്.			

7	സൂളിലെ എല്ലാവരും വിദ്യാർഥികളുടെ ഉന്നമനത്തിനായി പ്രവർത്തിക്കാറുണ്ട്.			
8	എന്റെ സൂളിൽ ആവശ്യമായ ക്ലാസ്സുകളും സൗകര്യങ്ങളും ലഭ്യമാണ്.			
9	പാഠ്യ പാഠ്യേതര മത്സരങ്ങളിൽ പങ്കെടുക്കാൻ അധ്യാപകർ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.			
10	ഞങ്ങളുടെ സൂളിൽ അസ്സെംബ്ലി ശരിയായ രീതിയിൽ നടക്കാറുണ്ട്.			
11	ദേശീയോത്സവങ്ങൾ സൂളിൽ ആചരിക്കാറുണ്ട്.			
12	ഉന്നത വിദ്യാഭ്യാസവുമായി ബന്ധപ്പെട്ട ക്ലാസ്സുകൾ സൂളിൽ സങ്കടിപ്പിക്കാറുണ്ട്.			
13	മാതാപിതാക്കളുമായി ആശയവിനിമയം നടത്താൻ സ്കൂൾ അധികൃതർ ശ്രമിക്കാറുണ്ട്.			
14	വീട്ടുകാരെല്ലാം എന്റെ പഠനകാര്യങ്ങളിൽ താൽപര്യം കാണിക്കാറുണ്ട്.			
15	വീട്ടിലെ ഇന്റർനെറ്റ് സൗകര്യം പഠന കാര്യങ്ങൾക്ക് ഞാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്.			
16	വീട്ടിലെ സ്കാർട്ട് ഫോൺ പഠന പ്രവർത്തനങ്ങൾ ചെയ്യാൻ ഉപയോഗിക്കാറുണ്ട്.			
17	വീട്ടിലെ വരുമാനം വിദ്യാഭ്യാസ ആവശ്യങ്ങൾക്ക് തികയാതെ വരുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.			
18	പോഷക സമൃദ്ധമായ ഭക്ഷണം എനിക്ക് വീട്ടിൽ നിന്നും ലഭിക്കാറുണ്ട്.			
19	ആവശ്യാനുസരണം വൃത്തിയുള്ള വസ്ത്രം എന്റെ മാതാപിതാക്കൾ നൽകാറുണ്ട്.			
20	എന്റെ വീട്ടിൽ മാലിന്യ സംസ്കരണം നല്ല രീതിയിൽ ചെയ്യാറുണ്ട്.			
21	സൂളിൽ സമയത്ത് എത്താനുള്ള യാത്ര സൗകര്യങ്ങൾ വീട്ടിൽ നിന്നും ലഭിക്കാറില്ല.			
22	ഞാനും എന്റെ കുടുംബവും അയൽ വീടുകൾ സന്ദർശിക്കാറുണ്ട്.			
23	പഠന മുറി ഉള്ളത് കൊണ്ട് വീട്ടിലിരുന്ന് നന്നായി പഠിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
24	എന്റെ കഴിവുകളിൽ മാതാപിതാക്കൾക്ക് വിശ്വാസമുണ്ടെന്ന് എനിക്ക് തോന്നാറുണ്ട്.			
25	കുട്ടികളുടെ സ്വാഭാവികരൂപീകരണത്തിൽ മാതാപിതാക്കൾക്കുള്ള പങ്കിനെ കുറിച്ച് അവർ സംസാരിക്കാറുണ്ട്.			
26	എന്റെ മാതാപിതാക്കൾ ബുദ്ധിമുട്ടുള്ള സാഹചര്യങ്ങൾ കാര്യക്ഷമമായി			

	കൈകാര്യം ചെയ്യാറുണ്ട്.			
27	സാമൂഹ്യ വിരുദ്ധ പ്രവർത്തനങ്ങളുടെ ദൃഷ്ടവശങ്ങളെ കുറിച്ച് മാതാപിതാക്കളുമായി ഞാൻ ചർച്ച ചെയ്യാറുണ്ട്.			
28	കൂട്ടുകാർ ചെയ്യുന്നതെല്ലാം ശരിയാണെന്ന് എനിക്ക് തോന്നാറുണ്ട്.			
29	കൂട്ടുകാരെ പോലെ പെരുമാറാനും വസ്ത്രം ധരിക്കാനും ഞാൻ ശ്രമിക്കാറില്ല.			
30	ഒഴിവുസമയങ്ങൾ കൂട്ടുകാരുടെ കൂടെ ചിലവഴിക്കാറുണ്ട്.			
31	ഞാനും എന്റെ കൂട്ടുകാരും നല്ല രീതിയിൽ വിദ്യാഭ്യാസം നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.			
32	കൂട്ടുകാരുടെ കൂടെ ഇരുന്ന് പഠിക്കുമ്പോൾ പാഠഭാഗങ്ങൾ എളുപ്പമുള്ളതായി എനിക്ക് തോന്നാറുണ്ട്.			
33	ഞാനും എന്റെ കൂട്ടുകാരും സന്തോഷങ്ങളും വിഷമങ്ങളും പരസ്പരം പങ്കുവെക്കാറുണ്ട്.			
34	കൂട്ടുകാരെ പോലെയുള്ള വസ്ത്രധാരണവും പെരുമാറ്റവും ഇല്ലെങ്കിൽ അവർ എന്നെ കളിയാക്കാറുണ്ട്.			
35	സോഷ്യൽ മീഡിയ ഉപയോഗം എന്റെയും കൂട്ടുകാരുടെയും പഠനത്തെ മോശമായി ബാധിക്കുന്നുണ്ട്.			
36	ഔദ്യോഗിക ജീവിതത്തെ കുറിച്ചും ജോലി സാധ്യതകളെ കുറിച്ചും ഞാനും എന്റെ കൂട്ടുകാരും ചർച്ച ചെയ്യാറുണ്ട്.			

Appendix V
Social Cognition Scale (Draft Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
Name of the school _____ District _____
Std _____

Read each sentence carefully. Then choose how much you agree or disagree with it.
Use these options:

A: Strongly Agree D: Disagree
B: Agree E: Strongly Disagree
C: No Opinion

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research.

Sl.No.	Items	A	B	C	D	E
1	I have full hope that I can solve all problems of life.					
2	I feel some sort of adjustment problems with my classmates.					
3	I can overcome all the difficult circumstances that come up					
4	I have the ability to distinguish between right and wrong.					
5	I feel some sort of adjustment problems with my teachers.					
6	I try hard to make my life goals realistic.					
7	I have a helping mentality towards others.					
8	I can't transact ideas in a proper manner.					
9	I analyze the reasons behind my failures and try to act accordingly.					
10	I can take decisions by considering pros and cons of any problem.					

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11	I often feel difficulty when others do not accept my opinions and suggestions.					
12	I have will power to criticize the social issues publicly.					
13	I am able to behave in accordance with societal values.					
14	I often feel difficulty when political parties declare 'harthal 'unnecessarily.					
15	I feel comfortable while spending time with my neighbors.					
16	I think co operation of individuals is needed in solving social issues.					
17	I always follow other's opinion blindly.					
18	I am able to accept criticisms tolerantly.					
19	I think that self discipline is a cardinal characteristic of a tolerant person.					
20	I feel tension when I reach home late due to functions.					
21	I feel that it is good to follow chord of conduct of the society.					
22	I think that individual have the right to think, believe and follow the religion they like.					
23	I am always proud to follow the national values in my life.					
24	I think my classroom environment is democratic in nature.					
25	I think that I have the responsibility to raise voice against social harassments towards women.					
26	I am able to evaluate myself to see whether my attempts are in right direction.					
27	I think that it is difficult to follow the rules and regulations of the government.					
28	I can understand my intellectual strength and weakness in learning.					
29	I agree with the concept of inclusive education.					
30	I have a clear-cut idea about the activities to be done to acquire more knowledge regarding my studies.					
31	I actively participate in activities related abolition of poverty.					

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32	I am able to find more examples to understand the concepts clearly.					
33	I am not able to think compassionately from others side when they ill-treats me.					
34	I feel difficulty in adopting new methods.					
35	I feel difficulty to adjust in new circumstances.					

Appendix VI

Social Cognition Scale Draft Form (Malayalam Version)

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
 Name of the school _____ District _____
 Std _____

നിർദ്ദേശങ്ങൾ :

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനകളുടെയും നേരെ A,B,C,D,E എന്നീ അഞ്ച് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട് .

A പൂർണ്ണമായും യോജിക്കുന്നു D: വിയോജിക്കുന്നു
 B: യോജിക്കുന്നു E: ശക്തമായി വിയോജിക്കുന്നു.
 C: പ്രത്യേക അഭിപ്രായമില്ല

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്ക് വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

ക്രമ. നം	പ്രസ്താവന	A	B	C	D	E
1	ജീവിതത്തിൽ നേരിടേണ്ടി വരുന്ന പ്രയാസങ്ങൾക്ക് പരിഹാരം കണ്ടെത്താൻ എനിക്ക് കഴിയും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
2	കൂട്ടുകാരുമായി ഇടപഴകാൻ എനിക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.					
3	പ്രതികൂല സാഹചര്യങ്ങൾ തരണം ചെയ്യാൻ എനിക്ക് സാധിക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
4	ശരിയും തെറ്റും തിരിച്ചറിയാനുള്ള കഴിവ് എനിക്കുണ്ടെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
5	അധ്യാപകരുമായി ഇടപഴകാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
6	ജീവിതലക്ഷ്യങ്ങൾ നേടിയെടുക്കാൻ കഠിനപ്രയത്നം					

	ചെയ്യാൻ എനിക്ക് സാധിക്കും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
7	മറ്റുള്ളവരെ സഹായിക്കാൻ ഞാൻ വളരെയധികം ഇഷ്ടപ്പെടുന്നു.					
8	ഞാൻ ഉദ്ദേശിക്കുന്ന ആശയങ്ങൾ വ്യക്തമായി വിവരിച്ചു നൽകാൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
9	പാളിച്ചകൾ സംഭവിച്ചാൽ അവയ്ക്ക് പിന്നിലെ കാരണങ്ങൾ മനസ്സിലാക്കാനും തിരുത്താനും ഞാൻ ശ്രമിക്കാറുണ്ട്.					
10	ഒരു തീരുമാനമെടുക്കുമ്പോൾ അതിന്റെ നല്ല വശങ്ങളേയും ദുഷ്യവശങ്ങളേയും കുറിച്ച് ഞാൻ മനസ്സിലാക്കാൻ ശ്രമിക്കാറുണ്ട്.					
11	മറ്റുള്ളവർ എന്റെ അഭിപ്രായങ്ങളും നിർദ്ദേശങ്ങളും സ്വീകരിക്കാതെ വന്നാൽ എനിക്ക് ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.					
12	സാമൂഹ്യപ്രശ്നങ്ങളെ പരസ്യമായി വിമർശിക്കാൻ എനിക്ക് ഭയം തോന്നാറുണ്ട്.					
13	സമൂഹ്യമൂല്യങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
14	രാഷ്ട്രീയ പാർട്ടികൾ അനാവശ്യമായി ഹർത്താൽ പ്രഖ്യാപിക്കുമ്പോൾ എനിക്ക് പലപ്പോഴും ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.					
15	അയൽവാസികളോട് നല്ല രീതിയിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
16	സാമൂഹിക പ്രശ്നങ്ങളെ പരിഹരിക്കാൻ എല്ലാവരും ഒറ്റക്കെട്ടായി പ്രവർത്തിക്കണമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
17	മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെ കണ്ണടച്ച് ഞാൻ വിശ്വസിക്കാറുണ്ട്.					
18	ആരോപണങ്ങളെ നേരിടാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
19	ആത്മനിയന്ത്രണം സഹിഷ്ണുതയുള്ള ആളുകളുടെ സ്വഭാവ സവിശേഷതയാണ് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					

20	ചടങ്ങുകൾ കാരണം വീട്ടിൽ വൈകി എത്തുമ്പോൾ എനിക്ക് ഭയം തോന്നാറുണ്ട്.					
21	സാമൂഹ്യമൂല്യങ്ങളും പെരുമാറ്റച്ചട്ടങ്ങളും പാലിക്കുന്നത് ജനങ്ങളുടെ നന്മയ്ക്കാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
22	ആത്മനിയന്ത്രണം സഹിഷ്ണുതയുള്ള ആളുകളുടെ സ്വഭാവ സവിശേഷതയാണ് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
23	ഓരോ പൗരനും മതങ്ങളെ കുറിച്ച് മനസ്സിലാക്കാനും വിശ്വസിക്കാനും സ്വാതന്ത്ര്യം ഉണ്ടെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
24	ദേശീയമൂല്യങ്ങൾ ഉൾക്കൊണ്ട് ജീവിക്കുന്നതിൽ ഞാൻ അഭിമാനം കൊള്ളുന്നു .					
25	എന്റെ ക്ലാസ് ജനാധിപത്യപരമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
26	സ്ത്രീകൾക്കെതിരെയുള്ള ആക്രമണങ്ങൾക്കെതിരെ പ്രവർത്തിക്കേണ്ടത് എന്റെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
27	എന്റെ പ്രയത്നങ്ങൾ ശരിയായ ദിശയിലാണെന്ന് ഉറപ്പുവരുത്തി മുന്നേറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
28	ഭരണനിയമങ്ങളും വ്യവസ്ഥകളും പാലിക്കാൻ ജനങ്ങൾക്ക് ബുദ്ധിമുട്ടുള്ളതായി എനിക്ക് തോന്നാറുണ്ട്.					
29	പഠനവുമായി ബന്ധപ്പെട്ട എന്റെ കഴിവുകളും ബാലഹീനതകളും മനസ്സിലാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
30	എല്ലാവർക്കും തുല്യമായ അവസരങ്ങൾ ഉറപ്പാക്കിക്കൊണ്ടുള്ള വിദ്യാഭ്യാസ രീതിയാണ് നല്ലത് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
31	ദാരിദ്ര്യം ഇല്ലാതാക്കാനുള്ള പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്.					
32	ആശയങ്ങൾ മനസ്സിലാക്കാൻ കൂടുതൽ ഉദാഹരണങ്ങൾ കണ്ടെത്താൻ എനിക്ക് കഴിയാറുണ്ട്.					
33	ആളുകൾ മോശമായി പെരുമാറുമ്പോൾ അവരുടെ ഭാഗത്ത് നിന്ന് ചിന്തിച്ച് അനുകമ്പയോടെ പെരുമാറാൻ എനിക്ക് കഴിയാറില്ല .					

Appendices

34	പുതിയ രീതികളോട് പൊരുത്തപ്പെടാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
35	പുതിയ സാഹചര്യങ്ങളെ ഉൾക്കൊള്ളാൻ ഞാൻ പ്രായസപ്പെടാറുണ്ട്.					

Appendix VII
Social Cognition Scale (Final Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
Name of the school _____ District _____
Std _____

Read each sentence carefully. Then choose how much you agree or disagree with it.
Use these options:

- A: Strongly Agree D: Disagree
B: Agree E: Strongly Disagree
C: No Opinion

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research

Sl.No.	Items	A	B	C	D	E
1	I have full hope that I can solve all problems of life.					
2	I feel some sort of adjustment problems with my classmates.					
3	I can overcome all the difficult circumstances that come up.					
4	I have the ability to distinguish between right and wrong.					
5	I feel some sort of adjustment problems with my teachers.					
6	I try hard to make my life goals realistic.					
7	I have a helping mentality towards others.					
8	I can't transact ideas in a proper manner.					
9	I analyze the reasons behind my failures and try to act accordingly.					
10	I can take decisions by considering pros and cons of any problem.					

Appendices

11	I have will power to criticize the social issues publicly.					
12	I am able to behave in accordance with societal values.					
13	I feel comfortable while spending time with my neighbors.					
14	I think co operation of individuals is needed in solving social issues.					
15	I always follow other's opinion blindly.					
16	I am able to accept criticisms tolerantly.					
17	I feel that it is good to follow chord of conduct of the society.					
18	I think that individual have the right to think, believe and follow the religion they like.					
19	I am always proud to follow the national values in my life.					
20	I think my classroom environment is democratic in nature.					
21	I think that I have the responsibility to raise voice against social harassments towards women.					
22	I am able to evaluate myself to see whether my attempts are in right direction.					
23	I think that it is difficult to follow the rules and regulations of the government.					
24	I can understand my intellectual strength and weakness in learning.					
25	I agree with the concept of inclusive education.					
26	I have a clearcut idea about the activities to be done to acquire more knowledge regarding my studies.					
27	I am able to find more examples to understand the concepts clearly.					
28	I am not able to think compassionately from others side when they ill-treat me.					
29	I feel difficulty in adopting new methods.					
30	I feel difficulty to adjust in new circumstances.					

Appendix VIII

Social Cognition Scale (Final Form) Malayalam Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam.
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam.

Name Gender
 Name of the school District
 Std

നിർദ്ദേശങ്ങൾ :

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനകളുടെയും നേരെ A,B,C,D,E എന്നീ അഞ്ച് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട്.

- A പൂർണ്ണമായും യോജിക്കുന്നു D: വിയോജിക്കുന്നു
 B: യോജിക്കുന്നു E: ശക്തമായി വിയോജിക്കുന്നു.
 C: പ്രത്യേക അഭിപ്രായമില്ല

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്ക് വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

Sl. No.	പ്രസ്താവന	A	B	C	D	E
1	ജീവിതത്തിൽ നേരിടേണ്ടി വരുന്ന പ്രയാസങ്ങൾക്ക് പരിഹാരം കണ്ടെത്താൻ എനിക്ക് കഴിയും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
2	കൂട്ടുകാരമായി ഇടപഴകാൻ എനിക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.					
3	പ്രതികൂല സാഹചര്യങ്ങൾ തരണം ചെയ്യാൻ എനിക്ക് സാധിക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
4	ശരിയും തെറ്റും തിരിച്ചറിയാനുള്ള കഴിവ് എനിക്കുണ്ടെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
5	അധ്യാപകരുമായി ഇടപഴകാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
6	ജീവിതലക്ഷ്യങ്ങൾ നേടിയെടുക്കാൻ കഠിനപ്രയത്നം					

	ചെയ്യാൻ എനിക്ക് സാധിക്കും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
7	മറ്റുള്ളവരെ സഹായിക്കാൻ ഞാൻ വളരെയധികം ഇഷ്ടപ്പെടുന്നു					
8	ഞാൻ ഉദ്ദേശിക്കുന്ന ആശയങ്ങൾ വ്യക്തമായി വിവരിച്ചു നൽകാൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
9	പാളിച്ചകൾ സംഭവിച്ചാൽ അവയ്ക്ക് പിന്നിലെ കാരണങ്ങൾ മനസ്സിലാക്കാനും തിരുത്താനും ഞാൻ ശ്രമിക്കാറുണ്ട്.					
10	ഒരു തീരുമാനമെടുക്കുമ്പോൾ അതിന്റെ നല്ല വശങ്ങളേയും ദുഷ്യവശങ്ങളേയും കുറിച്ച് ഞാൻ മനസ്സിലാക്കാൻ ശ്രമിക്കാറുണ്ട്.					
11	സാമൂഹ്യപ്രശ്നങ്ങളെ പരസ്യമായി വിമർശിക്കാൻ എനിക്ക് ഭയം തോന്നാറുണ്ട്.					
12	സമൂഹ്യമൂല്യങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
13	അയൽവാസികളോട് നല്ല രീതിയിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
14	സാമൂഹിക പ്രശ്നങ്ങളെ പരിഹരിക്കാൻ എല്ലാവരും ഒറ്റക്കെട്ടായി പ്രവർത്തിക്കണമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു. .					
15	മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെ കണ്ണടച്ച് ഞാൻ വിശ്വാസിക്കാറുണ്ട്.					
16	ആരോപണങ്ങളെ നേരിടാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
17	സാമൂഹ്യമൂല്യങ്ങളും പെരുമാറ്റച്ചട്ടങ്ങളും പാലിക്കുന്നത് ജനങ്ങളുടെ നന്മയ്ക്കുവെന്ന് ഞാൻ വിശ്വസിക്കുന്നു .					
18	ഓരോ പൗരനും മതങ്ങളെ കുറിച്ച് മനസ്സിലാക്കാനും വിശ്വസിക്കാനും സ്വാതന്ത്ര്യം ഉണ്ടെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
19	ദേശീയമൂല്യങ്ങൾ ഉൾക്കൊണ്ട് ജീവിക്കുന്നതിൽ ഞാൻ അഭിമാനം കൊള്ളുന്നു .					
20	എന്റെ ക്ലാസ് ജനാധിപത്യപരമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					

21	സ്ത്രീകൾക്കെതിരെയുള്ള ആക്രമണങ്ങൾക്കെതിരെ പ്രവർത്തിക്കേണ്ടത് എന്റെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
22	എന്റെ പ്രയത്നങ്ങൾ ശരിയായ ദിശയിലാണെന്ന് ഉറപ്പുവരുത്തി മുന്നേറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
23	ഭരണനിയമങ്ങളും വ്യവസ്ഥകളും പാലിക്കാൻ ജനങ്ങൾക്ക് ബുദ്ധിമുട്ടുള്ളതായി എനിക്ക് തോന്നാറുണ്ട്.					
24	പഠനവുമായി ബന്ധപ്പെട്ട എന്റെ കഴിവുകളും ബാലഹീനതകളും മനസ്സിലാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
25	എല്ലാവർക്കും തുല്യമായ അവസരങ്ങൾ ഉറപ്പാക്കിക്കൊണ്ടുള്ള വിദ്യാഭ്യാസ രീതിയാണ് നല്ലത് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
26	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട കൂടുതൽ അറിവ് നേടാൻ ചെയ്യേണ്ട പ്രവർത്തനങ്ങളെ കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.					
27	ആശയങ്ങൾ മനസ്സിലാക്കാൻ കൂടുതൽ ഉദാഹരണങ്ങൾ കണ്ടെത്താൻ എനിക്ക് കഴിയാറുണ്ട്.					
28	ആളുകൾ മോശമായി പെരുമാറുമ്പോൾ അവരുടെ ഭാഗത്ത് നിന്നു ചിന്തിച്ച് അനുകമ്പയോടെ പെരുമാറാൻ എനിക്ക് കഴിയാറില്ല .					
29	പുതിയ രീതികളോട് പൊരുത്തപ്പെടാൻ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
30	പുതിയ സാഹചര്യങ്ങളെ ഉൾക്കൊള്ളാൻ ഞാൻ പ്രായസപ്പെടാറുണ്ട്.					

Appendix IX
Academic Self Efficacy Scale (Draft Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
 Name of the school _____ District _____
 Std _____

Read each sentence carefully. Then choose how much you agree or disagree with it.
 Use these options:

A: Strongly Agree	D: Disagree
B: Agree	E: Strongly Disagree
C: No Opinion	

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research.

Sl.No.	Item	A	B	C	D	E
1	I can manage my learning activities by proper time management.					
2	I am able to find out the resources needed for my learning.					
3	I can finish my assignments in prescribed time.					
4	I am confident that, I can apply knowledge properly in all academic situations.					
5	I try to utilize library properly for academic purposes.					
6	I am confident that, I can submit my assignments and seminar reports in time.					
7	I do not enquire about the class activities during my absence.					
8	I approach the concerned teachers for the clarification of my doubts in studies.					
9	I can't reflect the studied matter properly in my answer sheet.					

Appendices

10	I am capable of overcoming mental stress related to studies.					
11	I try to find time for studying even during other engagements.					
12	I am able to collect learning resources from my neighborhood and relatives.					
13	I do not try to understand properly about my curriculum and syllabus.					
14	I try to manage my studies without being affected by other problems.					
15	I am confident that I can do my seminars and assignments creatively and attractively.					
16	I try to be sincere towards my learning activities.					
17	I can remember priory learned material while learning a new concept.					
18	I am confident that I can deal with the unexpected problems during exams effectively.					
19	I am interested in learning new concepts and terminologies.					
20	I am confident that I can realize my learning expectations.					
21	I am not able to face examinations in a proper way.					
22	The appreciation of teachers when I excel in study activities increases my confidence.					
23	I need pressure from others for studying properly.					
24	I am capable of maintaining good relationship with teachers.					
25	I am confident that I will become one of the best among the students, if I try well.					
26	I am capable of maintaining good relationship with all the staff in my school.					
27	I am participating actively in the curricular and co curricular activities.					
28	I am confident that, I have managed to make some good friends who helped in studies.					
29	I can't present the seminar given by teachers using ICT properly.					

Appendices

30	I try to use library properly to prepare notes.					
31	I try to give equal importance to all subjects in examination by preparing time table.					
32	I don't feel that all the chapters are very easy to understand.					
33	I am able to manage time properly while attending examinations.					
34	I am confident that I can score good marks with relentless efforts.					
35	I try to use library properly to prepare notes.					
36	I don't try to study difficult subject areas in my text books.					
37	I am able to find solutions to difficulties faced during my studies.					
38	I am confident that I will write all the answers of questions asked in examinations.					
39	I am able to acquire the aims and objectives of each class while learning.					
40	I think about ways to do work given by teachers differently from others					

Appendix X **Academic Self Efficacy Scale (Draft Form) Malayalam Version**

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
 Name of the school _____ District _____
 Std _____

നിർദ്ദേശങ്ങൾ :

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിട്ടുണ്ടോ എത്രമാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനകളുടെയും നേരെ A,B,C,D,E എന്നീ അഞ്ച് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട് .

- A പൂർണ്ണമായും യോജിക്കുന്നു D: വിയോജിക്കുന്നു
 B: യോജിക്കുന്നു E: ശക്തമായി വിയോജിക്കുന്നു.
 C: പ്രത്യേക അഭിപ്രായമില്ല

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്ക് വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്

ക്രമ നം	പ്രസ്താവന	A	B	C	D	E
1	സമയബന്ധിതമായി പഠനം ക്രമീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
2	പഠനാവശ്യങ്ങൾക്കുള്ള വസ്തുക്കളും മാർഗങ്ങളും കണ്ടെത്താൻ എനിക്ക് കഴിയാറുണ്ട്.					
3	സമയാധിഷ്ഠിതമായി പഠനപ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
4	അറിവുകളെ അനുയോജ്യമായ സാഹചര്യങ്ങളിൽ ഉപയോഗപ്പെടുത്താൻ എനിക്ക് കഴിയാറുണ്ട് .					
5	പഠനാവശ്യങ്ങൾക്ക് ലൈബ്രറി പരമാവധി ഉപയോഗപ്പെടുത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
6	എന്റെ അസൈൻമെന്റുകളും സെമിനാർ റിപ്പോർട്ടുകളും സമയത്ത് സമർപ്പിക്കാൻ കഴിയും എന്ന് ഞാൻ					

	വിശ്വസിക്കുന്നു.					
7	സ്കൂളിൽ അവധിയെടുക്കുന്ന ദിവസങ്ങളിലെ പ്രവർത്തനങ്ങളെ കുറിച്ച് ഞാൻ അന്വേഷിക്കാറില്ല .					
8	പഠനവുമായി ബന്ധപ്പെട്ട സംശയങ്ങൾ ചോദിക്കാൻ ഞാൻ അധ്യാപകരെ സമീപിക്കാറുണ്ട് .					
9	ഉത്തരക്കടലാസിൽ ഞാൻ ഉദ്ദേശിക്കുന്ന പോലെ ആശയങ്ങൾ അവതരിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
10	പഠനവുമായി ബന്ധപ്പെട്ട മാനസിക പിരിമുറുക്കങ്ങൾ മറികടക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
11	മറ്റുള്ള കാര്യങ്ങൾക്കിടയിലും പഠനത്തിന് സമയം കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
12	പഠനാവശ്യങ്ങൾക്ക് ബന്ധുക്കളിൽ നിന്നും അയൽവാസികളിൽ നിന്നും ഞാൻ സഹായം ചോദിക്കാറുണ്ട്.					
13	പാഠ്യപദ്ധതിയെ കുറിച്ചും വിഷയങ്ങളെ കുറിച്ചും പൂർണ്ണമായി മനസ്സിലാക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല.					
14	മറ്റ് പ്രയാസങ്ങൾ പഠനത്തെ ബാധിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
15	പഠന പ്രവർത്തനങ്ങൾ ആത്മാർത്ഥമായും ക്രിയാത്മകമായും ചെയ്യാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
16	പഠന പ്രവർത്തനങ്ങളിൽ ഞാൻ എപ്പോഴും സത്യസന്ധമായി മുന്നോട്ട് പോകാറുണ്ട്.					
17	പുതിയ പാഠഭാഗങ്ങൾ പഠിക്കുമ്പോൾ മുമ്പ് പഠിച്ചവയുമായി ബന്ധപ്പെടുത്താൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
18	പരീക്ഷാസമയങ്ങളിൽ അപ്രതീക്ഷിതമായി വരുന്ന പ്രയാസങ്ങളെ മറികടക്കാൻ എനിക്ക് സാധിക്കും എന്നു ഞാൻ വിശ്വസിക്കുന്നു.					
19	പുതിയ ആശയങ്ങളും വാക്കുകളും മനസ്സിലാക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്.					
20	എന്റെ പഠന ലക്ഷ്യങ്ങൾ ഉദ്ദേശിക്കുന്ന രീതിയിൽ പൂർത്തിയാക്കാൻ കഴിയും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
21	പരീക്ഷകൾ ശരിയായ രീതിയിൽ എഴുതാൻ എനിക്ക്					

	കഴിയാറില്ല .					
22	വിജയം നേടുമ്പോഴുള്ള അധ്യാപകരുടെ പ്രോത്സാഹനം എന്റെ ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കാറുണ്ട്.					
23	ശരിയായി പഠിക്കാൻ എനിക്ക് മറ്റുള്ളവരുടെ പ്രചോദനം വേണം.					
24	അധ്യാപകരുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
25	ഞാൻ കഠിനമായി ശ്രമിച്ചാൽ, ഏറ്റവും മികച്ചവരിൽ ഒരാളായി മാറുമെന്ന് വിശ്വസിക്കുന്നു.					
26	എന്റെ സ്കൂളിലെ എല്ലാ സ്റ്റാഫിനോടും നല്ല ബന്ധം നിലനിർത്താൻ എനിക്ക് സാധ്യമാണ്.					
27	പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഉത്സാഹത്തോടെ ഞാൻ പങ്കെടുക്കാറുണ്ട്.					
28	പഠനത്തിന് സഹായകമായ ചില നല്ല സുഹൃത്തുക്കളെ ഞാൻ കണ്ടെത്തിയിട്ടുണ്ട് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
29	കമ്പ്യൂട്ടർ ഉപയോഗിച്ച് സെമിനാർ അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
30	കുറിപ്പുകൾ തയ്യാറാക്കാൻ ലൈബ്രറി ശരിയായി ഉപയോഗിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
31	ടൈംടേബിൾ ഉപയോഗിച്ച് എല്ലാ വിഷയങ്ങളും കൃത്യമായി പഠിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
32	എല്ലാ പാഠങ്ങളും എളുപ്പമുള്ളതായി എനിക്ക് തോന്നാറില്ല.					
33	തന്നിരിക്കുന്ന സമയത്തിനുള്ളിൽ തന്നെ പരീക്ഷ എഴുതാൻ എനിക്ക് കഴിയാറുണ്ട് .					
34	കഠിനമായി പ്രയത്നിച്ചാൽ എല്ലാ പരീക്ഷകളിലും നല്ല മാർക്ക് നേടാനാവുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
35	കുറിപ്പുകൾ തയ്യാറാക്കാൻ ലൈബ്രറി ശരിയായി ഉപയോഗിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
36	ബുദ്ധിമുട്ടുള്ള പാഠഭാഗങ്ങൾ പഠിക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല.					
37	പഠനത്തിൽ വരുന്ന പ്രശ്നങ്ങൾ എളുപ്പത്തിൽ പരിഹരിക്കാൻ എനിക്ക് കഴിയും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					

Appendices

38	പരീക്ഷകളിൽ എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
39	ഓരോ ക്ലാസ്സിലെയും പഠന ലക്ഷ്യങ്ങൾ പൂർത്തീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
40	അധ്യാപകർ തന്ന പഠന പ്രവർത്തനങ്ങൾ മറ്റുള്ളവരിൽ നിന്നും വ്യത്യസ്തമായി ചെയ്യാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					

Appendix XI
Academic Self Efficacy Scale (Final Form) English Version

Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam

Name _____ Gender _____
 Name of the school _____ District _____
 Std _____

Read each sentence carefully. Then choose how much you agree or disagree with it.
 Use these options:

A: Strongly Agree	D: Disagree
B: Agree	E: Strongly Disagree
C: No Opinion	

Mark your answer (✓) on the answer sheet. Your answers will be kept private and used only for research.

Sl No.	Items	A	B	C	D	E
1	I can manage my learning activities by proper time management.					
2	I am able to find out the resources needed for my learning.					
3	I can finish my assignments in prescribed time.					
4	I am confident that, I can apply knowledge properly in all academic situations.					
5	I try to utilize library properly for academic purposes.					
6	I do not enquire about the class activities during my absence.					
7	I approach the concerned teachers for the clarification of my doubts in studies.					
8	I can't reflect the studied matter properly in my answer sheet.					
9	I am capable of overcoming mental stress related to studies.					
10	I try to find time for studying even during other engagements.					

Appendices

11	I am able to collect learning resources from my neighborhood and relatives.					
12	I do not try to understand properly about my curriculum and syllabus.					
13	I try to manage my studies without being affected by other problems.					
14	I am confident that I can do my seminars and assignments creatively and attractively.					
15	I can remember priory learned material while learning a new concept.					
16	I am confident that I can deal with the unexpected problems during exams effectively.					
17	I am interested in learning new concepts and terminologies.					
18	I am not able to face examinations in a proper way.					
19	The appreciation of teachers when I excel in study activities increases my confidence.					
20	I am capable of maintaining good relationship with teachers.					
21	I am participating actively in the curricular and co curricular activities.					
22	I can't present the seminar given by teachers using ICT properly.					
23	I try to give equal importance to all subjects in examination by preparing time table.					
24	I don't feel that all the chapters are very easy to understand.					
25	I am able to manage time properly while attending examinations.					
26	I am confident that I can score good marks with relentless efforts.					
27	I don't try to study difficult subject areas in my text books.					
28	I am confident that I will write all the answers of questions asked in examinations.					
29	I am able to acquire the aims and objectives of each class while learning.					
30	I think about ways to do work given by teachers differently from others.					

Appendix XII

Academic Self Efficacy Scale (Final Form) Malayalam Version

**Umaina. C, Research Scholar, NSS Training College, Ottapalam
& Dr. Ampili Aravind, Professor, NSS Training College, Ottapalam**

Name

Gender

Name of the school

District

Std

നിർദ്ദേശങ്ങൾ :

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിട്ടുണ്ടോ എത്രമാത്രം ശരിയാണെന്ന് രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനകളുടെയും നേരെ A,B,C,D,E എന്നീ അഞ്ച് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട് .

A പൂർണ്ണമായും യോജിക്കുന്നു	D: വിധേയമാകുന്നു
B: യോജിക്കുന്നു	E: ശക്തമായി വിധേയമാകുന്നു.
C: പ്രത്യേക അഭിപ്രായമില്ല	

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ച് വായിച്ചതിനു ശേഷം നിങ്ങളുടെ ഉത്തരം(✓)ഉപയോഗിച്ച് ഉത്തരകടലാസിൽ രേഖപ്പെടുത്തുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണപരമായ അവശ്യങ്ങൾക്ക് വേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്

ക്രമ. നം	പ്രസ്താവന	A	B	C	D	E
1	സമയബന്ധിതമായി പഠനം ക്രമീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
2	പഠനാവശ്യങ്ങൾക്കുള്ള വസ്തുക്കളും മാർഗ്ഗങ്ങളും കണ്ടെത്താൻ എനിക്ക് കഴിയാറുണ്ട്.					
3	സമയാധിഷ്ഠിതമായി പഠനപ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
4	അറിവുകളെ അനുയോജ്യമായ സാഹചര്യങ്ങളിൽ ഉപയോഗപ്പെടുത്താൻ എനിക്ക് കഴിയാറുണ്ട് .					
5	പഠനാവശ്യങ്ങൾക്ക് ലൈബ്രറി പരമാവധി ഉപയോഗപ്പെടുത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
6	സ്കൂളിൽ അവധിയെടുക്കുന്ന ദിവസങ്ങളിലെ പ്രവർത്തനങ്ങളെ കുറിച്ച് ഞാൻ അന്വേഷിക്കാറില്ല .					

7	പഠനവുമായി ബന്ധപ്പെട്ട സംശയങ്ങൾ ചോദിക്കാൻ ഞാൻ അധ്യാപകരെ സമീപിക്കാറുണ്ട് .					
8	ഉത്തരക്കടലാസിൽ ഞാൻ ഉദ്ദേശിക്കുന്ന പോലെ ആശയങ്ങൾ അവതരിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
9	പഠനവുമായി ബന്ധപ്പെട്ട മാനസിക പിരിമുറുക്കങ്ങൾ മറികടക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
10	മറ്റുള്ള കാര്യങ്ങൾക്കിടയിലും പഠനത്തിന് സമയം കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
11	പഠനാവശ്യങ്ങൾക്ക് ബന്ധുക്കളിൽ നിന്നും അയൽവാസികളിൽ നിന്നും ഞാൻ സഹായം ചോദിക്കാറുണ്ട്.					
12	പാഠ്യപദ്ധതിയെ കുറിച്ചും വിഷയങ്ങളെ കുറിച്ചും പൂർണ്ണമായി മനസ്സിലാക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല.					
13	മറ്റ് പ്രയാസങ്ങൾ പഠനത്തെ ബാധിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട് .					
14	പഠന പ്രവർത്തനങ്ങൾ ആത്മാർത്ഥമായും ക്രിയാത്മകമായും ചെയ്യാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
15	പുതിയ പാഠഭാഗങ്ങൾ പഠിക്കുമ്പോൾ മുമ്പ് പഠിച്ചവയുമായി ബന്ധപ്പെടുത്താൻ എനിക്ക് സാധിക്കാറുണ്ട് .					
16	പരീക്ഷാസമയങ്ങളിൽ അപ്രതീക്ഷിതമായി വരുന്ന പ്രയാസങ്ങളെ മറികടക്കാൻ എനിക്ക് സാധിക്കും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
17	പുതിയ ആശയങ്ങളും വാക്കുകളും മനസ്സിലാക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്.					
18	പരീക്ഷകൾ ശരിയായ രീതിയിൽ എഴുതാൻ എനിക്ക് കഴിയാറില്ല .					
19	വിജയം നേടുമ്പോഴുള്ള അധ്യാപകരുടെ പ്രോത്സാഹനം എന്റെ ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കാറുണ്ട്.					
20	അധ്യാപകരുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					

21	പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഉൾസാഹത്തോടെ ഞാൻ പങ്കെടുക്കാറുണ്ട്.					
22	കമ്പ്യൂട്ടർ ഉപയോഗിച്ച് സെമിനാർ അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
23	ടൈംടേബിൾ ഉപയോഗിച്ച് എല്ലാ വിഷയങ്ങളും കൃത്യമായി പഠിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
24	എല്ലാ പാഠങ്ങളും എളുപ്പമുള്ളതായി എനിക്ക് തോന്നാറില്ല.					
25	തന്നിരിക്കുന്ന സമയത്തിനുള്ളിൽ തന്നെ പരീക്ഷ എഴുതാൻ എനിക്ക് കഴിയാറുണ്ട്.					
26	കഠിനമായി പ്രയത്നിച്ചാൽ എല്ലാ പരീക്ഷകളിലും നല്ല മാർക്ക് നേടാനാവുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
27	ബുദ്ധിമുട്ടുള്ള പാഠഭാഗങ്ങൾ പഠിക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല.					
28	പരീക്ഷകളിൽ എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
29	ഓരോ ക്ലാസ്സിലെയും പഠന ലക്ഷ്യങ്ങൾ പൂർത്തീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
30	അധ്യാപകർ തന്ന പഠന പ്രവർത്തനങ്ങൾ മറ്റുള്ളവരിൽ നിന്നും വ്യത്യസ്തമായി ചെയ്യാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					