

**EDUCATIONAL ASPIRATION IN RELATION TO HOME
ENVIRONMENT, SELF REGULATION AND GENDER
SENSITIVITY OF TAMIL LINGUISTIC MINORITY
STUDENTS OF KERALA**

Thesis

submitted to the University of Calicut

for the award of the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

SRUTHI S

NCERT Doctoral Fellow

Supervised by

Dr. SEEMA MENON K P

Professor



**N. S. S TRAINING COLLEGE, OTTAPALAM
RESEARCH CENTRE IN EDUCATION
UNIVERSITY OF CALICUT**

2026

DECLARATION

I hereby declare that the work presented in the thesis entitled “**EDUCATIONAL ASPIRATION IN RELATION TO HOME ENVIRONMENT, SELF REGULATION AND GENDER SENSITIVITY OF TAMIL LINGUISTIC MINORITY STUDENTS OF KERALA**” is based on the original work done by me under the guidance of **Dr. Seema Menon K P**, Professor, Department of Education, N. S. S. Training College, Research Centre in Education, University of Calicut, and has not been included in any other thesis submitted previously for the award of any Degree. The contents of the thesis have undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



Sruthi S
(Research Scholar)



Dr. Seema Menon K P
(Research Supervisor)

Place: Ottapalam

Date: 20/05/2026

Prof. (Dr.) Seema Menon. K. P
Professor & Research Supervisor
Department of Education
NSS Training College Ottapalam
Research Centre in Education Kerala -679101

CERTIFICATE

I, **Dr. Seema Menon K P**, do hereby certify that the thesis entitled, **EDUCATIONAL ASPIRATION IN RELATION TO HOME ENVIRONMENT, SELF REGULATION AND GENDER SENSITIVITY OF TAMIL LINGUISTIC MINORITY STUDENTS OF KERALA** is a bonafide record of the research work carried out by **Ms. Sruthi S**, under my guidance and supervision. I affirm that no part of the thesis has been submitted for any degree, diploma, or other similar title of recognition in any other University before.

Neither of the examiners has recommended any modifications or suggestions, and therefore, the original thesis is submitted as such. The soft copy attached is the same as that of the hard copy submitted.


20/5/2026

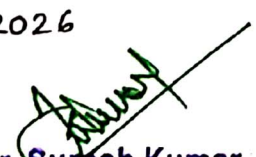
Dr. Seema Menon K P
(Research Supervisor)

Professor

NSS Training College, Ottapalam

Place: Ottapalam

Date: 20/05/2026


Dr. Suresh Kumar. K
Principal-in-charge
Drawing and Disbursing Officer
Professor of General Education
NSS Training College, Ottapalam

Prof. (Dr.) Seema Menon. K. P
Professor & Research Supervisor
Department of Education
NSS Training College Ottapalam
Research Centre in Education Kerala -679101



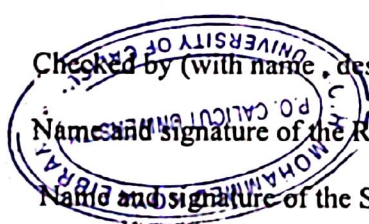


UNIVERSITY OF CALICUT CERTIFICATE ON PLAGIARISM CHECK

1.	Name of the Research Scholar	Sruthi S	
2.	Title of thesis / dissertation	"EDUCATIONAL ASPIRATION IN RELATION TO HOME ENVIRONMENT, SELF REGULATION AND GENDER SENSITIVITY OF TAMIL LINGUISTIC MINORITY STUDENTS OF KERALA"	
3.	Name of the Supervisor	Prof. (Dr.) Seema Menon K P	
4.	Department/Institution	NSS Training College, Ottapalam	
5.	Similar content (%) identified	Non Core	Core
		Introduction/ Theoretical overview/Review of literature/ Materials & Methods/ Methodology	Analysis/Result/Discussion / Summary/Conclusion/ Recommendations
		7	6
	Acceptable maximum limit (%)	10	10
6.	Software used	iThenticate	
7.	Date of verification	16.02.2026	

*Report on plagiarism check, specifying included/excluded items with % of similarity to be attached.

Dr. Nasiruddeen. T
Assistant Librarian
University of Calicut, Kerala.



Checked by (with name, designation & signature)

Name and signature of the Researcher

Name and signature of the Supervisor.

Sruthi S
Seema Menon K P

Prof. (Dr.) Seema Menon. K. P
Professor & Research Supervisor
Department of Education
NSS Training College Ottapalam
Research Centre In Education Kerala -679101

The Doctoral Committee* has verified the report on plagiarism check with the contents of the thesis, as summarized above and appropriate measures have been taken to ensure originality of the Research accomplished herein.

Name & Signature of the HoD/HoI (Chairperson of the Doctoral Committee)

*In case of languages like Malayalam, Tamil etc., on which no software is available for plagiarism check, a manual check shall be made by the Doctoral Committee, for which an additional certificate has to be attached.



Principal-in-charge
Drawing and Disbursing Officer
Professor of Phy.Sci.Edn.
N.S.S. Training College, Ottapalam

Acknowledgement

The investigator expresses heartfelt gratitude to her supervising teacher, Dr. Seema Menon K P, Professor, NSS Training College, Ottapalam, for her constant support, insightful guidance, and consistent encouragement throughout the course of this research. Her expertise and dedication were a constant source of inspiration and motivation for the investigator.

The investigator is especially grateful to Dr. Suresh Kumar K, Principal in Charge, NSS Training College, Ottapalam, for providing the necessary facilities and academic environment to carry out this study effectively.

Sincere thanks are also extended to faculty members of NSS Training College for their valuable suggestions and moral support. The investigator also appreciates the cooperation and timely help provided by the non-teaching staff members, which contributed significantly to the progress of the research.

The investigator is thankful to the library assistant, Mr. Jagannivasu, NSS Training College, Ottapalam, for his kind assistance in accessing necessary academic resources and supporting the literature review process.

The investigator also wishes to convey her heartfelt gratitude to the Research Scholars at NSS Training College, Ottapalam for their moral support of this study.

The investigator acknowledges the support received from the NCERT, Delhi. Being awarded the NCERT Doctoral Fellowship in 2023 was a major milestone, and the guidance from the institution was invaluable throughout the research journey.

The investigator also extends sincere appreciation to the Heads, Teachers, and Students of the selected schools for their cooperation during data collection.

The investigator sincerely acknowledges Dr. C. M. Bindhu, Professor, Department of Education, University of Calicut, for her valuable suggestions.

The investigator gratefully acknowledges to Prof. V. Ramadas, RIE Bhuvaneshwar, for his insightful suggestions and guidance during this study.

The investigator expresses thanks to K. Suresh Kumar, Assistant Professor in Tamil, RIE, Mysore, for his suggestions.

The investigator expresses thanks to Ragul Krishnan, HST Social science (Tamil medium), GHSS Vattavada, Idukki for his support and encouragement.

The investigator expresses thanks to Dr.S. Sundar Rajan, Resource person in Tamil, Central Institute of Indian Languages, Mysore, for his suggestions.

The investigator extends heartfelt gratitude to Kandimuthu, Former faculty and Assistant Professor in Tamil at CUTEC, Koduvayur, for his suggestions.

Warm thanks are extended to co-scholars Aji Narayanan K K, Bini T V, K Rashmi, Sukanya K U, Soumya G, Reshma M R, Zen Merryn Antony and Sindhu K for their friendly support and collaboration during the course of the study.

The investigator deeply thanks her beloved grandparents, parents, husband, child, and all family members for their love, support, and constant motivation throughout this work.

Above all, the investigator offers her sincere thanks to the Almighty for the strength, patience, and guidance that made this research possible.

Place: Ottapalam

Sruthi S

Date:

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

No.	Title	Page No.
I	INTRODUCTION	1 – 21
II	REVIEW OF RELATED LITERATURE	22 – 140
III	METHODOLOGY	141 – 182
IV	ANALYSIS AND INTERPRETATIONS	183 – 228
V	SUMMARY, FINDINGS AND CONCLUSIONS	229 – 248
VI	RECOMMENDATIONS OF THE STUDY	249 – 255
	BIBLIOGRAPHY	256 – 321
	APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
1	Summary of review of related literature of Educational aspiration	112
2	Summary of review of related literature of Home environment	118
3	Summary of review of related literature of Self regulation	124
4	Summary of review of related literature of Gender sensitivity	129
5	Summary of review of related literature of Tamil linguistic minorities	134
6	The details of the tool reviewed for Educational Aspiration Scale	147
7	Component wise distribution of items and weightage given to each component is given in table	151
8	Scoring procedure for Educational Aspiration Scale	151
9	Result of Item analysis scale for measuring the Educational Aspiration of Tamil linguistic minority students	153
10	Breakup of Questions in the Final Tool Educational Aspiration Scale	154
11	The details of the tool reviewed for Home Environment Inventory	155
12	Component wise distribution of items and weightage given to each component is given in table	158
13	Scoring of the responses in the Home Environment Inventory	159
14	Result of Item analysis scale for measuring the Home Environment of Tamil linguistic minority students	160
15	Breakup of Questions in the Final Tool Home Environment Inventory	161
16	The details of the tool reviewed for Self-Regulation Scale	162
17	Component wise distribution of items and weightage given to each component is given in table	165

Table No.	Title	Page No.
18	Scoring procedure for Self-Regulation Scale	166
19	Result of Item analysis scale for measuring the Self-Regulation of Tamil linguistic minority students	167
20	Breakup of Questions in the Final Tool Self-Regulation Scale	168
21	The details of the tool reviewed for Gender Sensitivity Scale	170
22	Component wise distribution of items and weightage given to each component is given in table	173
23	Scoring procedure for Gender sensitivity scale	173
24	Result of Item analysis scale for measuring the Gender Sensitivity of Tamil linguistic minority students	174
25	Breakup of Questions in the Final Tool Gender Sensitivity Scale	176
26	Reliability Coefficient of Tools	176
27	Intrinsic Validity of Tools	178
28	Data representation was given to Gender, Locale and Type of Management	179
29	Details of Tamil medium Schools selected for the study	179
30	Demographic Characteristics of Participants	184
31	Statistical Constants for Educational Aspiration, Gender Sensitivity, Home Environment and Self-Regulation of students for the Total Sample	184
32	Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Educational Aspiration	189
33	Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Home Environment	188
34	Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Self-Regulation	188
35	Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Gender Sensitivity	189

Table No.	Title	Page No.
36	Distribution of Students belonging to Low, Average and High Levels of Educational aspiration groups for the Total Sample	190
37	Distribution of Students belonging to Low, Average and High Levels of Home environment groups for the Total Sample.	191
38	Distribution of Students belonging to Low, Average and High Levels of Self-regulation for the Total Sample	193
39	Distribution of Students belonging to Low, Average and High Levels of Gender sensitivity for the Total Sample	194
40	Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to Gender	196
41	Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to locale	198
42	Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to type of management	200
43	Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to Gender	202
44	Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to locale	204
45	Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to type of management	206
46	Data and Result of Test of Significance of the Difference between the Means of Self- Regulation of students According to Gender	208
47	Data and Result of Test of Significance of the Difference between the Means of Self- Regulation of students According to locale	210
48	Data and Result of Test of Significance of the Difference between the Means of Self- Regulation of students According to type of management	212

Table No.	Title	Page No.
49	Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to Gender	214
50	Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to locale	216
51	Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to type of management	218
52	Correlation between Educational Aspiration and Home Environment for the Total Sample and Sub samples	220
53	Correlation between Educational Aspiration and Self-Regulation for the Total Sample and Sub samples	221
54	Correlation between Educational Aspiration and Gender Sensitivity for the Total Sample and Sub samples	223
55	Fisher's r-to-z transformation with gender	224
56	Fisher's r-to-z transformation with locale	226
57	Fisher's r-to-z transformation with type of management	227

LIST OF FIGURES

Figure No.	Title	Page No.
1	The histogram for Educational Aspiration	185
2	The histogram for Home Environment	186
3	The histogram for Self- Regulation	186
4	The histogram for Gender Sensitivity	187
5	Levels of Educational Aspiration	191
6	Levels of Home Environment	192
7	Levels of Self-Regulation	194
8	Levels of Gender Sensitivity	195
9	Graphical representation of means of Educational Aspiration of students according to gender	197
10	Graphical representation of means of Educational Aspiration of students according to locale	199
11	Graphical representation of means of Educational Aspiration of students according to type of management	201
12	Graphical representation of means of Home Environment of students according to gender	203
13	Graphical representation of means of Home Environment of students according to locale	205
14	Graphical representation of means of Home Environment of students according to type of management	207
15	Graphical representation of means of Self- Regulation of students according to gender	208
16	Graphical representation of means of Self- Regulation of students according to locale	210
17	Graphical representation of means of Self- Regulation of students according to type of management	212

Figure No.	Title	Page No.
18	Graphical representation of means of Gender Sensitivity of students according to gender	214
19	Graphical representation of means of Gender Sensitivity of students according to locale	216
20	Graphical representation of means of Gender Sensitivity of students according to type of management	218

ABBREVIATIONS USED

EAS	-	Educational Aspiration Scale
GSS	-	Gender Sensitivity Scale
HEI	-	Home Environment Inventory
SES	-	Socio Economic Status
SRL	-	Self Regulated Learning
SRS	-	Self Regulation Scale
TLM	-	Tamil Linguistic Minority

LIST OF APPENDICES

<i>No</i>	<i>Title</i>
I	Educational Aspiration Scale (Draft Form) English Version
II	Educational Aspiration Scale (Draft Form) Tamil Version
III	Educational Aspiration Scale (Final Form) English Version
IV	Educational Aspiration Scale (Final Form) Tamil Version
V	Home Environment Inventory (Draft Form) English Version
VI	Home Environment Inventory (Draft Form) Tamil Version
VII	Home Environment Inventory (Final Form) English Version
VIII	Home Environment Inventory (Final Form) Tamil Version
IX	Self-Regulation Scale (Draft Form) English Version
X	Self-Regulation Scale (Draft Form) Tamil Version
XI	Self-Regulation Scale (Final Form) English Version
XII	Self-Regulation Scale (Final Form) Tamil Version
XIII	Gender Sensitivity Scale (Draft Form) English Version
XIV	Gender Sensitivity Scale (Draft Form) Tamil Version
XV	Gender Sensitivity Scale (Final Form) English Version
XVI	Gender Sensitivity Scale (Final Form) Tamil Version

ABSTRACT

In the diverse context of Kerala, Tamil linguistic minority communities hold special significance. These communities live near the Kerala–Tamil Nadu border and maintain their Tamil cultural identity while living in Kerala. Tamil is their mother tongue. The educational aspirations of Tamil linguistic minority students are influenced by different factors, including linguistic, cultural, social and economic factors. The study entitled “Educational Aspiration in Relation to Home Environment, Self-Regulation, and Gender Sensitivity of Tamil Linguistic Minority Students of Kerala” employs a survey method. It investigates the relationship between educational aspiration and three factors such as home environment, self-regulation, and gender sensitivity among Tamil linguistic minority students in Kerala. The major objective is to analyze how these variables affect students’ future educational goals within a minority cultural context. Data were collected from 1,200 secondary-level Tamil linguistic minority students using standardized scales and inventories measuring educational aspiration, home environment quality, self-regulation abilities, and attitudes toward gender sensitivity. Statistical techniques, including t-tests and correlation analyses, were conducted to examine the relationships among these variables. The findings reveal the multifaceted nature of educational aspiration among Tamil linguistic minority students in Kerala. Correlation analyses indicated that educational aspiration was positively and significantly related to home environment, self-regulation, and gender sensitivity though the strength of these relationships was low to weak. This study shows that Tamil linguistic minority students in Kerala generally possess good levels of academic aspiration and supportive personal and environmental characteristics. In addition to home environment, self-regulation, and gender sensitivity, external factors such as school environment, community expectations, cultural elements and peer influence may have role in promoting students’ educational aspirations. Strengthening home–school relationships, promoting self-regulation strategies and fostering gender-sensitive attitudes will further help in increasing the educational aspirations of all students. The findings emphasize the importance of targeted support and inclusive strategies in fostering equitable and meaningful academic growth among minority students.

Keywords: Educational aspiration, Home environment, Self regulation, Gender sensitivity, Tamil linguistic minority students

പഠനസംഗ്രഹം

കേരളത്തിന്റെ വൈവിധ്യമാർന്ന സാമൂഹിക പശ്ചാത്തലത്തിൽ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ സമൂഹങ്ങൾക്ക് പ്രത്യേക പ്രാധാന്യമുണ്ട്. ഈ സമൂഹങ്ങൾ പ്രധാനമായും കേരള-തമിഴ്നാട് അതിർത്തിപ്രദേശങ്ങളിലാണ് താമസിക്കുന്നത്. കേരളത്തിൽ താമസിക്കുമ്പോഴും അവർ അവരുടെ തമിഴ് സാംസ്കാരിക സ്വത്വം നിലനിർത്തുന്നു. തമിഴ് തന്നെയാണ് അവരുടെ മാതൃഭാഷ. തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസ അഭിലാഷങ്ങളെ ഭാഷാപര, സാംസ്കാരിക, സാമൂഹിക, സാമ്പത്തിക ഘടകങ്ങൾ ഉൾപ്പെടെ നിരവധി ഘടകങ്ങൾ സ്വാധീനിക്കുന്നു.

“കേരളത്തിലെ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികളുടെ ഗാർഹിക പരിസ്ഥിതിയുമായി ബന്ധപ്പെട്ട വിദ്യാഭ്യാസ അഭിലാഷം, സ്വയം നിയന്ത്രണം, ലിംഗ സംവേദനക്ഷമത” എന്ന തലക്കെട്ടിലുള്ള ഈ പഠനം സർവ്വേ രീതിയാണ് സ്വീകരിച്ചിരിക്കുന്നത്. കേരളത്തിലെ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികളിൽ വിദ്യാഭ്യാസ അഭിലാഷവും ഗാർഹിക പരിസ്ഥിതി, സ്വയം നിയന്ത്രണം, ലിംഗ സംവേദനക്ഷമത എന്നീ മൂന്ന് ഘടകങ്ങളും തമ്മിലുള്ള ബന്ധമാണ് ഇതിൽ അന്വേഷിക്കുന്നത്. ഒരു ന്യൂനപക്ഷ സാംസ്കാരിക സാഹചര്യത്തിൽ ഈ വേരിയബിളുകൾ വിദ്യാർത്ഥികളുടെ ഭാവി വിദ്യാഭ്യാസ ലക്ഷ്യങ്ങളെ എങ്ങനെ സ്വാധീനിക്കുന്നു എന്നതാണ് പഠനത്തിന്റെ പ്രധാന ലക്ഷ്യം.

സ്റ്റാൻഡേർഡ് സ്കെയിലുകളും ഇൻവെന്ററികളും ഉപയോഗിച്ച് 1,200 സെക്കൻഡറി തലത്തിലെ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികളിൽ നിന്ന് വിദ്യാഭ്യാസ അഭിലാഷം, ഗാർഹിക പരിസ്ഥിതിയുടെ നിലവാരം, സ്വയം നിയന്ത്രണ കഴിവുകൾ, ലിംഗ സംവേദനക്ഷമതയോടുള്ള മനോഭാവം എന്നിവ അളക്കുന്ന ഡാറ്റ ശേഖരിച്ചു. ഈ വേരിയബിളുകൾ തമ്മിലുള്ള ബന്ധങ്ങൾ പരിശോധിക്കുന്നതിനായി ടി-ടെസ്റ്റുകളും പരസ്പരബന്ധ വിശകലനങ്ങളും ഉൾപ്പെടെയുള്ള സ്ഥിതിവിവരശാസ്ത്ര സാങ്കേതിക വിദ്യകൾ പ്രയോഗിച്ചു.

കേരളത്തിലെ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികളിൽ വിദ്യാഭ്യാസ അഭിലാഷത്തിന്റെ ബഹുമുഖ സ്വഭാവമാണ് കണ്ടെത്തലുകൾ വെളിപ്പെടുത്തുന്നത്. വിദ്യാഭ്യാസ അഭിലാഷം ഗാർഹിക പരിസ്ഥിതി, സ്വയം നിയന്ത്രണം, ലിംഗ സംവേദനക്ഷമത എന്നിവയുമായി പോസിറ്റീവായും ഗണ്യമായും ബന്ധപ്പെട്ടിരിക്കുന്നുവെന്ന് പരസ്പരബന്ധ വിശകലനങ്ങൾ സൂചിപ്പിക്കുന്നു; എന്നിരുന്നാലും ഈ ബന്ധങ്ങളുടെ ശക്തി താഴ്ന്നതോ ദുർബലമോ ആയിരുന്നു. കേരളത്തിലെ തമിഴ് ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികൾക്ക് പൊതുവെ നല്ല നിലവാരത്തിലുള്ള അക്കാദമിക് അഭിലാഷവും പിന്തുണയ്ക്കുന്ന വ്യക്തിപരവും പാരിസ്ഥിതികവുമായ സവിശേഷതകളും ഉള്ളതായി ഈ പഠനം വ്യക്തമാക്കുന്നു.

ഗാർഹിക പരിസ്ഥിതി, സ്വയം നിയന്ത്രണം, ലിംഗ സംവേദനക്ഷമത എന്നിവയ്ക്കു പുറമെ, വിദ്യാലയപരിസരം, സമൂഹ പ്രതീക്ഷകൾ, സാംസ്കാരിക ഘടകങ്ങൾ, സഹപാഠികളുടെ സ്വാധീനം എന്നിവ പോലുള്ള ബാഹ്യ ഘടകങ്ങളും വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസ അഭിലാഷങ്ങളെ പ്രോത്സാഹിപ്പിക്കുന്നതിൽ നിർണായക പങ്ക് പങ്കുവഹിക്കാം. വീട്-സ്കൂൾ ബന്ധങ്ങൾ ശക്തിപ്പെടുത്തൽ, സ്വയംനിയന്ത്രണ തന്ത്രങ്ങൾ പ്രോത്സാഹിപ്പിക്കൽ, ലിംഗസെൻസിറ്റീവ് സമീപനങ്ങൾ വളർത്തൽ എന്നിവയും വിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസ അഭിലാഷങ്ങൾ കൂട്ടുന്നതിൽ കൂടുതൽ സഹായിക്കും. ലക്ഷ്യമിട്ട പിന്തുണയും ഉൾക്കൊള്ളുന്ന തന്ത്രങ്ങളും ന്യൂനപക്ഷ വിദ്യാർത്ഥികളുടെ സമതുലിതവും പ്രാധാന്യമുള്ള അക്കാദമിക് വളർച്ചയ്ക്കുള്ള പ്രാധാന്യം ഈ കണ്ടെത്തലുകൾ വ്യക്തമാക്കുന്നു.

കീവേഡുകൾ: വിദ്യാഭ്യാസ അഭിലാഷം, വീട്ടുപരിസരം, സ്വയം നിയന്ത്രണം, ലിംഗ സംവേദനക്ഷമത, തമിഴ്ഭാഷാ ന്യൂനപക്ഷ വിദ്യാർത്ഥികൾ

Chapter 1

INTRODUCTION

- Introduction
- Need and Significance
- Statement of the Problem
- Definition of Key terms
- Objectives
- Hypotheses
- Variables
- Methodology
- Scope of the Study
- Delimitation of the Study
- Organization of the report

“The Problem is not how to wipe out all differences but how to unite with all differences intact”

– *Rabindranath Tagore (1917)*

Education is the process by which acquiring knowledge, skills, habits, beliefs, and values helps to change the attitudes of individuals or society. It includes a set of experiences and is a basic human right. “Education is continued beyond the classroom, it leads to wider horizons such as interaction with a society or solving real life problems” (UNESCO, 2015). Bank (2008) noted that it has a significant role in preserving and transmitting languages, culture, values, traditions and knowledge from one generation to another. “Education inculcates cultural identity, cultural sensitivity, cultural consciousness and belongingness among individuals” (Gay, 2010).

In the era of globalization, human life is related to personal and professional priorities. Education becomes a transformative force which has a great influence on socio cultural and economic development. “Giving quality education for every individual is not only self-empowerment but also promoting inclusion and equitable societies” (UNESCO, 2020). The patriarchal family system in India limits the role of women. It imposes so many rules and regulations on women. Education and job opportunities for women are affected by this problem. “Women's status in family and society improved by giving education to them properly” (Sen, 1989).

2 Introduction

Kerala is located on India's southwestern coast. It shares its eastern and southern borders with Tamil Nadu. Actually, it was formed as a part of post-independence India to reorganize the different states along the linguistic route. In 1949, Cochin and Travancore combined together to form Cochin- Travancore. But Malabar region was part of Madras presidency. With the State Reorganization Act of 1956, Malabar was combined into Cochin - Travancore and formed the modern state of Kerala. During the State Reorganization in 1957, these minorities wished to join Tamil Nadu, but Kerala leaders like Pattom thanu Pillai and K P Keshava Menon assured them that their interests would be protected. By the influence of these leaders, these people agreed to be in Kerala (Pechimuthu, 2013). The Government of Kerala proposed different programs for improved life of these linguistic minorities. "In spite of these protective actions from the government, the community are found to be not satisfied with their social status and on the measures provided to them" (Paleeri, 2018).

According to the National Commission for Religious and Linguistic minorities report (2007), "language is a significant instrument of culture for community identity". Kerala was a Malayalam speaking state. It consists of a significant Tamil linguistic minority (TLM) community, mainly in the districts of Idukki, Palakkad, Thiruvananthapuram, Kollam, Wayanad and Pathanamthitta. These regions have historical relevance which consider cross border migration, inter-caste marriage and economic interdependence. These peoples are mainly agrarian and residing near Kerala Tamil Nadu border. Their mother tongue is Tamil and has Tamil culture and

traditions. Through cultural interactions, this community promotes their cultural identity, heritage and mother tongue education (Thirumalai, 1983).

The National commission for linguistic minorities (2013) defines linguistic minorities as “any group of people whose first language is different from the principal language of the state”. These communities have prominent linguistic identities and they are permanent residents in Kerala. Tamil speaking ethnic groups living in particular geographical locations. Palakkad district is close to the state of Tamil Nadu which hosts a significant Tamil speaking population. Chittur taluk in the Palakkad district is important for Tamil presence. Kollam, Wayanad, Thiruvananthapuram and Pathanamthitta have low concentrations of Tamil speaking population when compared to Idukki and Palakkad districts. Trade is the main job which attracts these peoples to come and live in these regions.

One such campaign led by the Kerala State linguistic minority Tamil Teachers association is actively working in plantation areas across multiple districts to raise awareness about the rights of Tamil speakers (Mathrubhumi, 2024). The campaign addresses certain issues regarding Tamil medium education and emphasised the availability of public service commission examinations in Tamil. It advocates for the right to submit applications in Tamil in government offices located in areas where Tamil speakers constitute more than 15% of the population and it strengthens linguistic inclusion and equity in public administration (Mathrubhumi, 2024).

In the case of school education, the TLM students in Kerala have the option to join Tamil medium classes in general schools. They have one more option to join pure Tamil medium schools. Textbooks are available in Tamil up to secondary level, but

4 *Introduction*

at higher secondary level, only English or Malayalam textbooks are provided. The students can take examinations in Tamil language. The content, activities, examples and non-scholastic programs related with ethnic context of Kerala and which are different from Tamil cultural aspects. The teachers also face dialectical differences with the Tamil speaking students, which affect the progress of student's learning (Pechimuthu, 2011).

Migrated Christian communities in Idukki, Palakkad and Thiruvananthapuram are established government aided and few unaided schools particularly in tea estate regions. Government schools are more in number for Tamil minority students than aided schools. In reality, these schools are experiencing limited resources and shortage of vernacular language teachers (Paleeri, 2018). Social economic development in the border places is low which affects the education sector. It pointed out the need for special strategies to improve their educational outcomes.

Educational aspiration of TLM students depends on different factors. It is influenced by language, custom, tradition and culture (Pattanayak, 2001). Linguistic, cultural, social and economic components of Tamil students are to be considered here. These students face challenges related to socio-cultural constraints, domination of regional languages and access to higher education (Annamalai, 2001). Lack of good policies also hinder the academic performance of these students. So that, fostering a culturally responsive education that appreciates and honours linguistic diversity (Cummins, 1980). Ensuring quality education and preserving Tamil heritage is important. Realizing the problems faced by this community in the field of education and taking appropriate action is necessary to keep their cultural identity.

Right to preserve culture, script and language (Article 29(1)) and right to construct educational institutions as their own choice (article 39(1)) for safeguarding linguistic minorities by Indian constitution. Article 350 A promotes every state to give facilities for mother tongue instruction at primary level of children belonging to linguistic minority groups. Development of quality textbooks in home languages recommended by National Education Policy (NEP, 2020) and also emphasizing mother tongue as the preferred medium of instruction (Ministry of Education, 2020).

“Linguistic minority students need an inclusive and equitable learning atmosphere where they do not face any marginalizations based on their language or culture” (Gay, 2010). The teachers should understand the needs of these students and provide support to upgrade academic goals of students. Bilingual and multilingual strategies can help these students to manage the difference between dominant language and home language (Garcia, 2012). By improving these students' multilingualism, the academic system can encourage these students to become cross-cultural collaborators and contributors to national unity (Bialystok, 2001). Understanding language policies for Tamil speaking minorities should be aligned with bilingualism and language maintenance (Paulston, 1994). Through conducting culturally responsive programs and construction of language tools will help to eliminate linguistic assimilation and erosion of culture.

A home environment is the primary space where individuals use, modify and develop their mother tongue. Proficiency in one's mother tongue helps to develop cultural identity and confidence in communication. A strong base in their mother tongue can positively influence the capacity to learn supplementary languages

including Malayalam, which is the dominant language of instruction in Kerala schools (Cummins, 2020). Zoya Parveen (2021) conducted a study with the title, “Effect of home environment of secondary school students on their level of aspiration, personality and educational performance”. Findings revealed that the home environment and educational aspiration of secondary students are positively correlated.

Self regulation is an aspect in an individual's academic and non-academic life. It is the capacity of learners to control abilities, thoughts, emotions and feelings. Setting goals, planning, time management, self discipline and self monitoring were formed as byproducts of Self regulation. “For cultivating self regulation skills in students, promote self efficacy, self confidence, resilience and sense of autonomy effectively” (Bandura, 1991). Researchers find out that a positive correlation occurs between academic aspiration and self regulation (Lourenco & Paiva, 2024; Zimmerman, 2002). The regulation skills are needed for linguistic minority students to adjust with the new socio-cultural environment and attain higher educational goals. Even facing cultural and linguistic problems, they can balance learning by being actively involved in the learning process, intrinsically motivated, monitoring their understanding, managing time and perseverance through difficulties.

Baviskar (2016) found that education can act as an instrument of change in reducing gender inequality from society. Gender bias, gender discrimination and gender inequality still exist in our society. It should be eliminated through education. Kalra and Sharma (2021) examined Swivel of Gender Sensitive Assortment: An Educational Model to Analyse Gender Sensitization. It concluded that Education can

act as a weapon to eradicate gender issues from society. Gender friendly environments should be built in the school to promote gender equality.

For promoting gender sensitivity in Kerala's educational system, with curriculum reforms, plan to confront different perspectives about gender roles and expectations (SCERT, 2023). It focuses on fostering inclusivity in learning resources and classroom instructions. The gender sensitive pedagogy can be implemented for improving gender sensitivity among Tamil linguistic minority students in Kerala. Gender sensitive curriculum challenges perceptions and expectations about different gender roles, gender contributions and gender stereotypes.

“High quality education systems constitute two characteristics which are culturally appropriate and academic rigorous education” (UNESCO, 2020). TLM students often face significant socio-cultural challenges, however they continue their education. To support their learning, one Malayalam textbook supplied by the Kerala government. And it helps them to study the language alongside Tamil for learning purposes without examinations. Teachers assist students by using translation applications and translating additional materials. It helps the students to understand the content more easily.

Many colleges near the Tamil Nadu - Kerala border offer professional courses as well as arts and science programs, providing facilities such as buses, hostels and other support services. Parents often take loans to ensure their children can attend these institutions, showing their commitment to education. These colleges provide a mixed Tamil Malayalam environment. It allows students to feel comfortable

academically and socially. The Kerala government has constructed colleges near the border, which also helps to expand opportunities for higher education. Students not only continue their studies in these institutions but also move forward to gain employment. It demonstrates the effectiveness of these supportive educational environments and their determination to personal and professional growth.

Need and Significance of the Study

TLM communities in Kerala are relatively isolated and face cultural, social and linguistic disadvantages compared to the mainstream population. According to Bandura (1999), the social environment influences an individual's beliefs, values and certain aspirations. As Paleeri (2018) observed, “TLM students often experience cultural and linguistic alienation”. This alienation can hinder students from setting goals, employing strategies and monitoring their progress. Understanding these challenges is important for promoting fairness and equal opportunities in education.

The government of Kerala has taken necessary action to confront the problems faced by these minority students, including allowing them to write exams using their mother tongue (Times of India, 2017). Problems such as limited resources and lack of culturally responsive teaching methods may continue to affect their learning experiences. These ongoing challenges show that there is a need for more focused research and support for Tamil speaking students in Kerala.

A thorough review of related studies was carried out by the investigator. Very few studies have explored this area concerning TLM students. Many questions remain

unanswered, especially regarding how home environment, self regulation and gender sensitivity influence their academic goals. Since these factors have a strong impact on student's motivation and future dreams, it is important to understand them within the TLM context.

Learning about the relationship between these variables can help teachers, schools and policymakers create better support systems for TLM learners. It can also guide the development of teaching practices that meet their cultural and linguistic needs. Therefore, the investigator decided to conduct a study on educational aspiration in relation to home environment, self regulation and gender sensitivity among TLM students in Kerala.

Statement of the Problem

“EDUCATIONAL ASPIRATION IN RELATION TO HOME ENVIRONMENT, SELF REGULATION AND GENDER SENSITIVITY OF TAMIL LINGUISTIC MINORITY STUDENTS OF KERALA”

Operational Definitions of the Key Terms

Educational aspiration

Educational aspiration refers to an ambition, goal or any desired outcome that an individual aims to achieve through personal effort. It represents the motivational force behind the setting and pursuing educational goals which significantly influences a person's academic progress and overall growth (American psychological association, 2022).

In the present study, Educational aspiration is defined as the drive that encourages Tamil linguistic minority students to continue their education influenced by his or her career goals, self confidence, cultural identity, role models, resources and family support.

Home environment

A home environment is defined as the quality of social, emotional and cognitive support provided to a child, including nurturing interactions, learning opportunities and household atmosphere (Mishra 1986). A positive environment promotes intellectual growth and academic success, while a neglectful one can hinder development.

In the present study, Home environment is defined as the student's perception of his or her home setting, including values, beliefs, cultural practices, family relationships and educational priorities.

Self regulation

Self regulation, defined as the capacity to control or change one's responses, increases the degree to which human behaviour is flexible and able to adapt, serving as a vital mechanism for producing adaptive and socially desirable behaviour (Baumeister & Vohs, 2007).

In the present study, self- regulation is defined as the student's ability to manage his or her learning by setting goals, planning, managing time, monitoring progress and adjusting strategies according to learning requirements and task demands.

Gender sensitivity

Gender sensitivity is a process aimed at changing behaviour and fostering empathy by prompting individuals to examine their own attitudes and beliefs about gender and to question the preconceived notions they hold (Barodia, 2015). It's about challenging stereotypes and promoting a more inclusive understanding of gender.

In this study, Gender sensitivity is defined as the student's ability to recognize and challenge gender stereotypes, understand gender equality and pursue his or her educational opportunities without being limited by gender based restrictions.

Tamil Linguistic Minority Students

Linguistic minorities are communities whose mother tongue differs from the official or dominant language of the State. TLM students are students whose mother tongue is Tamil and who reside in regions where Tamil is not the official or dominant language such as the Kerala - Tamil Nadu border areas.

In this study, Tamil linguistic minority students in Kerala are defined as those living in the Kerala Tamil Nadu border regions who speak Tamil at home and attend Tamil medium schools in the districts of Palakkad, Idukki and Thiruvananthapuram in grades 8, 9 and 10.

Kerala

Kerala is a state located in the southwestern region of India.

Objectives of the Study

- To find out the levels of Educational aspiration of Tamil linguistic minority students of Kerala
- To find out the levels of Home environment of Tamil linguistic minority students of Kerala
- To find out the levels of Self regulation of Tamil linguistic minority students of Kerala
- To find out the levels of Gender sensitivity of Tamil linguistic minority students of Kerala
- To find out whether there exist any significant difference in the mean scores of Educational aspiration of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Home environment of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Self regulation of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management

- To find out whether there exist any significant difference in the mean scores of Gender sensitivity of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- To find out the relationship between Educational aspiration and Home environment of Tamil linguistic minority students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Self regulation of Tamil linguistic minority students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Gender sensitivity of Tamil linguistic minority students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Home environment of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Self regulation of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management

- To find out whether there exist any significant difference in relationship between Educational aspiration and Gender sensitivity of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management

Hypotheses of the Study

- Tamil linguistic minority students possess different levels of Educational aspiration
- Tamil linguistic minority students possess different levels of Home environment
- Tamil linguistic minority students possess different levels of Self regulation
- Tamil linguistic minority students possess different levels of Gender sensitivity
- There exist significant difference in the mean scores of Educational aspiration of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Home environment of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management

- There exist significant difference in the mean scores of Self regulation of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Gender sensitivity of Tamil linguistic minority students of Kerala with respect to gender, locale and type of management
- There exists significant relationship between Educational aspiration and Home environment of Tamil linguistic minority students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Self regulation of Tamil linguistic minority students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Gender sensitivity of Tamil linguistic minority students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Home environment of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management

- There exist significant difference in the relationship between Educational aspiration and Self regulation of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Gender sensitivity of Tamil linguistic minority students of Kerala for subsamples based on gender, locale and type of management

Variables of the Study

Dependent variable

The dependent variable of the study is Educational aspiration

Independent variables

The independent variables of the study are Home environment, Self regulation and Gender sensitivity

Classificatory variables

- Gender
- Locale
- Type of Management

Methodology

The methodology of the study has been outlined as below.

Design of the Study

The investigator used survey method to study the relationship between educational aspiration and home environment, self regulation and gender sensitivity among TLM students in Kerala. By taking into consideration the nature of the problem under study, it is decided to adopt a survey method of collecting data. Survey is a data collection tool used to gather information about individuals. Surveys are used in this research to collect self report data from study participants.

Sample Used for the Study

“A sample is a sub aggregate of the population selected to represent the whole population in research and it should be representative and unbiased to allow valid conclusions” (Best& Kahn,1992). By observing the characteristics of the sample, one can make certain inferences about the characteristics of the entire population.

The sample group of students was selected from the secondary level Tamil linguistic minority students in Kerala. The total sample for the present study consisted of 1200 TLM students from Kerala. Due consideration was given to the subgroups of the population such as gender, locale and type of management. To obtain representative samples of the population, the investigator followed simple random sampling techniques in various Tamil medium schools of Palakkad, Idukki and Thiruvananthapuram districts of Kerala.

Tools Used for the Study

For the present study, the investigator developed the following tools with the help of the research supervisor for collecting data.

- Educational aspiration Scale (Sruthi & Seema, 2024)
- Home environment Inventory (Sruthi & Seema, 2024)
- Self-regulation Scale (Sruthi & Seema, 2024)
- Gender sensitivity Scale (Sruthi & Seema, 2024)

Statistical Techniques Used

The major statistical techniques employed for the present study are given below.

- Preliminary Analysis
- Percentile Analysis
- Test of Significance of Difference Between Means (t-test)
- Karl Pearson's Product Moment Co-efficient of Correlation
- Fisher's r -to- z Transformation

Scope of the Study

Adolescent stage is developmental stage which is marked by psychological and social stages. At this stage, students start thinking more about their future

education and career goals. Their academic aims are influenced by the people and environment around them, including family, friends, school and the community. The present study is an attempt to make sure about some of the expected factors that might have supported the educational aspiration of TLM students in Kerala. Thus, the study enquires whether the home environment, self regulation and gender sensitivity of these minority students in Kerala have roles in their educational aspirations. The study is limited to these three factors and doesn't examine other possible influences. The study also focuses only on the relationships among the chosen variables and doesn't attempt to identify cause and effect relationships.

The study also aims to help teachers, parents and policymakers understand the needs of these students better. This study is limited to selected schools in Kerala where Tamil speaking students are enrolled, and therefore its finding may not apply to all minority groups or regions. In addition, the data collected from students reflects their personal perceptions, which may vary from one individual to another. Even with these limitations, the study provides a focused understanding of the factors that affect the educational aspirations of TLM students.

Delimitations of the Study

- The study was delimited to a representative sample of 1200 TLM students due to practical reasons.
- The Sample was selected from schools in the Palakkad, Idukki and Thiruvananthapuram districts only.

Organization of the Research Report

The report has been divided into six chapters.

Chapter 1

This chapter deals with a brief introduction to the problem, need and significance of the study, statement of the problem, variables of the study, brief description of methodology, scope of the study, delimitations of the study and organization of report.

Chapter 2

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

Chapter 3

This chapter presents a detailed account of methodology. This chapter deals with the description of the method used, variables, tools for data collection, sample for the study, data collection procedure and statistical techniques used for analysis.

Chapter 4

This chapter presents the detailed analysis and interpretation of the data. It is followed by the discussion of major results.

Chapter 5

This chapter contains summary of the study such as study in retrospect, major findings of the study, tenability of hypotheses and conclusions of the study.

Chapter 6

This chapter includes the educational implications of the study and suggestions for further research.

The report is followed by the bibliography and a series of appendices regarding this study.

Chapter 2

REVIEW OF RELATED LITERATURE

- Theoretical overview of Educational aspiration
- Studies related to Educational aspiration
- Theoretical overview of Home environment
- Studies related to Home environment
- Theoretical overview of Self-regulation
- Studies related to Self-regulation
- Theoretical overview of Gender Sensitivity
- Studies related to Gender Sensitivity
- Tamil linguistic minorities
- Studies related to Tamil linguistic minorities

The Review of related literature is a significant part in any research study. It gives a detailed understanding of existing knowledge in a specific field. According to Good (1945), the review process helps to formulate hypotheses, suggest research methods and provide comparative data for better interpretation.

Thorough investigation, critical analysis, synthesis of information, identification of gaps and organized structure are the characteristics of the literature review. It ensures its effectiveness in enhancing the research process. It contributes to the growth of knowledge in specific fields and also informs new research endeavours. It gives a broader view of the conceptual framework and theoretical models employed in earlier studies. Beyond theoretical considerations, literature review is an instrument for designing appropriate methodology for research. It supports researchers to formulate research topics, research questions and hypotheses. A comprehensive review prevents unnecessary duplicate works, encourages innovation, enhances credibility, quality and productivity of the research. By reviewing and analysing prior studies, helps to identify research gaps, refine approach, improve research questions, contextualise findings and clarify scope of investigation.

Theoretical overview of Educational aspiration

Educational aspiration

Educational aspiration is not an abstract concept. It improves societal progress, academic engagement and personal growth. It raises the academic involvement and future career choices of students. Socioeconomic status can be changed through educational aspiration. So, nurturing educational aspirations among students is important. It helps to improve upward mobility and social justice within marginalized populations.

There are mainly two problems associated with these students seeking higher education. They are language problems and financial problems (Bhoi & Lakra, 2022). Aspirations are not fixed. It changes with situations and experiences. It imparts individuals to focus on their academic objectives and sensing direction by fixing their resilience. Achieving social mobility, removing social inequalities and economic advancements influence educational aspirations (Khattb, 2015).

According to Hoppe (1930), “educational aspiration is future oriented goals and expectations individuals set for their achievements”. Hurlock (1973) described it as the goals individuals establish in tasks that hold emotional or personal meaning for them. According to Encyclopaedia of Psychology (1972), “aspirations as the performance targets individuals aim to reach in specific tasks”. Gottfredson (1981) viewed educational aspiration as an individual’s inclination towards particular academic or career aims.

The International Dictionary of Education (1978) presented aspiration as the ambitions individuals possess in academic, social and professional levels which are connected with prestige, status and performance. According to Sharma and Gupta (1980) “educational aspiration is a psychological factor which influences the individual's drive to achieve higher levels of performance in a given task”. The New Webster's Dictionary (1981) defined it as a powerful desire to attain something of considerable importance.

Status Attainment Theory

Status attainment theory proposed by Blau & Duncan in 1967. It describes how individuals achieve their social standing in terms of education, occupation and income. It deals with the factors that affect an individual's position in the social hierarchy and the processes through which it occurs. The major components of social mobility are ascribed status, achieved status, educational attainment, occupational attainment and socio economic outcomes. This theory emphasises how an individual's socio economic conditions influence the achieved status, educational attainment, and career choices.

Ascribed status means the social position of individuals in society which is related with their gender, race and parent's socio-economic status. Achieved status refers to the social position an individual attains through their own efforts, choices and skills. Achieved status has a mediating role between ascribed status and socioeconomic outcomes. An individual's educational attainment is a significant factor which determines their occupational income and success (Blau& Duncan, 1967).

Education can be considered to be a tool in the status attainment process. It is influenced by home environment, individual abilities and aspirations (Sewell & Hauser, 1975). Better educational opportunities and higher income are generally associated with higher levels of education. An individual's occupation is a good indicator of their social status. Socio economic outcomes are positions of individuals in the social hierarchy as measured by wealth, income and prestige. This theory explains how educational attainment along with other factors like social relationships and early career choices influences the type of occupation one holds.

Cultural Capital Theory

Cultural capital theory associated with the work of Bourdieu and Passeron (1973). It posits non-economic resources such as knowledge, skills and cultural practices. This has a role in social mobility and the reproduction of social inequalities. These cultural assets are acquired through socialization. It can be converted into social and economic advantages, which contribute to an individual's position in the social hierarchy.

Bourdieu (1986) identified three states in which cultural capital can exist. The forms of cultural capitals are embodied, objectified and institutionalised in nature. Embodied cultural capital is internalized knowledge, skills, habits and dispositions that individuals possess and is earned through education and socialization. Examples are linguistic competence, manners and familiarity with cultural codes. It is not easily transferable but it is tied to the individual.

Objectified cultural capital consists of cultural goods such as books, works of art, musical instruments and other material objects which carry cultural significance. The possession of these objects can raise cultural competence and status. Institutionalised cultural capital refers to formal recognition of an individual's cultural capital by educational or professional institutions in the form of academic credentials and professional qualifications. It provides a standardized measure of cultural competence, which facilitates its conversion into economic capital in the labour market by signalling qualifications to employers.

Cultural capital influences social mobility and inequality. Bourdieu and Passeron (1973) argued that the education system tends to prioritise the cultural capital of dominant social classes. Children from privileged backgrounds usually carry out the linguistic and cultural competencies. It increases their academic performance and attainment. But it creates social inequalities in education.

Cultural capital acts as a form of social aspect which influences the social interactions and group affiliations (Bourdieu, 1984). Individuals from similar cultural capital tend to form social relationships that can provide access to resources and opportunities and it is known as social selection. Cultural capital is related to symbolic power. Dominant groups impose their cultural capital as the norm and devalue the cultural capital of subordinate groups. This symbolic domination can reinforce social hierarchies and makes it more difficult for those with less valued cultural capital to achieve upward mobility. Understanding these processes is important for developing equitable social policies which address both cultural and economic aspects of inequality.

Factors affecting the Educational aspiration

Understanding the factors such as socioeconomic status, cultural norms, family support, peer relationships, individual characteristics and societal expectations contribute to formation of educational aspiration. It fosters the realisation of individual potential and academic achievement. Several factors are affecting educational aspiration include:

Socio economic Background

Socioeconomic status may influence the educational aspirations of an individual. Individuals with lower socio-economic backgrounds face financial constraints, limited access to educational resources and fewer opportunities for academic excellence. In contrast, individuals with higher socioeconomic status have more opportunities to access educational resources and wider exposure for excellence in academic and non-academic activities.

Family Influence and Support

Family has greater influence in the educational aspiration of a child. Parental involvement, access to educational resources and extra-curricular activities enhance academic ambitions and develop individual potentials for academic success.

Educational Environment

The educational environment has an important role in creating educational aspiration among students. A supportive learning environment, skilled instructors, availability of extra-curricular opportunities, access to resources and quality of

teaching have a good impact on an individual's academic goals. It will help the individual to get a psychological and peaceful conducive environment.

Peer influence

Influence of peers and social interaction determines educational aspiration. Positive peer relationships that can encourage individuals to set higher educational goals. Negative peer influences individuals to demotivate to pursue education.

Teacher Support and Encouragement

Teachers might influence the educational aspirations of their students. Guidance, encouragement, mentorship, personalized attention, constructive feedback and mental support provided by the teachers can inspire individuals to aim higher in their academic objectives. Lack of positive teacher interaction can negatively affect educational aspiration of individuals.

Personal motivation and Self efficacy

Motivation of individuals and self-efficacy are important factors that increase educational aspiration. Belief of an individual to succeed plays an important role in predicting the level of aspiration. If the individuals believe in their abilities, they are likely to fix higher educational goals and start taking steps to achieve them.

Parental Education Level

The educational level of parents depends on the educational aspirations of individuals. Parents with higher educational backgrounds have a strong emphasis on value education and awareness to provide guidance and resources to their children.

Parents with lower education backgrounds have relatively weak emphasis on education and career.

Individual Abilities and Talents

Every individual has their own abilities and talents which helps them to fulfil their educational goals. Those who recognise their strengths and weaknesses are likely to pursue their interests and talents.

Technology and Digital Literacy

In the modern educational context, access to technology and skills related to digital literacy have more importance. Internet resources, computers and online platforms can be accessed by individuals who have to explore different academic opportunities.

Recognizing the multidimensional nature of these factors is important for nurturing an educational environment that can help and improve the educational aspirations of all individuals. By fostering an environment where students are empowered to set and pursue their educational objectives that should align with their unique potential.

Studies related to Educational aspirations

Studies Abroad

Huttunen et al. (2025) studied educational aspirations and social emotional profiles of 2,452 fifteen-year-olds in Helsinki using latent profile analysis. They found five profiles and showed that higher social emotional skills were related to higher

aspirations, lower anxiety and better school relationships. The empathic stressed group had high aspirations but also high anxiety. Girls and lower Socio-economic status students were more likely in less favourable profiles.

Chen et al. (2023) investigated the influence of individual, peer and family factors on the educational aspirations of adolescents in rural China. They surveyed 606 students (mean age 14.85) from a rural town in Central China. The study assessed individual factors like academic performance and self regulation, as well as contextual factors such as family socio economic status and the aspirations of parents and friends. The results revealed that individual factors and the aspirations of parents and peers significantly predicted adolescent's educational aspirations. On the other hand, family socio economic status had no significant direct effect.

Marsiglia et al. (2023) analysed the relationship between educational aspiration and migration intentions among 1446 adolescents aged 11-17 in semi urban and rural Jalisco, Mexico. Data collected from family migration and early life outcomes study. The main outcome of this study indicates girls with higher educational aspirations were more likely to intend to migrate internationally, while boys' migration intentions were not significantly related to their educational goals.

Tulgan and Eccles (2023) analysed educational involvement patterns among 786 African American mother adolescent dyads (means age 12.29 years) and their relation to adolescent's academic performance and motivation. Using latent profile analysis, they identified four profiles: low involvers, Helpers low providers, provides low helpers and more involved helpers and providers. Results showed that adolescents in the more involved helpers and providers group had higher academic grades.

Zang et al. (2024) studied the impact of a parent's socio-economic status on a student's educational aspirations in La Dade Kotopon, Ghana. Data collected from 230 students, 10 teachers and 30 parents. The study found that low parental income often from unemployment negatively affected student's aspirations and school choices. Parental education, occupation and income were key influencing factors.

Fadji and Reddy (2020) investigated factors influencing educational aspirations among South African grade nine learners using a bio ecological systems theory framework. Analysing data from 11,969 students, they found that low SES and under-resourced schools were related to lower aspirations. School climate had a significant impact but parental involvement showed no notable effect.

Khattab (2015) conducted a longitudinal study in England examining the interplay of student's aspirations, expectations and school achievement to understand how these factors influence future educational aspirations. The findings revealed that students with high expectations or aspirations tended to achieve higher academically compared to those with lower aspirations and expectations. The study concluded that low expectations did not negatively influence future behaviour when accompanied by high achievement and aspiration levels.

Shahidul et al. (2015) conducted a study in Pirganj, Bangladesh, to examine the impact of family and school social capital on the educational aspirations of ninth grade students. The sample included 553 students, their parents and 225 teachers from 12 secondary schools. Data were collected using interviews, questionnaires and multiple linear regression. The study found that both family and school social capital

along with socio economic status significantly influenced student's educational aspirations.

Studies in India

Khakhlari and Balakrishnan (2025) conducted a study to investigate the educational aspirations of higher secondary school students in Udalguri District, Assam. It explores how demographic factors such as gender, type of institution, medium of instruction, caste and rural or urban location influence these aspirations. The study used a normative survey method. It uses stratified random sampling. The researchers selected a representative sample of students from both government and private schools across rural and urban areas. A five-point Likert scale with 39 items used in this study. It includes four dimensions: pupil's view, goal setting, commitment and motivation was employed to assess educational aspirations. The findings indicated that females had significantly higher educational aspirations than males and no significant differences were observed across other demographic factors.

Krishnan et al. (2024) conducted a study titled “A Comparative study of educational aspiration among scheduled caste secondary school students”, which aimed to examine and compare the educational aspirations of scheduled caste secondary school students. The study consisted of 760 students from classes nine and ten in government schools. The data were collected using the educational aspiration scale (Khan, 2019). The results showed that most students had average realistic levels of educational aspirations, with no significant difference between male and female students.

Basu and Khursheed (2023) conducted a study to examine the educational aspirations of higher school students in Bareilly. This study focuses on the impact of various personal and environmental factors such as gender, locality, type of school, family structure and medium of instruction. A sample of 150 students was selected for the study. Data were collected using a self-developed Educational aspiration scale. The study found that parental expectations were the most significant factor influencing student's educational aspirations followed by social support, motivation and family background. While gender, locale and family type didn't significantly affect educational goals. But, factors such as type of school (private vs. government) and medium of instruction (English vs. Hindi) had a significant impact. And also, students from private and English medium schools demonstrating higher educational aspirations.

Gohain (2023) conducted a comparative study on the educational aspirations of adolescent learners in Assam, focussing on differences in terms of gender, locale, teacher involvement and parental encouragement. This study used a descriptive survey method. A sample of 200 Higher secondary students from class XI and XII was selected through stratified random sampling. The results revealed that there was no significant difference in the levels of educational aspiration between boys and girls with respect to gender, locale and teacher involvement. But a significant difference was found in relation to parental encouragement, showing its important influence on students' aspirations.

Hashmi and Shakir (2023) conducted a study titled “Educational aspiration and school climate of secondary school students: A study of district Lucknow”. It

explains the relationship between educational aspirations and school climate among secondary school students in Lucknow. The study involved a sample of 250 students. It is selected through simple random sampling. The findings indicated no significant gender-based differences in educational aspirations or school climate. A significant positive correlation was found between the two variables.

Nashirul (2023) conducted a study on the educational aspirations of secondary school students in Murshidabad, focusing on differences related to gender, location and social category. Using a descriptive survey method and a sample of 301 students from classes IX and X. The data were collected through a specifically developed tool measuring aspects such as pupil's view, effort, family support and school support. The results showed significant differences in educational aspirations between boys and girls in both urban and rural areas. No significant differences were found between students from reserved and unreserved categories across these locations.

Yarriswamy and Nishant (2023) conducted a study on the effect of demographic variables on the educational aspirations of P.U. College SC and ST students. The study used a normative survey method and simple random sampling. The researchers selected students from different colleges in Davangere district to examine how factors such as gender, locality, type of institution and parental education influence academic goals. The study revealed significant differences in educational aspirations based on these demographic variables. Male students, urban students, those attending certain types of colleges and students with more educated parents consistently demonstrated higher levels of educational aspiration compared to their counterparts.

Kumar (2022) studied the level of educational aspiration and anxiety among teacher trainees of Mysore district - Karnataka. The sample consisted of 15 B.Ed. colleges in Mysore district were selected by stratified random sampling. The results showed that no significant difference was found between urban and rural with respect to their levels of educational aspiration among teacher trainees of B.Ed. colleges in Mysore district. The study concluded that there is a very high relationship between their levels of educational aspiration and anxiety among teacher trainees of B.Ed. colleges of Mysore district.

Pindar and Sing (2021) conducted a study to examine the influence of parental encouragement on the educational aspirations of higher school students. The sample consisted of 240 students, equally drawn from Hisar and Fatehabad districts in Haryana. Using a quantitative survey method, data were collected through two standardized instruments: the educational aspiration scale (Sharma and Gupta, 2015) and the Parental encouragement scale (Sharma, 1997). The findings revealed that the majority of students reported moderate levels of both educational aspiration and parental encouragement. A significant positive relationship was found between parental encouragement and student's educational aspirations.

Sarma (2021) conducted a study on educational aspiration among sector school students from Nagaon town of Assam. The study used a descriptive survey method and a self-developed questionnaire. The study involved 348 students selected through simple random sampling. The study aimed to assess the level of educational aspiration and to examine whether there was gender-based differences. The results

showed that there was no significant difference between male and female students' aspirations.

Solaki (2021) studied the educational aspirations of higher secondary school students in relation to certain variables. This study employed a self-prepared and standardized educational aspiration scale to examine student's aspirations in relation to factors such as curriculum, school environment, evaluation, learning process and parental involvement. Results indicated that Higher secondary school students possess good educational aspirations. These aspirations were found to be moderate among students in both urban and rural areas. A slight significant difference was observed in the educational aspirations between students in science and general academic streams.

Begum and Narayanappa (2019) examined educational aspirations among 480 secondary school students from rural and urban areas in Bellary district. It includes private and government schools with Kannada and English mediums. The study found that private school students and urban students had significantly higher educational aspirations compared to government school and rural students. Female students showed higher aspiration levels than males. No significant difference was found between Kannada and English medium students.

Mulla (2019) conducted a study on emotional maturity, educational aspirations and educational problems in relation to academic performance of adolescent Muslim girls. The total sample was 800 adolescent Muslim girls studying in government and private schools were selected by stratified random sampling. The study revealed that the adolescent Muslim girls belonging to different parent's occupational status (business, agriculture, skilled and unskilled) have different

emotional maturity, educational aspirations and educational problems and its dimensions (family problems, school problems, social problems and personal problems) scores. The study also revealed that the urban school adolescent Muslim girls have significantly higher educational aspirations as compared to rural school adolescent Muslim girls.

Alam (2018) examined educational aspiration and socio-economic status of secondary school students. A total sample of 250 tenth class students was randomly selected. Educational aspiration was measured using the test developed by Sharma and Gupta (1980). The results showed a significant positive correlation between educational aspiration and type of school. The findings also revealed that non-significant differences are observed in the case of socio-economic status across gender and educational aspiration across the locality of secondary school students.

Ali (2018) made an attempt to estimate the relationship between educational aspiration and academic achievement of senior secondary school students in relation to gender and area. The population was selected from Moradabad district from both rural and urban schools. The total sample was 450 students of class XI by simple random sampling. The study points out that educational aspiration has a positive effect on academic achievement of students. The students in rural areas differ in the academic performance as compared to urban areas.

Chawla (2018) conducted research on the educational aspirations and academic achievement scores of secondary school students. The study focussed on examining educational aspirations of students on the basis of gender and type of school. Results showed that there were no significant differences in the level of

educational aspiration on the basis of type of school (Govt & Private) and gender (Male & Female). It was observed that a positive correlation between educational aspiration and academic achievement scores of secondary school students.

Hooda and Devi (2018) studied educational aspirations among 200 tenth grade students in Rohtak, Haryana, focusing on school type, locality and gender. They used the educational aspiration inventory along with a descriptive survey method to collect data. The findings revealed that female students exhibited higher educational aspirations compared to male students. Students from private schools and rural areas showed higher educational aspirations than their counterparts in government schools and urban areas, respectively.

Kumar and Selvakumar (2018) examined educational aspirations among 1,066 ninth grade students in the Kallakurichi district. The study used a normative survey method, and data were collected using a 22-item educational aspiration questionnaire developed by the researchers. The sample was selected through stratified random sampling from government, aided and private schools. Results showed no significant gender differences, but rural and private school students had higher educational aspirations than urban and government school students.

Naqvi and Khan (2018) examined the relationship between academic achievement and educational aspiration among scheduled tribe and non-scheduled tribe students, considering gender differences. The study used a descriptive survey method with a sample of 120 students (60 scheduled tribes and 60 non-scheduled tribes) randomly selected from 8 government schools in Bhopal, which were chosen through purposive sampling. Educational aspiration was measured using Khan's level

of educational aspiration test. The findings revealed a significant positive relationship between educational aspiration and academic achievement across both groups and genders.

Parkash and Hooda (2018) examined educational aspiration levels among 200 ninth grade students from Sirsa district, Haryana, including 100 rural government school students and 100 urban private school students. Using a descriptive survey method, the study investigated differences based on gender, school type and locality. Results indicated that boys had higher aspirations than girls, private school students had greater aspirations than government school students and urban students exhibited significantly higher aspirations than rural students. The differences between urban and rural students were statistically significant.

Salgotra and Roma (2018) studied the educational aspirations and socioeconomic status of secondary school students in Jammu district of Jammu and Kashmir. 351 students of tenth grade from 20 Government schools were chosen randomly for the study. Socio economic status was measured through Socio economic status scale and level of educational aspiration was measured with the help of Yasmin Ghani Khan. It was found that the low Socio-economic status and High Socio-economic status students significantly differed in their educational aspirations. The results of the study pertain to a significant positive association between socio economic status and educational aspiration of secondary school students.

Bashir and Kaur (2017) discussed the educational aspirations of secondary school students in relation to their school environment. The study also tries to find the difference between educational aspiration and school environment of secondary

school students based on locality. The sample of the study consisted of 400 secondary school students from Kashmir division. The findings revealed that there exist no significant differences between rural and urban school students in their educational aspirations. Educational aspiration of rural and urban students shows significant differences and there exists a positive correlation between educational aspiration and school environment among secondary school students.

Gupta and Bashir (2017) conducted their study on educational aspiration in relation to school environment and parental encouragement. 400 secondary school students were selected by stratified random sampling technique from the two districts of Kashmir of India. The data was analysed by percentage and multiple regression. The results revealed that educational aspiration significantly correlates with school environment and parental encouragement and are strong predictors of educational aspiration.

Kumar and Phogat (2017) examined the level of educational aspiration among secondary school students in North East Delhi, selecting a sample of 85 students from two private schools through simple random sampling. The findings demonstrated significant gender differences in both family support and educational aspirations, with girls receiving greater family support and exhibiting higher aspirations than boys. Girls reported being highly motivated and confident about pursuing higher education due to consistent emotional and moral backing from their families, whereas boys reported lower levels of family engagement, which was associated with comparatively lower aspiration levels.

Kant and Kumar (2016) conducted a study to evaluate visually challenged school children of Odisha. 200 visually impaired children consisting of 100 with partial vision and 100 blind students were selected as samples by using simple random techniques. The method adopted for this study is a descriptive survey method. The educational aspiration scale prepared by Sharma and Gupta (1987) was used as a tool for collecting data. The study found that the entire sample has a low level of educational aspiration. Male students have higher levels of aspiration than female students. Students who were studying in special schools were more superior to students who were studying in regular school.

Senthilselvam and Subramonian (2015) investigated the level of aspiration among higher secondary students of Coimbatore district. The major objective was to find the difference of aspiration among higher secondary school students with respect to their demographic variables such as gender, locale, type of family. Income of parents and qualification. A sample of total 150 students was taken through random sampling from various high schools of Coimbatore district. The result showed that boys have higher levels of aspirations belonging to urban areas, joint family, arts disciplines and whose parents are qualified. There was no difference of aspiration among students based on gender, urban rural areas and type of family.

Studies in Kerala

Rajila and Rekha (2024) conducted a study to examine the educational aspirations of higher secondary school students with respect to gender and caste. Using a sample of 161 higher secondary school students, data were collected through a standardized educational aspiration scale. The findings revealed notable differences

in educational aspirations across both gender and caste categories. The study emphasized the role of a supportive school environment in fostering academic, social and psychological well-being, which in turn enhances student's motivation and goal setting behaviours.

Gopal (2023) conducted a survey to compare social adjustment and educational aspiration among 270 upper primary school children in Kerala, including 200 non-migrant and 70 migrant students. The study used social adjustment and educational aspiration scales. Results showed non migrant children had higher social adjustment and educational aspirations. No significant overall gender differences were found. The school environment was the strongest predictor of educational aspiration.

Mathai (2021) examined academic aspirations among 360 secondary school students from districts in Kerala. The sample included boys and girls from government and aided schools, selected randomly. The study used the academic aspiration scale developed by Vijayakumari and Sini (2018) and collected data through a survey. As per study, the researcher found significant correlations between academic aspiration and gender, locale and type of management, but no significant differences in aspiration levels based on these factors.

Prasad (2019) examined the relationship between social competency, educational aspirations and emotional intelligence among tribal secondary students. The study used a normative survey method with a stratified random sample of 350 students. Scales measured emotional intelligence, social competency and educational

aspirations, with emotional intelligence significantly influencing both. No significant gender differences were found.

Theoretical overview of Home environment

Home environment

A home environment is a primary social unit which influences the development of an individual and wellbeing. It acts as the foundation for primary experiences and future growth. “Personal, cognitive, social and emotional development are related to family and interpersonal relationships within the home” (Bornstein, 2002). Bronfenbrenner (1979) defined “Home environment as the immediate physical and social settings in which an individual resides, consisting of family members, the home's physical structure and the resources and activities available”. It emphasises the mutual interactions between individuals and their immediate surroundings.

According to Bradley and Corwyn (2002), the home environment has the physical and social attributes of the home that influence child development. It consists of factors such as age-appropriate toys, books, learning materials, parenting quality, daily routines and the home's emotional atmosphere. McLoyd (1990) viewed the home environment as the combination of physical, social and psychological characteristics that impact child development. It involves resource availability, stressors and parent child interactions.

Bornstein (2002) considered home environment is the immediate context of a child's life and development, comprising physical (e.g., size, safety), social (e.g.,

family warmth, relationships) and cultural (e.g., values, traditions) aspects, underscoring the reciprocal influences between the child and their home. Super and Harkness (1997) defined “the home environment as the physical, social and cultural context of a child's growth”. It emphasises the role of cultural beliefs and practices in forming child rearing and the home environment itself.

Ecological Systems Theory

“An individual's development results from a series of interconnected environmental systems, ranging from family setting to broader cultural and societal influences” (Bronfenbrenner, 1979). The theory originated from a microsystem which consists of home, school and peer groups. The family environment is the part of this microsystem. It plays a significant role in early development by providing the emotional and social context for a child's growth. The theory extends to larger layers of the exosystem. It includes societal structures and policies and the macro system which consists of cultural and societal values. These outer layers affect the individual indirectly but still have significant developmental implications.

The Home Environment as the Core Microsystem

The home is typically the first and most consistent environment a child experiences. It is within this space that they form their earliest and most significant attachments and relationships with caregivers (parents, siblings and other household members). These interactions are crucial for developing a sense of trust, security and belonging.

Emotional Climate. The emotional atmosphere of the home, whether its warm, supportive, conflict ridden or neglectful impacts a child's emotional regulation, self-esteem and overall well-being. A nurturing home environment fosters resilience and healthy emotional development.

Socialization and Learning. The family serves as the initial agent of socialization, transmitting cultural norms, values, beliefs and behaviours. Children learn fundamental social skills, communication styles and problem-solving approaches through their interactions within the family unit.

Provision of Basic Needs. The home environment is responsible for meeting a child's basic physical needs such as food, shelter and safety. When these needs consistently happen, children are better able to focus on learning and development.

Stimulation and Opportunities. The availability of learning materials, opportunities for play and exploration and the level of intellectual stimulation within the home significantly influence cognitive development and academic achievement.

Parenting Styles. The interaction between parents with children, their disciplinary approaches, levels of warmth and responsiveness and communication styles have a lasting impact on children's social, emotional and cognitive outcomes. Different parenting styles can lead to varying developmental outcomes. Bronfenbrenner emphasised that the microsystems don't operate in isolation. The quality of the home environment can influence and be influenced by other microsystems, such as School and Peer groups.

Positive communication and involvement between parents and teachers (a healthy mesosystem) can significantly enhance a child's academic success and social adjustment at school. A stressful home environment might make it harder for a child to thrive in the school setting. The social skills and self-esteem developed within the home can influence how a child interacts with peers. A secure home base can provide the confidence to develop peer relationships effectively.

Influence of Larger systems

Even the exosystem and macro system can indirectly influence the home environment:

Exosystem. Factors like parental work stress, the availability of community resources and social support networks can impact the well-being of parents and quality of the home environment.

Macrosystem. Cultural values regarding child rearing, family Structures and socioeconomic conditions can influence parenting practices and the resources available to families. For instance, societal norms around gender roles can affect how responsibilities are shared within the home.

The home environment theory within Bronfenbrenner's framework stresses that the family is not only a passive setting for development. But also, it functions as an engaged and evolving structure which enhances a child's growth. Understanding the specific characteristics of the home environment of a child and how it affects other ecological systems is essential for gaining knowledge. It will create a multidimensional nature of human development.

Dimensions measured by Misra's (1971) Home environment inventory presented as below:

Control. Measures the extent of strict parental restrictions used as the main form of discipline.

Protectiveness. Represents the frequency of verbal and physical punishments used by parents to manage behaviour.

Punishment. Indicates the frequency of verbal and physical punishments used by parents to manage behaviour.

Conformity. Reflects the parental demands for children to act according to their desires and expectations

Social isolation. Measures the practice of isolating children from family members to address negative behaviour

Reward. Refers to the use of material or symbolic incentives to encourage desired behaviour.

Deprivation of privileges. Assesses the withholding of care of care, love and respect to eliminate unwanted behaviour and promote positive actions.

Nurturance. Indicates excessive and unconditional parental love towards children

Rejection. Measures the degree to which parents disregard the needs of their children

Permissiveness. Reflects the freedom of expression provided to children with minimal parental interference

Based on Gniewosz, Eccles and Noack (2015), home environment factors include:

Social and Economic Conditions:

Socio economic status. Includes income, parental education and occupation.

Resource availability. Greater economic resources can provide better learning opportunities

Neighbourhood Environment. Safety and stability of the neighbourhood impact a child's ability to focus

Stressors associated with low SES. Can negatively affect cognitive development and concentration

Parental Time and Involvement. Lower SES may lead to parents working more, limiting time for educational support.

Values, Attitudes and Beliefs of Parents:

Parental educational attainment. Parent's own education influences their views on learning

Beliefs about importance of education. Parents who value education are more likely to support their children's learning

Attitudes towards learning. Parent's positive attitudes towards learning can be modelled by their children.

Expectations for child's academic success. High parental expectations often correlate with higher child achievement

Parental involvement in schooling. Includes helping with homework and attending school events.

Beliefs about child's abilities. Parent's confidence in their abilities can boost the child's self-efficacy

Home learning environment. Availability of learning materials, study spaces and prioritization of educational activities.

Communication about education. Parents discussing school progress and emphasising the importance of education.

Children possess the inherent right to develop with dignity and parents bear the responsibility of fostering a stable and positive home environment conducive to this growth. While ensuring basic necessities like water, electricity and access to mass media is a component of a supportive home, the parental role extends significantly beyond merely fulfilling these primary needs. To facilitate the holistic development of children, parents must strive to provide an optimal home environment that nurtures all aspects of well-being.

Factors affecting the Home Environment

The home environment depends on factors such as physical conditions, personal development and well-being. The physical conditions of home include cleanliness, safety, its size and a basic organisation for comfort and emotionality. A well-maintained space can create a sense of security which helps the individual for psychological improvement. The availability of resources like educational resources, learning materials, study books and calm areas have an important role in promoting cognitive development. It can influence the emotional and academic success of the child. Clear communication, nurturing of emotions and handling the conflicts all contribute to a child's self-worth, self-confidence and emotional stability. Supportive relationships within the family can make a peaceful environment at home; it encourages personal development and self-concept. The factors affecting home environment are:

Socio economic status

Socio economic status is an element of the environment of home, which influences access to resources, education and quality housing. Families with higher socioeconomic status have more financial stability which impart an enriching environment for their children. It consists of better schooling, a healthy living atmosphere and access to additional opportunities or activities. Families with low socioeconomic backgrounds are related with limited access to educational resources or materials and poor housing conditions. Economic challenges also lead to higher stress in families and it will affect relationships also.

Cultural influences

Cultural factors like values, beliefs and traditional elements will influence the home environment. It will affect the interaction between family members and relationships. Family rituals, celebrations and cultural festivals can improve a sense of identity and unity at home. The transmission of custom and cultural values from one generation to next can ensure the preservation of tradition. Family members have an important role in nurturing child behaviours.

Family structure and Dynamics

The structure of the family is another factor which determines the environment at home. If it is a nuclear family, single parent home or extended family, the structure of the family will influence the distribution roles and responsibilities among members of the family. The elements of family relationships, support systems and communication styles depend on the emotional stability of the home. In families, a positive environment can be fostered through mutual respect, communication patterns and healthy management of conflicts. Dysfunctional families can promote tension, emotional stress and instability within the home.

Parenting Styles

Parenting styles are helpful for nurturing a healthy home environment which affect the behaviour, emotional state, growth and development of children. There are different parenting styles such as permissive, authoritative, neglectful and authoritarian that point to different outcomes for children.

Physical Environment

The physical environment consists of light; functional living spaces and ventilation plays a significant role in moulding the physical and emotional health of individuals. The physical conditions of a home like its safety, layout and size may significantly affect the living experience of its inhabitants. Home provides privacy, space and a sense of security. A well organised home provides family relationships and interactions. While, poorly maintained home facilitates anxiety, stress and discomfort.

Community and Neighbourhood

A supportive and helpful community promotes access to educational institutions, recreational elements, social supportive networks and health care systems. Neighbourhood experiences, social disintegration and crimes related activities can negatively impact the functioning of a family. The broader community situation determines the opportunities available to members of the family and quality of life inside home.

Educational opportunities

Intellectual development can be created by educational opportunities within and outside the home. By providing books, learning materials or resources and engaging in various activities can enhance the cognitive growth of children. Parents actively involved in children's education by helping with their homework, engaging with discussion and attending PTA meetings foster the academic success of their children.

Technology integration

The integration of technology in the home environment is useful for the education of children. Using smartphones, laptops, computers and digital devices can impact on access to information, entertainment and communication of family members. Excessive use of screen time can affect social isolation and reduce physical activities by the family members. The technology used within home can either strengthen or weaken the relationship between members of the family.

Mental health and well-being

The mental health of family members which influences the home environment. Anxiety, depression and stress can affect relationships, communication styles and emotional climate within the home. Families experiencing mental health challenges facing difficulty to maintain positive interactions. On the other hand, when family members can effectively manage mental health challenges, they are better able to communicate and maintain a harmonious home environment. A mentally healthy environment is important for improving emotional stability of family members.

Leisure and recreational activities

Leisure and recreational activities within the home promote family relationships and emotional development. Sports, arts, hobbies or family outings not only provide opportunity for stress reduction, strengthen the emotional attachment between family members and relaxation. Regular leisure activities improve the family cohesion. Engaging in recreational activities promotes a healthy balance to conditions of daily life and fostering a greater sense of well-being.

The home environment is a significant factor in influencing personal development. Psychological growth is impacted by family structure, cultural values, parenting styles and socio-economic status. These factors highlight the home which influences an individual's wellbeing, foster positive developmental outcomes and it leads to long term success.

Studies related to Home Environment

Studies in Abroad

Gu et al. (2024) investigated the impact of socioeconomic status and family environment on academic achievement among rural Chinese junior high school students, focusing on the mediating role of parental involvement. The study used a cross-sectional survey of 525 parents from S province in southwest China. The study found that both factors significantly influenced academic performance, with the family environment having a stronger effect. Parental involvement mediated these effects which reduced the impact of low socioeconomic status.

Joseph et al. (2023) examined the socioeconomic disadvantage gap in educational attainment in England using a sequential mediation model involving the home learning environment and self regulation. Using data from 2,311 children, the study measured Socioeconomic status at age 3, the Home learning environment at age 3, Self regulation at age 4, and English and Maths attainment at age 11. Results showed that socioeconomic disadvantage predicted lower academic attainment. And also, with the effect sequentially mediated by a poorer home learning environment and weaker self regulation skills.

Li et al. (2023) investigated how the home learning environment influences children's social emotional competence, using a sample of 443 children from 14 kindergartens in western China. The study employed the home learning environment questionnaire and the Chinese inventory of children's social emotional competence to assess structural family characteristics, parental beliefs and educational processes. Findings revealed that structural characteristics and parental beliefs predicted social emotional competence mediated by educational processes, with gender moderating both direct and indirect effects.

Vogel et al. (2023) examined the role of parents in supporting socio economically disadvantaged students during emergency remote education in Germany, surveying 117 secondary school students from lower socio-economic backgrounds. Using quantitative analysis, the study assessed behavioural and motivational outcomes in relation to parental involvement. It was found that greater parental involvement both in structuring and motivational support was associated with higher student motivation and participation. This immigrant background negatively affected some aspects of parental involvement and was indirectly related to lower extrinsic motivation.

Wang et al. (2023) analysed how the home literacy environment affects the reading ability of children with intellectual disabilities in China. The study surveyed 297 children using questionnaires on home literacy environment, reading interest, self regulation and reading ability. Structural equation modelling showed that the home literacy environment positively influences reading ability through the mediating effects of reading interest and self regulation. It emphasises the importance of

fostering reading interest and self regulation within supportive home literacy environments to enhance reading development in children with intellectual disabilities.

Komalavathi and Yasin (2022) examined the relationship between home environment, self-management and academic performance among 145 private institution students in Kuala, Lumpur. Using a questionnaire the data were collected. The findings indicated positive correlations between home environment, self-management and academic performance. It emphasises student self-management to enhance academic outcomes.

Nnorom et al. (2020) examined the influence of home environmental factors on second school student's academic performance in Owerri Zone, Nigeria. Using a survey design and a questionnaire with a reliability coefficient of 0.89, data were collected from 174 teachers and 32 principals in public secondary schools. Results showed that students' motivation and socioeconomic status significantly affected academic achievement. Along with higher socioeconomic status significantly affected academic achievement, higher socioeconomic status and supportive home environments related to better performance. Poor access to educational resources and low parental involvement were associated with lower academic outcomes.

Khan et al. (2019) investigated the relationship between home environment and academic achievement among 330 secondary school students from 33 schools in Toba, Pakistan using a descriptive survey design. Results showed positive correlations between home environment factors and academic achievement, despite many students

lacking separate study spaces and limited family interaction. Female students generally outperformed male students academically.

Ilomo and Chawanga (2015) conducted a study on the influence of home environments on student's academic performance in selected secondary schools in Arusha municipality, Tanzania. A descriptive survey method was used for the study. Random sampling method was adopted to collect the data and a sampling of 160 students were selected from secondary school. The findings indicated that there was no direct relationship between home environment and student's academic performance in schools.

Studies in India

Sini et al. (2025) examined the impact of family acceptance on academic achievement among 305 secondary school students in Thiruvananthapuram district using a normative survey. Data were collected through the Family acceptance education rating scale and an achievement test in Malayalam. The study found a significant positive relationship between family support and academic performance, especially for boys, girls, rural and private school students. But it is not for urban and government school students.

Mandal (2024) conducted a systematic literature review on the influence of home environment on student's achievement in English, analysing articles from 2020 to 2024. The review emphasized the home as a child's first educational institution and found that a positive home environment significantly enhances English language achievement and overall academic success. It also identified low socioeconomic

status, parental strictness and limited parental involvement as factors negatively affecting academic outcomes.

Mehta (2024) studied the impact of home environment on academics of 9th grade students, using the home environment inventory and final exam scores. The study found a positive and significant effect of home environment on both boys and girls in government and non-government schools, with similar positive academic achievement. A strong positive relationship was identified between home environment and academic achievement, demonstrating that a supportive home environment fosters emotional security, confidence and adaptability essential for educational success.

Sireesha and Indira (2023) examined the influence of home environment on academic progress among 310 secondary school students in East Godavari district using a survey. The study assessed eight dimensions of the home environment, including educational support, cognitive stimulation, socioeconomic status, parental expectations, emotional support, study habits, time management, nutrition and access to technology. Results showed no significant differences based on gender or locality, but a strong positive correlation was found between home environment quality and academic success.

Cheema and Bhardwaj (2021) examined the relationship between home environment and academic achievement among 200 adolescents, using progress cards to assess academic performance and the home environment inventory to measure home settings. Using a correlational design, the study found a significant positive relationship between a supportive home environment and higher academic

achievement, indicating that parental involvement, learning resources and harmonious family interactions contribute to better academic performance.

Nandi (2021) studied the relationship between home environment and academic achievement among 120 tribal secondary school pupils in Odisha, using Mishra's Home environment inventory. Results revealed a significant positive relationship, with pupils from more supportive and structured home environments achieving higher academically.

Parveen (2021) studied the effect of home environment on secondary school student's aspirations, personality and educational performance using a descriptive survey and stratified sampling. Findings revealed a positive correlation between home environment and level of aspiration for all students. A similar positive correlation is also specifically observed among female students.

Agalwe (2020) studied differences in intelligence, family climate, school environment, study habits and academic achievement among 800 secondary students (grade VIII and IX) from rural and urban areas in the Vidarbha region, using a descriptive survey. Findings revealed significant differences in family climate, with girls from both rural and urban areas having better family climates compared to boys.

Kosamkar (2020) studied the effect of home environment on academic achievement among 120 adolescents in Nagpur, using Mishra's Home environment Inventory. Employing a correlational design, the study examined parental control, punishment and reward as dimensions. Findings revealed a significant positive correlation between structured parental control and academic achievement, a

significant negative correlation with punishment and a strong positive association with reward. It emphasises the importance of positive reinforcement for student motivation and success.

Jain and Mohta (2019) investigated the impact of home environment on academic achievement among 120 ninth grade students (60 boys and 60 girls) from a school in Kota. The study used the Home environment scale by Akhtar and Saxena (2011). Findings showed no significant gender differences in home environment and a significant correlation between home environment and academic achievement for both boys and girls.

Kaur (2019) studies academic stress and achievement among 600 eleventh grade students from economically weaker sections in Punjab. The study used multi stage random sampling. Results revealed a significant negative correlation between family climate and academic stress and a significant joint effect of family climate and school environment on student's academic stress.

Robert and Kadiravan (2019) studied 240 higher secondary students in Dharmapuri district to examine the influence of family environment on emotional intelligence. The family environment scale by Bhatia and Chadha (1993) and the Emotional quotient Inventory were used as tools. Results showed a significant impact on the family environment with males and arts students scoring higher in emotional intelligence than females and science students.

Subramani and Venkatachalam (2019) conducted a study on a random sample of 179 school students to examine the relationship between parental expectations and

academic stress. The results showed no significant correlation between parental expectations and academic stress. But, a positive relationship with worry about grades. Female students reported higher academic stress than males in areas such as study pressure, workload and despondency. No gender differences were found in self-expectations.

Deka (2018) studied the relationship between family environment, emotional intelligence and aggression among 300 male juvenile delinquents in Assam. Findings revealed significant positive relationships between family environment and emotional intelligence for both juvenile delinquents and non-delinquents. Non-delinquent juveniles were found to have better family environments and higher emotional intelligence than delinquents.

Doley (2018) examined the impact of home environment on academic achievement among 210 adolescents from Dhemaji district, Assam. The Home environment scale was used to assess the student's home environments. Results showed that male students reported higher home environment scores compared to female students. Significant differences were found between rural and urban students, but no significant differences were observed between government and private school students.

Ghatak (2018) conducted a study on home adjustment among 100 higher secondary school students from Singur block, Hoogly district, West Bengal. The study used purposive and random sampling to collect data. The study adopts a home adjustment scale developed by Ratna. As per study, the researcher found significant

differences in home adjustment between male and female adolescents as well as between urban and rural adolescents.

Kumar (2018) examined the correlation between family environment and academic stress among 100 adolescents from government higher secondary schools in Chandigarh. The study found a significant negative relationship between family environment and academic stress. It showed that students with a supportive family environment experienced less academic stress. Gender differences were observed with boys reporting higher academic stress compared to girls. No significant gender differences were found in the family environment.

Dandagal and Yarriswami (2017) examined the relationship between family climate and academic achievement among 300 secondary school students of Belgaum south using a descriptive survey design. A stratified random sampling method was applied to select the participants. The data were gathered through a standardized family climate questionnaire and a self-constructed academic achievement questionnaire. It was observed that there were no significant differences in family climate than urban students, while rural students reported a significantly better family climate than urban students. Family climate was found to be positively correlated with academic achievement.

Ghanawat et al. (2016) investigated the relationship between family functioning and emotional intelligence among adolescents. Using purposive sampling, the study selected 52 students from Sarvodaya school in Kanke, Ranchi. The family functioning questionnaire was employed to assess family functioning and the emotional intelligence inventory was used to measure emotional intelligence. Data

were analysed using both parametric and non-parametric statistical methods. The results revealed a significant positive correlation between family functioning and emotional intelligence with no significant difference based on age, gender or locale. Students from poorly functioning families exhibited lower emotional intelligence compared to those from average functioning families.

Mimrot (2016) investigated the relationship between the home environment and academic achievement among 100 secondary school students selected through random sampling from both private and government schools. The study used Home environment Scale developed by Dr Karuna Shankar Mishra (1985) and academic scores from school examinations. The study found that home environment dimensions such as control, protectiveness, conformity, rewards, nurturance and permissiveness were positively associated with higher academic performance. Differences were also observed in the impact of home environment factors between boys and girls and between private and government school students.

Bhattacharya (2015) examined the prediction of perception of home environment in relation to their emotional intelligence among adolescents. Using stratified and multistage random sampling, 600 students were selected from Kolkata. The findings of the study revealed that the gender of adolescents did not play significant roles in the perception of their home environment. The results revealed that adolescent's perception of home environment could be significantly predicted by their emotional intelligence. There was no significant difference between boys and girls in their home environment and emotional intelligence.

Studies in Kerala

Sini et al. (2025) conducted a study in Thiruvananthapuram that examined the impact of family acceptance on the academic achievement of secondary school students. The study used a normative survey method and included a stratified sample of 305 students. Data were collected through standardized tools such as the Family acceptance education rating scale and an achievement test in Malayalam analysis. Pearson's product moment correlation revealed a significant positive correlation between family support and academic performance particularly among boys, girls, rural and private school students. However, this correlation was not significant for urban and government school students.

Hima (2022) examined the impact of socio familial variables on academic achievement among 500 secondary school students (251 tribal and 249 non-tribal) and 100 parents in Kerala. Tools included a parental involvement scale, home environment inventory, a self-developed social sensitivity scale and the attitude towards education scale (Sukumaran & Suresh, 2013). The study found significant differences in academic achievement, parental involvement, home environment and also social sensitivity between tribal and non-tribal students with positive correlations between these variables and academic performance.

Pappattu and Vanitha (2017) conducted a study on family environment and its effect on academic achievement of secondary school students. A sample of 300 secondary school students were selected from Palakkad district. Results of the study revealed that there was no significant difference in the family environment of rural

and urban school students. Non-significant gender differences were found in the family environment of secondary school students.

Oommen (2015) conducted a study with a sample of 300 higher secondary students selected from five schools in the districts of Pathanamthitta, Kottayam and Alappuzha. The Home environment inventory developed by Rekha and George (2009) was used to collect data. The study revealed a significant difference between male and female students in their home environment and no significant gender difference was observed in academic achievement. A significant positive correlation was found between home environment and academic achievement of higher secondary students.

Theoretical overview of Self regulation

Self regulation

In the early 19th century, the term “Self regulation” was commonly understood as a form of control used by governments or institutions over citizens and employees. It primarily referred to external systems of management rather than individual psychological functions. By the 1850s, the meaning of the term began to shift, which appeared in psychological and clinical contexts. An example can be found in an 1858 medical journal, which described dipsomania as a condition characterized by uncontrollable urges to drink as involving a significant loss of self control or self regulatory ability (Skae, 1858). It can be observed that growing recognition of self regulation as an internal and mental process.

Self regulation is the capacity of individuals to manage their own emotions, behaviours, characteristics and thoughts to achieve desired outcomes. This involves a process of establishing goals, monitoring progress and adapting strategies as circumstances demand (Zimmerman, 2000). It is an important skill for enhancing academic success, cognitive development and social interaction among individuals. It enables individuals to make meaningful decisions, adapt to changing circumstances even when faced with sudden challenges and distractions (McClelland et al.,1953).

Zimmerman (2000) viewed self regulation as a cyclical process consisting of goal setting, self observation, self judgement and self reaction, all directed towards academic achievement. Bandura (1991) emphasized the control of individuals exert over behaviour, thoughts and emotions. Boekaerts (1991) described it as a complex process of cognitive, motivational and behavioural strategies. Pintrich and De Groot (1990) defined self regulated learning as a process involving goal setting, monitoring and strategic use. According to Dweck (1999), the motivational aspect focused on the regulation of motivation and effect through goal orientations.

Social Cognitive Theory of Self regulation

Social cognitive theory is based on the social and cognitive environment which will control the behaviour of individuals. Bandura (1991) points out that many problems faced by individuals come from difficulties in controlling their own behaviour. It emphasises that people are not reacting to external forces rather they engage in internal processes that help them control and direct their actions.

According to Bandura (1991), self regulation consists of three processes. Self monitoring is a process that involves observing one's own behaviour. It requires awareness and reflections, as individuals assess their actions within the context of their social environment. Following observation, individuals compare their behaviour against personal standards, goals and values called Self judgement. This evaluative process helps them to determine whether their actions align with their expectations. Based on self monitoring and self judgement, individuals generate emotional responses to their behaviour and its outcomes. Feelings such as pride, satisfaction, disappointment or frustration can either motivate continued behaviour or prompt change. Positive emotions lead to reinforce constructive actions, while negative emotions may encourage corrective efforts. Together these three processes create a cycle that helps people regulate their behaviour, learn from experience and adapt within their social and cultural environment.

Zimmerman's Three Phase Model of Self regulation

Self regulation is a critical component of effective learning, involving a learner's ability to plan, monitor and evaluate their own cognitive, behavioural and emotional processes. Barry Zimmerman, a renowned educational psychologist proposed a model in 2008. It explains how students engage in self regulated learning. This model is known as Zimmerman's Three Phase Model of Self regulation. It identifies three cyclical phases: Forethought, Performance and Self reflection (Zimmerman, 2008). Each phase supports learners in becoming more autonomous, strategic and motivated in their learning.

The forethought phase occurs before the actual learning or task performance begins. During this phase, learners engage in processes such as goal setting and strategic planning, which help them prepare mentally and emotionally for the task. Learners consider their beliefs about their abilities (self efficacy), expectations of outcomes, the value they place on the task and their overall goal orientation (Zimmerman, 2008). These motivational and planning components are essential for initiating effective learning strategies and maintaining focus throughout the task.

The performance phase takes place during the execution of the task. Learners apply the strategies they developed during the forethought phase and work to maintain attention and effort. They also engage in self control behaviours such as focusing attention, managing time and using self instruction. Learners monitor their performance through self observation and make adjustments as needed to stay aligned with their goals. This active engagement helps learners remain adaptive and responsive during the learning process.

The self reflection phase occurs after the task is completed. In this phase, learners evaluate their performance and consider the causes of their success or difficulties. They reflect on how well they met their goals, attribute outcomes to specific factors (such as effort, strategy use or external conditions), and experience emotional reactions such as pride or disappointment (Zimmerman, 2008). These reflections influence future learning behaviour by creating motivation, confidence and selection of strategies in subsequent tasks. By engaging in forethought, performance and self reflection, students become more strategic, motivated and independent learners.

Baumeister's Self regulation Theory

Baumeister et al. (2007) conceptualized self regulation as a process that enables individuals to control their thoughts, emotions and behaviour to achieve their goals. According to this theory, self regulation depends on four fundamental components. Establishing specific goals or behavioural expectations for guiding and evaluating actions called setting standards. These standards provide individuals with a direction and make goal achievement attainable. Motivation is the internal desire to meet the established standards. It energizes behaviour while facing difficulties or temptations. Monitoring refers to the continuous awareness and assessment of one's internal thoughts, feelings and external environment. This component helps individuals to detect discrepancies between their current behaviour and their goals. Willpower is the cognitive capacity to resist impulses, temptations and distractions that could derail goal directed behaviour. According to Baumeister, these components are important and will influence self regulation.

Factors affecting the Self regulation

The factors influencing self regulation are thinking skills, individual characteristics and social influences. They are as follows:

Individual differences

Each person is unique in their temperament, individual characteristics, cognitive abilities and personality. These abilities allow individuals to plan goals, prioritize and control sudden temptations in accordance with long term goals.

Cognitive Development

Cognitive development can affect how persons manage thinking, emotions and impulses at different stages of life. In childhood, self regulation concentrates on managing sudden impulses. During adolescence, cognitive development of individuals trying to engage in higher goal seeking and problem solving aspects. In adulthood, cognitive maturity reaches with greater control over their actions, emotions and thoughts to specific challenges.

Emotional intelligence

It is the understanding of emotions of one's own and others and managing effectively. Individuals with higher emotional intelligence are able to understand their emotional stages and manage their feelings properly.

Environmental factors

The surroundings of an individual depend on their skills to regulate themselves. An ordered environment with definite rules promotes stability. In the case of a chaotic environment, routines are not predictable and can determine self regulation by making stress.

Parental influence

A home environment is the primary place where children learn to control their impulses. Parents mould their children's self regulation abilities. Children observe and imitate their parent's behaviour, response and learn how to deal with challenges and frustrations.

Educational practices

The classroom environment encourages self directed learning and it helps students to manage their emotions, thoughts and actions. Supportive atmosphere in the classroom and opportunities in learning enhances self regulation.

By understanding these factors, it becomes effective to develop strategies to support self regulation skills in individuals.

Strategies of Self-Regulation

It has a significant role in individual development and academic success. It consists of different strategies that help individuals to control their emotions, thoughts and behaviour in accordance with particular goals. Here are some examples of strategies for self regulation in students:

Goal setting

Setting clear and specific goals in children's learning helps them to stay motivated and focused on their studies. By providing appropriate directions, breaking long term goals to smaller and giving proper tasks can make consistent advancement. This technique helps them to create confidence and attain a goal.

Self monitoring

It is the process of observing and evaluating one's own thoughts, actions and emotions. It is a skill for students to develop as it enables them to identify their advancement and assess their performance consistently. It increases awareness and a sense of accountability. Students can assess their work by using progress reports,

check lists and self assessment rubrics. It promotes personal growth and better decision making over time.

Self motivation

Self motivation is the internal drive to take actions and complete tasks without needing external rewards or pressure. It enables learners to stay committed to their goals even when facing obstacles. These characteristics foster independence and a strong sense of purpose.

Time management

It is a skill which helps learners to maintain order, making tasks complete and focused study. Managing time is success for students both personally and academically. Reducing stress and balancing workloads can be achieved by making schedules and setting time for each activity. It improves academic performance and study habits in learners.

Emotional regulation

Emotions can influence children's capacity to set clear goals and achieve success in their studies. So, it is crucial to support and handle their emotions adequately. Strategies like optimistic thinking, constructive self-talk and calming breath exercises when feeling stressed can help students to maintain clarity.

Impulse control

It involves resisting the urge to act on immediate desires or emotions without considering the consequences. It helps students to think before they act and choose actions that align with their values and goals.

Adaptability

Adaptability is the ability to adjust one's thoughts and actions in response to changing situations or unexpected challenges. It allows learners to stay flexible and maintain effectiveness under pressure. This trait is needed for managing stress and staying focused in uncertain environments.

Persistence and Resilience

It involves continuing to work towards goals despite difficulties, setbacks or failures. These qualities help students to bounce back from challenges with a stronger mindset. They build determination and long term success through consistent effort.

Self regulation is a skill that influences how individuals handle emotions, make decisions and pursue their goals. Its core characteristics such as emotional control, motivation, adaptability and persistence which equip people to lead focused and balanced lives. Developing it strengthens one's ability to thrive in both personal and social environments.

Studies related to Self Regulation

Studies Abroad

Efthymiadou et al. (2025) investigated how academic possible selves, motivational beliefs and self regulation predict academic achievement among 598 10th grade students from general and vocational high schools. Data were collected through self-reports for hoped for and feared academic possible selves, strategies to achieve or avoid them and questionnaires on parental and teacher beliefs, self-

efficacy, school perceptions, mindsets and academic self regulation. Path analysis revealed that general school students reported more academic possible selves and stronger motivational beliefs. Motivational beliefs, Possible selves and Self regulation significantly predicted academic achievement with school type moderating these relationships.

Arianto and Hanif (2024) examined the effects of metacognitive and self regulated learning strategies on self-efficacy and problem-solving skills in science among 100 primary school students. Using a 2×2 factorial experimental design, they assessed both individual and combined effects of the strategies. Results showed that each strategy independently enhanced self-efficacy and problem-solving skills, but no significant interaction was found. It suggests that individual differences such as prior knowledge and learning preferences may influence effectiveness.

Masaki (2023) conducted a literature review to examine self regulation from a socio-cultural perspective using the trajectory equifinality approach. The review synthesised theories such as Bandura's social cognitive theory, expectancy value theory and growth mindset theory. The synthesis produced an integrated socio-cultural model of self regulation. It emphasises the combined influence of social context and developmental progression of student's beliefs, values and self regulatory behaviour.

Fentaw et al. (2023) studied academic procrastination among 323 higher education students in Ethiopia's Amhara region, selected through stratified random sampling. Using a concurrent mixed methods design with questionnaires and focus group discussions, the study explored the frequency, causes and effects of

procrastination. Results showed that nearly 80% of students procrastinated, about half regularly, mainly due to poor time management, lack of planning, laziness and stress. No significant gender or institutional differences were found.

Haider et al. (2022) investigated the relationship between self regulated learning and academic procrastination among 381 adult online learners from the Virtual university of Pakistan. Using a quantitative design, data were collected through the questionnaire and the Academic procrastination scale. The study found that higher self regulated learning was significantly associated with lower procrastination. Rural students procrastinated higher than urban students and gender significantly moderated the self regulated learning procrastination relationship.

Polat and Bayindir (2022) examined the mediating role of preschooler's self regulation skills in the relationship between parental involvement and school readiness. The sample consisted of 277 preschool children, along with their mothers, fathers and teachers. Using structural equation modelling, the study found that both parental involvement and self regulation were positively associated with school readiness and it significantly mediated this relationship.

Rodriguez et al. (2022) analysed the relationships among self regulated learning, coping strategies and subjective well-being in a sample of 1,027 university students who completed self-report questionnaires. Cluster analysis identified four learner profiles. Results revealed that students with high self regulated learning, adaptive coping and strong well being achieved the best academic outcomes and had the lowest dropout rates. While those low in these traits performed poorly and were at the highest risk of dropping out.

Senler et al. (2022) conducted a quantitative study on the relationship between middle school student's perceptions of a constructivist learning environment and their motivational beliefs and self regulation of effort in science. The sample included 489 students from five public high schools in a small Turkish city. Using the constructivist learning environment survey and the student's adaptive learning engagement in science survey, canonical correlation analysis revealed that perceptions of a constructivist environment were significantly related to student's motivational beliefs and self regulation of effort.

Amani and Arbabi (2020) investigated the mediating role of academic self regulation in the relationship between parenting dimensions and academic procrastination among 278 male elementary students in Garmeh city, Iran. Using correlation analysis, data were collected using the academic procrastination scale, questionnaire and parenting style scale. Results showed significant correlations between parenting dimensions, academic self regulation and procrastination. Findings revealed that parent's appropriate control and responsiveness promote self regulation and reduce procrastination in students.

El Adl and Alkharusi (2020) examined the relationship between self regulated learning strategies, learning motivation and mathematics achievement. The sample consisted of 238 ninth grade students. Using the motivated strategies for learning questionnaire and mathematics scores, the researchers applied correlation and regression analysis. The results showed significant positive associations between self regulated learning and intrinsic motivation, extrinsic motivation, task value, control of learning beliefs, self efficacy and mathematics achievement.

Hayat et al. (2020) examined the mediating effects of metacognitive learning strategies and learning related emotions on the relationship between academic self efficacy and academic performance in a sample of 279 medical students from Shiraz University of medical sciences. Data were collected using questionnaires on academic self efficacy, academic emotions and metacognitive learning strategies. The results showed that academic self efficacy significantly influenced learning related emotions and metacognitive strategies, which subsequently affected academic performance.

Sawalhah and Al Zoubi (2020) studied the levels of academic self regulation, self-esteem and goal orientation, gender differences in these variables and the relationships between these variables among 463 University students from Irbid national university, Jordan. Data were collected using standardized scales measuring academic self regulation, self-esteem and goal orientations. Results showed moderate levels in all variables with females scoring higher in academic self regulation, self-esteem, mastery approach and performance avoidant goals, while males scored higher in performance approach goals. Academic self regulation was positively associated with both self-esteem and goal orientations.

Malik and Parveen (2019) studied the relationship between self regulation and academic achievement among 450 undergraduate students aged 20-24 at the University of Sindh, Pakistan. The students were categorised into high achievers and low achievers based on their GPA. Using self regulation measures, they found that autonomous self regulation positively predicted academic achievement, while controlled self regulation had a negative effect. High achievers and male students

exhibited higher levels of autonomous self regulation than low achievers and female students.

Adiguzel and Orhan (2016) examined the relationship between self regulation and metacognitive skills and academic achievement in English language learning among approximately 310 preparatory English students at a Turkish state university. Using self regulation and metacognitive skill scales alongside student's mid-term exam grades, they found that students generally had higher levels of both skills, with female students scoring higher than males. Self regulation skills were positively and significantly correlated with academic success in English, while metacognitive skills showed no significant relationship with achievement. No significant differences were found based on age, faculty or educational background.

Studies in India

Geetha and Parimala (2025) investigated emotion regulation and social adjustment among 210 student teachers from three teacher education colleges in Karaikudi, Tamil Nadu, selected through simple random sampling. Using a survey method with a researcher designed social adjustment questionnaire and the standardized emotion regulation questionnaire (Gross& John, 2003), they found that participants had favourable levels of both emotion regulation and social adjustment. The study reported no significant differences based on gender, educational qualification, locale, type of institution, marital status or age. A strong positive correlation was identified between emotion regulation and social adjustment, suggesting that effective emotional management is related to better social adjustment.

Brahma (2024) examined the relationship between self regulated learning (SRL), academic performance and academic procrastination among 400 B.A. Fifth semester undergraduate students from Kamrup, Assam. Using a correlational research design, the study found a significant positive relationship between SRL and academic performance and a significant negative relationship between SRL and procrastination. Most students demonstrated higher levels of SRL with notable gender differences observed in procrastination aspects such as time management, test aversiveness and personal initiative.

Lalramthari and Vemula (2024) conducted a systematic review of 20 research articles examining the role of self regulation and social support in the academic achievement of secondary school students in India and similar contexts. The review focused on how self regulation, managing emotions, thoughts and behaviours and support from teachers, peers and family influence academic outcomes. Results showed that students with higher self regulation and stronger social support consistently achieved better academically and demonstrated greater control over their learning. The study concluded that supportive environments foster self regulation and enhance academic success.

Parveen and Jan (2023) conducted a study on self regulated learning among college students in Kashmir division of Jammu and Kashmir, India, with a purposive sample of 200 first year students equally divided by gender and locale (100 urban, 100 rural). Using a descriptive survey and comparative research method, they administered the self regulated learning scale developed by Gupta and Mehtani (2017), which measures six dimensions of SRL including self-awareness, planning,

motivation and Self-control. The results showed that the majority of students demonstrated average levels of SRL, with female students scoring significantly higher than males, while no significant difference was found between rural and urban students.

Kehie and Kharbiryumbai (2022) reviewed the role of technology in promoting self regulated learning, particularly during the shift to digital education amidst the COVID -19 pandemic. Using a qualitative review method, they analysed 33 research articles published between 2004 and 2021 on technology and Self regulated learning. The review found that the tools such as e learning platforms, Technology enhanced learning environments and Web based systems supported SRL by enhancing autonomy, goal setting, planning, monitoring and self-evaluation. Learners with strong regulatory skills achieved better outcomes and technology played a role in fostering these skills through personalized, learner entered experiences.

Kaur and Sakshi (2021) studied self-regulated learning and academic achievement among 100 randomly selected secondary school students from Ambala district, Haryana. Using a scale, a significant positive relationship was found between self regulated learning and academic achievement. No significant gender differences were reported in either self regulated learning or academic performance.

Mittal and Rathore (2021) conducted a comparative study on self regulation, aspiration and sense of coherence among 320 students (160 government school and 160 private school students) from grades 9 to 12 in Rajasthan. Using the Academic self regulation questionnaire (Ryan & Connell, 1989), Aspiration index (Kasser & Ryan, 1996) and Sense of coherence scale (Antonovsky, 1988), data were collected

through offline paper-based surveys. Results showed significant differences between government and private school students in intrinsic and extrinsic motivation, relative autonomy and sense of coherence. The findings showed that government school students exhibit stronger intrinsic motivation and coping strategies compared to private school students.

Kaushik and Jena (2020) conducted a semi experimental study on self regulated learning strategies and academic performance in students with learning difficulties in New Delhi. The sample included 100 school students aged 6-12 years in grades 3 to 8, who had low academic achievement for two consecutive years and behavioural problems. The experimental group participated in the program for enhancing academic and behavioural learning skills, a cognitive behavioural intervention, while the control group attended psychoeducation sessions. The results showed that students receiving a program for enhancing academic and behavioural learning skills exhibited significant improvements in cognitive skills, self regulation and academic performance.

Mohan and Verma (2020) assessed the relationship between self regulated learning strategies and the four components of academic resilience among school students. The study used correlational analysis to examine the relationship between elaboration, organisation, metacognitive self regulation and time management strategies with confidence, control, and commitment. Results showed significant positive correlations between all SRL strategy dimensions and all components of academic resilience.

Nambiar and Brunda (2020) conducted a correlational study to examine the relationship between Self regulation and psychological well-being among 300 undergraduate students (aged 18-21) in Bangalore, selected through purposive sampling. Data were collected using the Questionnaire and Ryff's 42 item psychological well-being questionnaire. The findings revealed a significant positive relationship between self regulation and psychological well-being with no significant gender differences found in either variable.

Patel (2020) investigated the effect of self regulated learning strategies on achievement and metacognitive skills among upper primary students. The study employed a randomised experimental post-test only control group design with 30 students each in the experimental and control group design with 30 students each in the experimental and control groups. The study concluded that by applying self regulated learning strategies into content learning activities significantly improved student's metacognitive skills and ability to manage their own learning.

Kavitha (2019) examined the relationship between self regulated learning, motivational beliefs and perceived involvement among 600 secondary school students from government schools in Punjab. Using a descriptive survey design and standardized scales, the study found significant positive relationships between self regulated learning, motivational beliefs and parental involvement. Motivational beliefs and parental involvement also jointly predicted student's use of self regulated learning strategies.

Kumar and Sing (2019) examined differences in self regulated learning skills among secondary school students from government, private and missionary schools

in Patna. The sample included 198 students. Data were collected using the scale developed by Gupta and Mehtani (2017) through a descriptive survey design. The findings revealed significant differences in self regulated learning based on school type and CBSE/ ICSE boards. No significant differences were found for gender or medium of instruction. The study recommended targeted Self regulated learning development programmes in government schools to reduce the gap.

Kumar and Varma (2019) conducted a study on the relationship between self regulation and quality of life among adolescents. The sample consisted of 200 adolescents from different government schools in Chandigarh. Using standardized measures for self regulation and quality of life, the study employed quantitative methods to gather data. The results showed a significant difference in quality of life among these students with a t -value of 2.68 and revealed a positive and significant correlation between self regulation and quality of life.

Lawrence and Saileela (2019) investigated the differences in self concept and self regulation among higher secondary students with respect to gender, locality and type of school. The study used a normative survey method with a sample of 300 eleventh grade students selected through simple random sampling from five schools in Villupuram district. Data were collected using the academic self concept scale and the self regulation scale. It was observed that girls, urban students and aided school students scored higher on self concept and self regulation and a low positive correlation existed between the two variables.

Manimaran (2018) examined the effectiveness of self regulated learning, mentor tutoring, and cooperative learning approaches in enhancing English writing

skills among student teachers in Thiruvallur district. The study used an experimental design with sixty participants equally divided into control and experimental groups. Findings showed that all three approaches improved writing skills, with a moderate positive correlation ($r= 0.55$) between self regulated learning and writing proficiency.

Mehar and Kaur (2018) conducted a study on the construction and standardization of Self regulated Learning Scale for adolescents. The sample consisted of 100 students from Shri Guru Harkrishan International School and DAV public school in Amritsar. The methodology involved multiple phases including planning, construction and standardization. Initially 77 items were drafted based on self regulated learning theories and expert opinions. These items were refined through expert evaluations and two rounds of try outs. The scale demonstrated higher reliability with a test - retest coefficient of 0.93 and strong content validity confirming its suitability for measuring self regulated learning among Indian adolescents.

Rathore (2018) studied the relationship between self regulated learning and emotional intelligence among 360 higher secondary students, also comparing emotional intelligence dimensions by subject and gender. Results revealed that self regulated learners possessed all Emotional intelligence dimensions, with self actualization, problem solving, happiness, optimism and empathy being dominant. Girls scored significantly higher in self actualization, were more enthusiastic and expressed greater satisfaction after completing quality work. A positive correlation was observed between self regulated learning and emotional intelligence.

Sundaramoorthy (2018) investigated the relationship between procrastination and self regulated learning strategies, including goal setting, planning, seeking

information, record keeping, rehearsing and memorizing among 120 pre university students from four schools in Gulbarga, Karnataka. The study found that boys, students from educated families and those engaging in multiple hobbies scored higher in procrastination and self-regulated learning strategies, while no significant differences existed between urban and rural students.

Studies in Kerala

Mathew et al.(2025) explored the relationship between goal orientation and self regulated learning among 159 secondary school students in Kerala. Using a multistage random sampling method, data were collected through a goal orientation scale and an academic self regulated learning questionnaire. Their analysis revealed that both learning orientation and performance avoidance orientation significantly influenced self regulated learning behaviours. Students in government schools showed a higher tendency to engage in self regulated learning strategies compared to those in private schools.

Niranjana and Usha (2017) examined the relationship between self regulated learning strategies cognitive, metacognitive and resource management and academic achievement in Accountancy among 1,012 higher secondary commerce students in Kerala. The study employed a quantitative correlational research design, using standardized questionnaires to assess student's use of different self regulated learning strategies alongside their academic performance in Accountancy. The results indicated significant positive correlations for all three types of Self regulated learning strategies with academic achievement.

Gafoor and Kurukkan (2016) conducted a literature review on self regulated learning, focusing on factors influencing Self regulated learning and its effects on learning outcomes. The review found moderate to strong positive effects of self regulated learning on mathematics achievement and noted that research since 2000 has increasingly identified Self regulated learning as an effective strategy across language and mathematics education. The findings confirmed that Self regulated learning enhances both academic achievement and positive affective outcomes.

Theoretical Overview of Gender Sensitivity

Gender Sensitivity

Gender sensitivity refers to the awareness and understanding of the different needs, experiences and perspectives of individuals based on their gender (Lorber, 1994). Gender sensitivity requires the deconstruction of gender norms and stereotypes that remove inequality and discrimination (Butler, 1990). It consists of recognising the distinct challenges, roles and expectations that are created by societal norms (Ridgeway, 2011). All individuals are treated with respect and fairness is the major aspect of gender sensitivity (World Health Organization, 2011).

A gender sensitive approach requires an in-depth analysis of how power dynamics related to gender identity influence access to resources, decision making and societal participation (Connell, 2009). By promoting an inclusive understanding of gender, institutions and communities can work towards eliminating systemic inequalities (European Institute for Gender Equality, 2018). Gender identity is affected by race, class, sexuality and ability (Crenshaw, 1989). In classrooms, a

gender friendly approach should be followed by the teachers. Removing gender inequality, bias and discrimination can promote gender sensitivity among students.

Frye (1983) described gender sensitivity as an awareness of how gender roles influence everyday life and a committed effort to challenge the systemic inequalities they create. Connell (2012) explained it as the ability to understand and respond to different needs related to gender while recognising the power dynamics present in the social structures. According to Judith Lorber (1994), gender is socially constructed and argues that achieving justice requires changing the norms and expectations society imposes. Kevorkian (2001) viewed that this is a process which demands ongoing action to resist patriarchal dominance and foster equitable spaces. Messner (2007) considered gender sensitivity and an analytical tool to examine how institutions function and how individuals experience gendered expectations. Beauvoir (1949) presented it as an awareness of how societal expectations affect identity, along with a responsibility to challenge the oppressive framework that limits freedom.

Social Constructionism: Constructing Gendered Realities

Social Constructionism conceptualizes reality as a product of collective human activity, social interaction, cultural norms and institutional practices. The social construction of gender is not fixed. Gendered realities are constructed through a system of learned behaviours and social expectations that vary across cultures and historical periods.

Human understanding of gender is created by culture and social agreement rather than biology. Ideas of masculinity, femininity or non-binary identities

originated from shared beliefs, institutional practices and community expectations. Language, symbols and media representations communicate which traits and behaviours are associated with each gender (Lorber, 1994). Gender identity develops through socialization from early childhood. Families, schools, peers and media teach behavioural norms, emotional responses and personal preferences. Social institutions, including legal systems, religious practices and workplace policies, reinforce these norms and guide everyday conduct. Individuals express gender in daily life through clothing, speech and actions, either following or challenging social expectations (West & Zimmerman, 1987).

Gender is not fixed and changes over time and context. Feminism and queer activism demonstrate that gender roles can be questioned and redefined. Crenshaw (1989) demonstrating that formation of gender is interacting with other social categories such as race, classrooms, sexuality and ability. Recognising gender as socially constructed allows for a better understanding of inequality, supports inclusive approaches to identity and encourages reflection on social forces which mould human behaviour.

Factors affecting the Gender Sensitivity

Socio cultural, economic and institutional factors that influence gender roles, expectations and inequalities. The different factors affecting gender sensitivity in life:

Educational systems

Education should teach children about gender. Schools, through teachers, textbooks and school activities also provide students with opportunity to understand gender from an early age. Schools have a significant role in eliminating bias and discriminations between gender.

Cultural influences

Cultural beliefs, traditions and social norms will affect how societies perceive gender roles and relationships. Some cultures encourage equality, respect and shared responsibilities between genders. Conversely, others maintain practices that limit opportunities for women and marginalized genders. Festivals, religious practices and storytelling within a culture can also communicate values about respect, fairness and roles assigned to different genders.

Media representation

The media has an impact on how society perceives gender roles and behaviour. Biased representation, underrepresentation, and stereotypical depictions of gender can reinforce gender inequalities. Gender equality can be promoted through celebrating achievements and experiences of all genders.

Historical Context

When analysing the history of Purana, Mahabharata or Ramayana, gender roles and expectations become evident. These texts reflect societal attitudes toward gender. Historical power structure, cultural practices and legacies of inequality

influence gender. For example, in Ramayana, Sita is portrayed as an ideal woman as devoted, patient and obedient which showed the experiences of women in the society of that period.

Religious Beliefs and Practices

It determines societal norms and affects perceptions of gender roles and identities. While some religious traditions support gender equality, others maintain gender based hierarchies that contribute to discrimination.

Global Movements and Activism

Global movements and activism have been essential in promoting gender sensitivity by improving awareness, raising marginalized voices and addressing systemic inequalities. Movements such as Me Too and LGBTQ+ rights advocacy have created global solidarity and encouraged policy changes aimed at gender equality. Activism challenges traditional gender norms and fosters societal change.

Studies related to Gender Sensitivity

Studies Abroad

Rakib (2024) conducted a qualitative case study to examine the impact of gender stereotypes on academic choices among undergraduate students at the University of Rajshahi, Bangladesh. The study involved 30 undergraduates from 16 different academic departments. Using semi structured interviews and thematic coding, the study examined how societal expectations influence educational decisions. The findings revealed that cultural norms and gendered power significantly affected

subject decision, study habits and classroom participation, often depriving women in male dominated fields and discouraging men from pursuing disciplines traditionally associated with women.

Putri et al. (2023) conducted a quantitative study in Jakarta and surrounding areas, Indonesia to examine the relationship between communication patterns within Betawi ethnic families and women's attitudes toward higher education. The sample consisted of 254 Betawi women who were either current higher education students or graduates. Data were collected through surveys and analysed using Spearman's rank correlation. The results revealed a significant positive relationship indicating that respectful and supportive family communication enhances women's educational aspirations.

Suwastini et al. (2023) conducted a study on the representation of gendered language in an English textbook for Indonesian junior high school students. The sample included the Grade 7 textbook published by the Indonesian Ministry of National Education and used in public schools nationwide. The study employed a descriptive qualitative methodology examining dialogues and monologues in the textbook to identify gender stereotypes as well as efforts to deconstruct these stereotypes. Results showed that the textbook reflects gendered language stereotypes, including lexical hedges, fillers and male dominance in conversations and topic choices. It also attempts to challenge these stereotypes through tag questions and the deconstruction of conflict versus compromise.

Boietti et al. (2022) examined Gender sensitivity and Stereotypes in Medical University students: An Italian cross-sectional study. An online structured

questionnaire captured data in student's perceptions and experiences about gender in clinical practice, which was analysed using correlation techniques based on demographic and educational factors. The study found that the medical students have high Gender sensitivity and low Gender stereotypes towards patients and doctors.

Limaj (2022) conducted a mixed methods study to examine the gender disparities in Albania's education system. The sample consisted of data from primary, elementary and secondary schools in the country. The study used quantitative school records and qualitative questionnaires from school directors. Results showed persistent gender inequalities in enrolment and completion, disproportionately affecting girls.

Mustofa et al. (2021) conducted a study on Indonesian student's perception of gender equity in education. The sample involved 111 students, including 59 female and 52 male students, from Indonesia. The study used a mixed methods approach combining quantitative questionnaires, which measured perceptions across three domains of gender equity in education: equity of access, equity of opportunity in the learning process, and equity of opportunity in educational achievement and qualitative in-depth interviews with 10 randomly selected male students to understand their view points. The results showed a significant difference between genders with male students showing less acceptance of gender equity.

Yuden et al. (2020) examined Gender sensitivity in pedagogical practices in secondary education in Bhutan. The study used qualitative research design and non-probability convenient sampling techniques were employed for the study. The focus group discussion with teachers and students were also conducted to get in depth

information. The study concluded that teachers were not gender sensitive in pedagogical practices. It was found that teachers never made a conscious effort to address gender equality in the classroom.

Gecana et al. (2018) examined the level of gender sensitivity among eight grade teachers in Balibago national high school. The sample consisted of 306 teachers in the school. A descriptive survey method was used to gather data on language use, classroom activities and management practices. The study found that teachers demonstrated awareness in using gender sensitive language, planned and implemented classroom activities and neither teaching experience nor sex influenced their gender sensitivity levels.

Magi et al. (2016) studied gender awareness and attitudes towards gender equality among students participating in teacher training. A sample of 2748 students from all the higher education institutions in Estonia was selected for the study. The sample for focus interviews included 20 teacher training students from a university. Findings revealed that only 17% of teacher training students see men and women as equal in Estonian society. Most expect and support the inclusion of gender topics in their university education.

Igbolo and Ejue (2016) conducted a study on socio-cultural factors affecting the girl child among the Annang people of Akwa Ibom, Nigeria. The sample included 100 respondents from households. They comprise pairs of fathers or male children and mothers or female children. It was conducted in Akwa Ibom using a multi method approach with surveys, focus group discussions and in depth interviews. Most respondents (97.1%) viewed girls' status as very low compared to boys, with 99%

noting girls face fewer opportunities. The study attributed this to social cultural factors and household discrimination.

Hussain et al. (2015) studied gender stereotyping in Pashtun families in Pakistan. The sample consisted of 24 male and female student teachers and students purposely selected from these universities: University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal. Data was collected through in-depth interviews. Findings showed that families reinforce gender differences through socialization and role division, treating daughters as delicate and sons as strong and independent.

Studies in India

Nandi et al. (2025) analysed English language textbooks used in the fifth grade of primary education in West Bengal. It focused on gender inclusivity. The sample consisted of the textbooks currently used in grade five. Using documentary research methods and qualitative content analysis, the study examined gender orientation in titles, themes, nouns, imagery, generic construction and assumptions in the textbooks. The findings indicated a persistent gender bias with boys more prominently represented in text and images. It reflects the traditional gender stereotypes and patriarchy.

Agarwal (2024) examined gender equality with the goal of promoting equal rights, freedoms and opportunities while eliminating discrimination in education, employment, healthcare and leadership. Using empirical data from India and comparative datasets from Asia and Europe, the study combined qualitative field

documentation, statistical analysis and synthesis of research on disparities in land ownership, agricultural participation and governance. Results showed that despite legal reforms and increased female participation, entrenched cultural norms and institutional barriers remain. It emphasises the need for coordinated efforts across all levels to enhance gender sensitization.

Singh (2024) investigates the role of gender sensitization in tackling enduring gender inequality in India. Utilising secondary data from official government sources and scholarly literature across multiple states. This study adopts a comparative and interpretative research design. The results showed that cultural attitudes continue to uphold male dominance and the objectification of women. The findings represented the need for gender sensitization programs aimed at challenging biases and reducing the gender gap.

Kabra (2023) examined gender sensitivity towards gender discrimination among prospective secondary school teachers in Osmanabad district, Maharashtra. The study surveyed 400 B.Ed. students from both government and private institutions using a self developed questionnaire to assess awareness and attitudes. Data were collected across different rural areas, including schools, health centers and community halls in 60 villages. The findings revealed no significant differences in gender sensitivity based on gender, academic year or type of institution.

Kaur and Rani (2022) investigated the role of institutional policies in influencing gender sensitization within schools and colleges across Punjab and Haryana. The study compared institutions with and without formal gender policies and harassment reporting mechanisms, employing document reviews, interviews and

observations. Findings showed that institutions with explicit gender sensitive policies experienced fewer harassment cases and cultivated more inclusive and respectful environments, positively impacting both students and faculty.

Jayachandran et al. (2021) assessed the effectiveness of a school based program designed to transform gender attitudes in rural Haryana. The sample included students ages 11-15 from 150 government secondary schools. Employing a randomised controlled trial over two and a half years, the program delivered interactive sessions targeting stereotypical norms. Using baseline and follow up surveys, the researchers measured changes in gender attitudes, educational aspirations and time use patterns. Results revealed a significant and sustained improvement in progressive gender attitudes among both boys and girls, alongside a measurable increase in student's aspirations to pursue higher education.

Kalra and Sharma (2021) examined Swivel of Gender Sensitive Assortment: An Educational Model to Analyse Gender Sensitisation. A sample of 100 students from class 9 of private and government CBSE affiliated schools of Delhi was selected by employing stratified random sampling for the study. All the genders (Male, Female and Transgender) were considered for the study. Gender sensitivity scale was developed by the researchers which includes 44 items developed on a Likert scale with five alternatives. The study concluded that Education can act as a weapon to eradicate gender issues from society.

Mishra (2021) studied the effectiveness of teacher training programs on gender sensitization in primary schools in Chhattisgarh. The study involved structured workshops that trained teachers in gender responsive pedagogy, including designing

inclusive lesson plans and managing gender based conflicts in classrooms. Assessment through evaluations, observations and feedback showed that trained teachers became more confident and proactive in addressing gender issues.

Sutha (2021) set out to assess attitudes towards gender equality and emotional adjustment among higher secondary students. The sample consisted of 600 students from Madurai district. Using a normative survey method with structured questionnaires, the study measured attitudes in social, educational and employment contexts. Results showed the highest positive attitudes in employment areas, moderate scores in social and educational aspects, and no significant differences based on gender, locality or family type, though cultural and family factors had some influence.

Landry et al. (2020) conducted a study on the development of gender equitable attitudes among adolescents in India. It focuses on how these attitudes vary by age, grade and gender. The researchers used a cross-sectional design. The sample consisted of 1691 participants aged 8-18 years from three northern states. Data were collected using mobile tablet-based surveys. It measured gender perceptions and attitudes. The results showed that boys consistently scored lower than girls.

Vyas et al. (2006) evaluated the Girl rising gender sensitization programmes impact on adolescent attitudes. The sample involved 289 students from 254 schools in Punjab and Rajasthan. Using a quasi experimental pre test and post test design, the intervention presented films, stories and moderated discussions aimed at challenging norms. The result showed that both boys and girls adolescents reported more positive results at the follow-up stage.

Sing and Verma (2020) examined the long term influence of gender sensitization programmes in high schools in Banjar, Himachal Pradesh. The study followed multiple student cohorts over a five-year period using a longitudinal design. Data collected through annual surveys and school bullying reports. Findings showed a positive shift in gender attitudes and a decline in gender based bullying.

Khandagle and Bhosale (2019) studied the attitude of adolescent children toward gender roles. The objective is to find out how these attitudes varied based on the type of family and parental occupations. The sample consisted of adolescent children. They responded to a set of 19 attitude statements. A descriptive survey method was used for data collection. The results revealed that type of family didn't influence adolescents' attitudes toward gender roles. But adolescents whose mothers were employed exhibited more progressive gender role attitudes than those mothers were homemakers.

Mittal and Kaur (2019) conducted a review study on gender sensitization for women empowerment in different places across India. It included Urban centres like Hyderabad, Delhi and Punjab. The study evaluated how gender sensitization influences societal perceptions toward women's roles and contributions. The methodology involved a literature review covering political, social, educational, legal and health related empowerment ideas. Findings showed that gender sensitization changes the perceptions of men and women toward women's roles and encourages conscious efforts to nurture women's talents.

Raj and Basu (2019) investigated the effectiveness of peer education as a strategy for gender sensitization in higher education institutions in Kolkata, West

Bengal and Delhi. The sample consisted of university students participating in peer led programs. The methodology involved organizing peer led discussions, activities and space for dialogue on gender issues. The results revealed that peer education increased student's knowledge about gender equality and encouraged commitment to gender sensitive behaviour among students.

Dhar et al. (2018) evaluated school based gender attitude change campaigns in India, targeting secondary schools in 314 villages across four districts of Haryana. The sample included students from grades 6 and 7 with 91% of schools located in rural areas. The methodology involved bi-weekly classroom sessions on gender equality, extra curricular clubs and school wide activities such as street plays. It was observed that the program positively influenced gender attitudes and improved gender related behaviour indices.

Narayanarao and Gingine (2016) explored the role of teachers in promoting gender sensitivity. Their study involved a sample of 70 teachers and 120 students from 10 secondary schools across different districts in Karnataka. It is selected through multistage sampling. The data were collected using classroom observation checklists, teacher self assessment surveys and student feedback forms. The results showed that untrained teachers often unconsciously spread gender bias in classroom participation, leadership opportunities and feedback distribution.

Baviskar (2016) investigated the role of teachers in gender sensitivity. This study employed conceptual and experiential methodology. The study emphasises that teachers act as agents of change by promoting gender equality through their teaching practices, attitudes and behaviour which significantly influence student's perceptions

and socialization regarding gender roles. Teachers are encouraged to adopt gender sensitive pedagogy including the use of gender neutral language and equitable classroom interactions to create an inclusive and respectful learning environment for all genders.

Studies in Kerala

Karthy (2024) aimed to investigate the impact of gender neutral school textbooks as an educational reform to promote gender equality in Kerala. The sample comprised government school textbooks portraying non traditional gender roles for men and women. Using qualitative content analysis together with feedback from teachers and community stakeholders, the study assessed how much representations influence student's perceptions. Results showed that these textbooks challenge entrenched stereotypes from an early age and also influence inclusive attitudes among learners and fostering equitable perspectives in the long term.

Fousiya (2017) investigated perceived gendering practices in secondary schools in Kerala. The sample consisted of 23 school heads, 200 teachers, 800 students and 300 parents from six districts. The study used stratified random sampling technique. Data were collected using questionnaires and interviews. The findings revealed that most school heads believed curricula and materials were gender sensitive. Rural teachers reported higher gendering practices in schools than urban teachers. 54% of students perceived that co-curricular activities and gender segregation.

Tamil Linguistic Minorities

Language is a central component of cultural identity and social interaction (Duranti, 1997). A minority language refers to the language spoken by a segment of population within a territory (Nettle & Romaine, 2000). Individuals falling into this category are commonly called linguistic or language minorities. Tamil linguistic minorities have a unique language “Tamil”. Patterns of language use, maintenance and shift and language attitudes can be examined to get an understanding of the lived experiences of the linguistic minorities (Fisherman, 1998). TLM in Kerala represents multifaceted aspects of historical, socio economic, cultural and political factors. By analysis of linguistic diversity, minority rights, identity formation and cultural assimilation of these minority groups is important (Annamalai, 2001).

These Tamil speaking peoples mainly live in Palakkad, Idukki, Wayanad, Pathanamthitta and Thiruvananthapuram districts. Among these, Palakkad and Idukki consist of the majority of TLM while Thiruvananthapuram, Wayanad and Pathanamthitta have comparatively low numbers of these groups (Government of Kerala, 2022). Their livelihoods are primarily related to agriculture, small-scale trade and estate work in the hill regions. These peoples have rituals, festivals and traditional art forms which provides a unique cultural identity to them. Students from these communities have both pure Tamil medium schools, where all subjects are taught in Tamil and parallel Tamil medium schools, where Tamil medium sections alongside Malayalam or English medium sections. It supports their learning. They also have community organisations and cultural groups which promote Tamil traditions and assist educational needs.

Studies related to Tamil Linguistic Minorities

Studies Abroad

Forker and Botkovei (2025) conducted a qualitative study on resilience among 30 minority language speakers in Georgia (10 Armenians, 10 Azerbaijanis and 10 Chechens) aged 20-30. This study used semi structured interviews. They explored language use, attitudes and ideologies in education and work. Results showed that positive attitudes toward minority languages support cultural identity and resilience while linguistic discrimination persists. The study concluded that bilingual education and increased intercultural interactions could enhance social inclusion.

Ersoy (2024) conducted a study on barriers to distance learning for disadvantaged groups in Turkey. It focused on marginalized students from diverse socio economic, linguistic and cultural backgrounds. Using a critical literature based methodology, the study identified obstacles such as limited digital literacy, socio economic constraints, language and cultural barriers, lack of support and low motivation. Results revealed that these factors restrict access and participation for low income students, linguistic minorities and culturally diverse learners.

Joshi and Eslami (2024) studied barriers to language maintenance and multilingual schooling by analysing language policy provisions in Nepal's recent constitutions. Using critical discourse analysis, they examined how linguistic categories and dominant language ideologies marginalized non dominant languages and limited linguistic rights such as mother tongue-based education. The findings showed that Nepal's policies still prioritise dominant languages, leaving non dominant

communities with insufficient support to maintain their home languages and access mother tongue education.

Perera and Khodos (2024) conducted a study examining how Tamil language learning can support linguistic reconciliation in post conflict Sri Lanka, where Tamil speakers have long faced systematic marginalization and linguistic injustice. Through interviews with twelve adult learners and teachers in a small, non profit Tamil language course, the researchers found that participants were not learning the language just for practical benefits or personal interest. Instead, many were motivated by social, historical and political reasons such as wanting to understand past injustices and improve intergroup relations.

Raghavan and Hashim (2024) examined the English language learning strategies used by lower secondary ESL students from Tamil school backgrounds in Malaysia. The sample consisted of students who had transitioned from Tamil or Malay focused primary schools to an English based secondary system. Data was collected through WhatsApp and Google forms using an adapted inventory as the methodology. The results showed that students employed diverse learning methods and were also influenced by linguistic challenges. The study concluded that there is a need for language learning strategies, gender responsive teaching strategies and promotion of digital literacy for effective learning outcomes.

Ozfidan (2023) investigated the influence of culture on bilingual education programs in multicultural societies, focused on Turkey. The study utilized an explanatory sequential mixed method design. It began with a quantitative phase involving 280 participants followed by qualitative interviews with 12 participants.

The study found that bilingual programs can enhance educational success and improve social justice by supporting equal educational rights.

Shalabny and Tannenbaum (2023) investigated the sociolinguistic aspects of the integration of Arab students in Jewish schools in Israel, a multilingual and multicultural society with historically separate education systems for Jewish and Arab populations. Using mixed methods, the study explored how integration affects Arab adolescents' identity construction, attitudes toward Hebrew and Arabic, and maintenance of cultural and religious characteristics of both students and parents. The study concluded that psychological benefits alongside social emotional challenges emphasise the role of teachers in facilitating integration.

Kumarana and Krsih (2021) investigated the impact of mother tongue interference on English writing among Year 5 Tamil school students in Malaysia. The aim of the study was to examine how the Tamil language influences student's English essays. A sample of 30 writing tasks was collected and analysed. From which errors are categorised based on structure, vocabulary usage and spelling. The methodology involved identifying and scrutinizing common mistakes arising from direct translation and grammatical transfer from Tamil. The results showed that student's primary difficulties were grammar, translation from Tamil, limited vocabulary and spelling errors.

Paulsrud et al. (2020) explored how multilingualism is represented in the national compulsory school curricula of Sweden and Finland in light of recent societal and political changes due to increased immigration. Using the language orientation framework, researchers analysed curricular documents to understand the spaces

created for multilingual education. The study found that Finland integrates multicultural perspectives throughout its curriculum, promoting linguistic diversity and social justice. On the other hand, Sweden's curriculum contains a less explicit discourse on multilingualism and maintaining a more monolingual norm.

Huebner (2019) studied language proficiency and bilingual education in Thailand. It focused on two minority language education contexts in the South and Northeast. Using a comparative case study and socio-political typology, the research analysed educational reforms addressing economic and social challenges faced by linguistic minorities. It was observed that programs like the Isan Community Multilingual Resource Project and Pattani Malay Thai Mother tongue Bilingual Education Program aimed to maintain minority languages, promote cultural pride and improve academic standards.

Kong and Yu (2019) conducted a study analysing the educational experiences of ethnic minority students in China. The study examined educational laws and policies from 1982 to 2012 using critical discourse analysis to understand how multicultural education was articulated at the national level. Policy documents covering three decades taken as a sample. Results showed that a gap exists between policy endorsement of minority languages and a lack of teacher awareness about ethnic minority cultures.

Maldonado et al. (2018) investigated the mathematics achievement of language minority students in urban high schools. Drawing on a sample of 12,738 students from different racial, ethnic and linguistic backgrounds. The study employed hierarchical linear modelling to examine the association between enrolment in higher

level mathematics courses and performance on a normal referenced achievement assessment. The findings indicated that participation in advanced mathematics coursework may contribute to narrowing enduring achievement gaps associated with race, ethnicity and language minority status.

Rajan (2018) examined language shift and maintenance among the Indian Tamil community in Singapore in the context of identity and minority language use. Mixed methods are used for data collection. The findings revealed that the decline in Tamil language use was not influenced by perceived low status, negative attitudes and stigma. The study suggests that broader socio-cultural and contextual factors may be influencing the reduced use of Tamil within the community.

Cenoz and Gorter (2017) studied translanguaging within minority language protection by examining examples from minority language education. Using qualitative analysis, the researchers challenged traditional educational policies that strictly separated languages. Translanguaging was presented as both an effective teaching method and a natural communicative practice. The study found that there are opportunities for language revitalization and principles that support translanguaging in multilingual societies.

Jalilian et al. (2016) conducted a case study on the impact of educational tools in reducing code switching among children in simultaneous bilingual education. The study focussed on a 41 month old girl raised in a monolingual Persian environment with French as her minority language. An audio visual tool was introduced to increase interaction in the minority language and sessions were recorded for analysis. Results showed that such tools improved minority language acquisition, promoted language

development and reduced code switching by encouraging consistent use of the minority language.

Maniruzzaman (2010) studied the major linguistic challenges faced by Bengali speaking learners of English as a foreign language and proposed solutions. A descriptive approach was used in the study. It focused on classroom learning, where exposure to English outside class was limited. Analysis revealed that learners primarily practiced the four basic skills listening, speaking, reading and writing within the classroom. The findings emphasized that lack of real life language exposure hindered fluency and practical use. The study emphasized the need for broader opportunities to engage with English in educational and daily contexts.

Studies in India

Bisai and Sing (2024) conducted a study in a multilingual classroom in Paschim Medinipur district, West Bengal. It mainly concentrated on how translanguaging promotes learners' space within mainstream classrooms. The sample consisted of students from different linguistic and cultural backgrounds. Employing a qualitative content analysis, the researchers investigated the role of translanguaging in encouraging student's creativity and imagination. The results showed that translanguaging will help engage students and enable them to communicate freely.

Almeida (2023) studied minority educational institutions in India during the era of privatization. The sample consisted of heads of Christian minority educational institutions across India. The study used doctrinal methods, systematic analysis of legal texts, constitutional debates, court judgements and policies. Non doctrinal

methods involving empirical data collection through questionnaires administered using stratified random sampling. The findings revealed that privatization increased educational inequalities, limited access for marginalized groups and challenged minority education rights.

Singh and Verma (2022) examined minorities and multilingualism in India. This study is based on linguistic diversity and its relationship with the educational system. Using a descriptive and analytical method, the researchers reviewed policies, constitutional provisions and educational practices related to minority languages. The findings emphasized how language policies impact curriculum design, medium of instruction and the teaching of minority languages in schools.

Groff (2017) studied language and language in education planning in multilingual India from a minoritized language perspective. The sample included the Kumaun region of Uttarakhand to provide a local viewpoint within the national context. The methodology involved examining India's language policies as mentioned in census data, constitutional provisions and education system policies. As per study, the researcher concluded that language planning consists of status planning which aimed at legitimising, minimising and protecting minority languages.

Maheswari (2015) analysed the conservation of linguistic minorities through the imposition of mother tongue as the medium of instruction at the primary stage of education. The article supports that using the mother tongue not only preserves minority languages but also facilitates children's attainment of basic education. The study concluded that language conservation has a role in sustaining cultural identity and effective learning outcomes for children from linguistic minority communities.

Vanishree (2011) evaluated linguistic diversity and minority rights in India using a qualitative approach based on document analysis and historical review. The study analysed constitutional texts, legal provisions, government policies and historical records from ancient to post independence periods to trace the evolution of language policy. There are constitutional safeguards for linguistic minorities that exist and their implementation are hindered by political, social and administrative challenges. The findings revealed that the linguistic reorganization of states was found to have both positive and negative impacts on the protection of minority languages.

Benedikter (2009) investigated India's multilingual situation and the protection of linguistic minority rights through an analysis of language policies at both union and state levels. It reviewed political and cultural factors that privilege dominant languages. The results revealed economic modernization, cultural homogenisation and linguistic hierarchies have contributed to the disappearance of several minority languages.

Agnihotri (2007) examined shifts in language policy before and after the partition of British India. The study analysed how language policies were used for political purposes particularly through the cases of Hindi and Urdu. Historical and policy analysis were used in this study. The study demonstrated how these languages were politicized to divide Hindus and Muslims during the partition. The results concluded that the dominance of Hindi contributed to the decline of Hindustani as a once shared language and caused opposition from other linguistic communities.

Pattnaik (2005) conducted an interview with Ajit K. Mohanty, a leading Indian psycholinguist to examine issues related to language maintenance and the education

of aboriginal children in India. The discussion focused on Mohanty's study on the social, educational and cognitive dimensions of bilingualism among linguistic minorities. Topics of interview included the development of language training materials, a model of multilingual awareness and the connection between poverty and language. The interview addressed the challenges aboriginal children face in achieving literacy and academic success, stressing the critical role of mother tongue education and the complexities of sustaining minority languages within India's educational system.

Studies in Kerala

Sreekala and Minsiya (2023) investigated a study to analyse the differences in writing skills in English among secondary school students from the Tamil linguistic minority in the Palakkad District with a focus on the role of locale. Secondary school students from linguistic groups taken as samples. Data were collected using Percentage analysis and t test. They found that there was no significant difference in student's writing skills based on locale. It suggests that other factors other than geographical location may have a substantial role in affecting writing proficiency.

Kuriakose (2018) studied the safeguards and challenges faced by Tamil linguistic minorities in Palakkad district. A direct survey method and collected data from 529 participants across rural and urban areas in two linguistic zones. The results indicated that although constitutional safeguards for linguistic minorities exist, their implications are weak especially in official domains and public service recruitment. The study also found that many Tamil speaking individuals were unaware of their linguistic rights and faced obstacles in exercising them.

Paleeri (2018) conducted a study on dialectical and cultural barriers faced by secondary level Tamil linguistic minority students in Kerala. The sample involved Tamil medium teachers and TLM students. Data were gathered through both quantitative and qualitative methods. The results demonstrated that using creative drama as a teaching strategy effectively reduced cultural alienation and fostered inclusive learning environments. It will enhance academic achievement among TLM students.

Sharman (2017) investigated the English language proficiency of Tamil linguistic minority and non linguistic minority secondary school students in the border cantons of Palakkad district. The study used a sample of secondary school students from both Tamil medium and other language backgrounds. Classroom observations and proficiency tests are used for data collection. As per study, the researcher found that Tamil medium students experienced difficulties in learning English despite receiving special attention from teachers. These students showed lower levels of attainment in English compared to their peers.

Mamminiyan (2016) examined the challenges faced by linguistic minorities in Kerala, specifically the Tulu speaking community in Kasaragod district. The study referencing the 2011 census, which documented 122 languages with over 10,000 speakers, including 22 scheduled languages. A regional analytical framework was used in this study. It was observed that minority status is a relative construct affected by geographic political boundaries. The findings revealed that the Tulu speaking population faces significant obstacles in education, employment and political participation, primarily due to the dominance of Malayalam in the region.

Manalil (2006) conducted a descriptive study of linguistic minorities in Kerala and their cultural contributions in Keralathile Bhashanyunapakshangal. The study documented the traditions and origins of communities including Anglo Indians, Jews, Konkanis, Gujaratis and Tamils. Analysis revealed how these groups influenced the cultural life of Malayalees, particularly in dress and diet.

Venu (2003), in the Districts Handbooks of Kerala, Palakkad. It presented a comprehensive account of the district involving its geography, history and socio economic conditions. The handbook included information on educational development, administrative divisions and Significant tourist destinations. It also documented different developmental initiatives undertaken in Palakkad. It is an important source for understanding the district in detail.

Summary of related studies

Table 1

Summary of review of related literature of Educational aspiration

Sl. No.	Author (s)	Year	Title of the Study	Findings
1	Huttunen et al.	2025	Adolescent's social emotional skills profiles, relationships at school, anxiety and educational aspirations	Stronger social emotional skills are related to higher aspirations.
2	Chen et al.	2023	The influence of individual, peer and family factors on the educational aspirations of adolescents in rural China	Aspirations are influenced by individual, peer and parental aspirations.

Sl. No.	Author (s)	Year	Title of the Study	Findings
3	Marsiglia et al.	2023	Exploring the association between educational aspirations and intentions to migrate among youth in Central Mexico by gender	Girls with higher aspirations are more likely to plan migration.
4	Tulagan & Eccles	2023	Patterns of African American parents' educational involvement: Associations with adolescents' academic performance and motivational beliefs	Parental involvement among African American families is related to higher grades and aspirations.
5	Zang et al.	2024	Socio economic characteristics of parents on learners' educational aspiration: Exploring mechanisms of impact	Low parental income and education restricted student's aspirations.
6	Fadji & Reddy	2020	Learner's educational aspirations in South Africa: The role of the home and the school	Low socioeconomic status and poor school resources lowered aspirations.
7	Khattab	2015	Student's aspirations, expectations and school achievement: What really matters?	High aspirations and expectations improved achievement.
8	Shahidul et al.	2015	Social capital and educational aspiration of students: Does family social capital affect more compared to school social capital?	Family and school social capital influenced aspirations.
9	Khakhlari & Balakrishnan	2025	Educational aspiration among higher secondary school students: An analytical study of Udalguri District	Females had higher aspirations; no difference across other demographics.

Sl. No.	Author (s)	Year	Title of the Study	Findings
10	Krishan et al.	2024	A comparative study of educational aspiration among scheduled caste secondary school students	Majority of students had average aspirations; no significant gender differences.
11	Rajila & Rekha	2024	Gender and caste wise differences in educational aspirations among higher secondary school students	Aspirations varied significantly by gender and caste.
12	Basu & Khursheed	2023	A study of educational aspirations among high school students.	Parental expectations strongest predictor; private and English medium schools related to higher aspirations.
13	Gohain	2023	Educational aspiration of adolescent learners: A comparative study in Assam	Parental encouragement affects aspirations; no gender or locality differences.
14	Hashmi & Shakir	2023	Educational aspiration and school climate of secondary school students: A study of district Lucknow	Supportive school climate positively correlated with aspirations; no gender differences.
15	Nashirul	2023	Educational aspiration of secondary school students with respect to their categories in Murshidabad	Gender differences in aspirations across rural or urban areas; no difference by social category.
16	Yarriswamy & Nishant	2023	A study on the effect of demographic variables on educational aspiration of P.U College SC and ST students	Aspirations varied by gender, locality and type of management and parental education.

Sl. No.	Author (s)	Year	Title of the Study	Findings
17	Kumar	2022	A study on level of educational aspiration and anxiety among teacher trainees of Mysore district	No urban rural difference; aspiration positively associated with anxiety.
18	Pindar & Sing	2021	Educational aspiration of high school children: influence of parental encouragement	Parental encouragement positively correlated with aspirations.
19	Sarma	2021	Educational aspiration among the secondary school students from Nagaon Town of Assam	No gender differences in aspirations.
20	Solanki	2021	A study of educational aspiration of higher secondary school students in relation to certain variables	Students had good aspirations with slight differences by stream and locality.
21	Mathai	2021	Academic aspirations of secondary school students of Kerala	No significant differences in academic aspirations across factors.
22	Begum & Narayanappa	2019	A study of level of aspiration among secondary school students	Private, urban and female students had higher aspirations.
23	Mulla	2019	A study of emotional maturity, educational aspiration and educational problems in relation to academic performance of adolescent Muslim girls	Aspirations are varied by parental occupation.
24	Prasad	2019	A study on social competency and educational aspirations in relation to emotional intelligence among tribal	Emotional intelligence positively influenced social

Sl. No.	Author (s)	Year	Title of the Study	Findings
			students at secondary level	competency and aspirations.
25	Alam	2018	Study of educational aspiration and socio-economic status of secondary school students	Aspirations correlated with school type; no differences by gender or locality.
26	Ali	2018	Study of educational aspiration and academic achievement of senior secondary school students in relation to gender and area	Aspirations positively influenced academic achievement; gender and urban - rural differences existed.
27	Chawla	2018	A study of educational aspirations of secondary school students in relation to their achievement scores	No differences in aspirations by school type or gender.
28	Hooda & Devi	2018	An exploratory study of educational aspiration among secondary school students	Female, private school and rural students had higher aspirations.
29	Kumar & Selvakumar	2018	Educational aspiration among the ninth standard students in Kallakurichi educational district	No gender effect; rural and private school students had higher aspirations.
30	Naqvi & Khan	2018	Level of educational aspiration and its predictors: A study of Tribal and Non tribal students of government schools	Positive relationship between aspiration and achievement among tribal and non-tribal students.
31	Prakash & Hooda	2018	A study of the educational aspiration level of government and private secondary school students	Boys, private school and urban students had higher aspirations.

Sl. No.	Author (s)	Year	Title of the Study	Findings
32	Salgotra & Roma	2018	Educational aspiration and socioeconomic among secondary school students	Higher socioeconomic status was positively associated with higher aspirations.
33	Bashir & Kaur	2017	A study of interrelation of educational aspiration with the school environment of the secondary school students	Aspirations positively correlated with school environment; no rural - urban differences.
34	Gupta & Bashir	2017	Educational aspiration of secondary school students: Influence of school environment and parental encouragement	School environment and parental encouragement significantly predicted aspirations.
35	Kumar & Phogat	2017	Educational aspiration of secondary school students in relation to their gender	Girls had higher aspirations and family support than boys.
36	Gopal	2023	Psychosocial factors affecting educational aspiration of children of migrant labourers in Kerala	Non migrant children had higher aspirations; school environment strongest predictor.
37	Kant & Kumar	2016	A study of educational aspiration of special needs students in relation to some factors.	Visually impaired students had low aspirations; males and special school students higher.
38	Senthilselvam & Subramonian	2015	Level of aspiration among higher secondary students of Coimbatore district	Boys, urban, joint family and children of educated parents showed higher aspirations.

Table 2*Summary of review of related literature of Home environment*

Sl. No.	Author (s)	Year	Title of the Study	Findings
1	Gu et al.	2024	The relationship between family factors and academic achievement of junior high school students in rural China: Meditation effect of parental involvement	Socio-economic status and family environment significantly influenced achievement.
2	Joseph et al.	2023	Drivers of the socio economic disadvantage gap in England: Sequential pathways that include the home learning environment and self regulation as mediators	Socioeconomic disadvantage lowered attainment through weaker home learning environments and limited self regulation.
3	Li et al.	2023	How the home learning environment contributes to children's social emotional competence: A moderated mediation model.	Home learning environment and parental beliefs predicted social emotional competence.
4	Vogel et al.	2023	The importance of parents for outcomes among socio economically disadvantaged students: parent's role in emergency remote education	Higher parental involvement during remote learning improved motivation and participation.
5	Wang et al.	2023	Modelling the relationships among home literacy environments, reading interest, self regulation	Home literacy environment improved reading ability in children with intellectual disabilities

Sl. No.	Author (s)	Year	Title of the Study	Findings
			and reading ability of children with intellectual disabilities in China	via reading interest and self regulation.
6	Komalavathi & Yasin	2022	The relationship between home environment and self management towards academic performance of private institution students in Kuala Lumpur	Home environment and self management were positively related to academic performance.
7	Nnorom et al.	2020	Home environmental factors influence the academic performance of secondary school students in Owerri Zone II, Imo State, Nigeria	Higher SES and supportive home environments fostered better student performance.
8	Anthonia	2019	Influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria	Parent's economic status, education, marital status and parenting styles significantly influenced student's academic performance.
9	Feye & Abdi	2019	The impact of home environment on academic achievement of grade eight students in Gedeo Zone	Academic achievement was significantly related to parental education and control but not to gender or family type.
10	Khan et al.	2019	Relationship between student's home environment and their academic achievement at secondary school level	Home environment factors correlated positively with academic achievement.

Sl. No.	Author (s)	Year	Title of the Study	Findings
11	Ilomo& Chawanga	2015	Influence of home environment on student's academic performance in selected secondary schools in Arusha Municipality	No direct relationship was found between the home environment and academic performance in selected schools.
12	Sini et al.	2025	A study on the role of family in the academic achievement of secondary school students	Family support positively influenced academic achievement especially for boys, girls, rural and private school students.
13	Mandal	2024	Influence of Home environment on student's achievement in English: A systematic literature review	A positive home environment improved English achievement.
14	Mehta	2024	Impact of home environment on academic achievement of class 9th students	Home environment significantly influenced academic achievement of students.
15	Hima	2022	Influence of socio familial variables on academic achievement of tribal and non tribal secondary school students of Kerala	Tribal and non-tribal students differed in parental involvement and home environment, which were positively related to achievement.
16	Sireesha & Indira	2023	A study on the relationship between secondary school students home environment and their academic progress	Home environment quality strongly influenced students' academic progress, with no gender or locale differences.
17	Cheema & Bhardwaj	2021	Study of self esteem and academic achievement in relation to home environment among adolescents	Supportive homes with parental involvement and resources boosted adolescent's academic outcomes.
18	Nandi	2021	Home environment of secondary school tribal	Tribal students with supportive home

Sl. No.	Author (s)	Year	Title of the Study	Findings
			students in relation to their academic achievement	environments achieved better academically.
19	Parveen	2021	Effect of home environment of secondary school students on their level of aspiration, personality and educational performance	Home environment was positively correlated with both aspiration levels and educational performance of students.
21	Aglawe	2020	A study of differences in intelligence, family climate, school environment, study habits and academic achievement of students in Vidarbha region in relation to area and sex	Significant differences found in family climate with girls from both rural and urban areas reporting better family environments than boys.
22	Kosamkar	2020	Effect of home environment on academic achievement	Parental control and rewards improved achievement, while excessive punishment harmed performance.
23	Jain & Mohta	2019	The impact of home environment of academic achievement of secondary school students	No gender difference in home environment was found, but home environment correlated positively with academic achievement.
24	Kaur	2019	A study of academic stress and academic achievement among adolescents of economically weaker sections in relation to family climate and school environment	Family climate negatively correlated with academic stress, and family climate and school environment jointly influenced stress.
25	Prajapati & Desai	2019	Effect of gender and medium on educational	No gender difference in aspirations, but English medium students had

Sl. No.	Author (s)	Year	Title of the Study	Findings
			aspiration of secondary level school students	significantly higher aspirations than Gujarati medium students.
26	Robert & Kadiravan	2019	Influence of family environment on emotional intelligence among youth.	Family environment significantly influenced emotional intelligence, with higher EI in males and arts stream students.
27	Subramani & Venkatachalam	2019	Parental expectations and its relation to academic stress among school students	Parental expectations did not affect stress but increased worry about grades; girls reported higher stress than boys.
28	Deka	2018	Family environment, emotional intelligence and aggression among juvenile delinquents	Non delinquent juveniles had better family environments and higher emotional intelligence than delinquents.
29	Doley	2018	The impact of home environment factors on academic achievement of adolescents	Boys and urban students reported better home environments, while no difference was found between school types.
30	Ghatak	2018	A study on home adjustment of adolescents	Significant differences were observed in home adjustment Between male/female and rural/urban adolescents.
31	Kumar	2018	Academic stress, family environment and music at adolescent age	Family environment negatively correlated with stress; boys had higher stress than girls, but no gender difference in family environment.

Sl. No.	Author (s)	Year	Title of the Study	Findings
32	Dandgal & Yarriswami	2017	A study of family climate in relation to academic achievement of secondary school students	Family climate was found to be positively correlated with academic achievement among students with no significant gender differences.
33	Pappattu & Vanitha	2017	A study on family environment and its effect on academic achievement in science among secondary school students	No significant differences were found in the family environment of students across gender and rural urban backgrounds.
34	Ghanawat et al.	2016	Relationship of family functioning and emotional intelligence in adolescents	A significant positive correlation between family functioning and emotional intelligence, with no significant differences across age, gender, religion or locality.
35	Mimrot	2016	A study of academic achievement relation to the home environment of secondary school students	Supportive home environment enhanced performance, with differences by gender and school type.
36	Bhattacharya	2015	Prediction of perception of home environment of Indian adolescents on the basis of their emotional intelligence	Perception of home environment was significantly predicted by emotional intelligence, with no gender difference.
37	Oommen	2015	Home environment and academic achievement of students at higher secondary level	Home environment was positively correlated with academic achievement, with significant gender differences in home environment.

Table 3*Summary of review of related literature of Self-regulation*

Sl. No.	Author (s)	Year	Title of the Study	Findings
1	Efthymiadou et al.	2025	Academic possible selves, motivational beliefs and self regulation among adolescents attending general and vocational schools: Does the type of school matter?	Academic selves, motivation and Self regulation predict achievement; general school students show more positive beliefs.
2	Arianto & Hanif	2024	Evaluating metacognitive strategies and self regulated learning to predict primary school student's self efficacy and problem solving skills in science learning	Metacognitive and SRL strategies improve self efficacy and problem solving independently.
3	Masaki	2023	Self regulation from the socio-cultural perspective A literature review	Sociocultural and developmental factors influence self-regulation.
4	Fentaw et al.	2022	Academic procrastination behaviour among public university students	Poor self-regulation causes high academic procrastination.
5	Haider et al.	2022	Self-regulated learning and academic procrastination among young adult e-learners: moderating role of gender	SRL negatively correlates with procrastination.
6	Polat & Bayindir	2022	The relation between parental involvement and school readiness: The mediating role of preschooler's self regulation skills	Preschoolers' SRL mediates parental involvement's effect on school readiness.

Sl. No.	Author (s)	Year	Title of the Study	Findings
7	Rodriguez et al.	2022	Self regulation and students' wellbeing: A systematic review 2010-2020	Strong SRL and coping improve academic outcomes.
8	Senler et al.	2022	Student's experiences of study related exhaustion, regulation of learning, peer learning and peer support during university studies.	Constructivist environments increase motivation and effort regulation.
9	Amani and Arbabi	2020	The mediating role of academic self regulation in the relationship between parenting dimensions and academic procrastination	SRL lowers procrastination, aided by parental involvement.
10	El- Adl & Alkharusi	2020	Relationships between self regulated learning strategies, learning motivation and mathematics achievement	SRL positively correlates with motivation and math achievement.
11	Hayat et al.	2020	Relationships between academic self efficacy, learning related emotions and metacognitive learning strategies with academic performance in medical students: A structural equation mode.	Academic self efficacy improves emotions and academic performance.
12	Sawalhah & Al Zoubi	2020	The relationship of academic self regulation with self esteem and goal orientations among university students in Jordan	SRL positively relates to self esteem and goal orientation.
13	Malik & Praveen	2019	Self regulation and academic achievement: A comparative analysis	Autonomous SRL predicts higher achievement; males

Sl. No.	Author (s)	Year	Title of the Study	Findings
			of high and low academic achievers	and high achievers score higher.
14	Adiguzel & Orhan	2017	The relation between English learning student's levels of self regulation and metacognitive skills and their English academic achievements	High SRL and metacognitive skills found, females score higher.
15	Mathew et al.	2025	Fuelling growth: The influence of goal orientation on self regulation in adolescent's learning	Learning or performance orientation influences SRL; government schools use SRL strategies more.
16	Geetha & Parimala	2025	Emotion regulation and social adjustment of student teachers	Emotion regulation and social adjustment correlate positively among student teachers.
17	Brahma	2024	Influence of SRL on academic performance and academic procrastination of college students	SRL positively associates with performance, negatively with procrastination; gender differences noted.
18	Lalramthari & Vemula	2024	The role of self regulation and social support in academic achievement of secondary school students	Higher SRL and social support relate to better academic achievement.
19	Parveen & Jan	2023	SRL among college students: unravelling gender and locality differences	Females show higher SRL than males; no locality difference.
20	Kehie & kharbiryumbai	2022	SRL through technology: A study review	Technology enhanced learning supports autonomy and SRL.

Sl. No.	Author (s)	Year	Title of the Study	Findings
21	Kaur & Sakshi	2021	SRL of secondary school students in relation to their academic achievement	SRL positively correlates with achievement; no gender difference.
22	Mittal & Rathore	2021	Self regulation, aspiration and sense of coherence: A comparative study on private and government school students	Government school students score higher on SRL and aspirations.
23	Kaushik & Jena	2020	SRL strategies and academic performance in students with learning difficulty	Cognitive behavioural interventions enhance SRL and performance in learning disabled students.
24	Mohan & Verma	2020	Examining the relationship between learning strategies and the four C's of academic resilience among school students	SRL positively relates to academic resilience.
25	Nambiar & Brunda	2020	A correlational study: The relationship between self regulation and psychological well-being among undergraduate students	SRL relates positively to psychological well-being regardless of gender.
26	Patel	2020	Effect of SRL strategies on achievement and metacognitive skills of upper primary school students	SRL enhances metacognitive skills and learning management.
27	Kavita	2019	SRL among secondary school students in relation to their motivational beliefs and perceived parental involvement	SRL relates positively to motivation and parental involvement.
28	Kumar & Singh	2019	Self regulated learning among secondary school students of Patna	SRL skills vary by school type; private schools perform better.

Sl. No.	Author (s)	Year	Title of the Study	Findings
29	Kumar & Varma	2019	Self regulation and quality of life: A study among adolescents	SRL positively associates with adolescents' quality of life.
30	Lawrence & Saileela	2019	Self concept and self regulation of higher secondary students	Girls, urban and government aided students score higher in self concept and SRL.
31	Manimaran	2018	Effectiveness of SRL, mentor tutoring and cooperative learning approaches on enhancing proficiency in writing skills among student teachers at Tiruvallur district	SRL, mentoring and cooperative learning improve writing skills.
32	Mehar & Kaur	2018	Construction and standardization of SRL scale	Reliable SRL scale developed for Indian adolescents.
33	Rathore	2018	Emotional intelligence of self regulated learners	SRL positively relates to emotional intelligence.
34	Sundaramoorthy	2018	Self regulated learning strategies of active procrastinating pre university students	Boys and educated families score higher in active procrastination and SRL.
35	Niranjana & Usha	2017	Relation between SRL strategies and achievement in Accountancy among higher secondary school students	Planning and reflection SRL strategies predict achievement.
36	Gafoor & Kurukkan	2016	SRL: A motivational approach for learning mathematics	SRL positively influences math and language achievement.

Table 4*Summary of review of related literature of Gender sensitivity*

Sl. No	Author (s)	Year	Title of the Study	Findings
1	Rakib	2024	Exploring the impact of gender stereotypes on academic pursuits among students	Cultural norms and gender stereotype limit women's participation and subject choices in education.
2	Putri et al.	2023	Gender equality in education: relationship between communication patterns and women's attitudes toward higher education	Supportive family communication positively influences women's higher education pursuit.
3	Suwastini et al.	2023	Representation of gendered language in English textbook for Indonesian junior high school	English textbooks show gender bias but also challenge stereotypes.
4	Boietti et al.	2022	Gender sensitivity and stereotypes in medical university students: An Italian cross-sectional study	Medical students show high gender sensitivity with some stereotype persistence influenced by age.
5	Limaj	2022	Overcoming gender differences in education	Gender inequalities in enrolment and completion remain, disproportionately limiting girls' education.

Sl. No	Author (s)	Year	Title of the Study	Findings
6	Mustofa et al.	2021	Indonesian students' perception of gender equity in education	Male students are less supportive of gender equity than female students.
7	Yuden et al.	2020	Gender sensitivity in pedagogical practices in secondary education in Bhutan	Teachers demonstrate low gender sensitivity and rarely address inequality in the classroom.
8	Gecana et al.	2018	Level of gender sensitivity of the grade 8 teachers in Balibago national high school	Teachers use gender sensitive language and inclusive teaching practices regardless of gender.
9	Magi et al.	2016	Gender awareness and attitudes toward gender equality among students participating in teacher training	Students perceive men as advantaged and express demand for gender related education in teacher training.
10	Igbolo & Ejue	2016	Socio cultural factors and practices affecting the girl child among the Annang people of Akwa Ibom State	Girls are consistently perceived as disadvantaged due to entrenched socio-cultural norms.
11	Hussain et al.	2015	Gender stereotyping in family: An institutionalized and normative	Families reinforce traditional gender divisions in labour, roles and socialization.

Sl. No	Author (s)	Year	Title of the Study	Findings
			mechanism in Pakhtun society of Pakistan	
12	Nandhi et al.	2025	Reflection of gender inclusivity in the English language textbooks of 5 th grade of primary education in West Bengal	English textbooks in West Bengal show male bias, underscoring need for gender sensitive content.
13	Agarwal	2024	A study of in-service teachers' attitude towards gender issues	Cultural norms and institutional barriers impede gender equality despite legal reforms.
14	Karthy	2024	Promoting gender equality through education: The impact of Kerala's gender-neutral school textbooks	Kerala's gender-neutral textbooks promote inclusivity and challenge stereotypes.
15	Singh	2024	Need for gender sensitization in the era of modernization- A Review	Persistent male dominance can be eliminated through conducting structured gender sensitization programs.
16	Kabra	2023	A study of gender sensitivity towards gender discrimination among prospective secondary school teachers	Prospective teachers consistently show gender sensitivity regardless of background.
17	Kaur & Rani	2022	The role of institutional	Gender sensitive policies in institutions reduce

Sl. No	Author (s)	Year	Title of the Study	Findings
			policies in promoting gender sensitization in educational settings	harassment and promote inclusivity.
18	Jayachandran et al.	2021	The impact of a school-based gender attitude change program on adolescent's educational aspirations and behaviours in Haryana, India	School programs improve gender attitudes and aspirations in rural adolescents.
19	Kalra & Sharma	2021	Swivel of gender sensitive assortment: An educational model to analyse gender sensitization	Gender sensitive school environment promotes equality and harmonious relationships among all genders.
20	Mishra	2021	Evaluating the effectiveness of teacher training programs on gender sensitization in primary schools	Teacher training improves confidence and proactive gender responsive teaching.
21	Sutha	2021	Attitude towards gender equality among higher secondary school students in relation to home environment and emotional adjustment	Higher secondary students show positive attitudes toward gender equality, influenced by culture.

Sl. No	Author (s)	Year	Title of the Study	Findings
22	Landry et al.	2020	Adolescents' development of gender equity attitudes in India	Gender equitable attitudes rise with grade level, but boys lag behind girls.
23	Vyas et al.	2020	Gender attitudes in adolescence: evaluating the girl rising gender sensitization program in India	Gender sensitization programs improve adolescent gender attitudes.
24	Sing & Verma	2020	Long term impact of gender sensitization programs in schools: A longitudinal study	Long term sensitization reduces bullying and improves attitudes.
25	Khandagale & Bhosale	2019	Attitude of adolescent school children towards gender roles	Adolescents of employed mothers exhibit more progressive gender role attitudes.
26	Mittal & Kaur	2019	Gender sensitization for women empowerment: A review	Gender sensitization changes societal perceptions and fosters women's empowerment.
27	Raj & Basu	2019	Peer education as a strategy for gender sensitization in higher education institutions	Peer education enhances gender knowledge and sensitivity in universities.
28	Dhar et al.	2022	Reshaping adolescents gender attitudes: Evidence from a school-based	School campaigns contribute positively to gender attitude improvements among secondary students.

Sl. No	Author (s)	Year	Title of the Study	Findings
			experiment in India	
29	Fousiya	2017	Perceived gendering practices in secondary schools of Kerala	Rural teachers notice more gender biases in schools than urban teachers.
30	Narayanarao & Gingine	2016	Role of teacher in gender sensitivity	Untrained teachers often reinforce gender bias unintentionally in classrooms.
31	Baviskar	2016	Role of teacher in gender sensitivity	Gender insensitive school infrastructure and materials hinder equality efforts.

Table 5

Summary of review of related literature of Tamil linguistic minorities

Sl. No.	Author (s)	Year	Title of the Study	Findings
1	Forker & Botkoveili	2025	Resilience through language? A case study of three minority communities in Georgia	Minority language used in Georgia fosters identity but faces discrimination, with bilingual education aiding resilience.
2	Ersoy	2024	Empowering inclusion: addressing barriers in distance learning for disadvantaged groups	Disadvantaged Turkish students in distance learning need better digital literacy and cultural support to overcome barriers.
3	Joshi & Eslami	2024	Barriers to language maintenance and multilingual schooling: examining the language	Nepal's constitutional policies support multilingual schooling but still privilege dominant languages

Sl. No.	Author (s)	Year	Title of the Study	Findings
4	Perera & Khodos	2024	policy provisions in Nepal's constitutions Linguistic reconciliation in contexts of conflict: Tamil language learning in Sri Lanka	harming minority language maintenance. Tamil language learning in Sri Lanka promotes reconciliation driven by political and historical motivations.
5	Raghavan & Hashim	2024	English language learning strategies among lower secondary ESL students from Tamil school backgrounds in Malaysia	Malaysian Tamil background ESL students use diverse strategies and the need for inclusive digital support.
6	Ozfidan	2023	Influence of culture on bilingual education in a multicultural society	Bilingual education in Turkey preserves minority languages, fosters justice and enhances social cohesion.
7	Shalabny & Tannenbaum	2023	Sociolinguistic aspects of integrating within the space of the 'other': The case of Arab students in Jewish schools	Arab students in Israeli Jewish schools' benefit but face identity tensions, emphasising the critical role of teachers.
8	Kumarana & Krish	2021	Mother tongue interference in English writing among Tamil school students	Tamil school students in Malaysia struggle with English grammar, translation, vocabulary and spelling errors.
9	Kolobe & Matsoso	2020	Effects of language status on assessment and educational development of Basotho learners from minority languages backgrounds	Basotho minority learners in Lesotho face educational exclusion due to dominance of Sesotho language.
10	Paulsrud et al.	2020	Spaces for multilingual education: language	Finland integrates multilingualism in

Sl. No.	Author (s)	Year	Title of the Study	Findings
			orientations in the national curricula of Sweden and Finland	curricula, unlike Sweden which remains more monolingual.
11	Huebner	2019	Language policy and bilingual education in Thailand: Reconciling the past, anticipating the future	Thailand's bilingual education enhances minority pride but suffers from policy implementation challenges.
12	Kong & Yu	2019	Bilingual education for a harmonious multiculturalism: The importance of policy discourse for students of ethnic minority groups in China	Chinas bilingual policies support minorities but lack teacher awareness, maintaining unfairness.
13	Maldonado et al.	2018	Language minority students' mathematics achievement in urban schools: Coursework, race ethnicity and English language proficiency	U.S minority language students improve math achievement with access to advanced courses.
14	Rajan	2018	Tami and Tamils: A study of language and identity among the Indian Tamil community in Singapore	Tamil decline in Singapore stems from sociocultural factors, not negative attitudes.
15	Cenoz & Gorter	2017	Minority languages and sustainable translanguaging: Threat or opportunity?	Translanguaging poses both challenges and opportunities for European minority language revitalization.
16	Jalilian et al.	2016	The effects of educational tools in reducing code switching in child simultaneous bilingual education	Educational tools reduce code switching and strengthen minority language use in bilingual children.

Sl. No.	Author (s)	Year	Title of the Study	Findings
17	Maniruzzaman	2010	Learning English as a foreign language (EFL) by Bengali speaking learners: Major linguistic problems and possible solutions	Bengali learners in Bangladesh face fluency limits due to lack of real-life English exposure.
18	Bisai & Singh	2024	Translanguaging: Centralizing the learner in multilingual classroom transactions	Translanguaging promoted creativity, free expression and inclusive engagement in multilingual classrooms.
19	Almeida	2023	Minority educational institutions in India in the era of privatization	Privatization in India increased exclusion and restricts minority education access.
20	Sreekala & Minsiya	2023	An analysis of writing ability in English among Tamil linguistic minority students in Palakkad district	Locale does not significantly impact English writing skills of Tamil minority students.
21	Singh & Verma	2022	Minorities and multilingualism in India: language in education	Language policies influence curriculum and minority rights.
22	Kuriakose	2018	Linguistic reorganization of states in India: Safeguards and issues of Tamil linguistic minorities in Palakkad district	Tamil minorities in Kerala experience weak language rights and assimilation pressures.
23	Paleeri	2018	Dialectal and cultural impediments in learning school subjects among secondary level Tamil linguistic minority students of Kerala and developing select teaching strategies to enhance their academic achievement	Cultural alienation hinders academic achievement of Tamil minority students in Kerala, needing inclusive school practices.

Sl. No.	Author (s)	Year	Title of the Study	Findings
24	Groff	2017	Language and language in education planning in multilingual India: a minoritized language prospective	Language planning extended formal policy and protected minority languages.
25	Sharman	2017	English language proficiency of Tamil linguistic minorities and non-linguistic minorities: A study among secondary school students of border cantons of Palakkad district	Tamil medium students in India underperform in English despite additional support.
26	Mamminiyan	2016	Problems of linguistic minorities in Kerala: A regional study	Tulu speaking minorities in Kerala face exclusion due to Malayalam dominance.
27	Masheswari	2015	Conservation of linguistic minorities by imposing mother tongue as a medium of instruction in education at primary stage	Mother tongue as medium of instruction supports both minority language preservation and effective learning.
28	Vanishree	2011	Provision for linguistic diversity and linguistic minorities in India	Implementation of constitutional safeguards for minorities is obstructed by political, social and administrative issues.
29	Benedikter	2009	Language policy and linguistic minorities in India: an appraisal of the linguistic rights of minorities in India	Minority languages remain marginalized despite constitutional safeguards; modernization enhance their decline.
30	Agnihotri	2007	Identity and multilinguality: The case of India	Language policies politicized Hindi and Urdu, increasing

Sl. No.	Author (s)	Year	Title of the Study	Findings
31	Manalil	2006	Keralathile bhashanyunapakshangal	linguistic divisions in India. Kerala's linguistic minorities (e.g. Tamils, Jews, Konkani's) enriched local culture and traditions.
32	Pattnaik	2005	Issues of language maintenance and education of aboriginal children in India	Mother tongue education improve literacy.
33	Venu	2003	District handbooks of Kerala, Palakkad	Palakkad district's multilingual history and development are documented comprehensively.

Conclusion

A literature review is one of the most critical components in conducting research. The purpose of conducting a literature review is to allow the researcher to utilize existing knowledge as the foundation of their own work and to find out which areas of research have already been conducted. It enables researchers to avoid duplicate research, to identify gaps and to guide the investigation. It also aids in choosing appropriate research methods and tools so that they can conduct their research with the best information possible and structure their research in the appropriate manner. It provides the theoretical framework for understanding the definitions and measurements of different concepts and variables in a given field. The background knowledge is important for developing a strong rationale and for further investigation.

An extensive review revealed that although several studies have examined educational aspirations, self regulation, home environment and gender sensitivity, none conducted the research to find out the interrelationship among these variables, especially, in the case of Tamil linguistic minority students in Kerala. The lack of such research emphasises a critical gap in the existing body of knowledge. Therefore, the aim of this research is to study the relationship between these four variables and their influence on the educational aspirations of Tamil speaking students in Kerala.

Chapter 3

METHODOLOGY

- Variables of the study
- Objectives of the study
- Hypotheses of the study
- Method adopted for the study
- Tools used for Data collection
- Sample for the study
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used in the study

Methodology refers to organized framework and techniques employed in a research study. The impact of any research depends on how well it works well with the selected methods, tools and techniques for collecting and analysing data. The present study attempts to study the relationship between educational aspiration and three psychological and socio-cultural variables such as home environment, self-regulation and gender sensitivity among TLM students in Kerala.

Variables

A variable is any characteristic, number, or quantity that can be measured or quantified. In research, variables are used to represent values that can change or vary between individuals or over time (Creswell, 2014). There are two main types of variables commonly used in research: independent variables and dependent variables. An independent variable is the variable that is manipulated or controlled by the researcher to test its effect on the dependent variable. It is considered the cause in a cause-and-effect relationship. A dependent variable is the variable which is observed and measured to see how it is affected by changes in the independent variable. It represents the effect or outcome in the study.

Independent variables

Three independent variables were selected for the study. They are

- Home Environment
- Self-Regulation
- Gender Sensitivity

Dependent variable

The dependent variable of the study is Educational aspiration

Classificatory variables

Classificatory variables are Gender, Locale and Type of Management

Objectives of the Study

- To find out the levels of Educational aspiration of TLM students of Kerala
- To find out the levels of Home environment of TLM students of Kerala
- To find out the levels of Self regulation of TLM students of Kerala
- To find out the levels of Gender sensitivity of TLM students of Kerala
- To find out whether there exist any significant difference in the mean scores of Educational aspiration of TLM students of Kerala with respect to gender, locale and type of management

- To find out whether there exist any significant difference in the mean scores of Home environment of TLM students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Self regulation of TLM students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Gender sensitivity of TLM students of Kerala with respect to gender, locale and type of management
- To find out the relationship between Educational aspiration and Home environment of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Self regulation of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Home environment of TLM students of Kerala for subsamples based on gender, locale and type of management

- To find out whether there exist any significant difference in relationship between Educational aspiration and Self regulation of TLM students of Kerala for subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for subsamples based on gender, locale and type of management

Hypotheses of the Study

- TLM students possess different levels of Educational aspiration
- TLM students possess different levels of Home environment
- TLM students possess different levels of Self regulation
- TLM students possess different levels of Gender sensitivity
- There exist significant difference in the mean scores of Educational aspiration of TLM students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Home environment of TLM students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Self regulation of TLM students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Gender sensitivity of TLM students of Kerala with respect to gender, locale and type of management

- There exists significant relationship between Educational aspiration and Home environment of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Self regulation of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Home environment of TLM students of Kerala for subsamples based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Self regulation of TLM students of Kerala for subsamples based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for subsamples based on gender, locale and type of management

Method adopted for the study

By taking into consideration the nature of the problem under study, it is decided to adopt a survey method of collecting data. A survey is defined as a "means for gathering information about the characteristics, actions, or opinions of a large

group of people" (Pinsonneault & Kraemer, 1993). It is a data collection tool used to gather information about individuals. Surveys are used in this research to collect self-report data from study participants.

Tools Used for the Study

In this study, existing standardized instruments were found to be unsuitable for measuring educational aspiration, home environment, self-regulation and gender sensitivity among Tamil linguistic minority students in Kerala due to cultural, linguistic and contextual differences. Therefore, context-specific tools were developed by the investigator under the guidance of the supervisor, aligned with the objectives of the study. The development process was based on an extensive review of related literature and expert suggestions to ensure content relevance. Validity was established through expert judgment and necessary modifications were incorporated based on their feedback. Reliability was ensured through pilot testing and appropriate statistical techniques to confirm internal consistency. These measures enabled accurate assessment of the variables within the specific research context.

In research, tools refer to the instruments or devices used to collect data that will help answer the research questions or test hypotheses (Kothari, 2004). These tools must be reliable and valid to ensure accurate and meaningful data collection. For the present study, the following tools were developed for data collection:

- Educational Aspiration Scale (Sruthi & Seema, 2024)
- Home Environment Inventory (Sruthi & Seema, 2024)
- Self-Regulation Scale (Sruthi & Seema, 2024)
- Gender Sensitivity Scale (Sruthi & Seema, 2024)

Educational Aspiration Scale (EAS)

The EAS was developed and standardized by the investigator with the help of a supervising teacher. This scale was used to find out the educational aspirations of TLM students.

Planning of the scale

During the planning stage the investigator studied the relevant materials related to the measurement of educational aspiration of TLM students in Kerala. On the basis of reviewed literature, the investigator decided to prepare a pool of items for measuring the educational aspiration of these students. The tool was developed with the guidance from the research supervisor. Suggestions from subject matter experts were considered while developing the tool.

Table 6

The details of the tool reviewed for EAS

Sl. No	Author & Year	Components Identified
1	Khan (2009)	● Family support ● Pupil's view ● Pupil's effort ● Reality of Aspired Goals
2	Rajesh & Chandrasekaran (2014)	● Attitude towards school ● Educational expectations ● Socio economic background ● Social expectations ● Family support

Sl. No	Author & Year	Components Identified
3	Solanki & Parmar (2021)	● Curriculum ● Teaching learning process ● Interaction between students and teachers ● Evaluation ● Parents thought in educational support ● School climate
4	Sharma & Gupta (1980)	● Past experience in terms of marks obtained ● Estimate or goal set, success or failure experienced ● Amount of efforts made in the examination ● Ability and capacity to study for the examination have a direct learning upon setting a future goal
5	Prasad (2019)	● Parental ambitions ● Culture ● Social values ● Peer pressure ● Competition with peer and siblings ● Group cohesiveness ● Social expectations ● Wish ● Personality ● Past experiences ● Values and interest ● Sex ● Socio economic background ● Racial background
6	Dutta & Thuhin (2022)	● Awareness ● Socio cultural aspects ● Socio cultural upliftment ● Gender ● Literate ● Age ● Awareness of socio-cultural upliftment

Selection of Components

On the basis of theoretical knowledge, the questions were looped into different dimensions. Based on the theories, expert opinions, and a review of related literature, the investigator selected 8 dimensions for the development of an educational aspiration scale for TLM students. The dimensions of the tool are:

Educational access. Ability and opportunities for individuals to receive education. It includes access to schools or institutions, learning materials or resources, and academic opportunities.

Socio-economic status. It is the measure of an individual's or family's social and economic status or position in the society. It is determined by factors such as education, occupation, income and wealth.

Self confidence. Self-confidence is the belief in one's own abilities, skills and worth. It allows individuals to face challenges, continue their goals and lead experiences with resilience.

Future career and goals. Future career and goals are plans, ambitions and aspirations for personal and professional development for achieving particular educational objectives, long term aspirations or desired career paths.

Role models and mentors. Sources of inspiration, support and guidance provided by certain individuals can be called as role models and mentors. They offer encouragement, special insights and advice which help others to achieve their goals.

Cultural and ethnic identity. Cultural and ethnic identity belongs to connection, identification and sense of belonging with one's values, traditions, language, ancestry and cultural heritage.

Family expectations and support. It consists of values, beliefs, support and aspirations held by the families for the educational attainment of their children. Academic success of children depends on motivation, encouragement, proper guidance and practical assistance provided by the parents or family members.

Financial aids. Financial aids are used to facilitate access to education and eliminate the burdens of pursuing education. There are different forms of financial assistance which includes grants, scholarships, loans and other resources.

Preparation of Draft Form

The draft form of the EAS consisted of 60 statements. It is a five-point scale in which the respondents are asked to give their response for the given items based on their agreement or disagreement. They were requested to select the appropriate answer for each statement from the given five choices- strongly agree, agree, uncertain, disagree, strongly disagree. This initial draft questionnaire was shown to experts in that field and based on their opinion and changes suggested by the experts, some statements were added and some were removed. The draft form of EAS (English and Tamil versions) is given as Appendices 1 and 2 respectively.

Table 7

Component wise distribution of items and weightage given to each component is given in table

Sl. No	Dimensions	Item No.	Total
1	Educational access	1,2,3, 4, 5,11,45,46	8
2	Socio-economic status	6, 7, 8, 9, 10, 47,48	7
3	Self-confidence	16, 18, 19, 20, 21, 22, 51, 52	8
4	Future career and goals	12, 13, 14, 15, 17, 49, 50	7
5	Role models and mentors	23, 24, 25, 26, 27, 53, 54	7
6	Cultural and ethnic identity	28, 29, 30, 31, 32, 55, 56	7
7	Family expectations and support	33, 34, 35, 36, 37, 38,57,58	8
8	Financial aids	39, 40, 41, 42, 43, 44, 59, 60	8

Preparation of Scoring Key

Educational aspiration has a 5-point Likert type scale. Each item has 5 response options only: strongly agree, agree, uncertain, disagree, strongly disagree. For obtaining the value of score for each item, each response of the item has an assigned number.

Table 8

Scoring procedure for educational aspiration scale

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

Pilot Study

After preparing the draft version of the EAS, the investigator administered it to 75 students with a 45-minute time limit. The responses were reviewed to identify and correct errors and ambiguous items. Based on the pilot study, the final draft of the scale was prepared.

Item analysis

Item analysis was employed to find out the suitability of the item for the inclusion of the final test. The item analysis was done by using the method suggested by Edward (1957). For this the investigator collected data from a sample of 370 Tamil linguistic minority students of Palakkad, Idukki and Thiruvananthapuram districts of Kerala. The 370 response sheets obtained were scored and the total score of were arranged in descending order. The first 27 percent of the upper group and the last 27 percent of the lower group were used for item analysis. For evaluating the response of upper 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 result of item analysis and the obtained t value for each item is provided in table 9. Table 9 shows the result of item analysis. Based on item analysis 44 questions out of 60 were selected for the final tool.

Table 9

Result of Item analysis scale for measuring the educational aspiration of Tamil linguistic minority students

<i>Independent sample t test</i>					
Item 1	3.805	Accepted	Item 26	1.039	Rejected
Item 2	4.679	Accepted	Item 27	1.028	Rejected
Item 3	3.678	Accepted	Item 28	9.663	Accepted
Item 4	5.046	Accepted	Item 29	3.151	Accepted
Item 5	1.139	Rejected	Item 30	7.112	Accepted
Item 6	1.792	Rejected	Item 31	3.271	Accepted
Item 7	2.156	Accepted	Item 32	2.488	Accepted
Item 8	5.527	Accepted	Item 33	1.469	Rejected
Item 9	3.508	Accepted	Item 34	1.728	Rejected
Item 10	5.829	Accepted	Item 35	6.096	Accepted
Item 11	1.143	Rejected	Item 36	4.884	Accepted
Item 12	1.509	Rejected	Item 37	1.493	Rejected
Item 13	4.446	Accepted	Item 38	1.511	Rejected
Item 14	4.168	Accepted	Item 39	7.225	Accepted
Item 15	6.422	Accepted	Item 40	10.666	Accepted
Item 16	5.678	Accepted	Item 41	2.259	Accepted
Item 17	5.096	Accepted	Item 42	5.046	Accepted
Item 18	5.247	Accepted	Item 43	3.333	Accepted
Item 19	5.548	Accepted	Item 44	1.248	Rejected
Item 20	1.109	Rejected	Item 45	1.329	Rejected
Item 21	1.174	Rejected	Item 46	3.096	Accepted
Item 22	6.442	Accepted	Item 47	3.271	Accepted
Item 23	2.488	Accepted	Item 48	4.296	Accepted
Item 24	6.913	Accepted	Item 49	1.615	Rejected
Item 25	6.913	Accepted	Item 50	1.794	Rejected

<i>Independent sample t test</i>					
Item 51	2.553	Accepted	Item 56	5.072	Accepted
Item 52	2.968	Accepted	Item 57	2.710	Accepted
Item 53	6.896	Accepted	Item 58	9.856	Accepted
Item 54	2.137	Accepted	Item 59	3.417	Accepted
Item 55	5.137	Accepted	Item 60	3.096	Accepted

The table shows the result of item analysis. Based on item analysis 44 questions out of 60 were selected for the final tool.

Preparation of final form of Educational Aspiration Scale

The final tool was prepared by selecting those items whose t value is greater than or equal to 1.96. The draft tool initially consisted of 60 questions. After item analysis the final tool consisted of 44 questions. The final forms of the EAS (English and Tamil versions) are given in Appendices 3 and 4.

Table 10

Breakup of Questions in the Final Tool EAS

Sl. No.	Dimensions	Item No.	Total
1	Educational access	1,2,3,4,5	5
2	Socio-economic status	6,7,8,9,10	5
3	Self-confidence	16,17,18,19,20,21	6
4	Future career and goals	11,12,13,14,15	5
5	Role models and mentors	22,23,24,25,26	5
6	Cultural and ethnic identity	27,28,29,30,31,32,33	7
7	Family expectations and support	34,35,36,37,38,39	6
8	Financial aids	40,41,42,43,44	5

Home Environment Inventory (HEI)

The Home Environment Inventory was developed and standardized by the investigator with the help of a supervising teacher. This inventory was used to find out the perception about the home environment of TLM students.

Planning of the Inventory

To construct this tool, the investigator reviewed a wide range of sources, including doctoral theses, master's dissertations, electronic journals and books. The tool was developed with the guidance from the research supervisor. Suggestions from subject matter experts were considered while developing the tool.

Table 11

The details of the tool reviewed for HEI

Sl. No	Author & Year	Name of the tool	Components Identified
1	Mishra (2012)	Home Environment Inventory	● Control ● Protectiveness ● Punishment ● Conformity ● Social isolation ● Reward ● Deprivation of privileges ● Nurturance ● Rejection ● Permissiveness
2	Akhtar & Saxena (2011)	Home Environment Scale	● Protectiveness ● Parental involvement ● Academic stimulation ● Reward ● Parental warmth ● Punishment

Sl. No	Author & Year	Name of the tool	Components Identified
			● Participation in home affairs ● Control ● Permissiveness ● Parental expectation
3	Philip (2007)	Home Environment Inventory	● Physical facilities for learning ● Guidance for learning ● Socio cultural environment of the home ● Family cohesion ● Value orientation of the home members ● Emotional support
4	Nair & Jesudoss (2014)	Home Environment Inventory	● Family affiliation ● Family nature ● Parental involvement ● Economic status ● Educational resources
5	Muthee & Thomas (2010)	Home Environment Scale	● Number of Brothers ● Number of sisters ● Educational level of parents ● Monthly income of the family ● Type of house the family lives in ● Occupational status of parents ● Household possessions ● Number of employees at home
6	Bhatia & Chadha (1993)	Home Environment Scale	● Cohesion ● Expressiveness ● Conflict ● Acceptance and caring ● Independence ● Active

Sl. No	Author & Year	Name of the tool	Components Identified
			● Organization ● Control
7	Bank & Narayanappa (2019)	Multi-dimensional assessment Home Environment Scale	● Conformity ● Social isolation ● Delightfulness ● Nurturance

Selection of Components

On the basis of theoretical knowledge, the questions were looped into different dimensions. Based on the theories, expert opinion and survey of related literature the investigator selected 7 dimensions for the preparation of HEI for Tamil linguistic minority students.

Family Structure. Family structure involves the organization and composition of the unit of a family. It includes relationships between individuals, number of members, and roles and responsibilities in a family.

Socio-economic status. Socio-economic status means social and economic status of an individual within the society. It depends on income, occupation, wealth and education of the individual.

Supportive relationships. Relationships associated with respect, empathy, trust, assistance and mutual support provided by individuals during need feeling times or challenging times.

Cultural Values. Cultural values are norms, traditions, ideals and beliefs shared by the members of a particular community or cultural group, moulding their attitudes and behaviours.

Parental education and expectations. Academic achievement and future success of children may depend on the level of education attained by parents.

Language and communication. In cultural and linguistic context, the use of verbal and nonverbal symbols, codes to convey meaning and expression of emotions and thoughts is important.

Resource availability. The accessibility of material, social, and human resources used by individuals can be utilized for their needs and achieving goals.

Preparation of Draft Form

The draft form of the HEI consisted of 56 statements. It is a three-point scale in which the respondents are asked to give their response for the given items based on their agreement or disagreement. They were requested to select the appropriate answer for each statement from the given three choices- Many times, Sometimes and Rarely. This initial draft questionnaire was shown to experts in that field and based on their opinion and changes suggested by the experts, some statements were added and some were removed. The draft form of HEI (English and Tamil versions) is given as Appendices 5 and 6 respectively.

Table 12

Component wise distribution of items and weightage given to each component is given in table

Sl. No.	Dimensions	Item No.	Total
1	Family Structure	1, 2, 3, 4, 5, 6, 29, 30, 43, 44	10
2	Socio-economic status	7,8,9,10,11,12,38,40	8
3	Supportive relationships	13,14,15,16,17,18,48,55	8
4	Cultural Values	19,20,21,22,23,24,49,50	8

Sl. No.	Dimensions	Item No.	Total
5	Parental education and expectations	25,26,27,28,47,52	6
6	Language and communication	31,32,33,34,35,36,53,54	8
7	Resource availability	37,38,39,41,42,45,51,56	8

Preparation of Scoring Key

The investigator constructed a scoring key for the positive and negative items of the HEI. Positive statements mean statements that improve the score of the perception about the home environment of the respondent whereas the negative statements are those statements which decrease the home environment score.

Table 13

Scoring of the responses in the Home Environment Inventory

Items	Many times	Sometimes	Rarely
Positive	3	2	1
Negative	1	2	3

Pilot Study

After preparing the draft version of the HEI, the investigator administered it to 75 students with a 45-minute time limit. The responses were reviewed to identify and correct errors and ambiguous items. Based on the pilot study, the final draft of the inventory was prepared.

Item analysis

The result of item analysis and the obtained t value for each item is provided in the table 14. Table 14 shows the result of item analysis. Based on item analysis 37 questions out of 56 were selected for the final tool.

Table 14

Result of Item analysis scale for measuring the Home Environment of Tamil linguistic minority students

<i>Independent sample t test</i>					
Item 1	3.253	Accepted	Item 29	8.315	Accepted
Item 2	3.241	Accepted	Item 30	6.662	Accepted
Item 3	1.455	Rejected	Item 31	1.105	Rejected
Item 4	1.321	Rejected	Item 32	7.194	Accepted
Item 5	4.411	Accepted	Item 33	1.214	Rejected
Item 6	5.567	Accepted	Item 34	1.302	Rejected
Item 7	3.267	Accepted	Item 35	1.211	Rejected
Item 8	1.146	Rejected	Item 36	7.348	Accepted
Item 9	5.264	Accepted	Item 37	1.104	Rejected
Item 10	1.714	Rejected	Item 38	1.238	Rejected
Item 11	2.815	Accepted	Item 39	0.021	Rejected
Item 12	4.542	Accepted	Item 40	7.269	Accepted
Item 13	1.668	Rejected	Item 41	6.251	Accepted
Item 14	1.563	Rejected	Item 42	4.154	Accepted
Item 15	1.146	Rejected	Item 43	1.427	Rejected
Item 16	2.452	Accepted	Item 44	1.245	Rejected
Item 17	4.457	Accepted	Item 45	9.444	Accepted
Item 18	4.233	Accepted	Item 46	4.261	Accepted
Item 19	1.127	Rejected	Item 47	3.421	Accepted
Item 20	6.862	Accepted	Item 48	4.245	Accepted
Item 21	1.431	Rejected	Item 49	6.231	Accepted
Item 22	3.246	Accepted	Item 50	5.369	Accepted
Item 23	7.156	Accepted	Item 51	3.264	Accepted
Item 24	4.778	Accepted	Item 52	4.269	Accepted
Item 25	6.247	Accepted	Item 53	3.421	Accepted
Item 26	1.378	Rejected	Item 54	6.448	Accepted
Item 27	5.283	Accepted	Item 55	5.218	Accepted
Item 28	5.431	Accepted	Item 56	4.269	Accepted

The table shows the result of item analysis. Based on item analysis 37 questions out of 56 were selected for the final tool.

Preparation of final form of Home Environment Inventory

The final tool was prepared by selecting those items whose t value is greater than or equal to 1.96. The draft inventory initially consisted of 56 items. After item analysis the final tool consists of 37 items. The final forms of HEI (English and Tamil versions) are given in Appendices 7 and 8.

Table 15

Breakup of Questions in the Final Tool HEI

Sl. No.	Dimensions	Item No.	Total
1	Family Structure	1, 2, 3, 4, 5, 6	6
2	Socio-economic status	7, 8, 9, 10, 11, 12	6
3	Supportive relationships	13,14, 15, 16, 17	5
4	Cultural Values	18,19,20,22,23	5
5	Parental education and expectations	24,25,26,27,28	5
6	Language and communication	29,30,31,32,33	5
7	Resource availability	21,34,35,36,37	5

Self-Regulation Scale (SRS)

The Self-regulation scale was developed and standardized by the investigator with the help of a supervising teacher. This scale was used to find out the self-regulation of Tamil linguistic minority students.

Planning of the scale

On the basis of reviewed literature, the investigator decided to prepare a pool of items for measuring the self-regulation of TLM students. Suggestions from the supervising teacher and other experts were carefully considered and incorporated into tools development.

Table 16

The details of the tool reviewed for SRS

Sl. No	Author & Year	Components Identified
1	Sevarkodiyan & Parimala (2020)	● Planning ● Receiving ● Provoking ● Implementing ● Evaluating ● Assessing
2	Pokharna & Mathur (2022)	● Self-reaction ● Self judgement ● Goal setting ● Self-efficacy ● Self-observation
3	Suneera & Mumthas (2019)	● Intrinsic goal orientation ● Extrinsic goal orientation ● Task value ● Self-efficacy ● Rehearsal ● Elaboration ● Organization ● Meta cognitive self-regulation ● Time and study environment management ● Help seeking
4	Gupta and Mehtani (2017)	● Self-awareness

Sl. No	Author & Year	Components Identified
		● Planning and goal setting ● Self-motivation ● Self-control ● Self-evaluation ● Self-modification
5	Suresh and Renjisha (2018)	● Goal setting ● Strategic planning ● Self-efficacy ● Outcome expectancy ● Intrinsic interest ● Attention focusing ● Self-instruction ● Self-control ● Imagery ● Self-experimentation ● Self-recording ● Self-evaluation ● Attributions ● Self-satisfaction ● Adaptivity

Selection of Components

On the basis of theoretical knowledge, the questions were looped into different dimensions. Based on the theories, expert opinion and survey of related literature the investigator selected 9 dimensions for the preparation of SRS for Tamil linguistic minority students.

Self-motivation. Motivation may be intrinsic or extrinsic in nature. Self-motivation is closely connected with intrinsic motivation. Self-motivation is the

desire, enthusiasm to pursue goals, internal drive to achieve personal or academic success. Sources of self-motivation are values, aspirations and interests.

Self-control. Ability to control one's thoughts, emotions, behaviours and impulses to achieve desired results, align to personal goals and limit temptations.

Self-efficacy. It is the belief in one's own ability to successfully perform particular tasks, achieve goals, and overcome challenges. It is influenced by past experiences, feedback from others and mastery of skills.

Self-awareness. Self-awareness is the awareness about one's own thoughts, abilities, emotions, strengths, weaknesses, values, motivations, conscious knowledge and understanding. It facilitates self-improvement, appropriate decision making and personal growth in individuals.

Social skills. Social skills are behaviours, abilities, competencies and character that leads individuals to effectively interact, collaborate and communicate with others, influencing positive relationships and social success.

Study habits. Study habits are the systematic routines, strategies, and practices which are employed by the individuals to manage and organize their learning for enhancing retention of knowledge and academic performance.

Cultural Identity. It is the sense of belonging to a cultural group, developed through shared values, traditions, language, and customs. It influences how individuals see themselves and connect with others in a diverse society.

Self-concept. Self-concept is the understanding and perception by individuals impacted by personal, social, cultural determinants. It involves one's values, identity and how they connect to others in various situations.

Goal setting and planning. The process of creating clear, specific and achievable goals for personal or academic development, along with creation of strategies to attain these goals or targets.

Preparation of Draft Form

The draft form of the SRS consisted of 60 statements. It is a five-point scale in which the respondents are asked to give their response for the given items based on their agreement or disagreement. They were requested to select the appropriate answer for each statement from the given five choices- strongly agree, agree, uncertain, disagree, strongly disagree. This initial draft questionnaire was shown to experts in that field and based on their opinion and changes suggested by the experts, some statements were added and some were removed. The draft form of SRS (English and Tamil versions) is given as Appendices 9 and 10 respectively.

Table 17

Component wise distribution of items and weightage given to each component is given in table

Sl. No	Dimensions	Item No.	Total
1	Self-motivation	1, 3, 4, 11,12,28,44	7
2	Self-control	5,6,7,8,30,32	6
3	Self-efficacy	13,14,15,16,17,18,19	7
4	Self-awareness	20,21,25,26,40,41,57	7

Sl. No	Dimensions	Item No.	Total
5	Social skills	22,23,24,27,43,54,60	7
6	Study habits	2,9,10,29,31,33,55	7
7	Cultural Identity	34,35,36,37,38,56	6
8	Self-Concept	39,42,45,46,48,49,58	7
9	Goal setting and planning	47,50,51,52,53,59	6

Preparation of Scoring Key

Self-regulation has a 5-point Likert type scale. Each item has 5 response options only: strongly agree, agree, uncertain, disagree, strongly disagree. For obtaining the value of score for each item, each response of the item has an assigned number.

Table 18

Scoring procedure for self-regulation scale

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

Pilot Study

After preparing the draft version of the SRS, the investigator administered it to 75 students with a 45-minute time limit. The responses were reviewed to identify and correct errors and ambiguous items. Based on the pilot study, the final draft of the scale was prepared.

Item analysis

The result of item analysis and the obtained t value for each item is provided in table 19. Table 19 shows the result of item analysis. Based on item analysis 42 questions out of 60 were selected for the final tool.

Table 19

Result of Item analysis scale for measuring the Self-regulation of Tamil linguistic minority students

<i>Independent sample t test</i>					
Item 1	2.968	Accepted	Item 21	1.511	Rejected
Item 2	6.896	Accepted	Item 22	5.829	Accepted
Item 3	5.072	Accepted	Item 23	1.678	Rejected
Item 4	2.710	Accepted	Item 24	5.096	Accepted
Item 5	9.856	Accepted	Item 25	5.247	Accepted
Item 6	3.805	Accepted	Item 26	1.329	Rejected
Item 7	3.271	Accepted	Item 27	5.548	Accepted
Item 8	1.529	Rejected	Item 28	4.884	Accepted
Item 9	3.508	Accepted	Item 29	7.225	Accepted
Item 10	1.762	Rejected	Item 30	6.442	Accepted
Item 11	3.678	Accepted	Item 31	2.488	Accepted
Item 12	1.794	Rejected	Item 32	1.248	Rejected
Item 13	1.556	Rejected	Item 33	6.913	Accepted
Item 14	3.417	Accepted	Item 34	1.469	Rejected
Item 15	1.183	Rejected	Item 35	10.666	Accepted
Item 16	5.046	Accepted	Item 36	2.259	Accepted
Item 17	5.145	Accepted	Item 37	1.216	Rejected
Item 18	3.321	Accepted	Item 38	9.663	Accepted
Item 19	2.156	Accepted	Item 39	1.398	Rejected
Item 20	5.527	Accepted	Item 40	1.460	Rejected
Item 41	3.151	Accepted	Item 51	2.968	Accepted

<i>Independent sample t test</i>					
Item 42	7.112	Accepted	Item 52	6.896	Accepted
Item 43	3.271	Accepted	Item 53	0.098	Rejected
Item 44	0.088	Rejected	Item 54	2.137	Accepted
Item 45	3.096	Accepted	Item 55	1.407	Rejected
Item 46	3.271	Accepted	Item 56	5.072	Accepted
Item 47	4.296	Accepted	Item 57	5.072	Accepted
Item 48	3.271	Accepted	Item 58	2.710	Accepted
Item 49	1.794	Rejected	Item 59	9.856	Accepted
Item 50	2.553	Accepted	Item 60	1.713	Rejected

The table shows the result of item analysis. Based on item analysis 42 questions out of 60 were selected for the final tool.

Preparation of final form of Self-regulation Scale

The final tool was prepared by selecting those items whose t value is greater than or equal to 1.96. The draft tool initially consisted of 60 questions. After item analysis the final tool consisted of 42 questions. The final forms of the SRS (English and Tamil versions) are given in Appendices 11 and 12.

Table 20

Breakup of Questions in the Final Tool SRS

Sl.No	Dimensions	Item No.	Total
1	Self-motivation	1,3,5,10,11	5
2	Self-control	7,8,9,34	4
3	Self-efficacy	4,12,13,14,15	5
4	Self-awareness	16,17,19,20,21	5
5	Social skills	18,22,23,24,26	5

Sl.No	Dimensions	Item No.	Total
6	Study habits	2,6,27,28,29,	5
7	Cultural Identity	30,31,32,33,	4
8	Self-concept	35,36,37,38,39	5
9	Goal setting and planning	25,40,41,42	4

Gender Sensitivity Scale (GSS)

The Gender sensitivity scale was developed and standardized by the investigator with the help of a supervising teacher. This scale was used to find out the Gender sensitivity of Tamil linguistic minority students.

Planning of the scale

During the planning stage the investigator studied the relevant materials related to the measurement of Gender sensitivity of Tamil linguistic minority students in Kerala. On the basis of reviewed literature, the investigator decided to prepare a pool of items for measuring the Gender sensitivity of Tamil linguistic minority students. The development of the tool was carried out with the support and guidance of the supervising teacher. Suggestions from the supervising teacher and other experts were carefully considered and incorporated into tools development.

Table 21*The details of the tool reviewed for GSS*

Sl. No	Author & Year	Components Identified
1	Arya & Nandha (2022)	● Gender role stereotyping ● Gender role stereotyping ● Gender based interpersonal relationship ● Perception towards gender equitable role ● Attitude towards reforming girl's status
2	Kalra & Sharma (2021)	● School infrastructure and management ● Classroom practices ● Instructional material ● Gender based violence
3	Chaudhary et.al (2013)	● Gender awareness ● Gender parity ● Gender discrimination ● Sexual harassment ● Gender diversity ● Gender budgeting ● Gender bias ● Gender equality
4	Yadav & Gardia (2017)	● Home adjustment ● Bread winner ● Property rights ● Political reservation ● Decision making ● Dress choice ● Way of living ● Freedom regarding life ● Submissive type behaviour ● Widow life ● Freedom rights ● Acceptance of traditional symbols ● Sharing of household responsibility

Selection of Components

On the basis of theoretical knowledge, the questions were looped into different dimensions. Based on the theories, expert opinion and survey of related literature the investigator selected 7 dimensions for the preparation of GSS for Tamil linguistic minority students.

Gender awareness. Gender awareness is understanding, recognition and acceptance of the psychological, cultural and social differences between genders, considering awareness of roles, gender norms, diverse experiences and identity.

Gender Bias. Gender bias and discrimination based on gender, leading to disparities in opportunities, privileges or rights for individuals or groups due to systemic practices and institutional norms or societal attitudes.

Gender Equality. The belief in equal rights and opportunities for everyone regardless of gender leads to minimizing gender discrimination, barriers related to power, bias and inequalities in gender.

Gender role stereotyping. The reinforcement of traditional or cultural roles, behaviour and expectations linked with masculine qualities and feminine traits, which may constrain personal choices, expressions and opportunities due to rigid norms of gender.

Gender Discrimination. Discriminatory treatment based on gender and unequal opportunities leading to disadvantage in the areas like community participation, health care, education and employment.

Gender and Language. The examination of how language represents, supports and influences gender interactions considering linguistic trends, phrases, and descriptions that reflect traits, gender and power roles in community.

Gender and Curriculum. Reflection of how instructional programs, learning resources and methods deal with gender inequalities, prejudices and partialities, and the adoption of approaches to foster gender equitable and fair educational opportunities for all students.

Preparation of Draft Form

The draft form of the GSS consisted of 56 statements. It is a five-point scale in which the respondents are asked to give their response for the given items based on their agreement or disagreement. They were requested to select the appropriate answer for each statement from the given five choices- strongly agree, agree, uncertain, disagree, strongly disagree. This initial draft questionnaire was shown to experts in that field and based on their opinion and changes suggested by the experts, some statements were added and some were removed. The draft form of GSS (English and Tamil versions) is given as Appendices 13 and 14 respectively.

Table 22

Component wise distribution of items and weightage given to each component is given in table

Sl.No	Dimensions	Item No.	Total
1	Gender awareness	2,3,5,7,8, 22,26,38	8
2	Gender Bias	6,11,12,15,16,18,19,20	8
3	Gender Equality	1,17,21,23,24, 25, 27, 36	8
4	Gender role stereotyping	13,28, 31,32,33,34,35,37	8
5	Gender Discrimination	4,9,29,42,43,45,49,55	8
6	Gender and Language	10,40,41,44,46,47,50,56	8
7	Gender and Curriculum	14,30,39,48,51,52,53,54	8

Preparation of Scoring Key

Gender sensitivity has a 5-point Likert type scale. Each item has 5 response options only: strongly agree, agree, uncertain, disagree, strongly disagree. For obtaining the value of score for each item, each response of the item has an assigned number.

Table 23

Scoring procedure for Gender sensitivity scale

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

Pilot Study

After preparing the draft version of the GSS, the investigator administered it to 75 students with a 45-minute time limit. The responses were reviewed to identify and correct errors and ambiguous items. Based on the pilot study, the final draft of the scale was prepared.

Item analysis

The result of item analysis and the obtained *t* value for each item is provided in the table 24. Table 24 shows the result of item analysis. Based on item analysis 38 questions out of 56 were selected for the final tool.

Table 24

Result of Item analysis scale for measuring the Gender sensitivity of Tamil linguistic minority students

<i>Independent sample t test</i>					
Item 1	2.241	Accepted	Item 14	1.794	Rejected
Item 2	3.096	Accepted	Item 15	1.493	Rejected
Item 3	3.271	Accepted	Item 16	5.046	Accepted
Item 4	4.296	Accepted	Item 17	4.457	Accepted
Item 5	4.314	Accepted	Item 18	3.333	Accepted
Item 6	3.805	Accepted	Item 19	2.156	Accepted
Item 7	6.896	Accepted	Item 20	1.107	Rejected
Item 8	2.259	Accepted	Item 21	0.048	Rejected
Item 9	3.508	Accepted	Item 22	5.829	Accepted
Item 10	1.751	Rejected	Item 23	5.678	Accepted
Item 11	0.028	Rejected	Item 24	5.096	Accepted
Item 12	6.096	Accepted	Item 25	1.247	Rejected
Item 13	1.728	Rejected	Item 26	0.029	Rejected

<i>Independent sample t test</i>					
Item 27	5.548	Accepted	Item 42	2.259	Accepted
Item 28	3.271	Accepted	Item 43	5.527	Accepted
Item 29	7.225	Accepted	Item 44	4.884	Accepted
Item 30	6.442	Accepted	Item 45	6.422	Accepted
Item 31	6.323	Accepted	Item 46	2.488	Accepted
Item 32	5.247	Accepted	Item 47	3.151	Accepted
Item 33	2.023	Accepted	Item 48	2.968	Accepted
Item 34	3.169	Accepted	Item 49	1.469	Rejected
Item 35	4.258	Accepted	Item 50	6.193	Accepted
Item 36	0.004	Rejected	Item 51	1.248	Rejected
Item 37	0.021	Rejected	Item 52	0.061	Rejected
Item 38	3.678	Accepted	Item 53	9.663	Accepted
Item 39	1.315	Rejected	Item 54	1.398	Rejected
Item 40	0.016	Rejected	Item 55	1.460	Rejected
Item 41	7.112	Accepted	Item 56	3.151	Accepted

The table shows the result of item analysis. Based on item analysis 38 questions out of 56 were selected for the final tool.

Preparation of final form of Gender Sensitivity Scale

The final tool was prepared by selecting those items whose t value is greater than or equal to 1.96. The draft tool initially consisted of 56 questions. After item analysis the final tool consisted of 38 questions. The final forms of the GSS (English and Tamil versions) are given in Appendices 15 and 16.

Table 25*Breakup of Questions in the Final Tool GSS*

Sl. No	Dimensions	Item No.	Total
1	Gender awareness	1,2,5,6,15,35	6
2	Gender Bias	23,24,26,27,34	5
3	Gender Equality	10,19,28,29,30	5
4	Gender role Stereotyping	12,13,14,17,21	5
5	Gender Discrimination	7,16,18,31,32	5
6	Gender and Language	3,4,8,9,22,38	6
7	Gender and Curriculum	11,20,25,33,36,37	6

Reliability of the Tools

Reliability is the extent to which a test provides the same result when measurements are repeated several times. The educational aspiration among TLM students was validated using Cronbach's alpha test (Cronbach, 1951). Selecting an appropriate sample size depends on the research topic and the methods used. According to Cochran (1977), using a larger sample size, usually 500 or more participants, can lead to more accurate and reliable results.

Table 26*Reliability coefficient of tools*

Name of the Tool	Reliability coefficient
EAS	0.88
HEI	0.85
SRS	0.88
GSS	0.86

Validity of the Tools

Validity is defined as the accuracy with which the test measures what it is intended to measure. Administration of the instruments to experts in the fields of theoretical aspects, related literature, and psychology for their suggestions and necessary modifications according to their suggestions and comments. The investigator ensured the content validity, face validity and intrinsic validity of the test.

Content Validity

According to Bollen (1989), content validity is a qualitative form of validity that assesses how fully the items represent the entire domain of the construct. In this study, the content validity of the tools was ensured through an objective comparison of the scale items with curricular content and theoretical frameworks. The items were developed with due weightage to content and components of the constructs and were reviewed by subject matter experts. These experts evaluated whether the items adequately covered all aspects of the conceptual domains and their suggestions were incorporated into final revisions. Based on this process, the content validity of all tools was confirmed.

Face Validity

Face validity refers to a subjective judgment about how well the items of a tool appear to measure the intended construct at first glance. In this study, the investigator reviewed each item of all the tools to ensure they reflected their respective conceptual frameworks. This was provided by feedback from non-expert participants, such as postgraduate students and research scholars who evaluated the clarity and

relevance of each item. Following this review, the items were found to be relevant and representative of the constructs being measured. Thus, these tools demonstrated satisfactory face validity.

Intrinsic Validity

Intrinsic validity, as defined by Gulliksen (1950), is a primary form of validity providing objective and quantitative evidence that a tool measures what it claims to measure. It is computed as the square root of the reliability coefficient.

Table 27

Intrinsic validity of tools

Name of the Tool	Intrinsic validity
EAS	0.94
HEI	0.92
SRS	0.94
GSS	0.93

Sample for the Study

For the present study, the investigator used the simple random sampling technique for the selection of the sample. The sample consists of 1200 TLM students of Palakkad, Idukki and Thiruvananthapuram districts of Kerala. Due representation was given to Gender, Locale and Type of Management.

Table 28

Data representation was given to Gender, Locale and Type of Management

Tamil linguistic minority students (1200)			
Classificatory variables		n	N
Gender	Male	600	1200
	Female	600	
Locale	Rural	620	1200
	Urban	580	
Type of Management	Government	640	1200
	Aided	560	

Table 29

Details of Tamil medium Schools selected for the study

Sl. No	List of Schools	Type of Management	Number of students
1	GHSS Muthalamada	Government	96
2	BG HSS Vannamada	Government	57
3	GHSS Kozhippara	Government	88
4	GHS Meenakshipuram	Government	70
5	SPHSS Kozhinjampara	Aided	185
6	PMGHSS Palakkad	Government	40
7	GHSS Chittur	Government	20
8	GVBHSS Chittur	Government	24
9	ST. Francis X VHSS Parisakkal	Aided	180
10	LFGHS Munnar	Aided	165
11	GVHSS Munnar	Government	76
12	GHSS Devikulam	Government	32
13	LMS Tamil HS Parassala	Aided	28
14	Tamil VHSS Chalai	Government	60

Sl. No	List of Schools	Type of Management	Number of students
15	GGHSS Karamana	Government	32
16	GMBHSS Thycaud	Government	20
17	GGHSS Cotton Hill	Government	25

Data Collection Procedure

After standardization of the tools the Tamil medium schools from the districts from where data were to be collected were chosen. Prior approval was obtained from the heads of the selected schools to facilitate necessary preparations for administering the tools. Each chosen school in the respective districts was visited individually. At school, the tools were given to each student and the instructions were clearly explained, including how to respond to both positive and negative statements in the response sheet. To help students fully grasp the meaning of each statement, the investigator read them aloud, ensuring this did not influence their answers in any way. Based on it, students marked their responses. Ample time was allotted to students for complete questionnaires. After Completion, the response sheets were collected by the investigator. The completed questionnaires were then scored and analysed using SPSS software.

Scoring and Consolidation of Data

Once the scale was administered, the response sheets completed by Tamil linguistic minority students were collected. Each response was carefully reviewed to identify any errors or incomplete entries. Sheets containing invalid or incomplete data were excluded from the analysis. The verified and finalized response sheets were then

assigned serial numbers. Using the appropriate scoring keys, individual item scores were computed. These scores, along with relevant respondent information, were systematically entered into an organized data sheet. Total scores were also included in this dataset. Following this, the data were arranged and prepared for detailed analysis.

Statistical Techniques Used in the Study

After the data were collected and scored, they were entered into Excel spreadsheets. Each categorical variable, such as gender, locale, and type of management was coded numerically using digits (for example, 1, 2, and 3) to represent different subgroups. Numerical values for each item were assigned using Excel functions to facilitate statistical analysis and interpretation. The dataset was then exported to SPSS (Statistical Package for the Social Sciences, Version 26.0), where all statistical analyses were performed.

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

- Preliminary Analysis
- Percentile Analysis
- Test of Significance of Difference Between Means (t-test)
- Karl Pearson's Product Moment Co-efficient of Correlation
- Fisher's r -to- z Transformation

Conclusion

The research design of this study involved the following stages: identifying the research problem, selecting an appropriate sample, developing and standardizing data collection instruments, administering the tools, and then organizing, analysing and interpreting the data. The findings were derived through careful and systematic statistical analysis.

Chapter 4

ANALYSIS AND INTERPRETATIONS

- Preliminary Analysis
- Preliminary Analysis of Test scores
- Major Analysis
- Percentage Analysis
- Comparative Analysis
- Correlation Analysis
- Comparison of Correlations

Data analysis is the process of examining, organizing and interpreting data to draw conclusions and support decision making. Interpretation is the deriving conclusions from collected data following an analytical study (Kothari, 2010). The data of the present study was collected using appropriate techniques as per the objectives of the study. The analysis of data was done using SPSS 26.0. The analysis and interpretation are presented below as under the sections.

Preliminary Analysis

The details of different statistical values are presented here based on the objectives put up.

Major Analysis

Major Analysis is intended to throw light on other objectives of the study. The details of analysis conducted under each section are given below.

Preliminary Analysis

Students' Demographic Characteristics

The study collected data from 1200 students. Analysis of data collected about students is given. Out of the 1200 students involved in the survey, girls accounted for 600 (50%) whereas 600 (50%) were boys. In terms of locality the results demonstrated

that 580(48%) students were from urban areas and 620 (52%) students were from rural areas. Data on type of management revealed that there were 640 (53%) students studying in government institutions and 560 (47%) students were in aided institutions.

Table 30*Demographic Characteristics of Participants*

	Baseline Characteristic	Frequency and % in the study	
		<i>n</i>	%
Gender	Girls	600	50
	Boys	600	50
Locale	Urban	580	48
	Rural	620	52
Type of Management	Government	640	53
	Aided	560	47

Major Analysis**Descriptives:****Table 31**

Statistical Constants for Educational Aspiration, Gender Sensitivity, Home Environment and Self-Regulation of students for the Total Sample

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Educational Aspiration	1200	155.95	168	218	49.60	-0.505	-0.941
Home Environment	1200	84.17	88	110	21.06	-0.530	-0.898
Self-Regulation	1200	149.19	158	209	46.81	-0.527	-0.832
Gender Sensitivity	1200	133.93	142	181	43.03	-0.518	-0.906

The values of Means, Median and Mode for Educational aspiration, Home environment, Self-regulation and Gender sensitivity show noticeable differences, pointing out that the distributions are not perfectly symmetrical. The skewness values for all variables (from -0.505 to -0.530) fall within the generally accepted range for mild skewness, showing that the distributions are only slightly negatively skewed rather than normally shaped. Kurtosis values (from -0.832 to -0.941) fall within the acceptable limits for moderate deviation, suggesting that the distributions are flatter than a normal curve (platykurtic). Although these values fall within acceptable limits for mild variation. It shows that the distributions do not follow a normal pattern. Therefore, the data for the total sample cannot be considered normally distributed and the curves show slightly skewed and platykurtic in nature. The probability curves for the variables are presented below.

Figure 1

The histogram for Educational Aspiration

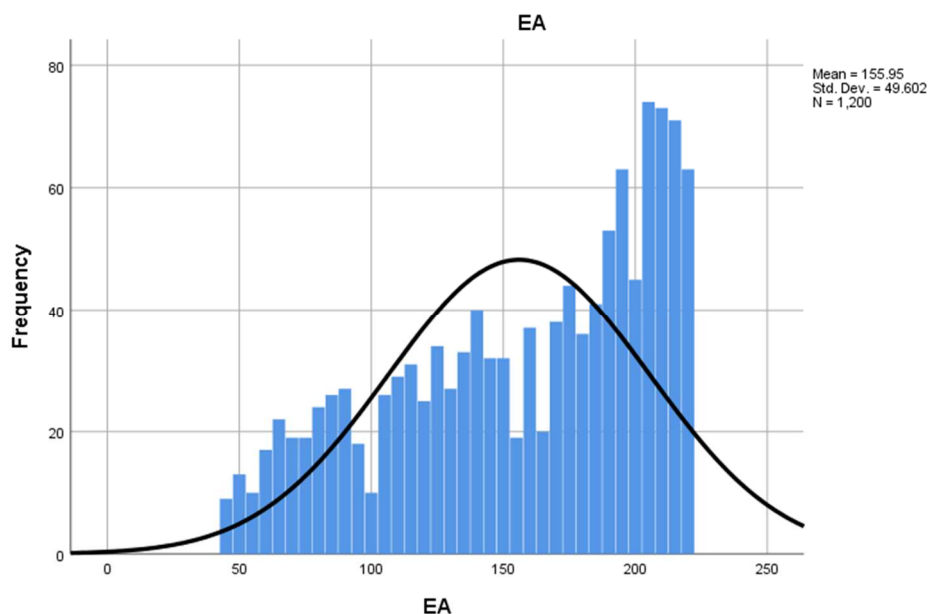


Figure 2

The histogram for Home Environment

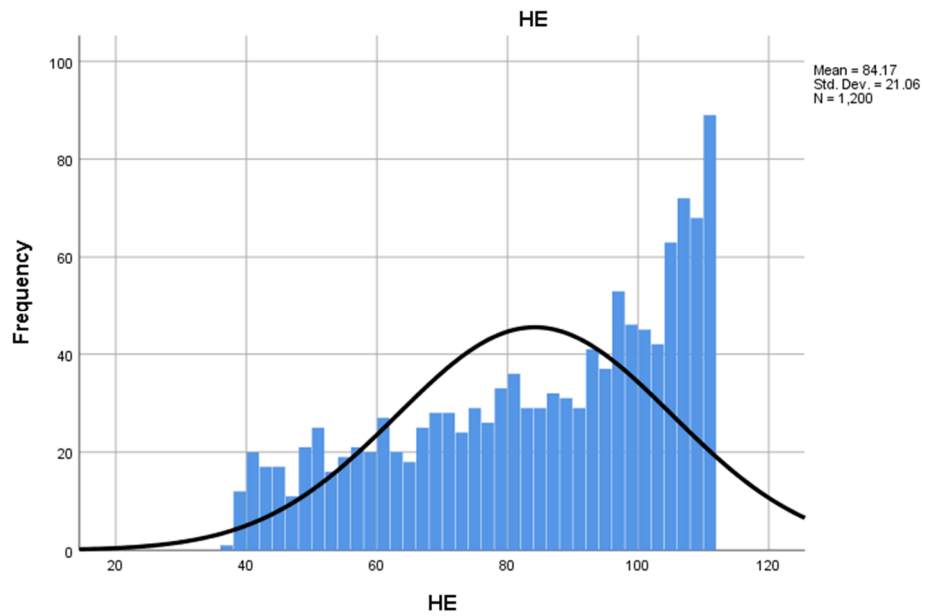


Figure 3

The histogram for Self- Regulation

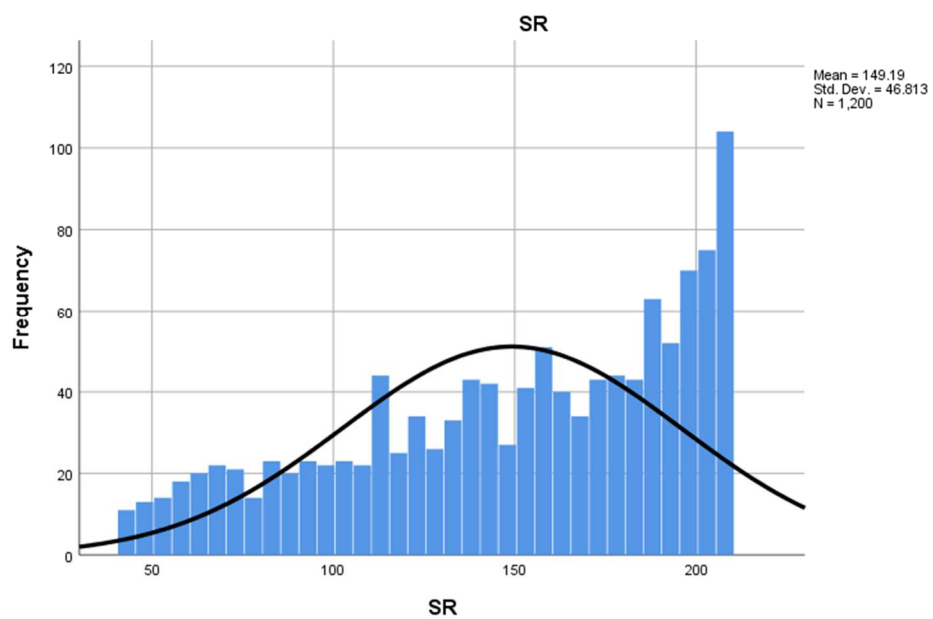
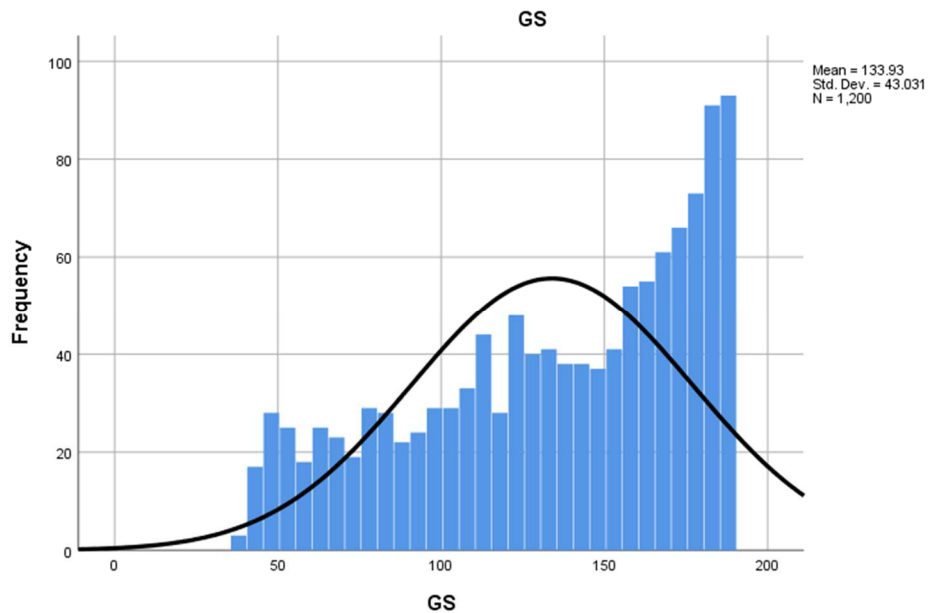


Figure 4

The histogram for Gender Sensitivity



The detailed data of the entire sample means for Educational Aspiration, Gender Sensitivity, Home Environment and Self-Regulation for the total are given in the tables below.

Table 32

Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Educational Aspiration

Educational Aspiration		N	Mean	S.D.
Gender	Girls	600	144.97	50.41
	Boys	600	166.93	46.29
Locale	Urban	580	148.25	51.43
	Rural	620	163.15	46.73
Type of management	Government	640	161.91	48.30
	Aided	560	149.14	50.23

Table 33

Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Home Environment

Home Environment		N	Mean	S.D.
Gender	Girls	600	79.93	21.65
	Boys	600	88.41	19.58
Locale	Urban	580	80.32	21.46
	Rural	620	87.77	20.04
Type of management	Government	640	87.40	20.04
	Aided	560	80.47	21.60

Table 34

Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Self-Regulation

Self-Regulation		N	Mean	S.D.
Gender	Girls	600	138.30	47.70
	Boys	600	160.08	43.29
Locale	Urban	580	141.28	47.61
	Rural	620	156.59	44.85
Type of management	Government	640	156.71	43.46
	Aided	560	140.60	49.02

Table 35

Statistical Constants of the Total Sample with respect to Gender, Locale, and Type of Management for Gender Sensitivity

Gender Sensitivity		N	Mean	S.D.
Gender	Girls	600	123.70	44.23
	Boys	600	144.16	39.24
Locale	Urban	580	129.37	43.86
	Rural	620	138.19	41.83
Type of management	Government	640	138.51	42.93
	Aided	560	128.69	42.58

Percentile Analysis

Percentile theory is a statistical technique used to determine the relative standing of a score within a data set. A percentile denotes the proportion of scores that fall below a particular value, providing a standardized method for comparing individual performance relative to the entire distribution.

Percentiles are calculated by first arranging all scores in ascending order, then determining the position of a particular score relative to the total number of scores. The relative position represents the percentage of scores that are below the observed value. Once the percentile of a score is determined, it can be used to categorize performance levels: scores below the 25th percentile is considered low, scores between the 25th and 75th are considered average and scores above the 75th percentiles are considered high. This method provides a consistent and meaningful

approach for interpreting data. It allows comparisons across individuals and groups regardless of the absolute values of their scores.

Levels of Educational Aspiration among Students

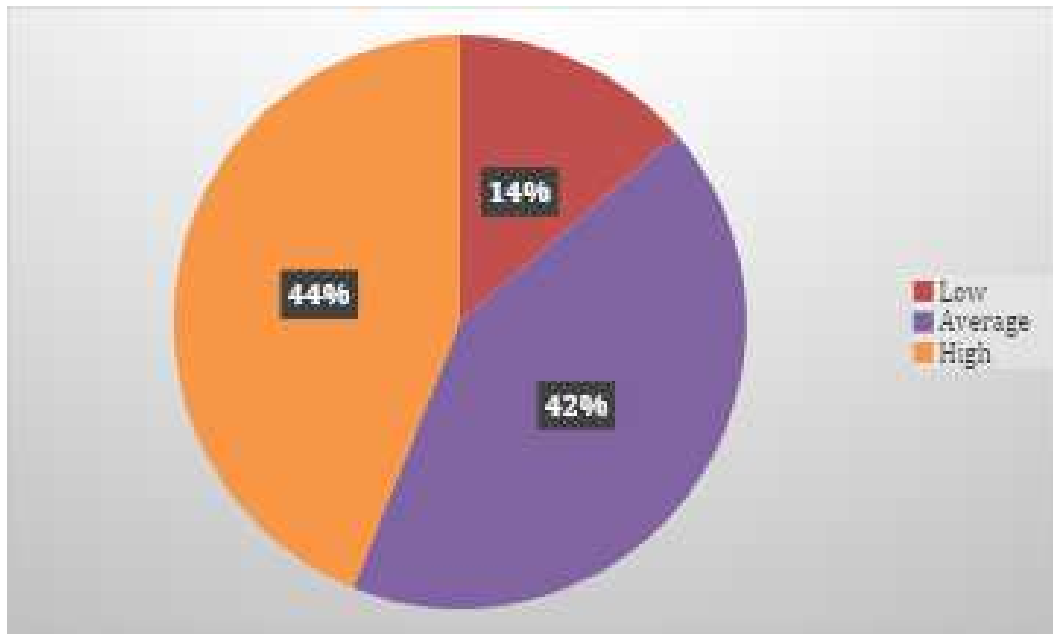
The levels of educational aspiration among students were assessed using percentile analysis. The Educational aspiration tool consists of 44 items rated on a 5-point scale, yielding a total score range from 44 to 220. Using percentile cut-off values, scores between 44 and 87 are categorized as low, scores between 88 to 165 as average and scores between 166 and 220 as high levels of educational aspiration.

Table 36

Distribution of Students belonging to Low, Average and High Levels of Educational aspiration groups for the Total Sample.

Category	Number	Percentage
Low	164	13.67%
Average	509	42.42%
High	527	43.92%

Among the total sample, 13.67% of students had low educational aspirations, 42.42% average, and 43.92% high, suggesting that most students exhibit moderate to high aspirations. This finding aligns with Khattab (2015), who reported that most secondary school students maintained moderate to high educational aspirations influenced by family expectations, school climate and perceived opportunities.

Figure 5*Levels of Educational Aspiration***Levels of Home Environment among Students**

Percentile analysis was used to determine the levels of home environment among students. The Home environment tool involved 37 items rated on a 3-point scale. It has a total score range from 37 to 111. Based on percentile cut-off values, scores between 37 and 55 are categorized as low, scores between 56 and 92 as average and scores between 93 and 111 as high levels of home environment.

Table 37

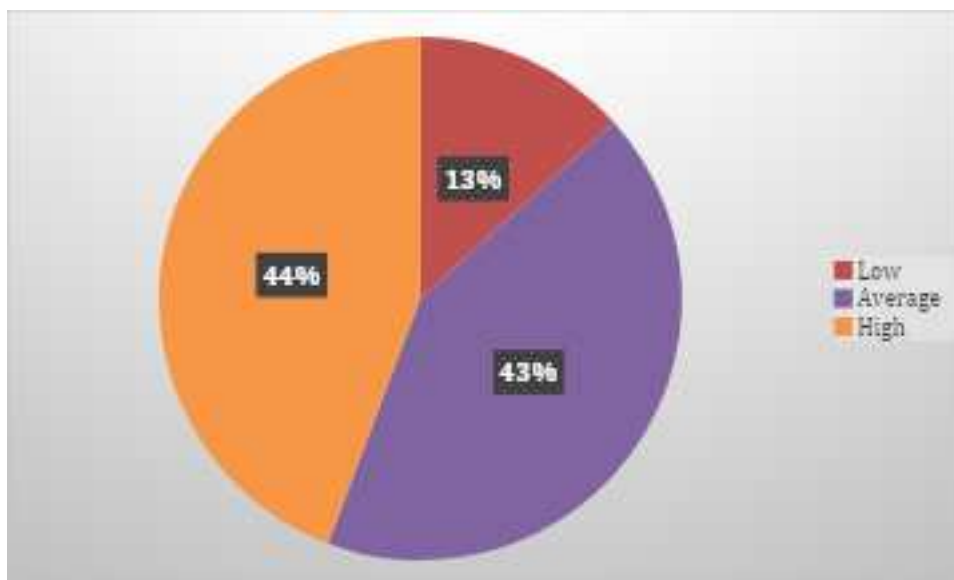
Distribution of Students belonging to Low, Average and High Levels of Home environment groups for the Total Sample.

Category	Number	Percentage
Low	159	13.25%
Average	510	42.5%
High	531	44.25%

In the total sample, 13.25% of students were classified in the low home environment group, 42.5% in the average, and 44.25% in the high, indicating that the majority of students exhibit moderate to high levels of home environment. The high and average groups were close in percentage, representing a fairly balanced distribution. Bronfenbrenner's Ecological Systems Theory explained that the home environment strongly influenced students' learning and development. Desforges and Abouchaar (2003) also found that parental support was connected to better academic outcomes. This was relevant for Tamil linguistic minority students as well, where home support varied due to language and socio-cultural factors. The presence of a low group suggested inequality in home support, which needed attention.

Figure 6

Levels of Home Environment



Levels of Self-regulation among Students

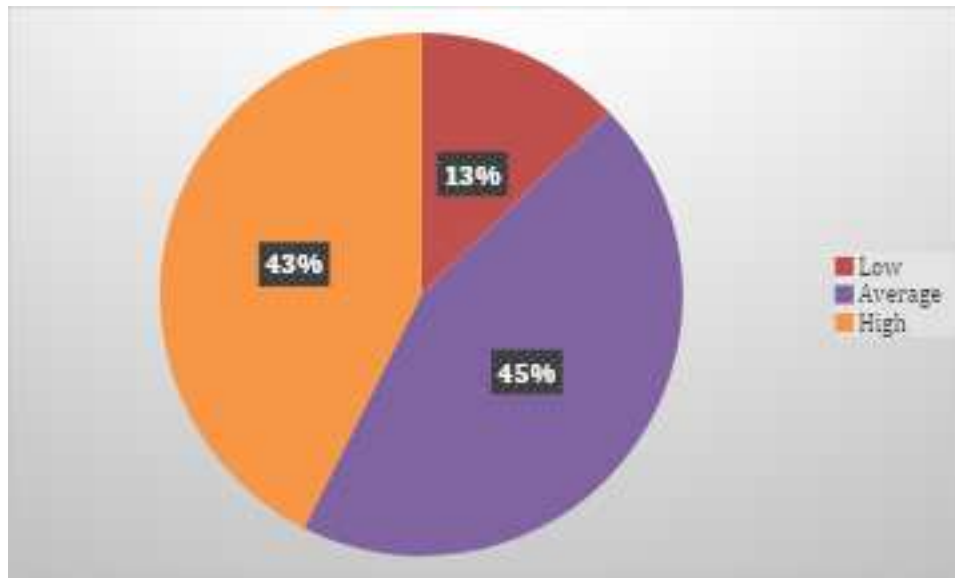
The levels of self-regulation among students were determined using percentile analysis. The self-regulation tool consists of 42 items rated on a 5-point scale. Scores fall within the range of 42 to 210. Using percentile cut-off values, scores between 42 and 104 are categorized as low, scores between 105 and 163 as average and scores between 164 and 210 as high levels of self-regulation.

Table 38

Distribution of Students belonging to Low, Average and High Levels of Self-regulation for the Total Sample

Category	Number	Percentage
Low	153	12.75%
Average	536	44.67%
High	511	42.58%

In the total sample, 12.75% of students were classified in the low self-regulation group, 44.67% in the average, and 42.58% in the high. It shows that the majority of students exhibit average to high levels of self-regulation. The average and high categories were closely matched, suggesting that a considerable proportion of students were able to manage and guide their own learning effectively. The presence of a low group suggested that there were differences in students' ability to plan, monitor and regulate their academic tasks. Zimmerman's Social Cognitive Theory of Self-Regulated Learning explains that self-regulation develops through the interaction of personal factors, behaviour and environment. Similar observations were reported by Pintrich and De Groot (1990), who noted that students with higher self-regulation demonstrated better academic engagement and achievement.

Figure 7*Levels of Self-Regulation***Levels of Gender Sensitivity among Students**

The levels of gender sensitivity among students were determined using percentile analysis. The gender sensitivity tool consists of 38 items rated on a 5-point scale. The total scores range from 38 to 190. Based on percentile cut-off values, scores between 38 and 88 are categorized as low, scores between 89 and 149 as average and scores between 150 and 190 as high levels of gender sensitivity.

Table 39

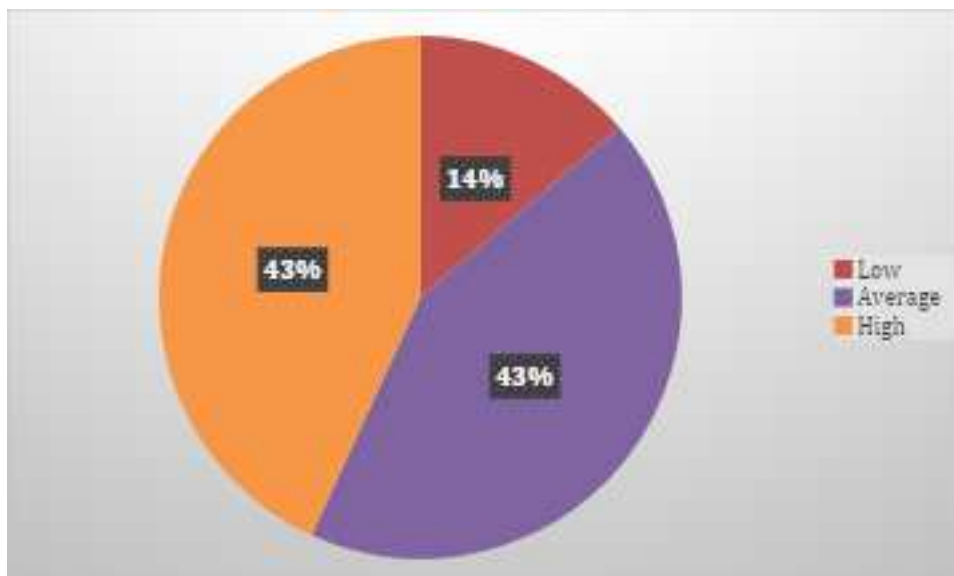
Distribution of Students belonging to Low, Average and High Levels of Gender sensitivity for the Total Sample

Category	Number	Percentage
Low	165	13.75%
Average	517	43.08%
High	518	43.17%

In the total sample, 13.75% of students were classified in the low gender sensitivity group, 43.08% in the average, and 43.17% in the high, indicating that the majority of students exhibit moderate to high levels of gender sensitivity. Vyas et al. (2020) found that gender sensitization programs significantly improved students' attitudes toward gender equality. This was further supported by UNESCO (2015), which emphasized that culturally responsive and gender-sensitive education helped reduce stereotypes and promote equality among learners. In the context of Tamil linguistic minority students, differences in exposure to gender-related awareness activities and social interactions may have arisen due to cultural and contextual factors.

Figure 8

Levels of Gender Sensitivity



Major Analysis

Comparison of Educational Aspiration of students according to gender

A test of significance of difference between mean scores was done for the comparison of Educational Aspiration according to gender. The data and result are presented below

Table 40

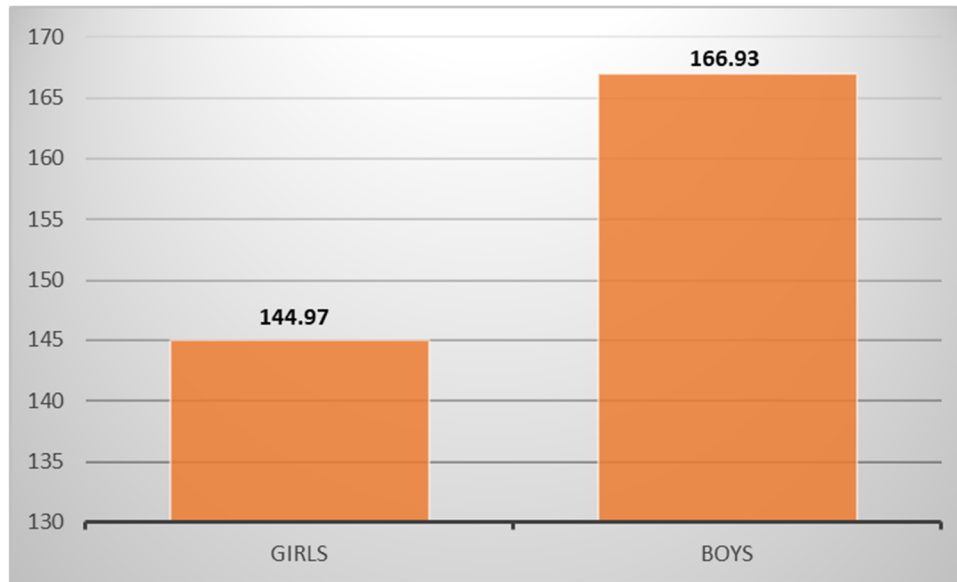
Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to Gender

Group	N	Mean	SD	t value	p value
Girls	600	144.97	50.41	7.863	p < 0.01
Boys	600	166.93	46.29		

The means of Educational Aspiration of girls and boys are found to be Mean= 144.97 & SD = 50.41 and Mean = 166.93 & SD = 46.29 respectively. After the t test, the value was 7.863 with p < 0.01 which is statistically significant. Therefore, there is a significant difference in Educational Aspiration of students with respect to gender.

Figure 9

Graphical representation of means of Educational Aspiration of students according to gender



Discussion

The present study revealed a significant difference in educational aspiration between boys and girls, with boys exhibiting higher aspirations (Means =166.93) compared to girls (Mean= 144.97). The t- test value of 7.863 with $p < 0.01$ confirms that this difference is statistically significant.

This finding is supported by Yarriswamy and Nishant (2023), who reported that male students have higher educational aspirations than female students. Similar results were found by Naqvi and Khan (2018), who observed a significant and positive relationship between educational aspiration and academic achievement with respect to gender, showing higher aspirations among males. Kant and Kumar (2016) also noted that male visually impaired students had higher educational aspirations than

female students. Rajesh and Chandrasekharan (2014), as well as Singh (2011), underscoring that boys have higher educational aspirations than girls. Social and cultural factors, such as traditional gender roles, differing expectations and unequal access to educational opportunities significantly influenced students' aspirations.

Comparison of Educational Aspiration of students according to locale

A test of significance of difference between mean scores was done for the comparison of Educational Aspiration according to locale.

Table 41

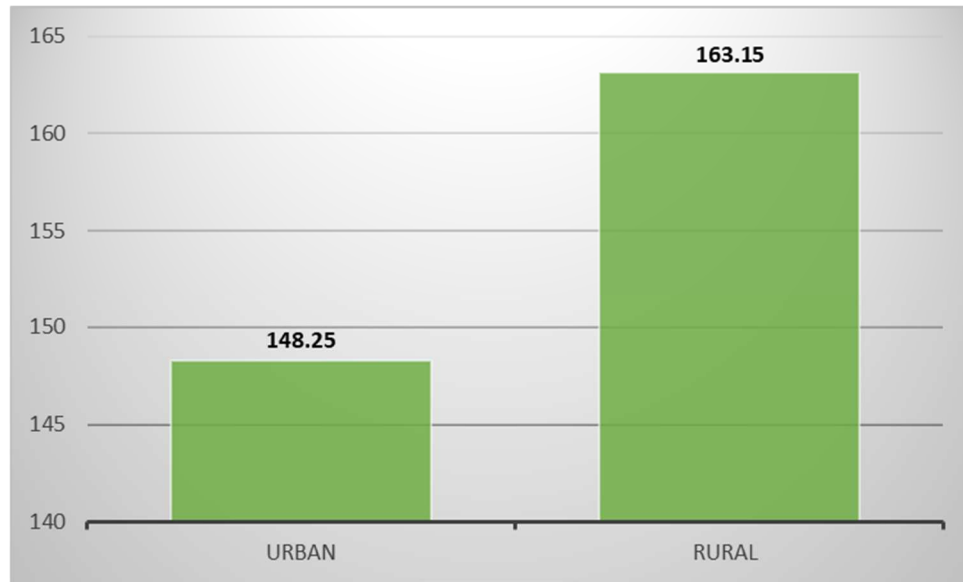
Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to locale

Group	N	Mean	SD	t value	p value
Urban	580	148.25	51.43	5.242	p< 0.01
Rural	620	163.15	46.73		

The means of Educational Aspiration of urban students and rural students are found to be Mean=148.25 & SD = 51.43 and mean = 163.15 & SD = 46.73 respectively. After the t test, the value was 5.242 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in Educational Aspiration of students with respect to locale.

Figure 10

Graphical representation of means of Educational Aspiration of students according to locale



Discussion

The present study found a significant difference in educational aspirations between rural (mean = 163.15) and urban students (Mean=148.25), with rural students showing higher aspirations ($t= 5.242$, $p < 0.01$). This aligns with findings by Hooda and Devi (2018), who reported higher educational aspirations among rural students. Kumar and Selvakumar (2018), found that rural students had higher educational aspirations than their urban students. Rajesh and Chandrashekhara (2014) observed significant differences in educational aspirations based on different personal and demographic variables and also rural students exhibiting higher aspirations. In the context of Tamil linguistic minority students, higher aspirations among rural students were influenced by their perception of education as a means of social mobility and

economic improvement, especially in areas with limited local employment opportunities.

Comparison of Educational Aspiration of students according to type of management

A test of significance of difference between mean scores was done for the comparison of Educational Aspiration according to type of management.

Table 42

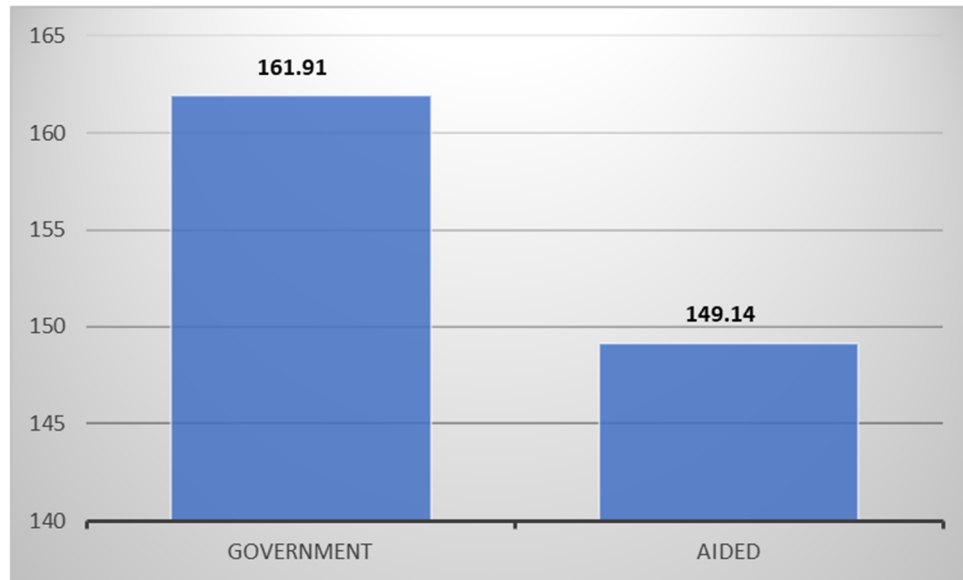
Data and Result of Test of Significance of the Difference between the Means of Educational Aspiration of students According to type of management

Group	N	Mean	SD	t value	p value
Government	640	161.91	48.30	4.475	p < 0.01
Aided	560	149.14	50.23		

The means of Educational Aspiration of students from government and aided schools are found to be Mean=161.91 & SD = 48.30 and Mean = 149.14 & SD = 50.23 respectively. After the t test, the value was 4.475 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in Educational Aspiration of students with respect to type of management.

Figure 11

Graphical representation of means of Educational Aspiration of students according to type of management



Discussion

The present study found a significant difference in educational aspiration between students of government and aided schools with government school students showing higher educational aspiration (Mean=161.91) compared to aided school's students (Mean = 149.14). The t-test value of 4.475 ($p < 0.01$) confirms that this difference is statistically significant.

This finding is supported by the earlier study by Coleman et al. (1966), which emphasized the importance of school environment and institutional resources in shaping student achievement and aspirations. Similarly, Bourdieu's theory of cultural capital (1977) also suggests that access to supportive educational structures and institutional resources enhances students' academic orientation and future goals.

Compared to aided schools, government schools in Kerala provided more inclusive and targeted support for these minority students. These schools often implemented state initiatives more effectively, including scholarships, language support and career guidance programmes. Government schools were usually neighbourhood-based and had a higher proportion of students from different socio-linguistic backgrounds. As a result, students experienced a sense of belonging, felt less alienated and were academically motivated.

Comparison of Home Environment of students according to gender

A test of significance of difference between mean scores was done for the comparison of Home Environment according to gender.

Table 43

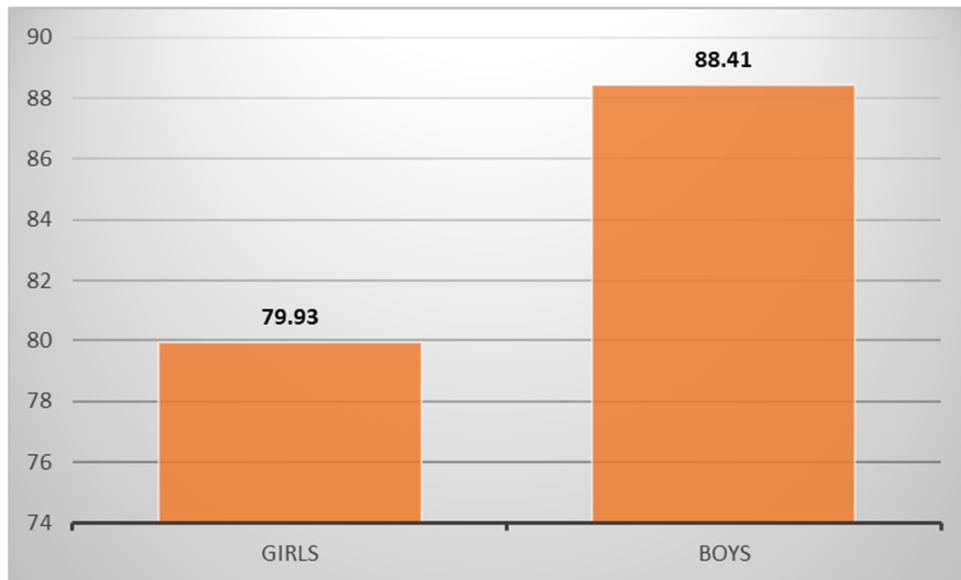
Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to Gender

Group	N	Mean	SD	t value	p value
Girls	600	79.93	21.65	7.116	< 0.001
Boys	600	88.41	19.58		

The means of Home Environment scores of girls and boys are found to be Mean=79.93 & SD = 21.65 and Mean = 88.41 & SD = 19.58 respectively. After the t test, the value was 7.116 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in the home environment of students with respect to gender.

Figure 12

Graphical representation of means of Home Environment of students according to gender



Discussion

The present study revealed a significant difference in student's perceptions of the home environment between boys (Mean=88.41) and girls (Mean=79.93), with a t-value of 7.116 ($p < 0.01$). This aligns with findings by Doley (2018) reported that male students reported higher home environment scores compared to female students. Oommen (2015) found a significant difference between male and female students in their home environment. Ghatak (2018) also pointed out significant differences in the home environment between male and female adolescents.

The observed gender difference in home environment perceptions was explained by several family and cultural factors. These included parental preference for boys, different levels of freedom of movement for boys and girls, and differences in emotional communication and academic expectations. Cultural factors such as

Tamil linguistic minority family practices also influenced how the home environment was experienced by students. It was possible that boys reported better perceptions of the home environment because they were given more independence and faced fewer emotional restrictions at home. On the other hand, girls experienced stricter monitoring, had less freedom and bore more household responsibilities. These factors led to less positive perceptions of their home environment.

Comparison of Home Environment of students according to locale

A test of significance of difference between mean scores was done for the comparison of Home Environment according to locale.

Table 44

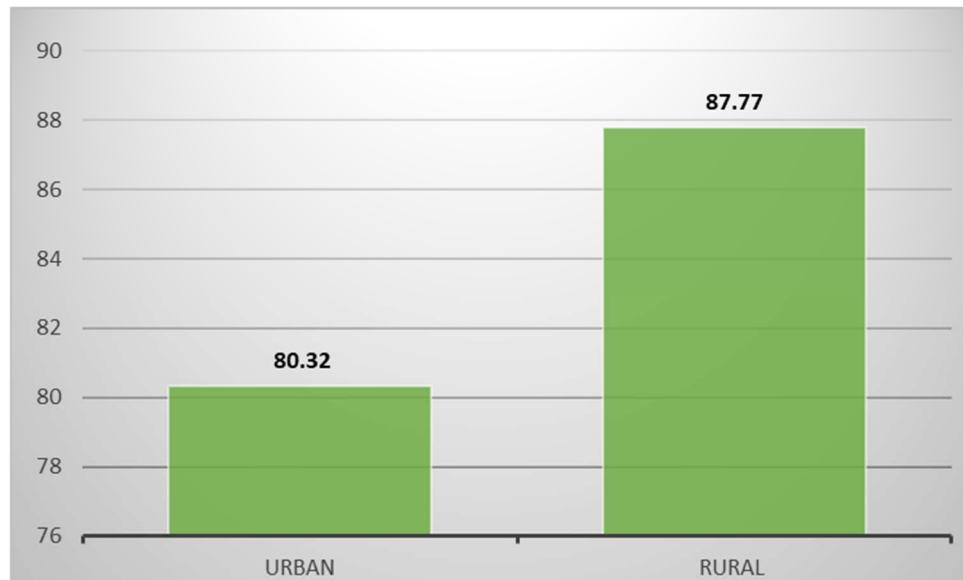
Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to locale

Group	N	Mean	SD	t value	p value
Urban	580	80.32	21.46	6.204	p< 0.01
Rural	620	87.77	20.04		

The means of Home Environment scores of urban and rural students are found to be Mean=80.32 & SD = 21.46 and mean = 87.77 & SD = 20.04 respectively. After the t test, the value was 6.204 which is statistically significant. Therefore, there is a significant difference in the Home Environment of students with respect to locale. The graphical representation of the data for means is given in the figure 13.

Figure 13

Graphical representation of means of Home Environment of students according to locale



Discussion

The present study investigated the differences in perceptions of the home environment between urban and rural students. The results showed that the mean home environment scores for urban students (Mean= 80.32) and rural students Mean= (87.77), with a t- value of 6.204 $p < 0.01$). These results are consistent with Doley (2018), who found significant differences between rural and urban students. Ghatak (2018) reported notable differences in home environment between urban and rural adolescents. Dandagal and Yarriswami (2017) also identified rural students as having a better family climate than urban students.

These differences were influenced by socioeconomic status, lifestyle patterns, parenting practices and cultural background, including Tamil linguistic minority family settings. Rural families were characterized by stronger family bonding and

closer relationships, which contributed to a more supportive and emotionally stable home environment. The comparatively higher home environment scores among rural students may also be attributed to simpler lifestyles, greater parental presence at home, and more time spent in family interactions, which strengthen communication and emotional support within the family. Urban families often experience time constraints due to work commitments and fast-paced living conditions, which may reduce family interaction and affect perceived home environment quality.

Comparison of Home Environment of students according to type of management

Test of significance of difference between mean scores was done for the comparison of Home Environment according to type of management.

Table 45

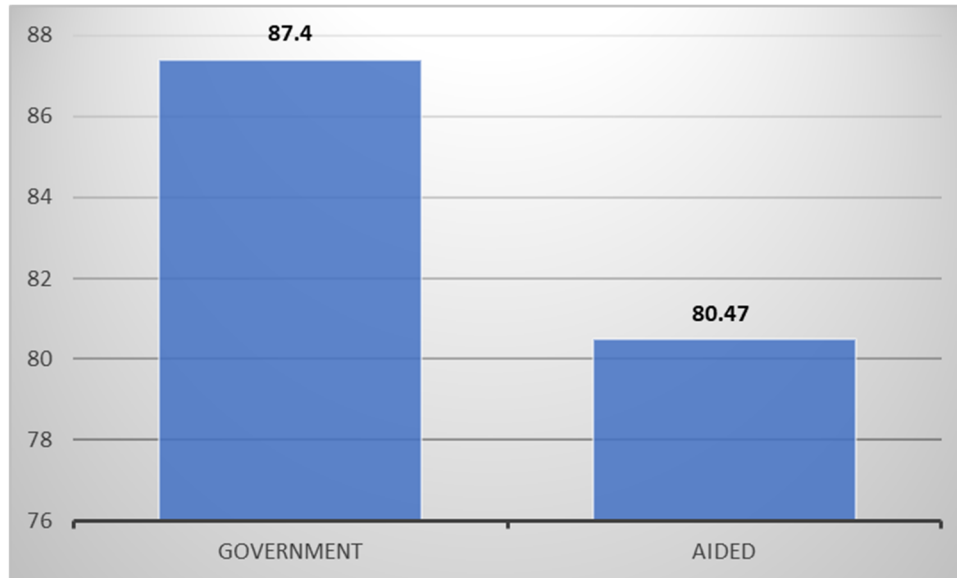
Data and Result of Test of Significance of the Difference between the Means of Home Environment scores of students According to type of management

Group	N	Mean	SD	t value	p value
Government	640	87.40	20.04	5.728	p< 0.01
Aided	560	80.47	21.60		

The means of Home Environment scores of students from government and aided schools are found to be Mean=87.40 & SD = 20.04 and Mean = 80.47 & SD = 21.60 respectively. After the t test, the value was 5.728 which is statistically significant. Therefore, there is a significant difference in the Home Environment of students with respect to type of management.

Figure 14

Graphical representation of means of Home Environment of students according to type of management



Discussion

The present study revealed a significant difference in student's perceptions of the home environment between government (Mean=87.40) and aided (Mean = 80.47) schools, with a t-value of 5.728 ($p < 0.01$). This finding suggests that students in government schools perceive their home environment more positively. This difference may be due to the fact that the number of government schools for TLM students is higher than that of aided schools and the most aided are located in rural areas, where home environments may have fewer resources and less parental support.

Comparison of Self- Regulation of students according to gender

A test of significance of difference between mean scores was done for the comparison of Self- Regulation according to gender.

Table 46

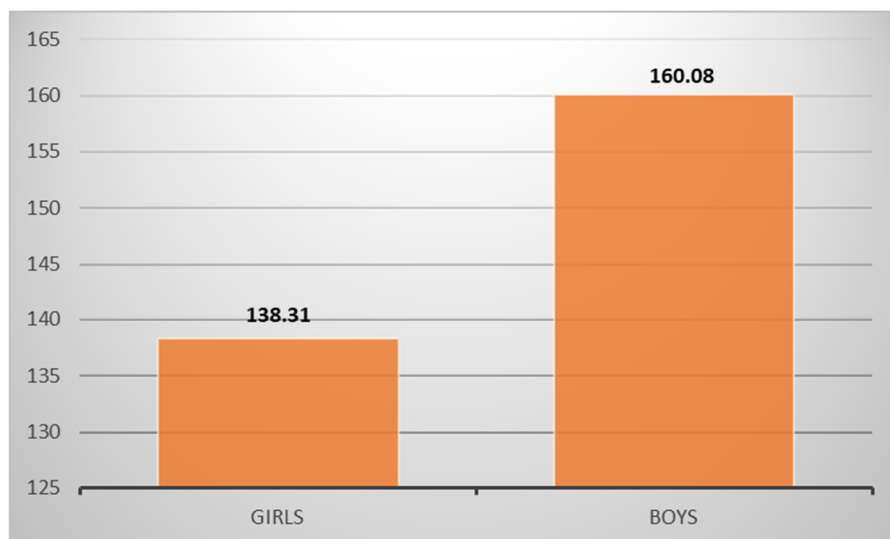
Data and Result of Test of Significance of the Difference between the Means of Self- Regulation of students According to Gender

Group	N	Mean	SD	t value	p value
Girls	600	138.31	47.70	8.281	p< 0.01
Boys	600	160.08	43.29		

The means of Self- Regulation of girls and boys are found to be Mean=138.31 & SD = 47.70 and Mean = 160.08 & SD = 43.29 respectively. After the t test, the value was 8.281 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in Self- Regulation of students with respect to gender.

Figure 15

Graphical representation of means of Self- Regulation of students according to gender



Discussion

The results of the present study reveal a statistically significant difference in the self-regulation of students based on gender, with boys (Mean = 160.08) scoring higher than girls (Mean = 138.31), as indicated by a t-value of 8.281 ($p < 0.01$). These findings are consistent with Haider et al. (2022) who identified a significant gender effect in the relationship between self-regulated learning and procrastination. They found that male students were more likely to engage in self-regulation, especially in rural areas. Sundaramoorthy (2018) reported that boys had higher active procrastination levels and made greater use of self-regulated learning strategies such as goal setting, planning, and information seeking. Adiguzel and Orhan (2017) also observed gender-based differences in self-regulation with boys demonstrating stronger metacognitive and self-regulatory skills in some learning areas.

The difference in the present study may have been due to contextual factors such as traditional gender roles. In many cases, boys were given more autonomy in academic decision-making, while girls had more household responsibilities that reduced the time available for self-regulated learning activities. Differences in access to digital resources, peer influence and teacher expectations may also have influenced how boys and girls developed self-regulation skills.

Comparison of Self- Regulation of students according to locale

A test of significance of difference between mean scores was done for the comparison of Self- Regulation according to locale.

Table 47

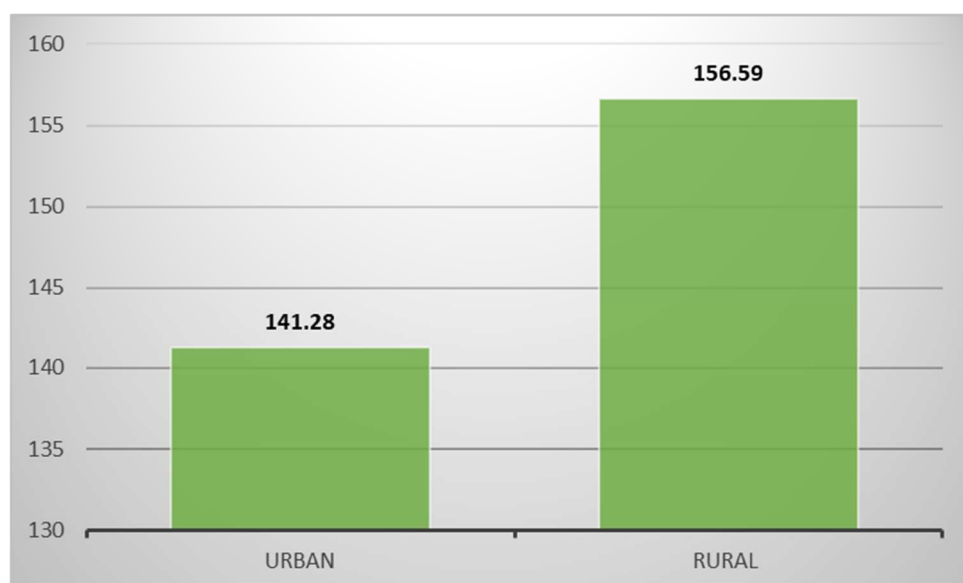
Data and Result of Test of Significance of the Difference between the Means of Self-Regulation of students According to locale

Group	N	Mean	SD	t value	p value
Urban	580	141.28	47.61	5.723	p< 0.01
Rural	620	156.59	44.85		

The means of Self- Regulation of urban students and rural students are found to be Mean=141.28 & SD = 47.61 and Mean = 156.59 & SD = 44.85 respectively. After the t test, the value was 5.723 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in Self- Regulation of students with respect to locale.

Figure 16

Graphical representation of means of Self- Regulation of students according to locale



Discussion

The findings of the present study show a statistically significant difference in the self-regulation of students according to locale. Rural students (Mean = 156.59) scored higher than urban students (Mean = 141.28) with a t-value of 5.723 ($p < 0.01$). These results are supported by Haider et al. (2022), who reported that students from rural areas showed greater involvement in self-regulated learning compared to urban students. Sundaramoorthy (2018) found that students from both rural and urban areas engaged in active procrastination, but boys who were mostly from rural backgrounds tended to use self-regulated learning strategies. Fentaw (2022) noted that rural students manage academic tasks and develop stronger time management and planning skills.

Rural Tamil linguistic minority students may have shown higher self-regulation due to greater independence in managing their learning and limited direct academic support at home because of language differences. Rural environments also helped students develop stronger study habits and focus, supported by cultural values that emphasized discipline, respect for education, hard work and persistence in achieving goals. These values encouraged students to remain committed and self-motivated in their studies. Urban students may have shown relatively lower self-regulation. They often relied more on external academic support such as coaching centres and digital resources. This reliance lessened the need for independent learning and self-management.

Comparison of Self- Regulation of students according to type of management

A test of significance of difference between mean scores was done for the comparison of Self- Regulation according to type of management.

Table 48

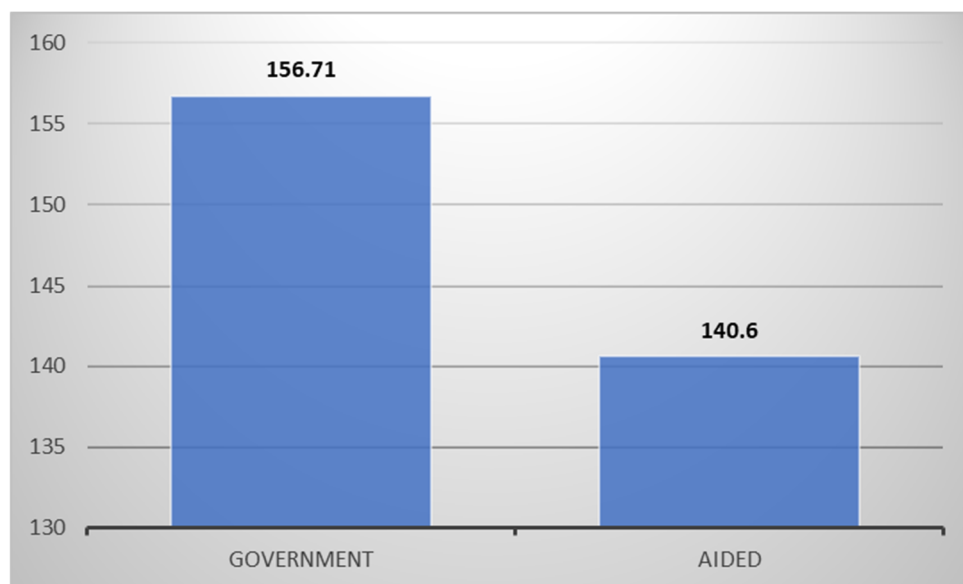
Data and Result of Test of Significance of the Difference between the Means of Self-Regulation of students According to type of management

Group	N	Mean	SD	t value	p value
Government	640	156.71	43.46	5.988	p< 0.01
Aided	560	140.60	49.02		

The means of Self-regulation of students from government and aided school students are found to be Mean=156.71 & SD = 43.46 and Mean = 140.60 & SD = 49.02 respectively. After the t test, the value was 5.988 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in self-regulation of students with respect to type of management.

Figure 17

Graphical representation of means of Self- Regulation of students according to type of management



Discussion

The present study found that government school students exhibited significantly higher self-regulation (Mean = 156.71) compared to aided school students (Mean = 140.60), with this difference being statistically significant ($t = 5.988$, $p < 0.01$). This result aligns with Mittal and Rathore (2021), who found that government school students demonstrated higher levels of self-regulation than private school students. They also observed that these students showed stronger internal motivation.

Students in government schools developed greater independence in learning because they managed their studies with less continuous academic guidance. This strengthened their ability to plan, monitor and regulate their own learning. Cultural and socio-economic factors also influenced this outcome. Limited external academic support led students to develop discipline, persistence, and goal-oriented study habits. This was especially evident among Tamil linguistic minority students, as language-related difficulties at home encouraged them to rely more on their own efforts in academic work. Aided schools may have provided more structured instruction, closer teacher monitoring and stronger academic guidance. As a result, students in these schools may have depended less on their own self-regulatory strategies.

Comparison of Gender Sensitivity of students according to gender

A test of significance of difference between mean scores was done for the comparison of Gender Sensitivity according to gender.

Table 49

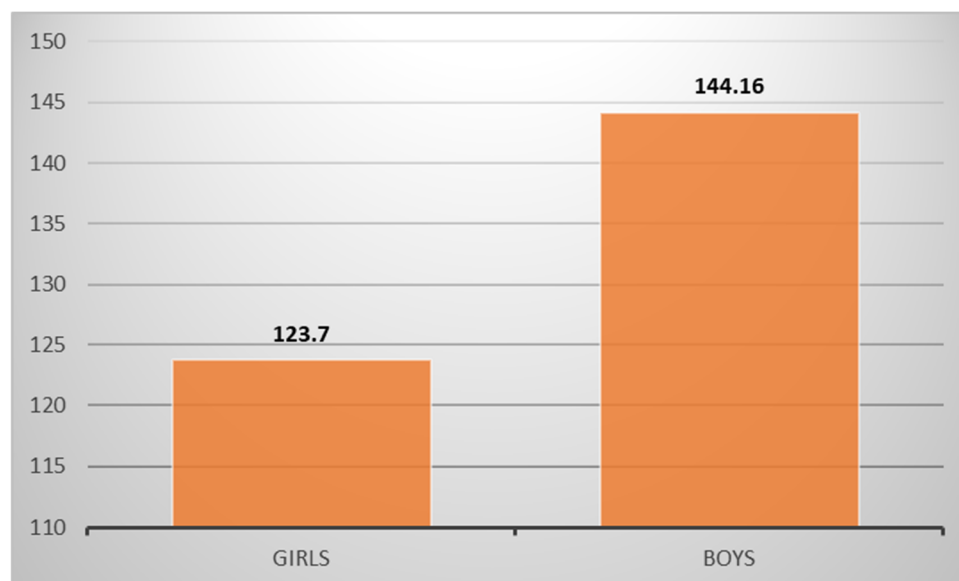
Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to Gender

Group	N	Mean	SD	t value	p value
Girls	600	123.70	44.23	8.476	p< 0.01
Boys	600	144.16	39.24		

The means of Gender Sensitivity of girls and boys are found to be Mean=123.70 & SD = 44.23 and Mean = 144.16 & SD = 39.24 respectively. After the t test, the value was 8.476 with $p < 0.01$ which is statistically significant. Therefore, there is a significant difference in Gender Sensitivity of students with respect to gender.

Figure 18

Graphical representation of means of Gender Sensitivity of students according to gender



Discussion

The present study found that boys (Mean = 144.16) exhibited slightly higher gender sensitivity than girls (Mean = 123.70), with a statistically significant difference ($t = 8.476$, $p < 0.01$). Supporting this, Kaur (2017) found that boys perceived a more cooperative and encouraging school environment than girls and emphasized the need to create equally supportive conditions for girls by increasing their participation in school activities.

Boietti et al. (2022) reported high gender sensitivity and stereotype rejection among male medical students in Italy. Vyas et al. (2020) observed that boys involved in the Girl Rising Gender Sensitization Program in India showed greater attitudinal changes toward gender equity compared to girls. Autade and Patki (2016) documented significant reductions in sexist attitudes among male students following sensitization interventions. Sharma and Gupta (2018) also pointed out that gender sensitization workshops often resulted in greater improvements in boys' gender attitudes in Indian colleges.

Boys in the present study may have shown higher gender sensitivity because they often had greater exposure to social interactions, school activities and sensitization programs, particularly within the Tamil linguistic minority context. They were typically given more freedom and encouragement to participate in discussions and public spaces, which enhanced their awareness and expression of gender-related issues. Girls in minority communities may have faced stricter cultural norms and fewer opportunities for active participation, which limited how they developed and expressed their understanding of gender equality.

Comparison of Gender Sensitivity of students according to locale

A test of significance of difference between mean scores was done for the comparison of Gender Sensitivity according to locale.

Table 50

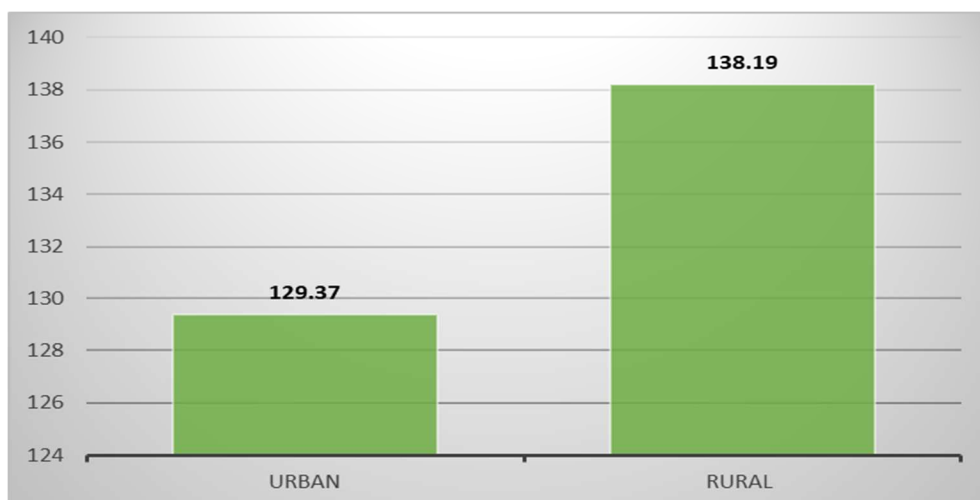
Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to locale

Group	N	Mean	SD	t value	p value
Urban	580	129.37	43.86	3.558	p< 0.01
Rural	620	138.19	41.83		

The means of Gender Sensitivity of urban students and rural students are found to be Mean=129.37 & SD = 43.86 and Mean = 138.19 & SD = 41.83 respectively. After the t test, the value was 3.558 which is statistically significant. Therefore, there is a significant difference in Gender Sensitivity of students with respect to locale.

Figure 19

Graphical representation of means of Gender Sensitivity of students according to locale



Discussion

The present study found that rural students (Mean = 138.19) exhibited higher gender sensitivity than urban students (Mean=129.37), with a statistically significant difference ($t = 3.558$, $p < 0.01$). In this study, rural TLM students in Kerala showed higher gender sensitivity than urban students. This finding was supported by Desai and Andrist (2010), who reported that gender attitudes in India are strongly influenced by family and community structures, with rural environments often reinforcing socially cooperative values.

Rural students grew up in their Tamil communities and were influenced by their culture, where they learned values such as respect, fairness and cooperation. Urban students may have known about gender issues through school or media, but they were less connected to their community, which reduced their sensitivity in real-life situations. Rural environments also provided more opportunities for close interpersonal interactions and shared responsibilities, which helped students observe and practice equality in everyday life and thereby strengthened their gender-sensitive attitudes.

Comparison of Gender Sensitivity of students according to type of management

A test of significance of difference between mean scores was done for the comparison of Gender Sensitivity according to type of management.

Table 51

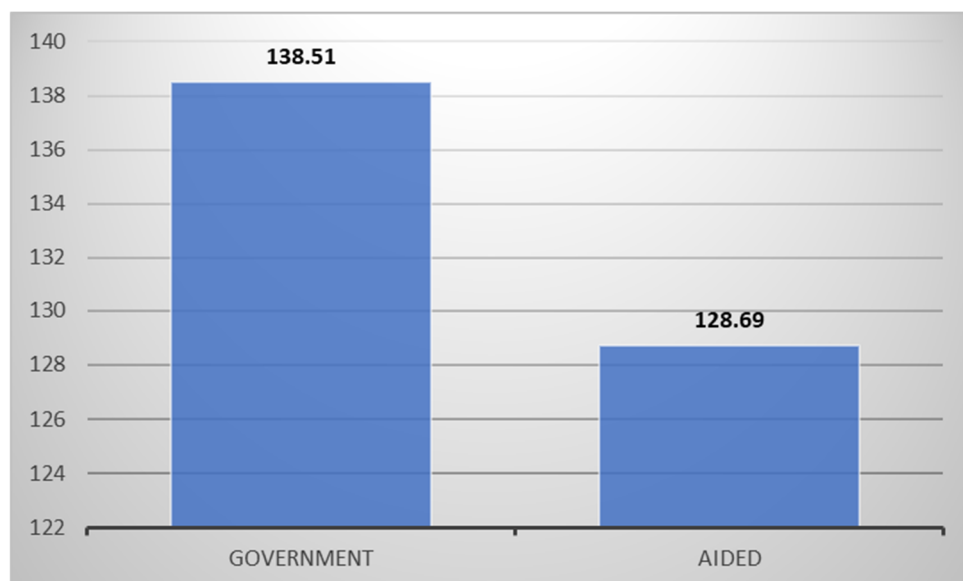
Data and Result of Test of Significance of the Difference between the Means of Gender Sensitivity of students According to type of management

Group	N	Mean	SD	t value	p value
Government	640	138.51	42.93	3.974	p< 0.01
Aided	560	128.69	42.58		

The means of Gender Sensitivity of government and aided school students are found to be Mean=138.51 & SD = 42.93 and Mean = 128.69 & SD = 42.58 respectively. After the t test, the value was 3.974 which is statistically significant. Therefore, there is a significant difference in Gender Sensitivity of students with respect to type of management.

Figure 20

Graphical representation of means of Gender Sensitivity of students according to type of management



Discussion

The results of the study revealed that there was significant difference in the gender sensitivity of students based on the type of school management, mean scores of government ($M = 138.51$) and aided ($M = 128.69$) school students, and a significant t -value 3.974. This finding was supported by the UNICEF (2015) Global School-Based Gender and Equality Report, which indicated that inclusive school environments, student diversity and participation in structured awareness programmes contributed to stronger gender-equitable attitudes among learners. This difference was due to government schools having students from diverse backgrounds, which helped them learn to understand and respect others. These schools also participated in more awareness programmes and value education activities related to gender sensitivity. Teachers in government schools may have received better training in social awareness, which helped them guide students more effectively.

Correlational Analysis

Estimation of relationship between variables was one of the objectives of the study. Pearson's Product Moment Correlation method was used for the purpose. The results were interpreted using verbal interpretation of coefficients of correlation by (Garrett 1996).

Relationship between Educational Aspiration and Home Environment of Students

The correlation between Educational Aspiration and Home Environment for the Total sample and sub samples drawn on the basis of gender, locale and type of management are given below

Table 52

Correlation between Educational Aspiration and Home Environment for the Total Sample and Sub samples

Variables	Sample	Home Environment
Educational Aspiration	Total Sample	0.331**
	Girls	0.327**
	Boys	0.268**
	Urban	0.313**
	Rural	0.314**
	Government	0.342**
	Aided	0.292**

** indicates correlation is significant at the 0.01 level (2-tailed)

The coefficient of correlation between Educational Aspiration and Home Environment for the total sample is 0.331 ($p < 0.01$). The relationship is interpreted as positive and significant for the total sample of students. The coefficient of correlation between Educational Aspiration and Home Environment for girls and boys are 0.327 and 0.268 respectively and it is significant ($p < 0.01$), in the case of both girls and boys. The coefficients of correlation for urban and rural students are 0.313 and 0.314 respectively and are significant ($p < 0.01$). Also, the coefficient of correlation for government and aided school students are 0.342 and 0.292 are significant ($p < 0.01$).

Discussion

The study found a significant positive correlation between educational aspiration and home environment ($r = 0.331$, $p < 0.01$), with stronger effects for girls ($r = 0.327$), rural school students ($r = 0.314$) and government school students ($r = 0.342$). These findings are supported by Pindar and Singh (2021), who observed a

significant positive relationship between parental encouragement and students' educational aspirations. Kaur (2011) also noted a significant positive correlation between educational aspirations and positive dimensions of the home environment, such as reward and nurturance.

These results showed that students with more supportive home environments were associated with higher educational aspirations. Differences in the magnitude of correlations were observed across gender, locality and school type. These differences reflected variation in the strength of association across groups, while the relationship between home environment and educational aspiration remained positive in all categories.

Relationship between Educational Aspiration and Self-Regulation of Students

The correlation between Educational Aspiration and Self-Regulation for the Total sample and sub samples drawn on the basis of gender, locale and type of management are given below.

Table 53

Correlation between Educational Aspiration and Self-Regulation for the Total Sample and Sub samples

Variables	Sample	Self-Regulation
Educational Aspiration	Total Sample	0.319**
	Girls	0.278**
	Boys	0.287**
	Urban	0.338**
	Rural	0.262**
	Government	0.300**
	Aided	0.308**

** indicates correlation is significant at the 0.01 level (2-tailed)

The coefficient of correlation between Educational Aspiration and Self-Regulation for the total sample is 0.319 ($p < 0.01$). The relationship is interpreted as positive and significant for the total sample of students. The coefficient of correlation between Educational Aspiration and Self-Regulation for girls and boys are 0.278 and 0.287 respectively and it is significant in both girls and boys. The coefficient of correlation for urban and rural students is 0.338 and 0.262 respectively and it is significant ($p < 0.01$). Also, the coefficient of correlation for government and aided school students is 0.300 and 0.308 are significant ($p < 0.01$), in the case of government students and aided students respectively.

Discussion

The study found a significant positive correlation between educational aspiration and self-regulation ($r = 0.319$, $p < 0.01$), with stronger effects for boys ($r = 0.287$), aided school students ($r = 0.308$), and urban ($r = 0.338$). These findings are supported by Ahuja (2016) reported significant positive relationship was found between self-efficacy and educational aspiration of the students.

These results indicated that students with higher self-regulation tended to report higher educational aspirations. Variations in the magnitude of correlations were observed across gender, locality and school type. These variations suggested differences in the strength of association across groups, while maintaining a consistent positive relationship.

Relationship between Educational Aspiration and Gender Sensitivity of Students

The correlation between Educational Aspiration and Gender Sensitivity for the Total sample and sub samples drawn on the basis of gender, locale and type of management are given below

Table 54

Correlation between Educational Aspiration and Gender Sensitivity for the Total Sample and Sub samples

Variables	Sample	Gender Sensitivity
Educational Aspiration	Total Sample	0.297**
	Girls	0.259**
	Boys	0.258**
	Urban	0.313**
	Rural	0.258**
	Government	0.317**
	Aided	0.253**

** indicates correlation is significant at the 0.01 level (2-tailed)

The coefficient of correlation between Educational Aspiration and Gender Sensitivity for the total sample is 0.297 ($p < 0.01$). The relationship is interpreted as positive and significant for the total sample of students. The coefficient of correlation between Educational Aspiration and Gender Sensitivity for girls and boys are 0.259 and 0.258 respectively and it is significant ($p < 0.01$) for both girls and boys. The coefficient of correlation for urban and rural students is 0.313 and 0.258 respectively and it is significant ($p < 0.01$) for both urban and rural students. Also, the coefficient of correlation for government and aided school students are 0.317 and 0.253 are significant ($p < 0.01$) for both government and aided school students.

Discussion

The study found a significant positive correlation between educational aspiration and gender sensitivity overall ($r = 0.297$, $p < 0.01$). The relationship was stronger among girls ($r = 0.259$), urban students ($r = 0.313$), and government school students ($r = 0.317$), which indicated slight variation across groups.

Higher gender sensitivity was associated with higher educational aspirations among students. The strength of association was relatively higher among urban students and government school students when compared with other groups. However, the relationship remained positive and significant across all categories, suggesting a consistent association between gender sensitivity and educational aspiration across gender, locality and school type.

Comparative interpretations of Correlations with respect to gender

Fisher's r -to- z transformation was applied to test whether correlations between variables differed significantly by gender (girls vs. boys). This analysis examined whether the correlations between variables differed significantly between girls and boys.

Table 55

Fisher's r -to- z transformation with gender

Variable Pair	Girls (r)	Boys (r)	Z Value	Significance
Educational Aspiration $\times$ Home Environment (EA $\times$ HE)	0.327	0.268	-1.114	$P > .05$
Educational Aspiration $\times$ Self- Regulation (EA $\times$ SR)	0.278	0.287	0.158	$P > .05$
Educational Aspiration $\times$ Gender Sensitivity (EA $\times$ GS)	0.259	0.258	-0.014	$P > .05$

The Fisher r to z comparisons between male and female students indicate that the correlations between educational aspiration and home environment are positive and weak ($r = 0.268$ for boys, $r = 0.327$ for girls; $z = -1.114$, $p = 0.265$). The correlations between educational aspiration and Self-regulation are positive and weak ($r = 0.287$ for boys, $r = 0.278$ for girls; $z = 0.158$, $p = 0.874$). Similarly, correlations between educational aspiration and gender sensitivity are positive and weak ($r = 0.258$ for boys, $r = 0.259$ for girls; $z = -0.014$, $p = 0.989$). The differences in correlation strength between genders are not statistically significant, indicating similar patterns for both male and female students.

These findings suggested that the relationships between educational aspiration and factors such as home environment, self-regulation and gender sensitivity were present for both boys and girls. However, the magnitudes of the correlations were modest and comparable across genders. Although slight variations existed in the strength of the correlations, the lack of statistical significance indicated that the relationships did not differ significantly between male and female students. This implied that home environment, self-regulation and gender sensitivity were similarly associated with educational aspiration for both genders.

Comparative interpretations of Correlations with respect to locale

Fisher's r -to- z transformation was applied to test whether correlations between variables differed significantly by locale (urban vs. rural). This analysis examined whether the correlations between variables differed significantly between urban and rural students.

Table 56*Fisher's r-to-z transformation with locale*

Variable Pair	Urban (r)	Rural (r)	Z Value	Significance
Educational Aspiration × Home Environment (EA × HE)	0.313	0.314	0.018	P > .05
Educational Aspiration × Self- Regulation (EA × SR)	0.338	0.262	-1.442	P > .05
Educational Aspiration × Gender Sensitivity (EA × GS)	0.313	0.258	-1.042	P > .05

The Fisher r to z analysis comparing rural and urban students shows that correlations between educational aspiration and home environment are positive and weak ($r = 0.314$ for rural, $r = 0.313$ for urban; $z = 0.018$, $p = 0.986$). Correlations with self-regulation are positive and weak to moderate ($r = 0.262$ for rural, $r = 0.338$ for urban; $z = -1.442$, $p = 0.149$), and correlations with gender sensitivity are positive and weak ($r = 0.258$ for rural, $r = 0.313$ for urban; $z = -1.042$, $p = 0.297$). The differences in correlation strength between rural and urban students are not statistically significant, indicating similar relationships across locales.

These findings indicated that although slight variations existed in the magnitude of the correlations, the relationships between educational aspiration and the examined variables were similar among rural and urban students. The non-significant Fisher z values suggested that the strength of the relationships did not differ significantly across rural and urban groups. This implied that home environment, self-regulation and gender sensitivity were similarly associated with educational aspiration in both contexts.

Comparative interpretations of Correlations with respect to type of management

Fisher's *r*-to-*z* transformation was applied to test whether correlations between variables differed significantly by type of management (government vs. aided). This analysis examined whether the correlations between variables differed significantly between government and aided school students.

Table 57

Fisher's r-to-z transformation with type of management

Variable Pair	Govt (r)	Aided (r)	Z Value	Significance
Educational Aspiration × Home Environment (EA × HE)	0.342	0.292	0.970	P > .05
Educational Aspiration × Self-Regulation (EA × SR)	0.300	0.308	-0.150	P > .05
Educational Aspiration × Gender Sensitivity (EA × GS)	0.317	0.253	1.204	P > .05

The Fisher *r* to *z* comparisons for government and aided school students indicate that correlations between educational aspiration and home environment are positive and weak to moderate ($r = 0.342$ for government, $r = 0.292$ for aided; $z = 0.970$, $p = 0.332$). Correlations with self-regulation are positive and weak ($r = 0.300$ for government, $r = 0.308$ for aided; $z = -0.150$, $p = 0.881$) and correlations with gender sensitivity are positive and weak to moderate ($r = 0.317$ for government, $r = 0.253$ for aided; $z = 1.204$, $p = 0.229$). The differences in correlation strength across school management types are not statistically significant, indicating similar patterns for both government and aided school students.

The differences in correlation strength across school management types were not statistically significant. This suggested that the relationships between educational aspiration and the examined variables were similar for both government and aided school students. Slight variations existed in the magnitude of the correlations. However, the lack of statistical significance indicated that the strength of these relationships did not differ substantially across school management types. This implied that home environment, self-regulation, and gender sensitivity were similarly associated with educational aspiration among students from both government and aided schools.

Chapter 5

SUMMARY, FINDINGS AND CONCLUSIONS

- Study in Retrospect
- Variables in the Study
- Objectives of the Study
- Hypotheses of the Study
- Methodology of the Study
- Major Findings of the Study
- Tenability of Hypotheses
- Conclusions

This chapter presents an overview of the major events during the execution of the study, the findings and the conclusions drawn from those findings.

Study in Retrospect

This section presents a retrospective account of the major stages involved in the conduct of the present study. It includes a restatement of the problem, identification of variables, formulation of hypothesis, design of the study, sample selection, tools used for data collection and the statistical techniques for data analysis.

Restatement of the Problem

The educational system in India is influenced by socio-cultural and linguistic elements. Educational experiences of TLM students in Kerala are influenced by personal and multiple factors. Educational aspiration is a psychological aspect which affects student's goals and expectations related to their academic future. Development of academic goals associated with variables such as home environment, self-regulation and gender sensitivity.

“EDUCATIONAL ASPIRATION IN RELATION TO HOME ENVIRONMENT, SELF REGULATION AND GENDER SENSITIVITY OF TAMIL LINGUISTIC MINORITY STUDENTS OF KERALA”

Variables

The independent and dependent variables included in this study are the following.

Independent variables

Three independent variables were selected for the study. They are

- Home Environment
- Self-Regulation
- Gender Sensitivity

Dependent variable

The dependent variable of the study is Educational aspiration

Classificatory variables

Classificatory variables are Gender, Locale and Type of Management

Objectives of the Study

- To find out the levels of Educational aspiration of TLM students of Kerala
- To find out the levels of Home environment of TLM students of Kerala
- To find out the levels of Self regulation of TLM students of Kerala
- To find out the levels of Gender sensitivity of TLM students of Kerala

- To find out whether there exist any significant difference in the mean scores of Educational aspiration of TLM students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Home environment of TLM students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Self regulation of TLM students of Kerala with respect to gender, locale and type of management
- To find out whether there exist any significant difference in the mean scores of Gender sensitivity of TLM students of Kerala with respect to gender, locale and type of management
- To find out the relationship between Educational aspiration and Home environment of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Self regulation of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management
- To find out the relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management

- To find out whether there exist any significant difference in relationship between Educational aspiration and Home environment of TLM students of Kerala for subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Self regulation of TLM students of Kerala for subsamples based on gender, locale and type of management
- To find out whether there exist any significant difference in relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for subsamples based on gender, locale and type of management

Hypotheses of the Study

- TLM students possess different levels of Educational aspiration
- TLM students possess different levels of Home environment
- TLM students possess different levels of Self regulation
- TLM students possess different levels of Gender sensitivity
- There exist significant difference in the mean scores of Educational aspiration of TLM students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Home environment of TLM students of Kerala with respect to gender, locale and type of management

- There exist significant difference in the mean scores of Self regulation of TLM students of Kerala with respect to gender, locale and type of management
- There exist significant difference in the mean scores of Gender sensitivity of TLM students of Kerala with respect to gender, locale and type of management
- There exists significant relationship between Educational aspiration and Home environment of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Self regulation of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exists significant relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for the total sample and subsample based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Home environment of TLM students of Kerala for subsamples based on gender, locale and type of management
- There exist significant difference in the relationship between Educational aspiration and Self regulation of TLM students of Kerala for subsamples based on gender, locale and type of management

- There exist significant difference in the relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for subsamples based on gender, locale and type of management

Methodology of the Study

Design

For the present study survey method was employed to collect data and quantitative techniques were used for data analysis.

Sample Used for the Study

The sample group of students was selected from the secondary level Tamil linguistic minority students in Kerala. The total sample for the present study consists of 1200 Tamil linguistic minority students of Kerala. Due consideration was given to the subgroups of the population such as gender, locale and type of management of the institution. To obtain representative samples of the population, the investigator followed simple random sampling techniques in various Tamil medium schools of Palakkad, Idukki, and Thiruvananthapuram districts of Kerala.

Tools Used for the Study

For the present study, the investigator developed the following tools with the help of the supervising teacher for collecting data.

- Educational aspiration Scale (Sruthi & Seema, 2024)
- Home environment Inventory (Sruthi & Seema, 2024)
- Self-regulation Scale (Sruthi & Seema, 2024)

- Gender sensitivity Scale (Sruthi & Seema,2024)

Statistical Techniques Used

The major statistical techniques employed for the present study are given below.

- Preliminary Analysis
- Percentile Analysis
- Test of Significance of Difference Between Means (t-test)
- Karl Pearson's Product Moment Co-efficient of Correlation
- Fisher's r-to-z Transformation

Major findings of the Study

The major findings of the study are as follows.

The mean scores of four variables for total sample and subsamples based on gender, locale (rural and urban) and type of management (government and aided) were found.

Educational aspiration, Home environment, Self regulation and Gender sensitivity among Tamil linguistic minority students in Kerala

Mean scores of Educational aspiration of TLM students were found to be 155.95. Whereas the median, mode and standard deviation values are 168, 218, and 49.60 respectively. The skewness and kurtosis values are - 0.505 and -0.941 respectively. Mean scores of the home environment of students were found to be 84.17. Whereas the median, mode and standard deviation values are 88, 110, and

21.06 respectively. The skewness and kurtosis values are - 0.530 and -0.898 respectively.

Mean scores of Self regulation of students were found to be 149.19. Whereas the median, mode and standard deviation values are 158, 209, and 46.81 respectively. The skewness and kurtosis values are - 0.527 and -0.832 respectively. Mean scores of Gender sensitivity of students were found to be 133.93. Whereas the median, mode and standard deviation values are 142,181, and 43.03 respectively. The skewness and kurtosis values are - 0.518 and -0.906 respectively.

All four variables exhibit negative skewness and platykurtic characteristics, showing that most students scored above the average with a flatter distribution pattern.

Levels of Educational aspiration, Home environment, Self regulation and Gender sensitivity among Tamil linguistic minority students in Kerala

As per the result based on the analysis, the majority of students have a high level of Educational aspiration, home environment and Gender sensitivity. Of the total sample 43.92% has high, 42.42% has average and 13.67% has low educational aspirations. Of the total sample 44.25% has a high, 42.5% has average and 13.25% has a low home environment. Of the total sample 43.17% has high, 43.08% has average and 13.75% has low Gender sensitivity. The majority of students have an average level of self-regulation. Of the total sample 42.58% has high, 44.67% has average and 12.75% has low self-regulation.

Comparison of Educational aspiration among Tamil linguistic minority students in Kerala in relation to their Gender, Locale and Type of Management

There is a significant difference in Educational Aspiration of students with respect to gender, locale and type of management. An independent sample t test showed that boys reported higher scores than girls ($t=7.863$, $p < 0.01$). Rural students scored higher than urban students ($t=5.242$, $p < 0.01$). Government school students reported higher scores than aided school students ($t=4.475$, $p < 0.01$). Higher mean scores were associated with boys, rural students and government school students.

Comparison of Home environment among Tamil linguistic minority students in Kerala in relation to their Gender, Locale and Type of Management

There is a significant difference in the home environment of students with respect to gender, locale and type of management. An independent sample t test showed that boys reported higher ($t=7.116$, $p < 0.01$) than girls. Rural students scored higher ($t=6.204$, $p < 0.01$) than urban students. Government school students reported higher scores than aided school students ($t=5.728$, $p < 0.01$).

Comparison of Self regulation among Tamil linguistic minority students in Kerala in relation to their Gender, Locale and Type of Management

There is a significant difference in the self- regulation of students with respect to gender, locale and type of management. An independent sample t test showed that boys reported higher scores than girls ($t=8.281$, $p < 0.01$). Rural students scored higher ($t= 5.723$, $p < 0.01$) than urban students. Government school students reported higher scores than aided school students ($t=5.988$, $p < 0.01$).

Comparison of Gender sensitivity among Tamil linguistic minority students in Kerala in relation to their Gender, Locale and Type of Management

There is a significant difference in the Gender sensitivity of students with respect to gender, locale and type of school management. An independent sample t test showed that boys reported higher ($t=8.476$, $p < 0.01$) than girls. Rural students scored higher than urban students ($t= 3.558$, $p < 0.01$). Government school students reported higher scores than aided school students ($t=3.974$, $p < 0.01$).

Relationship between Educational aspiration and Home environment of Tamil linguistic minority students in Kerala

The coefficient of correlation between Educational aspiration and Home environment for the total sample of Tamil linguistic minority students in Kerala is 0.331 ($p < 0.01$), revealing a positive and significant relationship for all students.

The coefficient of correlation indicates that the relationship between Educational aspiration with Home environment is positive and significant for gender, locale and type of management. Among gender groups, the correlation is stronger for girls than for boys (girls: $r = 0.327$, $p < 0.01$; boys: $r = 0.268$, $p < 0.01$). With respect to locality, rural students exhibit a slightly higher correlation compared to urban students (rural: $r = 0.314$, $p < 0.01$; urban: $r = 0.313$, $p < 0.01$). Differences also emerge across types of management, with government school students showing a stronger association than those in aided schools (government: $r = 0.342$, $p < 0.01$; aided: $r = 0.292$, $p < 0.01$).

Relationship between Educational aspiration and Self regulation of Tamil linguistic minority students in Kerala

The coefficient of correlation between Educational aspiration and Self regulation for the total sample of Tamil linguistic minority students in Kerala is 0.319 ($p < 0.01$), demonstrating a positive and significant relationship for all students.

The correlation revealed a positive and significant relationship between Educational aspiration with Self regulation across gender, locale and type of management. For gender, the correlation is slightly stronger for boys than for girls (girls: $r = 0.278$, $p < 0.01$; boys: $r = 0.287$, $p < 0.01$). For locale, the results show that relationships are stronger for urban students (rural: $r = 0.262$, $p < 0.01$; urban: $r = 0.338$, $p < 0.01$). Regarding type of management, the relationship is slightly stronger for aided school students (government: $r = 0.300$, $p < 0.01$; aided: $r = 0.308$, $p < 0.01$).

Relationship between Educational aspiration and Gender sensitivity of Tamil linguistic minority students in Kerala

The coefficient of correlation between Educational aspiration and Gender sensitivity for the total sample of Tamil linguistic minority students in Kerala is 0.297 ($p < 0.01$), representing a positive and significant relationship for all students.

The coefficient of correlation indicates that the relationship between Educational aspiration with Gender sensitivity is positive and significant for gender, locale and type of management. In the case of gender, the relationship is slightly stronger for girls (girls: $r = 0.259$, $p < 0.01$; boys: $r = 0.258$, $p < 0.01$). Regarding locale, the relationship is stronger for urban students (rural: $r = 0.258$, $p < 0.01$; urban:

$r = 0.313$, $p < 0.01$). The findings across type of management, the relationship is stronger for government school students (government: $r = 0.317$, $p < 0.01$; aided: $r = 0.253$, $p < 0.01$).

Comparative interpretations of Correlations with respect to gender

The Fisher r to z comparisons between male and female students indicate that the correlations between Educational aspiration and Home environment are positive and weak ($r = 0.268$ for boys, $r = 0.327$ for girls; $z = -1.114$, $p = 0.265$). The correlations between Educational aspiration and Self regulation are positive and weak ($r = 0.287$ for boys, $r = 0.278$ for girls; $z = 0.158$, $p = 0.874$). Correlations between Educational aspiration and Gender sensitivity are positive and weak ($r = 0.258$ for boys, $r = 0.259$ for girls; $z = -0.014$, $p = 0.989$). No significant gender differences were observed in correlation strength, suggesting consistent observations among male and female students.

Comparative interpretations of Correlations with respect to Locale

The Fisher r to z analysis comparing rural and urban students shows that correlations between Educational aspiration and Home environment are positive and weak ($r = 0.314$ for rural, $r = 0.313$ for urban; $z = 0.018$, $p = 0.986$). Correlations with Self regulation are positive and weak to moderate ($r = 0.262$ for rural, $r = 0.338$ for urban; $z = -1.442$, $p = 0.149$), and correlations with Gender sensitivity are positive and weak ($r = 0.258$ for rural, $r = 0.313$ for urban; $z = -1.042$, $p = 0.297$). The differences in correlation strength between rural and urban students are not statistically significant, showing similar relationships across locales.

Comparative interpretations of Correlations with respect to Type of Management

The Fisher r to z comparisons for government and aided school students indicate that correlations between Educational aspiration and Home environment are positive and weak to moderate ($r = 0.342$ for government, $r = 0.292$ for aided; $z = 0.970$, $p = 0.332$). Correlations with Self regulation are positive and weak ($r = 0.300$ for government, $r = 0.308$ for aided; $z = -0.150$, $p = 0.881$) and correlations with Gender sensitivity are positive and weak to moderate ($r = 0.317$ for government, $r = 0.253$ for aided; $z = 1.204$, $p = 0.229$). The findings showed that no significant variation in correlation strength across school management types exhibited similar trends for both government and aided school students.

Tenability of Hypotheses

The hypotheses formulated for the study are examined based on the findings, and their tenability is discussed in this section.

Hypothesis 1

The TLM students possess different levels of Educational aspiration

Students have different levels of Educational aspiration and it is classified as high, average and low levels. A majority of students were found to have a high level of Educational aspiration. **Hence, the hypothesis was fully substantiated.**

Hypothesis 2

The TLM students possess different levels of Home environment

Students exhibited varying levels of Home environment, categorized as high, average and low. Most students were found to possess a high level of Home environment. **Hence, the hypothesis was fully substantiated.**

Hypothesis 3

The TLM students possess different levels of Self regulation

Students have different levels of Self regulation and it is classified as high, average and low levels. A majority of students were found to have an average level of Self regulation. **Hence, the hypothesis was fully substantiated.**

Hypothesis 4

The TLM students possess different levels of Gender sensitivity

Students exhibited varying levels of Gender sensitivity and categorized as high, average and low. Most students were found to possess a high level of Gender sensitivity. **Hence, the hypothesis was fully substantiated.**

Hypothesis 5

There exist significant difference in the mean scores of Educational aspiration of TLM students of Kerala with respect to gender, locale and type of management

There were significant differences in the mean scores of educational aspiration among students with respect to gender, locale and type of management. **Therefore, the hypothesis was fully substantiated.**

Hypothesis 6

There exist significant difference in the mean scores of Home environment of TLM students of Kerala with respect to gender, locale and type of management

Significant differences were found in the mean scores of home environment among students based on gender, locale and type of management. **Therefore, the hypothesis was fully substantiated.**

Hypothesis 7

There exist significant difference in the mean scores of Self regulation of TLM students of Kerala with respect to gender, locale and type of management

There were significant differences in the mean scores of Self regulation among students with respect to gender, locale and type of management. **Therefore, the hypothesis was fully substantiated.**

Hypothesis 8

There exist significant difference in the mean scores of Gender sensitivity of TLM students of Kerala with respect to gender, locale and type of management

Significant differences were identified in the mean scores of Gender sensitivity among students based on gender, locale and type of management. **Therefore, the hypothesis was fully substantiated.**

Hypothesis 9

There exists significant relationship between Educational aspiration and Home environment of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management

Significant Positive Correlations were found between Educational aspiration and Home environment of students for the total sample as well as subsamples of girls and boys, urban and rural students, and government and aided school students.

Hence, the hypothesis was fully substantiated.

Hypothesis 10

There exists significant relationship between Educational aspiration and Self regulation of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management

A Significant Positive correlation was observed between students Educational aspiration and Self regulation across the total sample and within subgroups of gender, locale and type of management. **Hence, the hypothesis was fully substantiated.**

Hypothesis 11

There exists significant relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for the total sample and subsamples based on gender, locale and type of management

A Significant and Positive relationship was identified between Educational aspiration and Self regulation of students for the total sample as well as for girls and

boys, urban and rural students, and government and aided school students. **Hence, the hypothesis was fully substantiated.**

Hypothesis 12

There exist significant difference in the relationship between Educational aspiration and Home environment of TLM students of Kerala for subsamples based on gender, locale and type of management

The relationship between Educational aspiration and Home environment was positive but weak across all subgroups. Comparisons across gender, locale and type of management showed no statistically significant differences, revealing identical patterns for all students. **Hence, the hypothesis was not substantiated.**

Hypothesis 13

There exist significant difference in the relationship between Educational aspiration and Self regulation of TLM students of Kerala for subsamples based on gender, locale and type of management

The results showed that the relationship between Educational aspiration and Self regulation was positive but weak for all subgroups. Statistical comparisons demonstrated no significant differences across gender, locale and type of management, showed consistent patterns among all students. **Hence, the hypothesis was not substantiated.**

Hypothesis 14

There exist significant difference in the relationship between Educational aspiration and Gender sensitivity of TLM students of Kerala for subsamples based on gender, locale and type of management

Correlations between Educational aspiration and Gender sensitivity were positive but weak across all subgroups. Differences in correlation strength across gender, locale and type of management were not statistically significant, representing similar relationships for all students. **Hence, the hypothesis was not substantiated.**

Conclusions

The present study examined the educational aspirations of Tamil linguistic minority students in Kerala, focused on their relationship with home environment, self-regulation and gender sensitivity. It also explored variations in these variables across gender, locale (urban/rural), and school management (government/aided).

Students exhibited moderate to high levels of educational aspiration, self-regulation and gender sensitivity, along with supportive home environments. The distributions of scores were negatively skewed, indicating that most students scored above the average. Low standard deviations suggested homogeneity within this culturally and linguistically distinct sample. A small proportion of students fell within the low category, suggesting that a limited number of students required additional support.

Independent-samples t-tests revealed meaningful differences across groups. Special attention was given to girls, urban students, and aided school students, who demonstrated comparatively lower mean scores. The investigator found that,

- Boys scored significantly higher than girls on educational aspiration, home environment, self-regulation, and gender sensitivity.
- Rural students scored higher than urban students, suggesting that family and community support may positively influence learning.

- Government school students scored higher than aided school students in all areas.
- Girls, urban students, and aided school students consistently scored lower, suggesting the need for support to improve their motivation and personal growth.

Pearson correlation analysis revealed that educational aspiration was positively and significantly related to home environment, self-regulation, and gender sensitivity though the strength of these relationships was low to weak (ranging approximately 0.26–0.34). Subgroup analysis showed slight variations:

- The correlation between educational aspiration and home environment was slightly stronger among girls, rural students, and government school students.
- The association between educational aspiration and self-regulation was marginally stronger among boys, urban students, and aided school students.
- The relationship between educational aspiration and gender sensitivity was slightly higher for girls, urban students, and government school students.

Fisher *r*-to-*z* comparisons were conducted to determine whether these differences in correlation strength were statistically meaningful. The analysis revealed that none of the differences across gender, locale or school management were significant, and although some subgroups showed slightly stronger associations. The relationships between educational aspiration and its predictors remain consistent across all groups.

Educational aspiration was a multidimensional construct that was better understood through multiple theoretical perspectives. Pierre Bourdieu (1986) explained that students' aspirations were influenced by their cultural and social capital, particularly family background, educational resources and home environment. Urie Bronfenbrenner (1979) emphasized that individual development occurred through continuous interaction between multiple environmental systems such as family, school and society. These theories support the view that educational aspiration is influenced by multiple interrelated factors rather than a single determinant.

This study showed that TLM students in Kerala generally held good levels of academic aspiration and supportive personal and environmental characteristics. The home environment, self-regulation and gender sensitivity, along with external factors such as the school environment, community expectations, cultural elements and peer influence, may have played an important role in promoting the educational aspirations of Tamil linguistic minority students. Strengthening home–school relationships, promoting self-regulation strategies and fostering gender-sensitive attitudes further enhanced aspirations for all students. The findings emphasized the importance of targeted support and inclusive strategies in promoting equitable academic growth among these minority students.

Chapter 6

RECOMMENDATIONS OF THE STUDY

- Educational Implications of the Study
- Suggestions for Further Research

Educational Implications of the Study

Educational aspiration is influenced by motivation and future success of students. The study underscores the significance of educational aspiration of TLM students in Kerala, addressing factors such as home environment, self-regulation and gender sensitivity. The following implications are based on the study's findings.

From the results, it is evident that most TLM students possess high educational aspirations. It emphasizes the need for schools to provide targeted support, such as mentorship, academic enrichment and career counseling to nurture their ambitions. Most of the students' families valued their education. Schools should make resources and workshops available to help parents and support their children's academic growth, particularly for those from less supportive home environments.

It was observed that the self-regulation was moderate among students. Therefore, schools should incorporate programs that focus on time management, goal setting, and emotional control. These skills will help the students to increase the ability to manage their academic responsibilities. Although the majority of students show an understanding of gender sensitivity. So, there is a need to increase this awareness through gender-focused education and workshops.

The study reveals significant differences among TLM students in educational aspiration, home environment, self regulation and gender sensitivity based on gender, locale and type of management. Boys, rural students and government school students exhibit higher educational aspirations, more supportive home environments, better self regulation and greater gender sensitivity compared to girls, urban students and aided school students. These findings emphasize the need for targeted interventions:

- Schools should encourage girls as well as urban students to enhance aspirations, self-regulation and gender awareness.
- Aided schools could adopt effective practices from government schools to foster positive outcomes in aspirations, home environment, self-regulation and gender sensitivity.
- Strengthening home support, parental involvement and community engagement for girls, urban students and aided school students. It will help to create environments which improve academic growth, self-regulation and gender sensitive attitudes among all students.

The study shows a positive and significant relationship between educational aspiration and factors like home support, self-regulation, and gender sensitivity. Students set higher goals when they receive support at home and develop good study habits. Being in an environment that values fairness and inclusivity also help them achieve these goals. However, the results show that girls and students from urban and aided schools tend to have weaker correlations between these factors and their aspirations, suggesting they may need extra support. To address this, schools could

focus on involving families more through workshops and counselling and also encourage parents to take a more active role in their children's education.

Mentoring programs and skill-building workshops that teach students how to set goals, manage their time, and stay disciplined can be given, especially for those in urban and aided schools who may face additional challenges. Curriculum should include gender-sensitive practices and inclusive activities. The comparative analysis found weak but positive correlations between educational aspiration and factors like home environment, self-regulation, and gender sensitivity. These correlations were consistent across gender, locale, and school management type with no significant statistical differences. This shows that strategies to improve educational aspirations can be applied to all students, regardless of gender, location or type of school.

However, girls, urban students, and those in aided schools showed slightly weaker correlations in some areas. It suggests they might benefit from more focused support. Schools could work on enhancing the collaboration between parents and the school. By providing more opportunities for parent involvement could help strengthen the home environment and academic support. Schools should also consider implementing programs that help students develop self-regulation skills such as time management, goal setting, and emotional control. Promoting gender sensitivity through school activities can foster an inclusive and respectful atmosphere for all students.

Therefore, the major implications of this study are:

- Targeted interventions are needed for girls, urban students and aided school students, who consistently show lower mean scores. Programs could focus on mentoring, self-regulation training and awareness of gender equity.
- Positive but weak correlations suggest that supportive homes, self-regulation, and gender-sensitive attitudes contribute to aspiration. Other factors (e.g., peer influence, culture or school environment) may also play a role.
- The consistency of correlations across subgroups implies that strategies to improve aspiration, self-regulation, and gender sensitivity can be applied broadly, benefiting all students.
- Strengthening the home-school relationship and enhancing student's self-regulation can provide extra support for improving higher educational aspirations of TLM students.

These steps can meet the diverse needs of these students while benefiting everyone in the school community.

Policy Level and System level Educational Implications (NEP 2020, NCF 2023, NCERT initiatives)

In addition to the implications suggested by the statistical findings, this study has broader implications for educational policy and systemic reform.

National Education Policy, 2020 supports equitable education, local language instruction, inclusive education and multilingualism are aligned with the needs of Tamil linguistic minorities. It promotes community involvement, curriculum reform

and learner development are essential to improving the educational context for minority students. State and local governments must ensure that NEP guidelines are localized effectively for Tamil linguistic minority students.

National curriculum framework, 2023 prioritizes learner centered, holistic and culturally centered education. Schools should adopt flexible curricula that involve local language, context and culture into teaching learning processes. It focuses on multilingualism and foundation education provides an opportunity to develop regionally relevant textbooks and learning resources in Tamil.

The study recommends integrating NCERT's digital platforms such as DIKSHA, ePathshala and SWAYAM to provide Tamil medium learning resources that support Tamil linguistic minority students in Kerala. Teachers should be encouraged to undergo NISHTHA training which is organized by NCERT. It develops inclusive, multilingual and technology-based teaching practices. The use of Bhasha Sangam also developed by NCERT. Ensuring the state level tools like KITE or Victers promote multilingual awareness, digital literacy and cultural inclusion in classrooms.

Schools can collaborate with the community to enhance academic programs for Tamil students. Cultural organizations and NGO can give mentoring, tuition, need based activities and career talk to these students. Community involvement in this matter is important. Supportive home, inclusive classrooms and culturally sensitive policies strengthen motivation, confidence and academic achievement in students. Collaboration among teachers, parents, school administrators, policymakers and students can create a learning environment which nurtures ambition, equality and personal growth, while preserving cultural identity and linguistic heritage.

Suggestions for Further Research

Based on the findings of this study, the investigator proposes the following suggestions for further research.

- The same study can be done in other linguistic minority groups in Kerala for a comparative understanding of factors influencing educational aspiration.
- A comparative study may be conducted on linguistic minority students and tribal students in Kerala to analyze their educational aspirations.
- The attitude of teachers towards TLM students can be studied.
- This study focused on the quantitative aspects of responses from TLM students. Future research may address the qualitative aspects to examine the challenges and experiences of these students in higher education.
- A Case study can be done to identify problems faced by the TLM students in Kerala.
- A comparative study can be carried out to identify the educational aspirations of TLM students in Kerala and those in other states or countries can be conducted.
- A study can be conducted on the needs and problems of TLM students in Kerala.

- Learning packages and modules for TLM students can be prepared and validated.

These research suggestions aim to support inclusive educational policies for TLM students. Addressing research gaps will help create an equitable system where all students can grow and reach their potential.

BIBLIOGRAPHY

- Adiguzel, A., & Orhan, A. (2017). The relation between English learning student's levels of self-regulation and metacognitive skills and their English academic achievements. *Journal of Education and Practice*, 8(9), 115–125.
<https://eric.ed.gov/?id=EJ1138845>
- Afzal, M. T., & Afzal, M. (2016). Relationship of family structure and emotional intelligence of secondary school students in Islamabad. *American Journal of Educational Research*, 4(9), 685–688.
- Agabekova, Z., Salimzhanova, A., Suleimenova, Z., & Yestekova, G. (2025). Gender perspectives in higher education: Enhancing gender studies in Kazakhstan. *Journal of Social Studies Education Research*, 16(1), 88–137.
- Agarwal, A. (2024). Gender equality and gender sensitization. *Scholarly Research Journal for Interdisciplinary Studies*, 12(7), 76–86.
https://www.researchgate.net/publication/387749858_Gender_Equality_and_Gender_Sensitization
- Agarwal, C., & Shukla, N. M. (2017). A study of in-service teachers' attitude towards gender issues. *Amity International Journal of Teacher Education*, 3(1), 187–192.

- Aglawe, S. T. (2020). A study of differences in intelligence, family climate, school environment, study habits and academic achievement of students in Vidarbha region in relation to area and sex. *Aayushi International Interdisciplinary Research Journal (AIIRJ)*, 7(4), 64. <http://www.aiirjournal.com>
- Agnihotri, R. K. (2007). Identity and multilinguality: The case of India. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 185-204). Lawrence Erlbaum Associates.
- Akhtar, A., & Saxena, S. B. (2011). *Home Environment Scale (HES-AASS)*. National Psychological Corporation.
- Alam, M. D. (2018). Study of educational aspiration and socio-economic status of secondary school students. *International Journal of Creative Research Thoughts*, 6(2), 2320-2882.
- Alam, M. M. (2018). Study of educational aspiration and socio-economic status of secondary school students. *International Journal of Creative Research Thoughts*, 6(2), 191. <https://www.ijcrt.org/papers/IJCRT1813472.pdf>
- Alam, S. M. (2015). Gender stereotypes among university students towards masculinity and femininity. *Rupkatha Journal of Interdisciplinary Studies in Humanities*, 7(3), 271–281.
- Alcaraz, M., Hayford, S. R., & Glick, J. E. (2021). Desired fertility and educational aspirations: Adolescent goals in rapidly changing social contexts. *Journal of Marriage and Family*, 84(1), 7–31. <https://doi.org/10.1111/jomf.12815>

- Ali, M. I. (2018). Study of educational aspiration and academic achievement of senior secondary school students in relation to gender and area. *International Journal of Multidisciplinary Research*, 8(4), 34-38.
- Allen, J., Sylva, K., Sammons, P., & Siraj, I. (n.d.). Students' educational aspirations are related to their academic achievement and parents' education level. *ACT Research Data Byte*, R2442. ACT Education Corp.
<https://www.act.org/content/dam/act/unsecured/documents/R2442-Students-Educational-Aspirations-Academic-Achievement-Parents-Education-2025-01.pdf>
- Almeida, F. A. (2023). *Minority educational institutions in India in the era of privatization* (Doctoral dissertation, Alliance University).
<http://hdl.handle.net/10603/474975>
- Amani, M., & Arbabi, M. M. (2020). The mediating role of academic self-regulation in the relationship between parenting dimensions and academic procrastination. *International Journal of School Health*, 7(2), 21–29.
<https://doi.org/10.30476/intjsh.2020.84983.1050>
- Amani, M., & Arbabi, M. M. (2020). The mediating role of academic self-regulation in the relationship between parenting dimensions and academic procrastination. *International Journal of School Health*, 7(2), 21-29.
- American Psychological Association. (2022). APA Dictionary of Psychology. Dictionary. Apa .org.

- Annamalai, E. (2001). *Managing multilingualism in India: Political and linguistic manifestations* (Language and Development Series, Vol. 8). Sage.
- Anthonia, U. (2019). Influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria. *International Journal of Contemporary Research and Review*, 10(03), 21430–21444. <https://doi.org/10.15520/ijcrr.v10i03.682>
- Anuganti, S. (2017). A comparative study of educational and vocational aspirations of socially advantaged and disadvantaged students. *International Journal of Research Culture Society*, 1(8). <https://doi.org/10.5281/zenodo.889103>
- Anyichie, A. C., Butler, D. L., Perry, N. E., & Nashon, S. M. (2023). Examining classroom contexts in support of culturally diverse learners' engagement: An integration of self-regulated learning and culturally responsive pedagogical practices. *Frontline Learning Research*, 11(1), 1–39. <https://doi.org/10.14786/flr.v11i1.1115>
- Arianto, F., & Hanif, M. (2024). Evaluating metacognitive strategies and self-regulated learning to predict primary school students' self-efficacy and problem-solving skills in science learning. *Journal of Pedagogical Research*, 8(3), 301–319.
- Arulmoly, C., & Kiruthika, A. (2017). A study on socio-economic status of secondary school students in relation to their educational aspiration in the science subject in Batticaloa District, Sri Lanka. *The International Journal of Humanities & Social Studies*, 5(4).

- Arya, R. (2022). *A study of gender sensitivity among secondary school students in relation to their family values, school environment and socio-cultural climate in Haryana* [Doctoral dissertation, Panjab University].
- Autade, S., & Patki, S. (2016). Reducing sexism among teenagers through a gender-sensitization module. *International Journal of Indian Psychology*, 4(1), 146–147. <https://doi.org/10.25215/0401.094>
- Ayan, E. (2015). Minority language loss: Socio-cultural and linguistic causes. *European Journal of English Language, Linguistics and Literature*, 2(1).
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248-287.
- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2(1), 21–41. <https://doi.org/10.1111/1467-839x.00024>
- Banks, J. A. (2008). *An introduction to multicultural education* (4th ed.). Pearson Education.
- Bank, V. B., & Narayanappa, V. (2019). The role of art of loving in home environment of secondary school students. *EPRA International Journal of Research & Development (IJRD)*, 4(4), 94–97. <https://epratrustedpublishing.com/article/1339>
- Barodia, S. (2015). Gender sensitization and education. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2(4), 107–113.

- Basheer, L., & Kaur, R. (2017). A study on interrelation of educational aspiration with the school environment of secondary school students. *Educational Quest*, 8, 269–275. <https://doi.org/10.5958/2230-7311.2017.00063.0>
- Basu, S., & Khursheed, F. (2023). A study of educational aspirations among high school students. *International Journal of Multidisciplinary Education and Research*, 8(3), 7–13.
- Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego depletion, and motivation. *Social and Personality Psychology Compass*, 1(1), 115–128. <https://doi.org/10.1111/j.17519004.2007.00001.x>
- Baumeister, R. F., Schmeichel, B. J., & Vohs, K. D. (2007). Self-regulation and the executive function: The self as controlling agent. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 516–539). The Guilford Press.
- Baumeister, R. F., Tice, D. M., & Vohs, K. D. (2018). The strength model of self-regulation: Conclusions from the second decade of willpower research. *Perspectives on Psychological Science*, 13(2), 141–145. <https://doi.org/10.1177/1745691617716946>
- Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2020). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351–355. <https://doi.org/10.1111/j.1467-8721.2007.00534.x>
- Baviskar, S. G. (2016). Role of teacher in gender sensitivity. *International Journal of Social and Scientific Research*, 2(1), 29–32.

- Bayer, J. M. (1986). *Dynamics of language maintenance among linguistic minorities: A sociolinguistic study of the Tamil communities in Bangalore*. Centre for Indian Language and Literature.
- Begum, S. M., & Narayanappa, V. (2019). A study of level of aspiration among secondary school students. *Journal of Advances and Scholarly Researches in Allied Education*, 16(6). <https://ignited.in/index.php/jasrae/article/download/11768/23339/58312>
- Behera, J., & Samal, R. M. (2015). Category (tribe and non-tribe) as a factor in educational aspiration of secondary school students: An investigation. *IOSR Journal of Research & Methods in Education*, 5(4), 1–11. <http://www.iosrjournals.org>
- Bem, S. L. (1993). *The lenses of gender: Transforming the debate about sexual inequality*. Yale University Press.
- Benedikter, T. (2009). *Language policy and linguistic minorities in India: An appraisal of the linguistic rights of minorities in India* (Vol. 3). LIT Verlag Munster; Transaction Publishers.
- Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Anchor Books.
- Bernstein, B. (1971). *Class, codes and control: Volume 1. Theoretical studies towards a sociology of language*. Routledge & Kegan Paul.

- Berrington, A., Roberts, S., & Tammes, P. J. R. (2016). Educational aspirations among UK young teenagers: Exploring the role of gender, class and ethnicity. *British Educational Research Journal*, 42(5), 729–755.
- Bert, F., Boietti, E., Rousset, S., Pompili, E., Franzini Tibaldeo, E., Gea, M., Scaioli, G., & Siliquini, R. (2022). Gender sensitivity and stereotypes in medical university students: An Italian cross-sectional study. *PloS One*, 17(1), e0262324. <https://doi.org/10.1371/journal.pone.0262324>
- Best, J. W., & Kahn, J. V. (1992). *Research in education* (8th ed.). Prentice Hall.
- Bhatia, H., & Chadha, N. K. (1993). *Family Environment Scale (FES-BC)*. National Psychological Corporation.
- Bhattacharya, P. (2015). Prediction of perception of home environment of Indian adolescents on the basis of their emotional intelligence. *International Journal of Indian Psychology*, 2(3). <https://doi.org/10.25215/0203.025>
- Bhoi, D., & Lakra, N. (2022). Marginality, educational opportunity and access to higher education: Experiences of Scheduled Caste and Tribe students in India. *Contemporary Voice of Dalit*, 10, Article 2455328X2211294. <https://doi.org/10.1177/2455328X221129453>
- Bhola, G. (2024). Pilot study on gender differences in learning styles and educational aspirations of Class IX students in Jamshedpur. *Journal of Emerging Technologies and Innovative Research*, 11(3), JETIR2403B36. <https://www.jetir.org/view?paper=JETIR2403B36>

- Bhut, H., & Zalavadia, T. (2016). Emotional maturity and home environment among college students of Rajkot city. *International Journal of Indian Psychology*, 3(2). <https://doi.org/10.25215/0302.091>
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press.
- Bisai, S., & Singh, S. (2024). Translanguaging: Centralizing the learner in multilingual classroom transactions. *MEXTESOL Journal*, 48(3).
- Biswal, K. (2011). *Secondary education in India: Development policies, programmes and challenges* (Research Monograph No. 63). Consortium for Research on Educational Access, Transitions and Equity. <https://eric.ed.gov/?id=ED522057>
- Blane, D., Harding, S., & Rosato, M. (2005). Does social mobility affect the size of the socioeconomic mortality differential? Evidence from the Office for National Statistics Longitudinal Study. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 168(2), 307–319. <https://doi.org/10.1111/j.1467-985X.2004.00352.x>
- Blau, P. M., & Duncan, O. D. (1967). *The American occupational structure*. John Wiley and Sons.
- Boekaerts, M. (1999). Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students. *Learning and Instruction*, 9(1), 1-11

- Boietti, E., Bert, F., Rousset, S., Pompili, E., Franzini Tibaldeo, E., Gea, M., Scaioli, G., & Siliquini, R. (2022). Gender sensitivity and stereotypes in medical university students: An Italian cross-sectional study. *PLoS ONE*, 17(1), e0262324. <https://doi.org/10.1371/journal.pone.0262324>
- Bollen, K. A. (1989). *Structural equations with latent variables*. Wiley.
- Bornstein, M. H. (2002). Parenting science and practice. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 1. Children and parenting* (5th ed., pp. 3–40). Lawrence Erlbaum Associates.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste* (R. Nice, Trans.). Harvard University Press.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Greenwood.
- Bourdieu, P., & Passeron, J.-C. (1973). Cultural reproduction and social reproduction. In R. Brown (Ed.), *Knowledge, education, and cultural change* (pp. 71–112). Tavistock.
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53(1), 371–399. <https://doi.org/10.1146/annurev.psych.53.100901.135233>
- Brahma, B. (2024). *Influence of self-regulated learning on academic performance and academic procrastination of college students* [Doctoral dissertation, Gauhati University]. <https://hdl.handle.net/10603/570601>

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In Bronfenbrenner's bioecological theory of human development (pp. 198-210). *Journal of Family Theory & Review*, 1(4), 198-210.
- Brown, J. M., Miller, W. R., & Lawendowski, L. A. (1999). The self-regulation questionnaire. In L. VandeCreek & T. L. Jackson (Eds.), *Innovations in clinical practice: A source book* (Vol. 17, pp. 281–292). Professional Resource Press/Professional Resource Exchange.
- Bruns, A., Aubel, A. J., Zhang, X., et al. (2024). Community exposure to gun homicide and adolescents' educational aspirations. *Journal of Adolescence*, 96(5), 1137–1152. <https://doi.org/10.1002/jad.12324>
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Bylieva, D., Hong, J.-C., Lobatyuk, V., & Nam, T. (2021). Self-regulation in an e-learning environment. *Education Sciences*, 11(12), 785. <https://doi.org/10.3390/educsci11120785>
- Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38(10), 901-912. <https://doi.org/10.1080/01434632.2017.1284855>

- Chandran, A., & Nair, B. P. (2015). Family climate as a predictor of emotional intelligence in adolescents. *Journal of the Indian Academy of Applied Psychology*, 41(1), 167-173. <https://jiaap.in/family-climate-as-a-predictor-of-emotional-intelligence-in-adolescents/>
- Chaven, P. (2016). Gender sensitization strategies in education. *International Journal of Social and Scientific Research*, 2 (1), 47–51.
- Chawla, M. (2018). A study of educational aspirations of secondary school students in relation to their achievement scores. *International Journal of Research in Social Sciences*, 8 (4), 1–9.
- Cheema, G. K., & Bhardwaj, M. (2021). Study of self-esteem and academic achievement in relation to home environment among adolescents. *European Journal of Molecular & Clinical Medicine*, 8 (1), 1978–1987. https://ejmcm.com/article_9429_3d25d99b5c4fb470cc090accc43967a1.pdf
- Chellamuthu, S., & Venkatachalam, J. (2019). Parental expectations and its relation to academic stress among school students. *International Journal of Research and Analytical Reviews*, 6 (2). <https://doi.org/10.13140/RG.2.2.26195.63524>
- Chen, K., Zhang, H., Sun, Z., & Saiful, S. H. N. A. (2025). The influence of parental involvement on the development of rural children: A comparative study of left-behind children and non-left-behind children. *Children and Youth Services Review*, 177, 108481. <https://doi.org/10.1016/j.childyouth.2025.108481>

- Chen, X., Allen, J. L., & Hesketh, T. (2023). The influence of individual, peer, and family factors on the educational aspirations of adolescents in rural China. *Social Psychology of Education: An International Journal*, 26(3), 735–759. <https://doi.org/10.1007/s11218-023-09757-w>
- Chimirala, U. M. (2024). When teachers take notice of the schoolscape: A Q method study of teacher perception of schoolscape of Indigenous Tribal Minority (ITM) schools of Chhattisgarh, India. *Journal of Multilingual and Multicultural Development*, 45(10), 4051-4071. <https://doi.org/10.1080/01434632.2022.2137515>
- Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). John Wiley & Sons.
- Connell, R. W. (2012). *Gender, health and theory: Conceptualizing the issue, in local and world perspective*. *Social Science & Medicine*, 74(11), 1675–1683.
- Constitution of India. (1950). *Article 29(1): Protection of interests of minorities*. Government of India.
- Constitution of India. (1950). *Article 30(1): Right of minorities to establish and administer educational institutions*. Government of India.
- Constitution of India. (1950). *Article 350A: Facilities for instruction in mother tongue at primary stage*. Government of India.
- Costa, J. (2003). Catalan linguistic policy: Liberal or illiberal? *Nations and Nationalism*, 9 (3), 413 – 432.

- Crawford, K., & Silver, B. R. (2024). Exploring the experiences of college women in fields with disparities in gender representation. *Journal of Postsecondary Student Success*, 3(3), 25–48.
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. University of Chicago Legal Forum, 1989(1), 139–167.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson Education.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334.
- Cummins, J. (1980). Psychological assessment of immigrant children: Logic or intuition. *Journal of Multilingual and Multicultural Development*, 1(2), 97–111.
- Dandagal, S. N., & Yarriswami, M. C. (2017). A study of family climate in relation to academic achievement of secondary school students. *International Journal of Advanced Research in Education & Technology*, 4(3), 7–13.
<http://www.ijariie.com>
- Beauvoir, S. (1949). *The second sex* (H. M. Parshley, Trans.). Vintage Books.
(Original work published 1949)

- Deka, R. S. (2018). *Family environment, emotional intelligence and aggression among juvenile delinquents* [Doctoral dissertation, Gauhati University]. Shodhganga. <http://hdl.handle.net/10603/235536>
- Devi, S. (2016). Son preference and daughter neglect: Gender discrimination in Haryana. *International Journal of Research Granthaalayah*, 4(11), 137–145.
- Dhar, D., Jain, T., & Jayachandran, S. (2022). Reshaping adolescents' gender attitudes: Evidence from a school-based experiment in India. *American Economic Review*, 112(3), 899–927. <https://doi.org/10.1257/aer.20201112>
- Ding, Z., Liu, R.-D., Ding, Y., et al. (2024). Parent–child educational aspiration congruence and adolescents' internalizing problems: The moderating effect of SES. *Journal of Affective Disorders*, 354, 89–97. <https://doi.org/10.1016/j.jad.2024.03.052>
- Doley, L. (2018). The impact of home environment factors on academic achievement of adolescents. *Researchers World: Journal of Arts, Science and Commerce*, 9(1), 137–143. <https://doi.org/10.18843/rwjasc/v9i1/17>
- Dorji, T. (2021). Gender sensitivity in textbooks in secondary education in Bhutan. *International Journal of Asian Education*, 2(3), 343–355. <https://doi.org/10.46966/ijae.v2i3.192>
- Duckworth, A. L., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319–325. <https://doi.org/10.1177/0963721414541462>

- Duranti, A. (1997). *Linguistic anthropology*. Cambridge University Press.
- Dutta, A. K., & Samanta, T. K. (2022). *Educational aspiration and awareness of socio-cultural upliftment among tribal population* (Doctoral dissertation, The University of Burdwan, India). Shodhganga. <https://shodhganga.inflibnet.ac.in/handle/10603/65857>
- Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality, and development*. Psychology Press
- Dzeverm, L. T. (2015). The impact of home environment factors on academic performance of senior secondary school students in Garki Area District, Abuja – Nigeria. *Bulgarian Journal of Science and Education Policy*, 1(2), 68–79.
- Eccles, J. S. (1994). Understanding women's educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. *Psychology of Women Quarterly*, 18(4), 585–609. <https://doi.org/10.1111/j.1471-6402.1994.tb01049.x>
- Edwards, A. L. (1957). *Techniques of attitude scale construction*. Appleton-Century-Crofts.
- Efthymiadou, E., Gonida, E. N., & Kiosseoglou, G. (2025). Academic possible selves, motivational beliefs, and self-regulation among adolescents attending general and vocational schools: Does the type of school matter? *Behavioral Sciences*, 15(2), 158. <https://doi.org/10.3390/bs15020158>

- El-Adl, A., & Alkharusi, H. (2020). Relationships between self-regulated learning strategies, learning motivation and mathematics achievement. *Cypriot Journal of Educational Science*, 15(1), 104–111. <https://doi.org/10.18844/cjes.v15i1.4461>
- Encyclopedia of psychology. (1972). Franklin Watts.
- Ersoy, N. S. (2024). Empowering inclusion: Addressing barriers in distance learning for disadvantaged groups. *Turkish Online Journal of Educational Technology*, 23(4), 63–71.
- European Institute for Gender Equality. (2018). *Gender equality glossary and thesaurus*. Publications Office of the European Union.
- Fadiji, A. W., & Reddy, V. (2020). Learners' educational aspirations in South Africa: The role of the home and the school. *South African Journal of Education*, 40(2), Article 1712. <https://doi.org/10.15700/saje.v40n2a1712>
- Fentaw, Y., Moges, B., & Ismail, S. (2022). Academic Procrastination Behaviour among Public University Students. *Education Research International*, 2022, 1 – 8. <https://doi.org/10.1155/2022/1277866>
- Feye, D. D., & Abdi, F. G. (2019). The impact of home environment on academic achievement of grade eight students in Gedeo Zone. *IOSR Journal of Humanities and Social Science*, 24(5, Ser. 4), 1–10. <https://doi.org/10.9790/0837-2405040110>

- Fishman, J. A. (1998). *Reversing Language Shift: How to Re-awaken a Sleeping Language*. Multilingual Matters.
- Forker, D., & Botkovei, N. (2025). Resilience through language? A case study of three minority communities in Georgia. *International Journal of Multilingualism*, 22(2), 228-248. <https://doi.org/10.1080/14790718.2024.2328140>
- Fousiya, P. (2017). *Perceived gendering practices in secondary schools of Kerala* [Doctoral dissertation, Department of Education, University of Calicut].
- Frye, M. (1983). *The politics of reality: Essays in feminism*. Crossing Press.
- Gafoor, A. K., & Kurukkan, A. (2016). Self-regulated learning: A motivational approach for learning mathematics. *International Journal of Education and Psychological Research*, 5(3), 60–65.
- Garcia, R. (2012). The Impact of Globalization on Language and Culture. *International Journal of Global Studies*, 7(3), 210-228.
- Garcia-Ros, R., Perez-Gonzalez, F., Tomas, J. M., & Sancho, P. (2023). Effects of self-regulated learning and procrastination on academic stress, subjective well-being, and academic achievement in secondary education. *Current Psychology*, 42, 26602–26616. <https://doi.org/10.1007/s12144-022-03759-8>
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.

- Gecana, R., Lobo, E., Prudente, R., Saguion, K., & Viernesa, J. (2018). *Level of gender sensitivity of the Grade 8 teachers in Balibago National High School* [Master's thesis, Polytechnic University of the Philippines, Sta. Rosa, Laguna]. Academia.edu.
https://www.academia.edu/36764145/Level_of_Gender_Sensitivity_of_the_Grade_8_Teachers_in_Balibago_National_High_School_pdf
- Geetha, K. R., & Parimala, F. M. (2025). Emotion regulation and social adjustment of student teachers. *Athens Journal of Education*, 12(1), 121–135.
- Ghanawat, G. M., Muke, S., Chaudhury, S., & Kiran, M. (2016). Relationship of family functioning and emotional intelligence in adolescents. *Pravara Medical Review*, 8(1), 10–14.
- Ghatak, R. (2018). A study on home adjustment of adolescents. *International Journal of Scientific Development and Research*, 3(8), 204–206. <https://ijsdr.org/papers/IJSDR1808033.pdf>
- Ghatvisave, S. (2016). To study the perception level of pre-service secondary teachers towards gender sensitivity. *International Journal of Social & Scientific Research*, 2(1), 22–24.
- Gniewosz, B., Eccles, J. S., & Noack, P. (2015). Early adolescents' development of academic self-concept and intrinsic task value: The role of contextual feedback. *Journal of Research on Adolescence*, 25(3), 459–473
- Gohain, R. (2023). Educational aspiration of adolescent learners: A comparative study in Assam, India. *Research Journal of Recent Sciences*, 12(2), 1–6.

- Gondra, A., & Czerwionka, L. (2018). Intercultural knowledge development during short-term study abroad in the Basque Country: A cultural and linguistic minority context. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 30(3), 119-146.
- Gopal, R. (2023). *Psychological factors affecting educational aspiration of children of migrant labourers in Kerala* [Doctoral dissertation, University of Calicut].
- Good, C. V. (Ed.). (1945). *Dictionary of education*. New York, NY: McGraw-Hill
- Good, C. V. (1959). *Dictionary of education* (2nd ed.). McGraw-Hill.
- Goodarzi, A., Weisi, H., & Rahimi, S. (2025). Construction of gender through textbooks: The case of Iranian junior high school English textbooks. *MEXTESOL Journal*, 49(2).
- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28(6), 545–579. <https://doi.org/10.1037/0022-0167.28.6.545>
- Government of India. (2020). *National education policy 2020*. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Gracia, S. A. (2020). Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory & Practice*, 20(3)
- Groff, C. (2007). Status and acquisition planning and linguistic minorities in India. *Working Papers in Educational Linguistics (WPEL)*, 22(1), 16–41.

- Groff, C. (2017). Language and language-in-education planning in multilingual India: A minoritized language perspective. *Language Policy*, 16(2), 135-164. <https://doi.org/10.1007/s10993-016-9415-2>
- Gu, X., Che Hassan, N., & Sulaiman, T. (2024). The relationship between family factors and academic achievement of junior high school students in rural China: Mediation effect of parental involvement. *Behavioral Sciences*, 14(3), 221. <https://doi.org/10.3390/bs14030221>
- Gulliksen, H. (1950). *Theory of mental tests*. John Wiley & Sons, Inc. <https://doi.org/10.1037/13240-000>
- Guo, X., Qin, H., Jiang, K., Luo, L., et al. (2022). Parent-child discrepancy in educational aspirations and depressive symptoms in early adolescence: A longitudinal study. *Journal of Youth and Adolescence*, 51(10), 1983–1996.
- Gupta, M., & Mehtani, D. (2017). *Self-regulated learning scale*. *Journal of Indian Education*, 43(2), 60–75. <https://ejournals.ncert.gov.in/index.php/jie/article/view/2344>
- Gupta, S., & Bashir, L. (2017). Educational aspiration of secondary school students: Influence of school environment and parental encouragement. *International Journal of Applied Business and Economic Research*, 15(Part 2). <http://www.serialsjournals.com>
- Gure, G. S. (2016). Gender sensitization: Significance of education. *International Education and Research Journal*, 2(12), 117–119.

- Haider, A., Najam, S., Sherazi, S., & Akmal, T. (2022). Self-regulated learning and academic procrastination among young adult e-learners: Moderating role of gender. *ASEAN Journal of Psychiatry*, 23(3), 1–7. <https://doi.org/10.54615/2231-7805.47249>
- Han, F., Yan, Z., & Wang, Y. (2024). Roles of parents in life satisfaction and educational hope among Chinese high school students. *Frontiers in Psychology*, 15, Article 1334397. <https://doi.org/10.3389/fpsyg.2024.1334397>
- Harsha, P. P. (2017). *Family environment and academic stress as predictors of depression in adolescents* [PhD thesis, Sikkim University]. <http://dspace.cus.ac.in/jspui/handle/1/5505>
- Hartas, D. (2016). Young people's educational aspirations: Psychosocial factors and the home environment. *Journal of Youth Studies*, 19 (9), 1145 – 1163. <https://doi.org/10.1080/13676261.2016.1145634>
- Hashmi, A. T., & Shakir, M. (2023). Educational aspiration and school climate of secondary school students: A study of district Lucknow. *International Journal of Applied Research*, 9(6), 107–110. <https://doi.org/10.22271/allresearch.2023.v9.i6b.10924>
- Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: A structural

equation model. *BMC Medical Education*, 20 (1), 76. <https://doi.org/10.1186/s12909-020-01995-9>

Hima, T. (2022). Influence of socio-familial variables on academic achievement of tribal and non-tribal secondary school students of Kerala (Doctoral dissertation, University of Calicut). Department of Education. <http://hdl.handle.net/10603/482619>

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.

Hooda, M., & Devi, R. (2018). An exploratory study of educational aspiration among secondary school students. *International Journal of Research in Engineering*, 8(9), 147–150.

Hoppe, F. (1930). Erfolg und Misserfolg. *Psychologische Forschung*, 14, 1–62. <http://hdl.handle.net/20.500.11937/68384>

Huebner, T. (2019). Language policy and bilingual education in Thailand: Reconciling the past, anticipating the future. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 19–29.

Hurlock, E. B. (1973). *Developmental psychology: A life-span approach* (4th ed.). McGraw-Hill.

Hussain, M., Naz, A., Khan, W., Daraz, U., & Khan, Q. (2015). Gender stereotyping in family: An institutionalized and normative mechanism in Pakhtun society

- of Pakistan. *SAGE Open*, 5(3). 1-11. <https://doi.org/10.1177/2158244015595258>
- Huttunen, I., Upadyaya, K., & Salmela-Aro, K. (2025). Adolescents' social-emotional skills profiles, relationships at school, school anxiety, and educational aspirations. *European Journal of Psychology of Education*, 40(2), Article 57. <https://doi.org/10.1007/s10212-025-00954-6>
- Hwang, I., & Yoon, S. (2024). Aspirational revolution or aspiration failure? Gendered effect of household wealth on educational aspirations in China. *Journal of International Development*, 37(2), 521–539. <https://doi.org/10.1002/jid.3971>
- Igbolo, M. A., & Ejue, F. U. (2016). Socio-cultural factors and practices affecting the girl child among the Annang people of Akwa Ibom State. *Studies in Media and Communication*, 4(2), 125. <https://doi.org/10.11114/smc.v4i2.2007>
- Ilomo, O., & Chawanga, K. J. P. (2015). Influence of home environment on students' academic performance in selected secondary schools in Arusha Municipality. *Journal of Novel Applied Sciences*, 4(10), 1049–1054
- Indian Express. (2016, November 1). Linguistic minorities in Kerala yet to feel at home. Indian Express. <https://www.indianexpress.com>
- International dictionary of education. (1978). Peter Owen Publishers.
- Iqbal, K., & Modood, T. (2023). Students' educational drive and ethnic capital. *Journal of Community Psychology*, 51(5), 2083–2097. <https://doi.org/10.1002/jcop.2301>

- Jafri, S. (2016). Impact of family climate on the academic achievement of senior secondary students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 6(7), 143. <https://doi.org/10.5958/2249-7137.2016.00047.1>
- Jain, K., & Mohta, S. (2019). The impact of home environment on academic achievement of secondary school students. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 3(4), 808. <https://www.ijtsrd.com/papers/ijtsrd23910.pdf>
- Jalilian, S., Rahmatian, R., Safa, P., & Letafati, R. (2016). The effects of educational tools in reducing code-switching in child simultaneous bilingual education. *Journal of Education and Learning*, 5(4), 306-317.
- James Robert, S., & Kadiravan, S. (2019). Influence of family environment on emotional intelligence among youth. *International Journal of Scientific & Technology Research*, 8 (11), 2277– 8616.
- Jayachandran, S., Jain, T., & Dhar, D. (2021). The impact of a school-based gender attitude change program on adolescents' educational aspirations and behaviours in Haryana, India [Evaluation report]. J-PAL South Asia. <https://www.povertyactionlab.org/evaluation/impact-school-based-gender-attitude-change-program-india>
- John W. Best and James, V. Khan (2002), *Research in Education* (Seventh Ed.) New Delhi: Prentice Hall of India Pvt. Ltd.

- Joseph, A., Sylva, K., Sammons, P., & Siraj, I. (2023). Drivers of the socio-economic disadvantage gap in England: Sequential pathways that include the home learning environment and self-regulation as mediators. *British Journal of Educational Psychology*, 94(1), 22–40. <https://doi.org/10.1111/bjep.12629>
- Joshi, P. R., & Eslami, Z. R. (2024). Barriers to language maintenance and multilingual schooling: examining the language policy provisions in Nepal's constitutions. *Cogent Education*, 11(1), 1-16. <https://doi.org/10.1080/2331186X.2024.2362013>
- Kabra, A. (2023). A study of gender sensitivity towards gender discrimination among prospective secondary school teachers. *International Journal of Novel Research and Development (IJNRD)*, 8 (5), i808-i812. <https://www.ijnrd.org/papers/IJNRD2305293.pdf>
- Kad, N. (2021). Effect of self-regulated learning strategies on achievement in mathematics and motivational beliefs in relation to mathematical anxiety and mathematical creativity [Doctoral dissertation, Panjab University]. Shodhganga. <http://hdl.handle.net/10603/363397>
- Kakkar, N. (2016). A study of academic achievement in relation to the home environment of secondary school students. *Scholarly Research Journal for Interdisciplinary Studies*, 3(13), 3247–3253. <http://www.srjis.com>
- Kalra, D., & Sharma, A. (2021). Swivel of gender sensitive assortment: An educational model to analyze gender sensitization. *Elementary Education Online*, 20 (6), 2077–2106. <https://doi.org/10.17051/ilkonline.2021.06.194>

- Kant, R., & Kumar, S. (2016). A study of educational aspiration of special needs students in relation to some factors. *Global Journal of Human-Social Science: Arts, Humanities and Psychology*, 16 (5).
- Karthy, M. M. S. (2024). Promoting gender equality through education: The impact of Kerala's gender-neutral school textbooks. *Edu Spectra*, 6(2), 69-72.
<https://doi.org/10.34293/eduspectra.v6i2.10>
- Katyal, S. (2015). A study of the impact of gender on EQ and family environment. *International Journal of Applied Research*, 1(13), 213-216.
<https://www.allresearchjournal.com>
- Kaur, H., & Rani. (2022). The role of institutional policies in promoting gender sensitization in educational settings. *Gender and Education*, 34 (4), 532–547.
- Kaur, L. (2024). Self-esteem in relation to self-regulation and resilience of school students of Punjab. *PARIPEX - Indian Journal of Research*, 13(8), 47–49.
<https://doi.org/10.36106/paripex>
- Kaur, M., & Sakshi, S. (2021). Self-regulated learning of secondary school students in relation to their academic achievement. *Research Guru: Online Journal of Multidisciplinary Subjects*, 15(2), 117-121.
- Kaur, P. (2019). *A study of academic stress and academic achievement among adolescents of economically weaker sections in relation to family climate and school environment* [Doctoral Thesis, Panjab University]. <http://hdl.handle.net/10603/280801>

- Kaur, S. (2017). Comparative study on school environment as perceived by boys and girls. *International Journal of Research in Social Science*, 7 (9), 671–680.
- Kaushik, P., & Jena, S. P. K. (2020). Self-regulation learning strategies and academic performance in students with learning difficulty. *International Journal of Behavioral Sciences*, 15(3), 123–130. <https://doi.org/10.30491/ijbs.2020.212964.1180>
- Kavita. (2019). Self-regulated learning among secondary school students in relation to their motivational beliefs and perceived parental involvement (Doctoral dissertation, Panjab University). Shodhganga. <http://hdl.handle.net/10603/288835>
- Kehie, N., & Kharbiryumbai, B. B. (2022). Self-regulated learning through technology: A study review. *Indian Journal of Educational Technology*, 4(2), 215–220.
- Kerckhoff, A. C. (2001). Education and social stratification processes in comparative perspective. *Sociology of Education*, 74, 3–18. <https://doi.org/10.2307/2673250>
- Khakhlari, V., & Balakrishnan, R. (2025). Educational aspiration among higher secondary school students: An analytical study of Udalguri District. *Poonam Shodh Rachna*, 4(6), 28–35. <https://doi.org/10.56642/psr.v04i06.003>
- Khan et al. (2019). Relationship between students' home environment and their academic achievement at secondary school level. *Pakistan Journal of Distance & Online Learning*, 5(II), 223-234.

- Khan, Y. G. (2009). *Manual for Level of Educational Aspiration Test*. Agra, India: H. P. Bhargava Book House.
- Khandagale, V. S., & Bhosale, A. A. (2019). Attitude of adolescent school children towards gender roles. *Aarhat Multidisciplinary International Education Research Journal*, 8 (2), 10–18.
- Khandelwal, N. (2016). Gender sensitization among women in ancient India and their contemporary relevance. *International Journal of Home Science*, 2 (3), 214–218.
- Khatiwada, A. (2006). *Linguistic minorities: Issues in their rights and protection*. Social Science Research Network. <https://doi.org/10.2139/ssrn.894083>
- Khattab, N. (2015). Students' aspirations, expectations and school achievement: What really matters? *British Educational Research Journal*, 41 (5), 731–748.
- Krottnerus, J. D. (1987). Status attainment research and its image of society. *American Sociological Review*, 52 (1), 113–121.
- Kolobe, M., & Matsoso, L. (2020). Effects of language status on assessment and educational development of Basotho learners from minority languages' backgrounds. *International Journal of Language Education*, 4(3), 378-388.
- Komlavathi, S., & Yasin, M. (2022). The relationship between home environment and self-management towards academic performance of private institution students in Kuala Lumpur. *Journal of Public Administration and Governance*, 12(4S), 57–66. <https://doi.org/10.5296/jpag.v12i4S.20569>

- Kong, P. A., & Yu, X. (2019). Bilingual education for a harmonious multiculturalism: The importance of policy discourse for students of ethnic minority groups in China. *Multicultural Education Review*, 11(3), 189-215.
- Koppenborg, M., & Klingsieck, K. B. (2022). Group work and student procrastination. *Learning and Individual Differences*, 94, 102117. <https://doi.org/10.1016/j.lindif.2022.102117>
- Kosamkar, A. (2020). Effect of home environment on academic achievement. *International Journal of Humanities and Social Science Research*, 6(3), 98–100. <https://www.socialsciencesjournal.in>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Kothari, C. R. (2010). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Krishan, K., Nath, S., & Kumar, B. (2024). A comparative study of educational aspiration among scheduled caste secondary school students. *International Journal for Multidisciplinary Research*, 6(1), 1. <https://www.ijfmr.com>
- Krishnan, M. R., & Sharmini, S. (2024). English language use of the Malaysian Tamil diaspora. *Journal of Multilingual and Multicultural Development*, 45(5), 1690-1702.

- Kumar, N., & Phoghat, V. (2017). Educational aspiration of secondary school students in relation to their gender. *Bhartiyam International Journal of Education & Research*, 6 (4), 85–94.
- Kumar, R. (2018). Academic stress, family environment and music at adolescent stage. *Journal of Advances and Scholarly Researches in Allied Education*, 15(8), 47–52.
- Kumar, R., & Varma, B. (2019). Self-regulation and quality of life: A study among adolescents. *Journal of Emerging Technologies and Innovative Research*, 6(5), 26–29. <https://www.jetir.org>
- Kumar, S. (2022). A Study on level of educational aspiration and anxiety among teacher trainees of Mysore district - Karnataka. *International Journal of Creative Research Thoughts*, 10(6).
- Kumar, S. C. R., & Praveena, K. B. (2022). A study on the level of educational aspiration and anxiety among teacher trainees of Mysore district - Karnataka. *International Journal of Creative Research Thoughts*, 10(6), 594–596. <https://www.ijcrt.org/papers/IJCRT22A6435.pdf>
- Kumar, V., & Singh, V. (2019). Self-regulated learning among secondary school students of Patna. *Journal of Research in Education*, 7(2), 68–78.
- Kumarana, P. N., & Krish, P. (2021). Mother tongue interference in English writing among Tamil school students. *GEMA Online Journal of Language Studies*, 21(1), 110-123. <https://doi.org/10.17576/gema-2021-2101-07>

- Kumari, A., & Chamundeswari, S. (2015). Parental involvement, self-regulated learning and academic achievement of students. *EPRA International Journal of Economic and Business Review*, 3(2), 153–160
- Kumari, A., & Joshi, H. (2015). Gender stereotyped portrayal of women in the media: Perception and impact on adolescents. *IOSR Journal of Humanities and Social Science*, 20(4), 44–52.
- Kumari, B. (2015). Level of aspiration on academic performance of school students. *International Journal of Indian Psychology*, 3 (1), 75-79.
- Kuriyakose, S. (2018). *Linguistic reorganisation of states in India: Safeguards and issues of Tamil linguistic minorities in Palakkad district* [Doctoral dissertation, Mahatma Gandhi University].
- Kute, M. P. (2016). Role of education in gender sensitivity. *International Journal of Social and Scientific Research*, 2 (1), 10–11.
- Lal, M. (2020). A society without gender discrimination. *Our Heritage*, 68(1), 7613–7619.
- Lalramthari, C., & Vemula, M. (2024). The role of self-regulation and social support in academic achievement of secondary school students. *Library Progress International*, 44(3), 4481–4486. <https://www.bpasjournals.com>
- Lamont, M. (1992). *Money, morals, and manners: The culture of the French and the American upper-middle class*. University of Chicago Press

- Landry, M., Vyas, A., Malhotra, G., & Nagaraj, N. (2020). Adolescents' development of gender equity attitudes in India. *International Journal of Adolescence and Youth*, 25(1), 94–103. <https://doi.org/10.1080/02673843.2019.1590852>
- Lawrence, A. A. S., & Saileela, K. (2019). Self-concept and self-regulation of higher secondary students. *Journal on Educational Psychology*, 13(1), 45–53.
- Li, S., Tang, Y., & Zheng, Y. (2023). How the home learning environment contributes to children's social-emotional competence: A moderated mediation model. *Frontiers in Psychology*, 14, 1065978. <https://doi.org/10.3389/fpsyg.2023.1065978>
- Limaj, E. (2022). Overcoming gender differences in education. In M. Shelley, H. Akcay, & O. T. Ozturk (Eds.), *Proceedings of ICRES 2022-International Conference on Research in Education and Science* (pp. 109–117). ISTES Organization. <https://www.icres.net>
- Liu, Q., Colak, F. Z., & Agirdag, O. (2022). Celebrating culture and neglecting language: Representation of ethnic minorities in Chinese primary school textbooks (1976–2021). *Journal of Curriculum Studies*, 54(5), 687–711. <https://doi.org/10.1080/00220272.2022.2045361>
- Liu, X. (2023). Ethnic minority students' access, participation and outcomes in preparatory classes in China: A case study of a school of Minzu Education. *Asia Pacific Journal of Education*, 43(1), 173–188.
- Liyani, M.K. (2015). *Public perception on mass media's performance in promoting gender equality* [Master's Thesis, University of Zambia].

Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.

Losioki, B. E., & Mdee, H. K. (2023). The contribution of the hidden curriculum to gender inequality in teaching and learning materials: Experiences from Tanzania. *Asian Journal of Education and Training*, 9(2), 54–58.

Lourenco, A. A., & Paiva, M. O. A. (2024). *Self-Regulation in Academic Success: Exploring the Impact of Volitional Control Strategies, Time Management Planning, and Procrastination*. *International Journal of Changes in Education*, 1, 113-122.

MacKenzie, P. J. (2009). Mother tongue first multilingual education among the tribal communities in India. *International Journal of Bilingual Education and Bilingualism*, 12(4), 369-385. <https://doi.org/10.1080/13670050902935797>

Magi, E., Biin, H., Trasberg, K., & Kruus, K. (2016). Gender awareness and attitudes toward gender equality among students participating in teacher training. Eesti Haridusteaduste Ajakiri. *Estonian Journal of Education*, 4(1), 159–194. <https://doi.org/10.12697/eha.2016.4.1.06>

Mahapatra, B. P. (1980). Ethnicity, identity, and language. *Indian Linguistics*, Volat (No. 2, June).

Maheswari, J. (2015). Conservation of linguistic minorities by imposing mother tongue as a medium of instruction in education at primary stage, *Rostrum's Law Review*, 2 (2).

- Maldonado, S. I., Mosqueda, E., Capraro, R. M., & Capraro, M. M. (2018). Language minority students' mathematics achievement in urban schools: Coursework, race-ethnicity, and English-language proficiency. *Penn GSE Perspectives on Urban Education*, 15(1), 1-9. <https://urbanedjournal.gse.upenn.edu>
- Malik, M., & Parveen, N. (2019). Self-regulation and academic achievement: A comparative analysis of high and low academic achievers. *Journal of Behavioural Science*, 29(2), 53-70.
- Mallikarjun, B. (2010). Patterns of Indian multilingualism. *Language in India*, 10(6), 19–29.
- Mamminiyan, S. (2016). Problems of linguistic minorities in Kerala: A regional study. *Social Sciences International Research Journal*, 2(2), 4-6
- Manalil, P. (2006). Keralathile bhashanyunapakshangal. The Mathrubhumi Printing & Publishing Co. Ltd.
- Mandal, R. (2024). Influence of Home Environment on Students' Achievement in English: A Systematic Literature Review. *Research Review International Journal of Multidisciplinary*, 9(10), 45–48. <https://doi.org/10.31305/rrijm.2024.v09.n10.009>
- Mangal S.K (2002), Statistics in Psychology and Education, New Delhi: Prentice Hall of India Pvt Ltd, New Delhi.
- Manimaran, M. (2018). *Effectiveness of self-regulated learning, mentor tutoring and cooperative learning approaches on enhancing proficiency in writing skill*

- among student teachers at Tiruvallur district* [Doctoral dissertation, Bharathiar University]. <http://hdl.handle.net/10603/295001>
- Maniruzzaman, M. (2010). Learning English as a foreign language by Bengali speaking learners: Major linguistic problems and possible solutions. *International Journal of Research*, 6, 1-10.
- Manjunath, D. R. (2020). A study on educational aspiration and academic achievement of migrated children in Karnataka. *International Journal of Emerging Technologies and Innovative Research*, 7(1), 652–658. <http://www.jetir.org/papers/JETIR2001085.pdf>
- Marsiglia, F. F., Campos, A. P., Wu, S., et al. (2023). Exploring the association between educational aspirations and intentions to migrate among youth in Central Mexico by gender. *International Journal of Social Welfare*, 33(3), 579–590. <https://doi.org/10.1111/ijsw.12625>
- Masaki, F. (2023). Self-regulation from the sociocultural perspective A literature review. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2243763>
- Masud, B., Imansari, N., Sunusi, Z., & Saiful, S. H. N. A. (2025). The impact of family socioeconomic status on parental involvement in children's education: Differences between high- and low-SES families in Indonesia. *Journal of Educational Health and Community Psychology*, 12(3), 336-356. <https://doi.org/10.12928/jehcp.vi.30771>

- Mathai, S. S. (2021). Academic aspirations of secondary students of Kerala. *International Journal of Creative Research Thoughts (IJCRT)*, 9(8), 3408-3412.
- Mathew, A. P., Jeyavel, S., & George, K. M. (2025). Fueling growth: The influence of goal orientation on self-regulation in adolescent's learning. *Advances in Consumer Research*, 2(4), 3588. <https://acr-journal.com/>
- Mathrubhumi (2024, April 29). *Campaign launched to preserve Tamil language and culture among Tamils in Kerala*. <https://english.mathrubhumi.com/news/kerala/new-campaign-launched-to-preserve-tamil-language-and-culture-among-tamils-in-kerala-a756fba4>
- McClelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1953). *The achievement motive*. Appleton-Century-Crofts.
- McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. *Child Development*, 61(2), 311–346. <https://doi.org/10.2307/1131096>
- Mehar, R., & Kaur, A. (2018). Construction and standardization of self-regulated learning scale (SRLS). *Research Journal of Humanities and Social Sciences*, 9(4), 924–928. <https://doi.org/10.5958/2321-5828.2018.00155.9>
- Mehta, D. A. M. (2024). Impact of Home Environment on Academic Achievement of Class 9th Students. *IJCRT Research Journal*, 14(4), 50221–50227. <https://doi.org/10.61359/2024050024>

- Messner, M. A. (2007). *Politics of masculinities: Men in movements*. Rowman & Littlefield.
- Miller, W. R., & Brown, J. M. (1991). Self-regulation as a conceptual basis for the prevention and treatment of addictive behaviours. In N. Heather, W. R. Miller, & J. Greeley (Eds.), *Self-control and the addictive behaviours* (pp. 3–79). Maxwell Macmillan Publishing Australia.
- Mimrot, B. (2016). A study of academic achievement relation to the home environment of secondary school students. *International Journal of Indian Psychology*, 4(1), DIP:18.01.084/20160304. <https://doi.org/10.25215/0401.084>
- Ministry of Education, Government of India (2023): Annual Report on Educational Initiatives.
- Ministry of Education. (2020). *National education policy 2020*. Government of India.
- Miranda, A., & Rodriguez, M. C. (2022). Contexts of educational aspirations and school grades of rural students. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 8(3), 172–188. <https://doi.org/10.7758/RSF.2022.8.3.07>
- Mishra, K. S. (1998). *Home Environment Inventory*. Lucknow: Ankur Psychological Agency.
- Mishra, K.S. (1986). *Effect of home and school environment on scientific creativity*. Allahabad. Academic press.

- Mishra, P. (2011). Linguistic human rights and the tribes in India. *Indian Journal of Applied Linguistics*, 37(2), 119-137.
- Mishra, K. S. (2012). *Home Environment Inventory (HEI) manual*. National Psychological Corporation.
- Mishra, S. (2021). Evaluating the Effectiveness of Teacher Training Programs on Gender Sensitization in Primary Schools. *Journal of Teacher Education*, 72(2), 213-226.
- Misra, K.S., (1989) *Home Environment Inventory*, Ankur Psychological Agency, 22/481, Indira Nagar, Lucknow.
- Mittal, M., & Rathore, S. (2021). Self-regulation, aspiration and sense of coherence: A comparative study on private and government school students. *Shodh Sarita*, 8(29), 211–216. https://www.researchgate.net/publication/379236627_Selfregulation_aspiration_and_sense_of_Coherence_A_comparative_study_on_Private_and_Government_school_students
- Mittal, R., & Kaur, J. (2019). Gender Sensitization for Women Empowerment: A Review. *Indian Journal of Economics and Development*, 15(1), 132-141. <https://doi.org/10.5958/2322-0430.2019.00015.5>
- Mohan, V., & Verma, M. (2020). Examining the relationship between learning strategies and the four c's of academic resilience among school students. *International Journal of Science and Research*, 9(5), 1419–1424. <https://doi.org/10.21275/SR20517111714>

- Mohankumar, K. V. (Ed.). (2011). *Palakkad: Sthalam kalam charithram* [Palakkad: Place, time, history]. District Tourism Promotion Council.
- Mugaddam, A. H., Garri, D. S. A., & Alnour, A. (2020). Language policy and conflict as learning barriers: The plight of linguistic minority schoolchildren in Darfur, Sudan. *World Journal of Education*, 10(2), 1–14
- Mukherjee, T. (2016). Role of social media in showcasing women atrocities: A study on Jaipur youth. *Amity Journal of Media and Communication Studies*, 6 (1), 32 – 41.
- Mulla, S. (2019). *A study of emotional maturity, educational aspiration, and educational problems in relation to academic performance of adolescent Muslim girls* [Doctoral dissertation, Karnataka State Women's University]. <http://hdl.handle.net/10603/289405>
- Mustofa, Karya, D. F., & Halim, A. (2021). Indonesian students' perception of gender equity in education. *Pegem Journal of Education and Instruction*, 11(4), 185–196.
- Muthee, J. M., & Thomas, I. (2010). *Socio-demographic correlates of academic achievement among Kenyan adolescents*. *Psychespace*, 4(1), 27–33.
- Naik, P. K., & Shukla, R. (2018). Impact of home environment on social and emotional intelligence of adolescents: A study. *International Journal of Advanced Education and Research*, 3(5), 47–51. <https://doi.org/10.32804/IRJMSH>

- Nair, C. J., & Jesudoss, I. (2014). *Home Environment Inventory* [Psychological assessment instrument].
- Nair, S. V. (2013). *Influence of school environment on life skills of secondary school students* [Master's thesis, University of Calicut].
- Nambiar, D., & Brunda, S. (2020). A correlational study: The relationship between self-regulation and psychological well-being among undergraduate students. *International Journal of Emerging Technologies and Innovative Research*, 7(9), 108–113. <http://www.jetir.org/papers/JETIR2009314.pdf>
- Nandi, A., Halder, T., & Das, T. (2025). Reflection of gender inclusivity in the English language textbooks of 5th grade of primary education in West Bengal. *International Journal of Psychology and Educational Studies*, 12(1), 29–46.
- Nandi, R.K. (2021). Home environment of secondary school tribal students in relation to their academic achievement. *Research Guru*, 14(4), 157-159. <http://www.researchguru.net/volume/Volume%2014/Issue%204/RG26.pdf>
- Naqvi, T. F., & Khan, M. Z. (2018). Level of Educational Aspiration and its predictors: A study of Tribal and Non-tribal students of Government Schools. *International Journal of Research and Analytical Reviews Research*, ISSN 2348 –1269, 5(4).
- Narayanrao, A. S., & Gینگine, A. (2016). Role of Teacher in Gender Sensitivity. *International Journal of Social & Scientific Research*, 02(1), 12–16.

- Nashirul, Sk. (2023). Educational aspiration of secondary school students with respect to their categories in Murshidabad. *International Journal of Research and Analytical Reviews*, 10(4), 252- 258.
- National Commission for Linguistic Minorities. (2004). *42nd report of the National Commissioner for Linguistic Minorities* (July).
- National Commission for Linguistic Minorities. (2015). *Report of the Commissioner for Linguistic Minorities in India* (50th Report - July 2012 to June 2013). Retrieved July 11, 2015, from <http://www.nclm.nic.in>
- National Commission for Religious and Linguistic Minorities. (2007). *Report of the National Commission for Religious and Linguistic Minorities* (Chapter IV: Linguistic Minorities and their Status, p. 31). Ministry of Minority Affairs, Government of India.
- National Institute of Educational Planning and Administration. (2022). *Survey on gender sensitization in Indian universities*. <https://www.niepa.ac.in>
- Negel, S., & Pramanik, K. C. (2019). Level of aspiration and its relation to academic performance of higher secondary school students. *International Journal of Basic and Applied Research*, 9(2), 2249-3352.
- Nettle, D., & Romaine, S. (2000). *Vanishing voices: The extinction of the world's languages*. Oxford University Press.
- New Webster's Dictionary of the English Language. (1981). New York: Lexicon Publications.

- Ngussa, B. M., & Gundula, A. J. (2019). The effect of home environmental factors on students' academic achievement: A case of community secondary schools in Monduli District, Tanzania. *World Journal of Educational Research*, 6(3), 354–366. <https://doi.org/10.22158/wjer.v6n3p354>
- Niranjana, K. P., & Usha, P. (2017). Relation between Self-Regulated Learning Strategies and Achievement in Accountancy among Higher Secondary School Students. *International Journal of Education and Psychological Research*, 6(4), 43-46
- Nivenitha, P., & Nagalakshmi, K. (2017). Self-Regulated Learning on Academic Performance among Adolescents. *International Journal for Innovative Research in Multidisciplinary Field*, 3(7), 469-471.
- Nnorom, S.U., Stephen, E., & Nwankwo, B.C. (2020). Home environmental factors influence the academic performance of secondary school students in Owerri Zone II, Imo State, Nigeria. *Asian Journal of Advances in Research*, 3(4), 34-41. <https://mbimph.com/index.php/AJOAIR/article/view/1534/1467>
- Oommen, N. M. (2015). Home environment and academic achievement of students at higher secondary level. *International Journal of Current Research*, 7(7), 18745–18747. <http://www.journalcra.com>
- Ozfidan, B. (2023). Influence of culture on bilingual education in a multicultural society. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL and Virtual.

- Paleeri, S. (2013). Face-to-face discussion with Pechimuthu, TLM social activist [Research report]. NSS Training College.
- Paleeri, S. (2018). *Dialectal and cultural impediments in learning school subjects among secondary level Tamil linguistic minority students of Kerala and developing select teaching strategies to enhance their academic achievement* [Minor research project report, ICSSR]. Indian Council of Social Science Research.
- Paliwal, A., & Rathi, N. (2016). Academic performance as a function of level of aspiration and gender: A comparative study amongst different streams of education. *The International Journal of Indian Psychology*, 3(3), 38–48.
- Pandharipande, R. (2002). Minority matters: Issues in minority languages in India. *International Journal on Multicultural Societies*, 4(2), 213-234.
- Pappattu, J., & Vanitha, J. (2017). A study on family environment and its effect on academic achievement in science among secondary school students. *International Journal of Research - Granthaalayah*, 5(6), 428–436.
<https://doi.org/10.5281/zenodo.821728>
- Parkash, J., & Hooda, S. R. (2018). A study of the educational aspiration level of government and private secondary school students. *International Journal of Current Advanced Research*, 7(4C), 11455–11459.
<https://doi.org/10.24327/ijcar.2018.11459.1984>
- Parveen, A., & Jan, S. (2023). Self-regulated learning among college students: Unraveling gender and locality differences. *Journal for Re Attach Therapy and*

Developmental Diversities, 6(2s), 429–432. <https://doi.org/10.53555/jrtd.v6i2s.2296>

Parveen, Z. (2021). *Effect of home environment of secondary school students on their level of aspiration, personality, and educational performance* [Doctoral dissertation, V. B. S. Purvanchal University]. *Shodhganga*. <http://hdl.handle.net/10603/385032>

Patel, P. B. (2020). *Effect of self-regulated learning strategies on achievement and metacognitive skills of upper primary school students* [Doctoral dissertation, Sardar Patel University]. *Shodhganga*. <http://hdl.handle.net/10603/348340>

Patel, S. A., & Shaikh, S. I. M. A. (2016). Gender Sensitization in the School and Strategies for Improvement. *International Journal of Social & Scientific Research*, 02(1), 86–90.

Patil, Y.S. (2016). A study of gender sensitivity in school for co-curricular and extracurricular activities. *International Educational E-Journal*, 4(2), 79-86.

Pattanayak, D.P. (2001). *Tribal languages in education*. Available in Daswani, CJ (Ed.). *Language Education in Multilingual India* New Delhi: UNESCO.

Pattnaik, J. (2005). Issues of language maintenance and education of aboriginal children in India: An interview with Ajit K. Mohanty, internationally acclaimed Indian psycholinguist. *Childhood Education*, 81(6), 360.

- Paulsrud, B., Zilliacus, H., & Ekberg, L. (2020). Spaces for multilingual education: Language orientations in the national curricula of Sweden and Finland. *International Multilingual Research Journal*, 14(4), 304-318.
- Paulston, C. B. (1994). *Linguistic minorities in multilingual settings: Implications for language policy*. John Benjamins.
- Pechimuthu, A. M. (2011). *Social challenges of Tamil minorities in Palakkad*. Paper presented at the National Seminar, Victoria College, Palakkad, India.
- Perera, N., & Khodos, I. (2025). *Linguistic reconciliation in contexts of conflict: Tamil language learning in Sri Lanka*. *Language Policy*, 24, 345–371. <https://doi.org/10.1007/s10993-024-09716-4>
- Philip, R. (2007). *A study of the relationship between intelligence, scientific creativity, achievement motivation, home environment and achievement in science of higher secondary school pupils of Kerala* [Doctoral dissertation, Mahatma Gandhi University].
- Pindar, R., & Singh, C. K. (2021). Educational aspiration of high school children: Influence of parental encouragement. *The Pharma Innovation Journal*, 10(9S), 11–15. <https://www.thepharmajournal.com/>
- Pinsonneault, A., & Kraemer, K. L. (1993). Survey research methodology in management information systems: An assessment. *Journal of Management Information Systems*, 10(2), 75–105

- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385–407. <https://doi.org/10.1023/B:EDPR.0000032312.95442.94>
- Pokharna, R. (2022). *A study of relationship between motivation and self-regulated learning processes in English language learning*. *International Journal of Creative Research Thoughts (IJCRT)*, 10(4), 1-5.
- Polat, O., & Bayindir, D. (2022). The relation between parental involvement and school readiness: The mediating role of preschoolers' self-regulation skills. *Early Child Development and Care*, 192(6), 845–860. <https://doi.org/10.1080/03004430.2020.1806255>
- Porwal, K., & Kumar, R. (2014). *A study of academic stress among senior secondary students*. *International Journal of Indian Psychology*, 1(3), 133–137. <https://doi.org/10.25215/0103.017>
- Prajapati, A., & Desai, K. (2019). Effect of gender and medium on educational aspiration of secondary level school students. *Indian Journal of Psychological Science*, 10(1), 86–91. <https://ijip.in/articles/effect-of-gender-and-medium-on-educational-aspiration-of-secondary-level-school-students/>
- Prasad, S. (2019). *A study on social competency and educational aspirations in relation to emotional intelligence among tribal students at secondary level*

[Doctoral dissertation, Mahatma Gandhi University, School of Pedagogical Sciences].

Prasatyo, B. A., Wiryani, R. S., Listiana, T. A., Siagian, C. E. M., Dharmawan, Y. Y., & Manara, C. (2025). Students' views on language diversity and heritage language maintenance in the Indonesian context. *IAFOR Journal of Education*, 13(1), 195–218. <https://doi.org/10.22492/ije.13.1.08>

Psaki, S. R., Mensch, B. S., & Soler-Hampejsek, E. (2017). Associations between violence in school and at home and education outcomes in rural Malawi: A longitudinal analysis. *Comparative Education Review*, 61(2), 354–390. <https://doi.org/10.1086/691117>

Putri, M. L., Suminar, J. R., Hadisiwi, P., & Rachmawati, T. S. (2023). Gender equality in education: Relationship between communication patterns and women's attitudes toward higher education. *Journal of Social Studies Education Research*, 14(4), 51–74.

Raghavan, N., & Hashim, F. (2024). English language learning strategies among lower secondary ESL students from Tamil school backgrounds in Malaysia. *Journal of Language Education and Development*, 12(1), 45–60.

Rahna, K., Shamim, M. A., Valappil, H. C., Subramanian, J., Sharma, G. A., & Padhi, B. K. (2024). Gender disparity in prevalence of mental health issues in Kerala: A systematic review and meta-analysis. *International Journal for Equity in Health*, 23(1), 209. <https://doi.org/10.1186/s12939-024-02275-4>

- Raisanen, M., Postareff, L., & Lindblom-Ylänne, S. (2021). Students' experiences of study-related exhaustion, regulation of learning, peer learning and peer support during university studies. *European Journal of Psychology of Education*, 36(4), 1135–1157.
- Raj, A., & Basu, S. (2019). Peer education as a strategy for gender sensitization in higher education institutions. *International Journal of Gender Studies in Developing Societies*, 4(1), 45-58.
- Rajan, R. (2018). *Tamil and Tamils: A study of language and identity amongst the Indian Tamil community in Singapore* [Doctoral dissertation, Curtin University].
- Rajesh, V. R., & Chandrasekaran, V. (2014). *Educational aspirations of high school students. Indian Journal of Applied Research*, 4(12), 4–6. ISSN 2249-555X
- Rajila, M., & Rekha, P. (2024). Gender and caste wise differences in educational aspirations among higher secondary school students. *International Journal of Humanities and Social Science Invention*, 13(9), 45–50. <https://doi.org/10.35629/7722-13094550>
- Rajshree. (2016). Gender Sensitization – Equality of Opportunity in Indian Context. *Indian Journal of Research*, 5(10), 208–211.
- Rakib, M. (2024). Exploring the impact of gender stereotypes on academic pursuits among students. *International Journal of Research and Innovation in Social Science*, 8(6). <https://dx.doi.org/10.47772/IJRISS.2024.806082>

- Rani, S. (2022). *A study on social freedom in relation to educational aspiration and decision making of undergraduate female students* [Doctoral dissertation, Bhagat Phool Singh Mahila Vishwavidyalaya]. Shodhganga. <http://hdl.handle.net/10603/428242>
- Rani, S., & Rani, S. (2021). Conceptual Framework of Social Freedom and Educational Aspiration of Female Students in Indian Scenario. *International Journal of Innovative Research in Technology*, 8(7), 273–279
- Rao, M. D. V. J., & Reddy, S. V. (2016). Impact of school environment, home environment and mental health status on achievement motivation among high school students. *Paripex – Indian Journal of Research*, 5(4), 426. <https://doi.org/10.36106/paripex>
- Rashmi. (2016). Relationship between family environment and academic achievement. *Journal of Culture, Society and Development*, 22, 51. <https://www.iiste.org>
- Rathore, A. (2018). Emotional intelligence of self-regulated learners. *Journal on Educational Psychology*, 11(3), 36-42. <https://eric.ed.gov/?id=EJ1173819>
- Rathore, B., & Chopra, D. (2020). Self-directed learning: assessment of students' abilities and their perspective. *Advances in Physiology Education*, 44(3), 383–386. <https://doi.org/10.1152/advan.00010.2020>
- Renjisha, R. (2018). *Validation of the potentials of mobile learning and ubiquitous learning in science for fostering self-regulated learning among higher*

secondary school students [Doctoral dissertation, Mahatma Gandhi University].

Report (2015), The Hindu June 26, 2015, Nagercoil

Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press.

Robert, J. S., & Kadiravan, S. (2019). Influence of family environment on emotional intelligence among youth. *International Journal of Scientific & Technology Research*, 8(11), 3664–3668. <http://www.ijstr.org/final-print/nov2019/Influence-Of-Family-Environment-On-Emotional-Intelligence-Among-Youth.pdf>

Rodriguez, S., Gonzalez-Suarez, R., Vieites, T., Pineiro, I., & Diaz-Freire, F. M. (2022). Self-regulation and students' well-being: A systematic review 2010–2020. *Sustainability*, 14(4), 2346. <https://doi.org/10.3390/su14042346>

Roy, M. (2017). Gender sensitization is a pillar to sustainable development. *International Journal of Current Research*, 9(09), 56906-56910. <http://www.journalcra.com>

Russell, J. M., Baik, C., Ryan, A. T., & Molloy, E. (2022). Fostering self-regulated learning in higher education: Making self-regulation visible. *Active Learning in Higher Education*, 23(2), 97–113.

- Saikia, P. (2017). A comparative study on educational aspiration of tribal and non-tribal higher secondary students in Sonitpur District of Assam. *International Journal of Educational Research Studies*, 2(12). <https://www.srjis.com>
- Salgotra, A. K., & Roma, K. (2018). Educational aspiration and socio-economic status among secondary school students. *IOSR Journal of Humanities and Social Science*, 23(3), 28-29.
- Santosh, S. (2016). Family environment and academic achievement of adolescent students of Jorhat district, Assam. *Scholar: A Peer-Reviewed Journal of Multidisciplinary Research*, 3(3). <https://scholar9.com/publication-detail/family-environment-and-academic-achievement-of-ado-12565>
- Sarangi, A. (Ed.). (2009). *Language and politics in India*. Oxford University Press.
- Sarma, M. (2021). Educational aspiration among the secondary school students from Nagaon Town of Assam. *Ilkogretim Online - Elementary Education Online*, 20(6), 6598–6616. <https://doi.org/10.17051/ilkonline.2021.06.644>
- Sassatelli, R. (2007). *Consumer culture: History, theory and politics*. SAGE Publications.
- Sawalhah, A. M., & Al Zoubi, A. (2020). The relationship of academic self-regulation with self-esteem and goal orientations among university students in Jordan. *International Education Studies*, 13(1), 111–120. <https://doi.org/10.5539/ies.v13n1p111>

- Schoon, I., & Burger, K. (2021). Incongruence between parental and adolescent educational aspirations hinders academic attainment. *Longitudinal and Life Course Studies*, 13(4), 575–595. <https://doi.org/10.1332/175795921x16324800210845>
- State Council of Educational Research and Training (SCERT), Kerala. (2023). *Kerala curriculum framework – 2023*. Thiruvananthapuram: Government of Kerala.
- Sebastian, V. (2016). Role of the Teacher in Gender Sensitivity Perceptions of B.Ed. Students Related to Gender Roles in Society. *International Journal of Social and Scientific Research*, 02(1), 76–80.
- Seema, Lalita, & Sunita, K. M. (2023). A study of academic achievement in relation to family environment and psychological well-being. *International Journal of Indian Psychology*, 11(2), 152–163. <https://doi.org/10.25215/1102.012>
- Segaran, M. K., & Hasim, Z. (2021). Self-regulated learning through e-portfolio: A meta-analysis. *Malaysian Journal of Learning and Instruction*, 18(1), 131–156. <https://doi.org/10.32890/mjli2021.18.1.6>
- Sen, A. (1989). *Women's Survival as a Development Problem*. Bulletin of the American Academy of Arts and Sciences, 43(5), 14-29.
- Sen, A. (1999). *Development as Freedom*. New Delhi: Oxford University Press.
- Senler et al. (2022). Relationship between student perceptions of a constructivist learning environment, and their motivational beliefs and self-regulation of

effort. *Journal on Efficiency and Responsibility in Education and Science*, 15(2), 72–81.

Senthil Kumar, O., & Selvakumar, S. D. (2018). Educational aspiration among the ninth standard students in Kallakurichi educational district. *Review of Research*, 7(8), 1–6

Senthilselvam, S., & Subramonian, G. (2015). Level of aspiration among higher secondary students of Coimbatore district. *Indian Journal of Research*, 4(6), 401–403.

Sevarkodiyon, A. (2020). *Effect of self regulation strategies in enhancing teaching competency among DIET students* [Doctoral dissertation, Alagappa University].

Sewell, W. H., & Hauser, R. M. (1975). *Education, occupation, and earnings: Achievement in the early career*. New York, NY: Academic Press.

Shabbir, M., & Mian, G. (2015). *State of Indian minorities: Impact on domestic politics and the country's standing abroad*. National Defence University, Institute of Strategic Studies, Research and Analysis.

Shahidul, S. M. K., Karim, A. H. M., & Mustari, S. (2015). Social capital and educational aspiration of students: Does family social capital affect more compared to school social capital? *International Education Studies*, 8(12), 255–260.

- Shalabny, J., & Tannenbaum, M. (2023). Sociolinguistic aspects of integrating within the space of the 'other': The case of Arab students in Jewish schools. *Language and Intercultural Communication*, 23(5), 437-452.
- Shalhoub-Kevorkian, N. (2001). Gendered violence and the transition to democracy: The case of Palestine. *Social Politics: International Studies in Gender, State & Society*, 8(2), 308–340.
- Sharma, N., & Gupta, M. (1980). Achievement motivation and academic aspiration among adolescents. *Indian Educational Review*, 15(2), 15–24.
- Sharma, N., & Gupta, M. (1980). Educational aspirations of adolescents in relation to socio-economic status and intelligence. *Indian Journal of Psychology*, 55(1), 27–33.
- Sharma, R., & Gupta, M. (2018). Impact of Gender Sensitization Workshops on College Students in India. *Asian Journal of Social Science*, 46(2), 123-135.
- Sharman, A. (2017). *English language proficiency of Tamil linguistic minorities and non-linguistic minorities: A study among secondary school students of border cantons of Palakkad district* [Master's thesis, University of Calicut].
- Sheela V. Nair (2013) *Influence of school environment of Life skills of secondary school students*. MEd Dissertation, University of Calicut.
- Shekhawat, N., & Jain, K. (2022). Self-regulation as a predictor of mental health among adolescents. *International Journal of Social Science and Human Research*, 5(9), Article 24. <https://doi.org/10.47191/ijsshr/v5-i9-24>

- Shin, Y.-B., & Won, H.-H. (2025). Exploration of predictors of educational aspirations of vocational high school students. *Journal of Fisheries and Marine Sciences Education*, 37(3), 688–697. <https://doi.org/10.13000/jfmse.2025.6.37.3.688>
- Shum, M., Gao, F., & Ki, W. W. (2016). School desegregation in Hong Kong: Non-Chinese linguistic minority students' challenges to learning Chinese in mainstream schools. *Asia Pacific Journal of Education*, 36(4), 533-544. <https://doi.org/10.1080/02188791.2015.1005048>
- Singh, A. K. (2024). Need for Gender Sensitization in the Era of Modernization- A Review. *Research Guru: Online Journal of Multidisciplinary Subjects*, 17(4), 41-46.
- Singh, A., & Dogra, B. (2015). An exploratory study of vocational aspirations of Muslim girls. *G-Journal of Education, Social Science and Humanities*, 1(1), 7–9.
- Singh, G. (2015). Social competence of adolescents in relation to emotional intelligence and home environment. *International Journal of Science and Research*, 4 (9), 649–651.
- Singh, K.M., & Singh, K.A. (2016). Gender Sensitization and Women's Social Identity: In Perspective of Media Philosophy. *Research Journal of Social Science and Management*, 6(7), 75-79.

- Singh, M., Pandey, N., & Singh, A. (2015). Impact of home environment on educational aspiration of intermediate school students. *International Journal of Advanced Engineering Research and Studies*, 4(2), 365-366.
- Singh, P. N., & Verma, R. M. (2022). Minorities and Multilingualism in India: Language in Education. *International Journal of Innovative Research in Engineering & Management*, 9(1), 436-439. <https://doi.org/10.55524/ijirem.2022.9.1.92>
- Singh, P., & Verma, A. (2020): Long-term Impact of Gender Sensitization Programs in Schools: A Longitudinal Study. *Journal of Educational Research and Reviews*, 8(3), 98-110.
- Singh, V., & Kumar, V. (2019). Self-regulated learning among secondary school students of Patna. *Journal of Research in Education*, 7(2).
- Sini, V., Kumar, A., & Anas, B. M. (2025). A study on the role of family in the academic achievement of secondary school students. *International Journal of Atharva*, 3(1), 11–18. <https://doi.org/10.3126/ija.v3i1.76708>
- Sireesha, M. K., & Grace Indira, C. (2023). A study on the relationship between secondary school students' home environment and their academic progress. *International Journal of Creative Research Thoughts*, 11(8), 469–480. <https://www.ijcrt.org>
- Solanki, C.B (2021). *A study of educational aspiration of higher secondary school students in relation to certain variables* (Doctoral dissertation, Sardar Patel University). Shodhganga. <http://hdl.handle.net/10603/396888>

- Solanki, C. B., & Parmar, K. B. (2021). A study of educational aspiration of higher secondary school students in relation to certain variables. *Vidyawarta: Peer-Reviewed International Journal*, 38(6).
- Sreekala, S., & Minsiya, M. (2023). An analysis of writing ability in English among Tamil linguistic minority students in Palakkad district. *International Journal of Early Childhood Special Education*, 15(5), 262–267
- Stack, S. (1998). Education and Risk of Suicide: An Analysis of African Americans. *Sociological Focus*, 31(3), 295–302. <https://doi.org/10.1080/00380237.1998.10571108>
- Stavropoulou, G., Daniilidou, A., & Nerantzaki, K. (2025). Exploring the interplay of motivation, self-efficacy, critical thinking, and self-regulation in predicting academic achievement among university students. *F1000Research*, 14, 344. <https://doi.org/10.12688/f1000research.161821.2>
- Stienstra, K., & Karlson, K. B. (2023). The nature-nurture of academic achievement at the intersection between gender, family background, and school context. *Social Science Research*, 111, Article 102870. <https://doi.org/10.1016/j.ssresearch.2023.102870>
- Subramani, C., & Venkatachalam, J. (2019). Parental expectations and its relation to academic stress among school students. *International Journal of Research and Analytical Reviews*, 6(2), 95. <https://www.ijrar.org>
- Subramaniam, K., & Yasin, M. (2022). The relationship between home environment and self-management towards academic performance of private institution

- students in Kuala Lumpur. *Journal of Public Administration and Governance*, 12(4S), 57–70. <https://doi.org/10.5296/jpag.v12i4S.20569>
- Sunaina. (2018). Emotional maturity of senior secondary school students in relation to their home environment. *Indian Journal of Applied Research*, 8(1), 3–5. <https://doi.org/10.36106/ijar>
- Sundaramoorthy, J. (2018). Self-regulated learning strategies of active procrastinating pre-university students. *Electronic Journal of Research in Educational Psychology*, 16(45), 325-343. <https://doi.org/10.25115/ejrep.v16i45.2096>
- Suneera, A. (2020). *Effect of self-regulation empowerment programme and academic outcomes of upper primary students* [Doctoral dissertation, University of Calicut].
- Super, C. M., & Harkness, S. (1997). The cultural structuring of child development. In J. W. Berry, P. R. Dasen, & T. S. Saraswathi (Eds.), *Handbook of cross-cultural psychology: Vol. 2. Developmental psychology* (2nd ed., pp. 1–39). Allyn & Bacon
- Sutha, R. (2021). *Attitude towards gender equality among higher secondary school students in relation to home environment and emotional adjustment* (Doctoral dissertation, Annamalai University). Shodhganga@INFLIBNET. <http://hdl.handle.net/10603/392179>
- Suwastini, N. K. A., Wiraningsih, P., & Adnyani, K. E. K. (2023). Representation of gendered language in English textbook for Indonesian junior high school. *International Journal of Language Education*, 7(1), 94–119.

- Svartdal, F., Grom, Sale, R., Dahl, T. I., Nemtcan, E., & Gamst-Klaussen, T. (2022). Study habits and procrastination: The role of academic self-efficacy. *Scandinavian Journal of Educational Research*, 66(7), 1141–1160.
<https://doi.org/10.1080/00313831.2021.1959393>
- Syed, S. (2017). Introducing gender equity to adolescent school children: A mixed-methods study. *Journal of Medicine and Family Care*, 6(2), 254-258.
- Tagore, R. (1917). Nationalism. Macmillan
- Tewari, S. B. (2019). Study of student's achievement based on validation of the self-instructional material on pedagogy of Hindi. *Review of Research*, 8(9), 1-5.
<http://oldror.lbp.world/UploadedData/10744.pdf>
- Thapliyal, P., & Joshi, A. (2016). Self-concept, well-being, and educational aspirations among government and private school students. *International Journal of Advance Research and Innovative Ideas in Education*, 2(4), 1318–1324.
- The Times of India. (2017, August 3). Kerala government to appoint officer to study issues of linguistic minorities. *The Times of India*.
<https://timesofindia.indiatimes.com/city/thiruvananthapuram/government-to-appoint-officer-to-study-issues-of-linguistic-minorities/articleshowprint/59892625.cms>
- The Hindu. (2012, December 25). New report by staff reporter Palakkad. The Hindu.
<https://www.thehindu.com>

The New Webster's Dictionary of the English Language (1981). Lexicon Publications.

Thirumalai, M. S. (1983). *Aspects of language use*. All India Tamil Linguistics Association, Annamalai Nagar.

Thornton, S. (1995). *Club cultures: Music, media and subcultural capital*. Cambridge, UK: Polity Press.

Tillman, K. (2015). *Parental influence on college students' career aspirations* (Honors College Theses, No. 86). Georgia Southern University.
<https://digitalcommons.georgiasouthern.edu/honors-theses/86>

Tripathi, P. (2017). *Awareness and attitude on gender equality among men of Bharatpur* [Master's thesis]. GRIN. <https://www.grin.com/document/371477>

Tulagan, N. B., & Eccles, J. S. (2023). Patterns of African American parents' educational involvement: Associations with adolescents' academic performance and motivational beliefs. *Journal of Research on Adolescence*, 33(4), 1407–1421. <https://doi.org/10.1111/jora.12887>

UNESCO. (2003). *Education in a multilingual world*. UNESCO.

UNESCO. (2015). *Education for All Global Monitoring Report 2015: Achievements and Challenges*. Paris: UNESCO.

UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and Education - All Means All*. Paris: UNESCO.

- Vanishree, V. M. (2011). *Provision for linguistic diversity and linguistic minorities in India* [Master's thesis, St. Mary's University College, Strawberry Hill, London]. *Language in India*. <https://languageinindia.com/feb2011/vanishreemastersfinal.pdf>
- Varma, P. J. (2017). Effect of family climate and parental encouragement on academic achievement of school-going adolescents. *International Journal of Indian Psychology*, 4(4). <https://doi.org/10.25215/0404.121>
- Venu, V. (Ed.). (2003). *District handbooks of Kerala, Palakkad* (R. Pillai & A. Das, Trans.). Government of Kerala, Department of Information and Public Relations.
- Verma, K. (2023). *Educational aspiration and academic integration of visually impaired students in inclusive setting at secondary school level* [Doctoral dissertation, Banaras Hindu University]. <http://hdl.handle.net/10603/572897>
- Vimple, & Sawhney, S. (2017). Relationship between social competence and home environment of adolescents. *Learning Community*: 8(3), 135–145. <https://doi.org/10.5958/2231458X.2017.00018.5>
- Vogel, S. N. T., Stang-Rabrig, J., & McElvany, N. (2023). The importance of parents for key outcomes among socio-economically disadvantaged students: Parents' role in emergency remote education. *Social Psychology of Education*, 26(6), 1565–1591.

- Vyas, Malhotra, Nagaraj & Landry (2020) Gender attitudes in adolescence: evaluating the Girl rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.
- Waight, C. L. (1998). Race, gender, and status attainment: A comparative study of Whites, Blacks, and Hispanics. *Sociological Spectrum*, 18(2), 161-190.
- Wang, D. (2023). Translanguaging as a social justice strategy: The case of teaching Chinese to ethnic minority students in Hong Kong. *Asia Pacific Education Review*, 24(3), 473-486.
- Wang, L., & Liu, D. (2021). Unpacking the relations between home literacy environment and word reading in Chinese children: The influence of parental responsive behaviors and parents' difficulties with literacy activities. *Early Childhood Research Quarterly*, 56, 190–200. <https://doi.org/10.1016/j.ecresq.2021.04.002>
- Wang, Q., Ma, M., Shi, Y., Li, M., & Wang, T. (2023). Modeling the relationships among home literacy environments, reading interest, self-regulation, and reading ability of children with intellectual disabilities in China. *International Journal of Developmental Disabilities*, 71(2), 246–255. <https://doi.org/10.1080/20473869.2023.2230411>
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1(2), 125-151.
- World Health Organization. (2011). *Gender, equity and human rights*. World Health Organization.

- Wibrowski, C. R., Matthews, W. K., & Kisamore, J. L. (2017). Does self-regulated learning skill relate to academic performance and satisfaction in medical school? A cross-sectional study. *Medical Education Online*, 22(1), 1264170.
- Wolman, B. B. (Ed.). (1972). *Encyclopaedia of psychology*. Van Nostrand Reinhold.
- Xie, H., Ratner, K., Fegley, S. G., & Nakkula, M. J. (2025). Heterogeneity in the developmental trajectories of Chinese youth educational aspirations: Identifying predictors and outcomes. *Child Development*, 96(3), 1220–1235. <https://doi.org/10.1111/cdev.14234>
- Yadav, V. (2017). *A Study of Gender Sensitization among University Students in Relation to their Study Discipline Values and Family Background* [Doctoral dissertation, Maharshi Dayanand University].
- Yadav, V., & Gardia, A. (2017). Education as a tool: A threat to gender discrimination and promoting gender sensitivity. *Shodh Drishti: An International Refereed Research Journal*, 8(3), 207–212.
- Yarriswamy, M. C., & Nishant, T. N. (2023). A study on the effect of demographic variables on educational aspiration of P.U. college SC and ST students. *International Journal of Creative Research Thoughts*, 11(7).
- Yuan, X., & Olivos, F. (2023). Conformity or contrast? Simultaneous effect of grademates and classmates on students' educational aspirations. *Social Science Research*, 114, Article 102908. <https://doi.org/10.1016/j.ssresearch.2023.102908>

- Yuden, Y., Chuki, S., & Dorji, D. (2020). Gender sensitivity in pedagogical practices in secondary education in Bhutan. *Research in Educational Policy and Management*, 2(2), 38-51.
- Zang, P. L., Kwao, M. P., Anim, C. L., & Ahasu, E. K. (2024). Socio-economic characteristics of parents on learners' educational aspiration: Exploring mechanisms of impact. *American Journal of Education and Learning*, 9(1), 38–48.
- Zhang, F., Xu, X., Peng, W., & Guo, C. (2024). Educational expectations and academic persistence among rural adolescents: The protective role of high self-esteem. *Behavioral Sciences*, 14(10), 888. <https://doi.org/10.3390/bs14100888>
- Zhang, Y., Liang, J., Wang, Y., & Zhang, X. (2022). The influence of stress perception on academic procrastination in postgraduate students: The moderating role of self-control and self-regulated learning efficacy. *International Journal of Data Mining and Bioinformatics*, 2022, <https://doi.org/10.1155/2022/6722805>
- Zimmerman, B. J. (2000). *Attaining self-regulation: A social cognitive perspective*. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American*

Educational Research Journal, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>

Zoya Parveen (2021) Effect of Home Environment of Secondary School Students on Their Level of Aspiration, Personality and Educational Performance. <http://hdl.handle.net/10603/385032>

APPENDICES

Appendix 1

EDUCATIONAL ASPIRATION SCALE (DRAFT FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	SA	A	NO	D	SD
1	I rely on the school bus to get to school safely.					
2	I have access to educational resources at home					
3	I am part of my community valuing education.					
4	I use online resources to supplement my education.					
5	I join programs to enhance my education.					
6	I value the support of my family in my studies.					
7	My family provides necessary school supplies.					
8	I have consistent access to nutritious meals.					
9	I utilize available resources to enhance my learning.					
10	I enjoy school events with my family's support.					

Appendix

Sl. No	Statements	SA	A	NO	D	SD
11	I have internet access at home for educational purposes.					
12	I have clear goals for a bright future.					
13	My actions are guided by ambitious career goals.					
14	I gain practical experience relevant to my goals.					
15	Feedback enhances my skills and performance.					
16	I maintain a positive attitude towards challenges.					
17	I feel confident in skills for my future career.					
18	I believe in myself and my abilities.					
19	I am worthy of success and happiness.					
20	I am proud of my learning progress.					
21	I face challenges with courage.					
22	I feel good expressing ideas in class.					
23	I value my mentors' support and insights.					
24	I look to mentors for career guidance and advice.					
25	I am inspired by role models for educational success.					
26	I rely on my mentors for personal development advice.					
27	I learn life lessons from role models.					
28	I integrate cultural values into my learning.					
29	I am motivated by cultural pride in my studies.					
30	I find inspiration in cultural roots for goals.					
31	I value displaying my cultural identity.					
32	I am inspired by achievements in my community.					
33	I find motivation through family expectations.					
34	I draw strength from family support.					
35	I appreciate family support for my education.					
36	I strive for excellence with family expectations.					

Sl. No	Statements	SA	A	NO	D	SD
37	I find joy in making my family proud through education.					
38	I value family's positive influence in learning					
39	I find relief with financial aids in education.					
40	I appreciate financial aid support.					
41	I rely on loans to ease finances.					
42	I am motivated by scholarships in school.					
43	I work hard to meet scholarship criteria.					
44	I find encouragement through financial aid.					
45	I face challenges accessing certain resources.					
46	Education isn't a top priority in my home.					
47	I stress about educational expenses.					
48	I sometimes prioritize finding a job over education.					
49	I lack support and guidance for my career path.					
50	I worry about being on the right path.					
51	I doubt my ability to learn at times.					
52	Challenges affect my confidence.					
53	I struggle when mentors lack time.					
54	I feel discouraged when role models seem distant.					
55	I have faced discrimination due to my cultural identity.					
56	I struggle when traditions hinder enjoyable learning.					
57	I face challenges without adequate family support.					
58	I sometimes feel pressured by family expectations.					
59	I experience frustration due to limited grant opportunities.					
60	I face constant financial worries in learning.					

Appendix 2

EDUCATIONAL ASPIRATION SCALE (DRAFT FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	நான் பள்ளிக்கு பாதுகாப்பாக செல்ல பள்ளி பஸ்ஸை நம்புகிறேன்.					
2	எனக்கு வீட்டில் கல்வி வளங்கள் கிடைக்கின்றன.					
3	நான் கல்வியை மதிக்கும் என் சமுதாயத்தின் ஒரு பகுதியாக இருக்கிறேன்.					
4	நான் என் கல்வியை மேம்படுத்த ஆன்லைன் வளங்களை பயன்படுத்துகிறேன்.					
5	நான் என் கல்வியை மேம்படுத்த நிகழ்ச்சிகளைச் சேர்ந்துகொள்கிறேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
6	நான் என் படிப்பில் என் குடும்பத்தின் ஆதரவை மதிக்கிறேன்.					
7	என் குடும்பம் தேவையான பள்ளி பொருட்களை வழங்குகிறது.					
8	எனக்கு ஆரோக்கியமான உணவுகளுக்கு தொடர்ந்து அணுகல் உள்ளது.					
9	நான் கிடைக்கும் வளங்களைப் பயன்படுத்தி என் கற்றலை மேம்படுத்துகிறேன்.					
10	என் குடும்பத்தின் ஆதரவுடன் பள்ளி நிகழ்ச்சிகளை அனுபவிக்கிறேன்.					
11	என் கல்வியில் என் குடும்பத்தின் ஆதரவை நான் மதிக்கிறேன்.					
12	எனக்கு உன்னோடு எதிர்காலத்திற்கான தெளிவான இலக்குகள் உள்ளன.					
13	என் செயல்கள் உயர்மட்ட வேலை இலக்குகளை அடிப்படையாகக் கொண்டு இருக்கின்றன.					
14	நான் என் இலக்குகளுக்கு உட்பட்ட நடைமுறை அனுபவம் பெற்றுக் கொள்கிறேன்.					
15	கருத்துகள் என் திறமைகளை மற்றும் செயல்திறனை மேம்படுத்தும்.					
16	நான் சவால்களை எதிர்கொள்ள நேர்மறை மனப்பாங்கைக் கொண்டிருக்கிறேன்.					
17	நான் எதிர்கால வேலைக்கு தேவையான திறமையில் நம்பிக்கை உணர்கிறேன்.					
18	நான் என் திறமைகளில் மற்றும் என்னை நம்புகிறேன்.					
19	நான் வெற்றிக்கு மற்றும் மகிழ்ச்சிக்கு உரியவன்.					
20	என் கற்றல் முன்னேற்றத்தில் நான் பெருமை படுகிறேன்.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
21	நான் சவால்களை தைரியத்துடன் எதிர்கொள்கிறேன்.					
22	வகுப்பில் எண்ணங்களை பகிர்வதில் நான் நல்ல உணர்வு கொண்டிருக்கிறேன்.					
23	என் வழிகாட்டிகளின் ஆதரவையும் அறிவையும் நான் மதிக்கிறேன்.					
24	நான் வேலை வழிகாட்டிக்கான ஆலோசனைக்காக வழிகாட்டிகளை நாடுகிறேன்.					
25	கல்வி வெற்றிக்காக நான் தலைமை வகிப்பவர்களிடமிருந்து ஊக்கம் பெறுகிறேன்.					
26	நான் தனிப்பட்ட வளர்ச்சிக்காக என் வழிகாட்டிகளுக்கு நம்பிக்கை வைக்கிறேன்.					
27	நான் தலைமை வகிப்பவர்களிடமிருந்து வாழ்க்கை பாடங்களை கற்றுக்கொள்கிறேன்.					
28	நான் கற்றலுக்கு கலாச்சார மதிப்புகளை இணைக்கிறேன்.					
29	என் படிப்பில் கலாச்சார பெருமை எனக்கு ஊக்கம் அளிக்கிறது.					
30	இலக்குகளுக்கான ஊக்கம் நான் கலாச்சார வேர்களில் காண்கிறேன்.					
31	என் கலாச்சார அடையாளத்தை காட்டு நான் மதிக்கிறேன்.					
32	என் சமுதாயத்தில் சாதனைகளால் நான் ஊக்கம் பெறுகிறேன்.					
33	குடும்பத்தின் எதிர்பார்ப்புகளில் நான் ஊக்கம் காண்கிறேன்.					
34	குடும்ப ஆதரவிலிருந்து நான் பலம் பெறுகிறேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
35	என் கல்விக்காக குடும்ப ஆதரவை நான் மதிக்கிறேன்.					
36	குடும்ப எதிர்பார்ப்புகளைச் சார்ந்து நான் சிறந்த முறையில் செயல் படுகிறேன்.					
37	கல்வியின் மூலம் என் குடும்பத்தை பெருமை படுத்துவதில் எனக்கு மகிழ்ச்சி உள்ளது.					
38	கல்வியில் குடும்பத்தின் நேர்மறை தாக்கத்தை நான் மதிக்கிறேன்.					
39	கல்வியில் செலவுகள் குறித்த நிதி உதவியால் நான் ஆறுதல் அடைகிறேன்.					
40	நிதி உதவி ஆதரவுக்கு நான் மதிக்கிறேன்.					
41	நான் நிதியை சுலபமாக்க கடன்களை நம்புகிறேன்.					
42	பள்ளியில் பங்குதாரிதனங்களில் நான் ஊக்கம் அடைகிறேன்.					
43	பங்குதாரிதனத்தின் ஆவணத்தை நிறைவேற்ற நான் கடினமாக வேலை செய்கிறேன்.					
44	நிதி உதவியால் நான் ஊக்கம் பெறுகிறேன்.					
45	குறிப்பிட்ட வளங்களுக்கு அணுகுவதில் நான் சவால்களை எதிர்கொள்கிறேன்.					
46	என் வீட்டில் கல்வி முக்கியத்துவம் இல்லை.					
47	கல்வி செலவுகள் குறித்து நான் மன உளைச்சலுக்கு உள்ளாகிறேன்.					
48	நான் சில சமயங்களில் கல்வியைக் காட்டிலும் வேலை தேடுதலில் முன்னுரிமை அளிக்கிறேன்.					
49	என் தொழில் பாதையில் நான் ஆதரவும் வழிகாட்டலும் இல்லாமல் இருக்கிறேன்.					
50	நான் சரியான பாதையில் இருக்கிறேன் எனப் பற்றி நான் கவலைக்கிடமாக இருக்கிறேன்.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
51	நான் சில சமயங்களில் கற்றல் திறமை குறித்த சந்தேகத்தில் இருக்கிறேன்.					
52	சவால்கள் என் நம்பிக்கையை பாதிக்கின்றன.					
53	வழிகாட்டிகள் நேரம் இல்லாத போது நான் போராடுகிறேன்.					
54	தலைமை வகிப்பவர்கள் தொலைவில் இருப்பதால் நான் discourage ஆகிறேன்.					
55	எனது கலாச்சார அடையாளத்திற்கு காரணமாக நான் உரிமைமிக்கதாகுப்பை எதிர்கொண்டு இருக்கிறேன்.					
56	பாரம்பரியங்கள் மகிழ்ச்சியான கற்றலை தடுக்கும் போது நான் போராடுகிறேன்.					
57	குடும்ப ஆதரவு இல்லாத போது நான் சவால்களை எதிர்கொள்கிறேன்.					
58	நான் சில சமயங்களில் குடும்ப எதிர்பார்ப்பால் அழுத்தத்தில் இருக்கிறேன்.					
59	குறைவான கிராந்து வாய்ப்புகளால் நான் சிரமம் அனுபவிக்கிறேன்.					
60	கற்றலில் நான் தொடர்ந்து நிதி குறித்த கவலைகளை எதிர்கொள்கிறேன்.					

Appendix 3

EDUCATIONAL ASPIRATION SCALE (FINAL FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (N.O), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	SA	A	N.O	D	SD
1	I rely on the school bus to get to school safely.					
2	I have access to educational resources at home					
3	I am part of my community that values education.					
4	I miss out on educational programs.					
5	Education isn't a top priority in my home.					
6	My family provides necessary school supplies.					
7	I enjoy school events with my family's support.					
8	I utilize available resources to enhance my learning.					
9	I sometimes prioritize finding a job over education.					
10	I stress about educational expenses.					

Appendix

Sl. No	Statements	SA	A	N.O	D	SD
11	I have clear goals for a bright future.					
12	My actions are guided by ambitious career goals.					
13	I gain practical experience relevant to my goals.					
14	I don't feel confident in my skills for my future career.					
15	I lack support and guidance for my career path.					
16	I am proud of my learning progress.					
17	I face challenges with courage.					
18	I value and confidently express my opinions.					
19	I am worthy of success and happiness.					
20	I feel nervous expressing ideas in class.					
21	I doubt my ability to learn at times.					
22	I rely on my mentors for personal development advice.					
23	I look to mentors for career guidance and advice.					
24	I value my mentors' support and insights.					
25	I feel stressed when I am compared to my peers.					
26	I struggle to learn life lessons from role models.					
27	I integrate cultural values into my learning.					
28	I draw inspiration from my cultural roots to achieve my goals					
29	I am motivated by cultural pride in my studies.					
30	I value displaying my cultural identity.					
31	I struggle when traditions hinder enjoyable learning.					
32	I have faced discrimination due to my cultural identity.					
33	Community achievements fail to inspire me.					
34	I strive to achieve excellence to meet my family's expectations.					
35	I draw strength from family support.					

Sl. No	Statements	SA	A	N.O	D	SD
36	I find joy in making my family proud through education.					
37	I fail to recognize my family's positive influence in my learning.					
38	I face challenges without adequate family support.					
39	I sometimes feel pressured by family expectations					
40	I rely on loans to ease finances.					
41	I appreciate financial aid support.					
42	I am motivated by educational support at school.					
43	I constantly face financial concerns in education					
44	I have received minimal support for the necessary resources for my studies.					

Appendix 4

EDUCATIONAL ASPIRATION SCALE (FINAL FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	நான் பள்ளி பஸ்ஸை பாதுகாப்பாக செல்லும் வழி எனக்கு நம்பிக்கையானது.					
2	எனக்கு வீட்டில் கல்வி பொருட்கள் கிடைக்கின்றன.					
3	நான் என் சமுதாயத்தின் ஒரு பகுதியாக கல்வியை மதிக்கின்றேன்.					
4	நான் கல்வி நிகழ்ச்சிகளை இழக்கின்றேன்.					
5	எங்கள் வீட்டில் கல்வி முதன்மையான விஷயம் இல்லை.					
6	என் குடும்பம் தேவையான பள்ளி பொருட்களை வழங்குகிறது.					
7	நான் என் குடும்பத்தினரின் ஆதரவுடன் பள்ளி நிகழ்ச்சிகளில் மகிழ்ச்சி அடைகின்றேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
8	நான் கிடைக்கும் வளங்களை பயன்படுத்தி என் கற்றலை மேம்படுத்துகிறேன்.					
9	சில நேரங்களில் வேலை தேடுவது கல்விக்கு மேலாக இருக்கின்றேன்.					
10	கல்வி செலவுகள் பற்றி நான் கவலைப்படுகிறேன்.					
11	எனக்கு பிரகாசமான எதிர்காலத்திற்கான தெளிவான இலக்குகள் உள்ளன.					
12	என் நடவடிக்கைகள் உயர்ந்த தொழில்முறை இலக்குகளால் வழிகாட்டப்படுகின்றன.					
13	நான் என் இலக்குகளுக்கு பணி அனுபவத்தைப் பெறுகிறேன்.					
14	என் எதிர்கால தொழிலில் நான் அத்தனை திறமைகளை உள்ளடக்கியுள்ளேன் என்று நான் உணரவில்லை.					
15	என் தொழிலுக்கான பாதையில் நான் வழிகாட்டல் பெறவில்லை.					
16	நான் என் கற்றல் முன்னேற்றம் பற்றி பெருமை கொள்கிறேன்.					
17	நான் சவால்களை துணிவுடன் எதிர்கொள்கிறேன்.					
18	நான் என் கருத்துக்களை நம்பிக்கையுடன் வெளிப்படுத்துகிறேன்.					
19	நான் வெற்றிக்கு உரியவன் மற்றும் மகிழ்ச்சிக்கு உரியவன்.					
20	நான் வகுப்பில் கருத்துக்களைப் பகிர்வதில் பயன்படுகிறேன்.					
21	சில நேரங்களில் என் கற்றல் திறனைப் பற்றி நான் சந்தேகிக்கிறேன்.					
22	நான் என் முன்னேற்றத்திற்கு உதவலாக என் வழிகாட்டியவர்களிடமிருந்து ஆலோசனைகளை நாடுகிறேன்.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
23	நான் என் தொழில் பாதைக்கு உதவி மற்றும் ஆலோசனைகளை என் வழிகாட்டியவர்களிடமிருந்து பெறுகிறேன்.					
24	நான் என் வழிகாட்டியவர்களின் ஆதரவையும் கருத்துகளையும் மதிக்கின்றேன்.					
25	நான் என் ஒத்திகை மாடல்களுடன் இணைந்தால் மனசோர்வு ஏற்படுகிறது.					
26	நான் என் ஒத்திகை மாடல்களிடமிருந்து வாழ்க்கை பாடங்களை கற்றுக்கொள்ள சிரமமாக இருக்கின்றேன்.					
27	நான் என் கற்றலுக்கான கலாச்சார மதிப்புகளை ஒத்துக்கொள்கிறேன்.					
28	என் இலக்குகளை அடைவதற்கு கலாச்சார வரலாற்றில் ஊக்கம் பெறுகிறேன்.					
29	நான் கலாச்சார பெருமையால் என் படிப்பில் ஊக்கமடைந்துள்ளேன்.					
30	நான் என் கலாச்சார அடையாளத்தை வெளிப்படுத்துவதை மதிக்கின்றேன்.					
31	சில நேரங்களில் பாரம்பரியங்கள் கற்றலை சந்தோஷமாக செய்யப்படாமல் தடுப்பது.					
32	என் கலாச்சார அடையாளத்திற்காக நான் தனிப்பட்ட முயற்சிகளை எடுத்து பார்க்கின்றேன்.					
33	என் சமுதாயத்தின் வெற்றிகள் எனக்கு ஊக்கம் தரவில்லை.					
34	நான் என் குடும்பத்தின் எதிர்பார்ப்புகளுடன் சிறந்ததை அடைய முயல்கிறேன்.					
35	என் குடும்பத்தின் ஆதரவின் மூலம் நான் பலமாக உணர்கிறேன்.					
36	நான் என் குடும்பத்தை கல்வியால் பெருமைப்படுத்துவதில் மகிழ்ச்சி அடைகின்றேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
37	என் குடும்பத்தின் நேர்மறையான ஆதரவைக் கற்றலில் பார்க்கவில்லை.					
38	என் குடும்பத்தின் ஆதரவு இல்லாமல் சவால்களை நான் எதிர்கொள்கிறேன்.					
39	சில நேரங்களில் நான் குடும்பத்தின் எதிர்பார்ப்புகளால் அழுத்தப்படுகிறேன்.					
40	நான் கடன் எடுத்து நிதி தேவைகளை எளிதாக்குகிறேன்.					
41	நான் நிதி உதவியை மதிக்கின்றேன்.					
42	நான் பள்ளியில் கல்வி உதவி மூலம் ஊக்கமடைந்துள்ளேன்.					
43	நான் கல்வியில் எப்போதும் நிதி கவலைகளை சந்திக்கின்றேன்.					
44	நான் படிப்புக்கு தேவையான உதவிகளை குறைந்த அளவில் பெற்றுக் கொண்டிருக்கின்றேன்.					

Appendix 5

HOME ENVIRONMENT INVENTORY (DRAFT FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement three responses- always, sometimes, never were given. How far each statement is right about you. Mark your responses by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	Always	Sometimes	Never
1	My home has a quiet place suitable for studying.			
2	My home environment allows me to focus and be productive.			
3	My family celebrates my school achievements.			
4	My family discusses the importance of education.			
5	My home provides resources and encouragement for my interests.			
6	I discuss school and learning topics with my family.			
7	My family encourages me and boosts my confidence.			
8	My family emphasizes the importance of doing well in school.			

Sl. No	Statements	Always	Sometimes	Never
9	My family regularly gives me positive feedback about my studies.			
10	My family looks for ways to improve my education.			
11	I participate in extracurricular activities.			
12	I manage to find resources for my studies when needed.			
13	My family makes learning fun and interesting.			
14	My parents help me with homework and difficult topics.			
15	My family encourages me to try new ideas and hobbies.			
16	I share my school experiences with my family.			
17	I feel proud when my family celebrates my successes.			
18	My family motivates me to work hard and stay focused.			
19	My home follows Tamil traditions and celebrations.			
20	I participate in Tamil festivals and events with my family.			
21	My family teaches me Tamil customs and traditions.			
22	I have Tamil books or videos at home to learn about culture.			
23	I learn Tamil values from stories or family teachings.			
24	My school fails to teach me about Tamil history and literature.			
25	My parents help with projects and attend parent-teacher meetings.			

Appendix

Sl. No	Statements	Always	Sometimes	Never
26	My parents encourage me to do well and reward good performance.			
27	My parents regularly guide me and discuss my school progress.			
28	My parents trust me to handle my responsibilities.			
29	I have a personal study space with desk and materials.			
30	My home environment supports learning with few distractions.			
31	I can communicate with people in multiple languages.			
32	I enjoy using multiple languages to express myself.			
33	I enjoy reading and learning Tamil literature.			
34	Learning new languages helps me understand other cultures.			
35	I read books in different languages to explore new ideas.			
36	My teachers give me help to improve language skills.			
37	I use educational apps or online resources for learning.			
38	My family provides tools or resources for extracurricular activities.			
39	I use books or resources at home for studying.			
40	My family provides materials needed for schoolwork.			
41	I do practical or experiential learning at home.			
42	My family provides extra learning materials when needed.			

Sl. No	Statements	Always	Sometimes	Never
43	I face distractions while studying at home.			
44	I sometimes lack a proper space or face interruptions when studying.			
45	My family sometimes ignores the lack of study resources.			
46	My family does not actively support my education.			
47	My parents are not involved in my school activities.			
48	I do not share my school experiences with my family.			
49	My family does not teach me Tamil values.			
50	I have few opportunities to learn Tamil culture outside home.			
51	I do not have necessary textbooks or online resources.			
52	I need help to finish homework but do not always get it.			
53	I sometimes mix words from different languages and feel frustrated.			
54	I sometimes feel left out when I do not understand slang or idioms.			
55	I sometimes do not get support for extracurricular activities.			
56	I sometimes lack computer or internet access for studying.			

Appendix 6

HOME ENVIRONMENT INVENTORY (DRAFT FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: ஊரகம் / நகரம்

வழிமுறைகள்:

பின்வரும் கூறுகளை கவனமாகப் படிக்கவும். ஒவ்வொரு கூறத்திற்கும் எப்போதும், சில நேரங்களில், ஒருபோதும் இல்லை என மூன்று பதில்கள் கொடுக்கப்பட்டுள்ளன. அந்தக் கூறு உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை வைத்துக் கொண்டு, தக்க பதில் பகுதியில் குறி (✓) இடவும். தயவுசெய்து அனைத்து கூறுகளுக்கும் உங்கள் பதிலை குறிக்க மறக்கவேண்டாம்.

Sl. No	கூறுகள்	எப்போதும்	சில நேரங்களில்	ஒருபோதும்
1	என் வீட்டில் படிப்பதற்கு ஏற்ற அமைதியான இடம் உள்ளது.			
2	என் வீட்டுச் சூழல் எனக்கு கவனம் செலுத்தவும் பயனுள்ளதாக செயல்படவும் உதவுகிறது.			
3	என் குடும்பம் என் பள்ளி சாதனைகளை கொண்டாடுகிறது.			
4	என் குடும்பம் கல்வியின் முக்கியத்துவத்தைப் பற்றி பேசுகிறது.			

Sl. No	கூற்றுகள்	எப் பே து ம்	சில நேரங்களில்	ஒரு பே து ம்
5	என் வீட்டில் என் விருப்பங்களுக்கு தேவையான வளங்களும் ஊக்கமும் வழங்கப்படுகின்றன.			
6	பள்ளி மற்றும் கற்றல் தொடர்பான விஷயங்களை என் குடும்பத்துடன் நான் விவாதிக்கிறேன்.			
7	என் குடும்பம் என்னை ஊக்குவித்து என் நம்பிக்கையை உயர்த்துகிறது.			
8	பள்ளியில் சிறப்பாக செயல்படுவதின் முக்கியத்துவத்தை என் குடும்பம் வலியுறுத்துகிறது.			
9	என் படிப்பைப் பற்றி என் குடும்பம் அடிக்கடி நேர்மறையான கருத்துகளை வழங்குகிறது.			
10	என் கல்வியை மேம்படுத்த என் குடும்பம் வழிகளைத் தேடுகிறது.			
11	நான் இணைநிகழ்ச்சி செயல்பாடுகளில் பங்கேற்கிறேன்.			
12	தேவையான போது என் படிப்பிற்கான வளங்களை நான் கண்டுபிடிக்க முடிகிறது.			
13	என் குடும்பம் கற்றலை மகிழ்ச்சியாகவும் சுவாரஸ்யமாகவும் மாற்றுகிறது.			
14	என் பெற்றோர் வீட்டுப்பாடங்களிலும் கடினமான பாடப்பிரிவுகளிலும் எனக்கு உதவுகிறார்கள்.			
15	புதிய யோசனைகள் மற்றும் பொழுதுபோக்குகளை முயற்சிக்க என் குடும்பம் என்னை ஊக்குவிக்கிறது.			
16	என் பள்ளி அனுபவங்களை என் குடும்பத்துடன் பகிர்கிறேன்.			
17	என் வெற்றிகளை என் குடும்பம் கொண்டாடும் போது எனக்கு பெருமையாக உணர்கிறது.			

Appendix

Sl. No	கூற்றுக்கள்	எப் பே து ம்	சில நேரங்களில்	ஒரு பே து ம்
18	கடினமாக உழைக்கவும் கவனம் சிதறாமல் இருக்கவும் என் குடும்பம் என்னை ஊக்குவிக்கிறது.			
19	என் வீட்டில் தமிழர் பாரம்பரியங்களும் விழாக்களும் பின்பற்றப்படுகின்றன.			
20	என் குடும்பத்துடன் சேர்ந்து தமிழ் திருவிழாக்கள் மற்றும் நிகழ்வுகளில் பங்கேற்கிறேன்.			
21	என் குடும்பம் எனக்கு தமிழ் மரபுகள் மற்றும் பழக்கவழக்கங்களை கற்பிக்கிறது.			
22	தமிழ் பண்பாட்டை அறிய என் வீட்டில் தமிழ் புத்தகங்கள் அல்லது காணொளிகள் உள்ளன.			
23	கதைகள் அல்லது குடும்பக் கற்றல்களிலிருந்து நான் தமிழ் மதிப்புகளை கற்றுக்கொள்கிறேன்.			
24	என் பள்ளி தமிழ் வரலாறும் இலக்கியமும் பற்றி எனக்கு கற்பிக்கத் தவறுகிறது.			
25	என் பெற்றோர் திட்டப் பணிகளில் உதவியும் பெற்றோர்-ஆசிரியர் கூட்டங்களில் பங்கேற்பும் செய்கிறார்கள்.			
26	என் பெற்றோர் சிறப்பாகச் செயல்பட என்னை ஊக்குவித்து நல்ல செயல்திறனை பாராட்டுகிறார்கள்.			
27	என் பள்ளி முன்னேற்றத்தைப் பற்றி என் பெற்றோர் அடிக்கடி வழிகாட்டியும் கலந்துரையாடலும் செய்கிறார்கள்.			
28	என் பொறுப்புகளை நான் கையாள்வேன் என்று என் பெற்றோர் என்னை நம்புகிறார்கள்.			
29	மேசை மற்றும் தேவையான பொருட்களுடன் தனிப்பட்ட படிப்பு இடம் எனக்கு உள்ளது.			

Sl. No	கூற்றுக்கள்	எப் பே து ம்	சில நேரங்களில்	ஒரு பே து ம்
30	குறைந்த கவனச்சிதறலுடன் என் வீட்டுச் சூழல் கற்றலை ஆதரிக்கிறது.			
31	பல மொழிகளில் மக்களுடன் நான் தொடர்பு கொள்ள முடிகிறது.			
32	என்னை வெளிப்படுத்த பல மொழிகளைப் பயன்படுத்துவது எனக்கு பிடிக்கும்.			
33	தமிழ் இலக்கியத்தை வாசிப்பதும் கற்றலும் எனக்கு விருப்பமானது.			
34	புதிய மொழிகளை கற்றல் பிற பண்பாடுகளைப் புரிந்துகொள்ள உதவுகிறது.			
35	புதிய கருத்துகளை அறிய பல மொழிகளில் புத்தகங்களை வாசிக்கிறேன்.			
36	மொழித் திறனை மேம்படுத்த என் ஆசிரியர்கள் எனக்கு உதவுகிறார்கள்.			
37	கற்றலுக்காக கல்வி செயலிகள் அல்லது இணைய வளங்களை பயன்படுத்துகிறேன்.			
38	இணைநிகழ்ச்சி செயல்பாடுகளுக்குத் தேவையான கருவிகள் அல்லது வளங்களை என் குடும்பம் வழங்குகிறது.			
39	படிப்பதற்காக வீட்டிலுள்ள புத்தகங்கள் அல்லது வளங்களை பயன்படுத்துகிறேன்.			
40	பள்ளி பணிகளுக்குத் தேவையான பொருட்களை என் குடும்பம் வழங்குகிறது.			
41	வீட்டில் நடைமுறை அல்லது அனுபவ அடிப்படையிலான கற்றலில் ஈடுபடுகிறேன்.			
42	தேவையான போது கூடுதல் கற்றல் பொருட்களை என் குடும்பம் வழங்குகிறது.			
43	சில நேரங்களில் வீட்டில் படிக்கும் போது கவனச்சிதறல்கள் ஏற்படுகின்றன.			

Appendix

Sl. No	கூற்றுக்கள்	எப் பே து ம்	சில நேரங்களில்	ஒரு பே து ம்
44	சில நேரங்களில் சரியான படிப்பு இடம் இல்லாமலோ இடையூறுகள் காரணமாகவோ படிப்பதில் சிரமம் ஏற்படுகிறது.			
45	சில நேரங்களில் என் குடும்பம் இல்லாத படிப்பு வளங்களை கவனிக்காமல் விடுகிறது.			
46	என் கல்விக்கு என் குடும்பம் செயலில் ஆதரவு அளிப்பதில்லை.			
47	என் பெற்றோர் என் பள்ளி செயல்பாடுகளில் ஈடுபடுவதில்லை.			
48	என் பள்ளி அனுபவங்களை என் குடும்பத்துடன் பகிர்வதில்லை.			
49	என் குடும்பம் எனக்கு தமிழ் மதிப்புகளை கற்பிப்பதில்லை.			
50	வீட்டிற்கு வெளியே தமிழ் பண்பாட்டை கற்றுக்கொள்ள எனக்கு குறைந்த வாய்ப்புகள் மட்டுமே உள்ளன.			
51	சில நேரங்களில் தேவையான பாடப்புத்தகங்கள் அல்லது இணைய வளங்கள் எனக்கு கிடைப்பதில்லை.			
52	வீட்டுப்பாடங்களை முடிக்க உதவி தேவைப்பட்டாலும் அது எப்போதும் கிடைப்பதில்லை.			
53	சில நேரங்களில் வெவ்வேறு மொழிகளின் சொற்களை கலந்து பேசுவதால் எனக்கு மனஅழுத்தம் ஏற்படுகிறது.			
54	சலங்கு சொற்கள் / பழமொழிகள் புரியாத போது சில நேரங்களில் தனிமையாக உணர்கிறேன்.			
55	இணைநிகழ்ச்சி செயல்பாடுகளுக்கான ஆதரவு சில நேரங்களில் கிடைப்பதில்லை.			

Sl. No	கூற்றுக்கள்	எ ப் பே து ம்	சில நேர ங் களில்	ஒ ரு பே து ம்
56	படிப்பதற்காக கணினி அல்லது இணைய வசதி சில நேரங்களில் இல்லை.			

Appendix 7

HOME ENVIRONMENT INVENTORY (FINAL FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement three responses- always, sometimes, never were given. How far each statement is right about you. Mark your responses by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	Always	Sometimes	Never
1	My home environment allows me to focus and be productive.			
2	My family celebrates my school achievements.			
3	My family discusses the importance of education.			
4	My home provides resources and encouragement for my interests.			
5	I sometimes lack a proper space or face interruptions when studying.			
6	I face distractions while studying at home.			
7	My family emphasizes the importance of academic excellence.			

Sl. No	Statements	Always	Sometimes	Never
8	My family regularly gives me positive feedback about my studies.			
9	My family encourages me and boosts my confidence.			
10	I participate in extracurricular activities.			
11	My family rarely discusses my grades and academic performance with me.			
12	My education is not receiving significant support or investment from my family.			
13	My family makes learning fun and interesting.			
14	My parents help me with homework and difficult topics.			
15	My family encourages me to try new ideas and hobbies.			
16	My family motivates me to work hard and stay focused.			
17	I do not share my school experiences with my family.			
18	My home follows Tamil traditions and celebrations.			
19	I participate in Tamil festivals and events with my family.			
20	My family teaches me Tamil customs and traditions.			
21	My family provides materials needed for schoolwork.			
22	My school fails to teach me about Tamil history and literature.			
23	I have few opportunities to learn Tamil culture outside home.			
24	My parents help with projects and attend parent-teacher meetings.			

Appendix

Sl. No	Statements	Always	Sometimes	Never
25	My parents encourage me to do well and reward good performance.			
26	My parents regularly guide me and discuss my school progress.			
27	I do not have necessary textbooks or online resources.			
28	I have trouble finishing homework without enough help from my parents or tutors.			
29	I can communicate with people in multiple languages.			
30	I enjoy using multiple languages to express myself.			
31	My teachers give me help to improve language skills.			
32	I sometimes mix words from different languages and feel frustrated.			
33	I sometimes feel left out when I do not understand slang or idioms.			
34	I use educational apps or online resources for learning.			
35	My family provides tools or resources for extracurricular activities.			
36	I use books or resources at home for studying.			
37	I sometimes lack computer or internet access for studying.			

Appendix 8

HOME ENVIRONMENT INVENTORY (FINAL FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: ஊரகம் / நகரம்

வழிமுறைகள்:

பின்வரும் கூறுகளை கவனமாகப் படிக்கவும். ஒவ்வொரு கூறத்திற்கும் எப்போதும், சில நேரங்களில், ஒருபோதும் இல்லை என மூன்று பதில்கள் கொடுக்கப்பட்டுள்ளன. அந்தக் கூறு உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை வைத்துக் கொண்டு, தக்க பதில் பகுதியில் குறி (✓) இடவும். தயவுசெய்து அனைத்து கூறுகளுக்கும் உங்கள் பதிலை குறிக்க மறக்கவேண்டாம்.

Sl. No	கூற்றுகள்	எப் டே து ம்	சில நே ரங் களி ல்	ஒரு டே து ம்
1	என் வீட்டின் சூழல் எனக்கு கவனம் செலுத்தவும், பயனுள்ளதாக செயல்படவும் உதவுகிறது.			
2	என் குடும்பம் என் பள்ளி சாதனைகளை கொண்டாடுகிறது.			
3	என் குடும்பம் கல்வியின் முக்கியத்துவத்தைப் பற்றி விவாதிக்கிறது.			

Appendix

Sl. No	கூற்றுக்கள்	எப் டே து ம்	சி ல நே ர ங் க ளி ல்	ஓ ரு டே து ம்
4	என் வீட்டில் என் ஆர்வங்களுக்கு தேவையான வளங்கள் மற்றும் ஊக்கம் உள்ளது.			
5	சில சமயங்களில் படிக்கும் போது எனக்கு சரியான இடம் கிடைக்காது அல்லது இடையீடுகள் ஏற்படுகின்றன.			
6	சில சமயங்களில் வீட்டில் படிக்கும் போது கவனம் சிதறல் ஏற்படுகிறது.			
7	என் குடும்பம் கல்விச் சிறப்பின் முக்கியத்துவத்தை வலியுறுத்துகிறது.			
8	என் குடும்பம் என் படிப்பைப் பற்றிய நேர்மறை பின்னூட்டத்தை அடிக்கடி வழங்குகிறது.			
9	என் குடும்பம் என்னை ஊக்குவிக்கிறது மற்றும் என் நம்பிக்கையை உயர்த்துகிறது.			
10	நான் பாடசாலை பாடத்திட்டத்திற்கு வெளியான செயல்பாடுகளில் பங்கேற்கிறேன்.			
11	என் குடும்பம் என் தரங்கள் மற்றும் கல்விச் செயல்திறலை எனக்குத் திரும்பிப் பேசுவதில்லை.			
12	என் கல்விக்கு என் குடும்பத்தால் முக்கியமான ஆதரவு அல்லது முதலீடு கிடைக்கவில்லை.			
13	என் குடும்பம் கற்றலை ரசிக்கத்தக்க மற்றும் சுவாரஸ்யமாக மாற்றுகிறது.			
14	என் பெற்றோர் வீட்டுப்பாடங்கள் மற்றும் கடினமான தலைப்புகளில் எனக்கு உதவுகிறார்கள்.			
15	என் குடும்பம் என்னை புதிய கருத்துகள் மற்றும் பொழுதுபோக்கு செயல்களில் முயற்சிக்க ஊக்குவிக்கிறது.			

Sl. No	கூற்றுக்கள்	எப் டே து ம்	சில நே ர ங் க ளி ல்	ஒ ரு டே து ம்
16	என் குடும்பம் எனக்கு கடுமையாக உழைக்கவும், கவனம் செலுத்தவும் ஊக்குவிக்கிறது.			
17	நான் என் பள்ளி அனுபவங்களை என் குடும்பத்துடன் பகிர்வதில்லை.			
18	என் வீடு தமிழ்ச் சடங்குகள் மற்றும் கொண்டாட்டங்களை பின்பற்றுகிறது.			
19	நான் என் குடும்பத்துடன் தமிழ்ப் பண்டிகைகள் மற்றும் நிகழ்ச்சிகளில் பங்கேற்கிறேன்.			
20	என் குடும்பம் எனக்கு தமிழ் பழக்கவழக்கங்கள் மற்றும் மரபுகளை கற்பிக்கிறது.			
21	என் குடும்பம் பள்ளிப்பாடங்களுக்கு தேவையான பொருட்களை வழங்குகிறது.			
22	என் பள்ளி எனக்கு தமிழ் வரலாறு மற்றும் இலக்கியத்தை கற்பிப்பதில் தோல்வி அடைகிறது.			
23	வீட்டுக்க ஈஹ்ர தமிழ் கலாச்சாரத்தை கற்றுக்கொள்ள குறைந்த வாய்ப்புகள் உள்ளன.			
24	என் பெற்றோர் திட்டங்களில் உதவுகிறார்கள் மற்றும் பெற்றோர்-ஆசிரியர் கூட்டங்களில் பங்கேற்கிறார்கள்.			
25	என் பெற்றோர் எனக்கு சிறப்பாக செய்ய ஊக்குவிக்கிறார்கள் மற்றும் நல்ல செயல்திறலை விருதளிக்கிறார்கள்.			
26	என் பெற்றோர் எனக்கு வழிகாட்டுகிறார்கள் மற்றும் என் பள்ளி முன்னேற்றத்தை அடிக்கடி விவாதிக்கிறார்கள்.			
27	சில சமயங்களில் எனக்கு தேவையான பாடநூல்கள் அல்லது ஆன்லைன் வளங்கள் இல்லை.			

Appendix

Sl. No	கூற்றுகள்	எப் டே து ம்	சி ல நே ர ங் க ளி ல்	ஐ ரு டே து ம்
28	என் பெற்றோர் அல்லது ஆசிரியர்களிடமிருந்து போதுமான உதவி இல்லாமல் வீட்டுப்பாடங்களை முடிக்க எனக்கு சிரமம் ஏற்படுகிறது.			
29	நான் பல மொழிகளில் மனிதர்களுடன் தொடர்பு கொள்ள முடியும்.			
30	எனது எண்ணங்களை வெளிப்படுத்த பல மொழிகளைப் பயன்படுத்த நான் மகிழ்கிறேன்.			
31	என் ஆசிரியர்கள் எனது மொழி திறன்களை மேம்படுத்த உதவுகிறார்கள்.			
32	சில சமயங்களில் நான் பல மொழி வார்த்தைகளை கலக்கிறேன் மற்றும் சோர்வு உணர்கிறேன்.			
33	நான் ஸ்லாங்க் அல்லது பழமொழிகளைப் புரிந்துகொள்ளாதபோது சில சமயங்களில் தவறாகப்பட்டவனாய் உணர்கிறேன்.			
34	நான் கற்றலுக்காக கல்வி செயலிகள் அல்லது ஆன்லைன் வளங்களை பயன்படுத்துகிறேன்.			
35	என் குடும்பம் பாடத்திட்டத்திற்கு வெளியான செயல்பாடுகளுக்கான உபகரணங்கள் அல்லது வளங்களை வழங்குகிறது.			
36	நான் வீட்டில் படிப்பதற்காக புத்தகங்கள் அல்லது வளங்களைப் பயன்படுத்துகிறேன்.			
37	சில சமயங்களில் படிப்பதற்காக எனக்கு கணினி அல்லது இணைய அணுகல் கிடையாது.			

Appendix 9

SELF REGULATION SCALE (DRAFT FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	SA	A	N.O	D	SD
1	I believe in achieving determined goals.					
2	I stay focused and organized in my studies.					
3	I find joy in learning and value every step.					
4	Celebrating small achievements keeps me motivated.					
5	I complete tasks punctually.					
6	I balance study and free time effectively.					
7	I take necessary breaks during learning.					
8	I stay focused and avoid distractions.					
9	I manage screen time for a healthy balance.					
10	I prioritize tasks to reduce stress.					
11	I trust myself to overcome challenges.					
12	I view mistakes as chances to grow and improve.					

Appendix

Sl. No	Statements	SA	A	N.O	D	SD
13	I handle difficult tasks effectively in my education.					
14	Believe in my unique skills and talents.					
15	I adapt and learn from new experiences.					
16	I know my strengths and feel proud of them.					
17	I work on areas where I can improve.					
18	I seek feedback for better insights into my progress.					
19	I ask for help when I need it.					
20	Diverse opinions are genuinely valued by me.					
21	I listen actively to understand others.					
22	I talk well with friends and teachers.					
23	I work well with others to make learning enjoyable.					
24	I solve problems peacefully to keep our class happy.					
25	I try to understand others' thoughts and feelings.					
26	I think about how my actions affect others.					
27	I communicate my thoughts clearly.					
28	I aim to understand rather than just memorize.					
29	Regular review of my learning enhances retention.					
30	I take breaks when needed to maintain focus.					
31	I prioritize important subjects to reduce stress.					
32	I stay attentive during my study sessions.					
33	I manage screen time for a balanced study-rest ratio.					
34	I celebrate traditions that foster unity.					
35	I enjoy exploring various cultures.					
36	I feel a deep sense of belonging within my community.					
37	I confidently express my cultural background.					
38	I take pride in my cultural heritage.					
39	I am proud of my unique qualities and talents.					

Sl. No	Statements	SA	A	N.O	D	SD
40	I manage my emotions with awareness and control.					
41	Well-being and self-care are priorities for me.					
42	I seek assistance when I need support or guidance.					
43	I appreciate diverse perspectives and opinions.					
44	I set goals and work to achieve them.					
45	Planning helps me stay focused and on track.					
46	Study sessions are prioritized in my planning.					
47	I adjust plans as needed.					
48	I face challenges in maintaining motivation.					
49	I doubt my ability to succeed.					
50	My ongoing challenge is consistent self-discipline.					
51	I doubt my ability to learn.					
52	I struggle to trust my problem-solving skills.					
53	I avoid seeking feedback which slows my progress.					
54	Group activities sometimes pose a struggle for me.					
55	I get distracted easily while studying.					
56	I sometimes forget to uphold traditions.					
57	I am critical of myself in certain situations.					
58	I compare myself to others.					
59	I struggle with scheduling tasks realistically.					
60	I hesitate to ask for help when needed.					

Appendix 10

SELF REGULATION SCALE (DRAFT FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	நான் தீர்மானிக்கப்பட்ட இலக்குகளை அடிப்பதில் நம்புகிறேன்.					
2	நான் என் படிப்பில் கவனமாகவும் ஒழுங்காகவும் இருக்கிறேன்.					
3	கற்கையில் மகிழ்ச்சி கண்டேன் மற்றும் ஒவ்வொரு படிக்கையை மதிக்கிறேன்.					
4	சிறிய வெற்றிகளை கொண்டாடுவது என்னை ஊக்கமாகக் keeps உள்ளது.					
5	பணிகளை நேரத்தில் முடிக்கிறேன்.					
6	படிப்பு மற்றும் ஓய்வுக்கான நேரத்தை சரியாக சமநிலைப்படுத்துகிறேன்.					
7	கற்கும் போது தேவையான இடைவேளைகளை எடுக்கிறேன்.					
8	நான் கவனமாக இருக்கிறேன் மற்றும் சிதறல்களைத் தவிர்க்கிறேன்.					

Sl. No	கூற்றுக்கள்	SA	A	N.O	D	SD
9	ஆரோக்கியமான சமநிலைக்காக திரை நேரத்தை நிர்வகிக்கிறேன்.					
10	மனஅழுத்தத்தை குறைக்க பணிகளை முன்னிலைப்படுத்துகிறேன்.					
11	சவால்களை சமாளிக்க என்னை நம்புகிறேன்.					
12	பிழைகளை வளர்ச்சி மற்றும் மேம்பாட்டிற்கான வாய்ப்புகளாகக் காண்கிறேன்.					
13	கடினமான பணிகளைச் செயலில் எளிதாகக் கையாள்கிறேன்.					
14	எனது தனித்துவமான திறமைகள் மற்றும் பேணுகைகள் மீது நம்பிக்கையுள்ளேன்.					
15	புதிய அனுபவங்களில் நான் சுருக்கப்படுகிறேன் மற்றும் கற்றுக்கொள்கிறேன்.					
16	என் வலிமைகளைப் பற்றி எனக்கு பெருமை உண்டாகிறது.					
17	நான் மேம்படுத்த வேண்டிய பகுதிகளில் வேலை செய்கிறேன்.					
18	என் முன்னேற்றத்தைப் பற்றி சிறந்த புரிதலுக்கு கருத்துக்களைத் தேடுகிறேன்.					
19	நான் தேவையான போது உதவியை கேட்கிறேன்.					
20	பல்வேறு கருத்துக்களை நான் உண்மையாக மதிக்கிறேன்.					
21	மற்றவர்கள் புரிந்து கொள்ளக் கேட்க நான் செயல்படுகிறேன்.					
22	நான் நண்பர்களுடனும் ஆசிரியர்களுடனும் நல்ல உரையாடல் செய்கிறேன்.					
23	கற்றலை மகிழ்ச்சியாக்க மற்றவர்களுடன் நல்ல முறையில் வேலை செய்கிறேன்.					
24	நமது வகுப்பை மகிழ்ச்சியுடன் வைத்திருக்க சிக்கல்களை அமைதியாக தீர்க்கிறேன்.					
25	மற்றவர்களின் எண்ணங்களையும் உணர்வுகளையும் புரிந்துகொள்ள முயற்சிக்கிறேன்.					
26	என் செயற்திட்டங்கள் மற்றவர்களை எப்படி பாதிக்குமென்றும் நினைக்கிறேன்.					
27	என் எண்ணங்களை தெளிவாகப் பேசுகிறேன்.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
28	நான் முதலில் புரிந்துகொள்ள முயற்சிக்கிறேன், நினைவில் வைக்காமல்.					
29	என் கற்றலின் அடிக்கடி சோதனை செய்வதால் மனதில் நிறுத்தப்படுகிறது.					
30	எனக்கு கவனத்தைப் பேண சரியான நேரத்தில் இடைவேளைகளை எடுத்துக் கொள்கிறேன்.					
31	மனஅழுத்தத்தை குறைக்க முக்கியமான பாடங்களை முன்னிலைப்படுத்துகிறேன்.					
32	என் படிப்பு நேரங்களில் கவனமாக இருக்கிறேன்.					
33	என் படிப்பு மற்றும் ஓய்வு நேரத்திற்கு சமநிலையை பேண திரை நேரத்தை நிர்வகிக்கிறேன்.					
34	ஒருங்கிணைப்பை வளர்க்கும் மரபுகளை நான் கொண்டாடுகிறேன்.					
35	பல்வேறு பண்பாடுகளை ஆராய்வதில் மகிழ்ச்சி அடைகிறேன்.					
36	என் சமுதாயத்தில் எனக்கு அடிப்படையான உணர்வு உள்ளது.					
37	என் கலாச்சார பின்னணியை நம்பிக்கையுடன் வெளிப்படுத்துகிறேன்.					
38	எனது கலாச்சார மரபில் பெருமை உணருகிறேன்.					
39	எனது தனிப்பட்ட விசேஷங்கள் மற்றும் திறமைகளைப் பற்றி நான் பெருமை உணர்கிறேன்.					
40	என் உணர்வுகளை அறிவுடனும் கட்டுப்பாட்டுடனும் நிர்வகிக்கிறேன்.					
41	நலம் மற்றும் தனிமை எனக்கு முக்கியமாக இருக்கிறது.					
42	ஆதரவு அல்லது வழிகாட்டியைக் கேட்டால் நான் உதவிக்காக தேடுகிறேன்.					
43	பல்வேறு பார்வைகள் மற்றும் கருத்துக்களை மதிக்கிறேன்.					
44	இலக்குகளை அமைத்து அவற்றை அடைய முயற்சிக்கிறேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
45	திட்டமிடல் எனக்கு கவனமாகவும் பாதையில் இருக்க உதவுகிறது.					
46	படிப்பு நேரங்களை திட்டமிடலில் முன்னிலைப்படுத்துகிறேன்.					
47	தேவைக்கு ஏற்ப திட்டங்களை சரிசெய்கிறேன்.					
48	உற்சாகத்தைப் பேண சவால்களை எதிர்கொள்கிறேன்.					
49	நான் வெற்றியை அடைய என் திறமைக்கு சந்தேகிக்கிறேன்.					
50	தொடர்ச்சியான ஆளுமை என்பது எனக்கு சவால்.					
51	நான் கற்றுக்கொள்வதற்கு என் திறமையை சந்தேகிக்கிறேன்.					
52	நான் சிக்கல்களை சமாளிக்க என்னுடைய திறனை நம்புவதில் சிரமமாக இருக்கிறேன்.					
53	நான் கருத்துக்களைப் பெறுவதைத் தவிர்க்கிறேன், இது என் முன்னேற்றத்தை மெதுவாக்குகிறது.					
54	குழு செயல்கள் சில நேரங்களில் எனக்கு சவாலை ஏற்படுத்துகின்றன.					
55	படிக்கும் போது எளிதில் சிதறிக்கொள்கிறேன்.					
56	மரபுகளைப் பின்பற்ற மறக்கிறேன்.					
57	நான் சில சூழல்களில் என் மீது விமர்சனம் செய்கிறேன்.					
58	நான் மற்றவர்களை ஒப்பிடுகிறேன்.					
59	கடமைகளை யதார்த்தமாக திட்டமிடுவதில் சிரமம் படுகிறேன்.					
60	தேவையான போது உதவியை கேட்க தயக்கம் அடைகிறேன்.					

Appendix 11

SELF REGULATION SCALE (FINAL FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No.	Statements	SA	A	N.O	D	SD
1	I believe in achieving determined goals.					
2	I stay focused and organized in my studies.					
3	Celebrating small achievements keeps me motivated.					
4	I doubt my ability to succeed.					
5	I face challenges in maintaining motivation.					
6	I take necessary breaks during learning.					
7	I manage screen time for a healthy balance.					
8	I fail to prioritize tasks to reduce stress.					
9	My ongoing challenge is consistent self-discipline.					
10	I trust myself to overcome challenges.					

Sl. No.	Statements	SA	A	N.O	D	SD
11	I view mistakes as chances to grow and improve.					
12	I doubt my ability to learn.					
13	I struggle to trust my problem-solving skills.					
14	I adapt and learn from new experiences.					
15	I know my strengths and feel proud of them.					
16	I work on areas where I can improve.					
17	I dismiss diverse opinions.					
18	I fail to listen to understand others.					
19	I avoid seeking feedback which slows my progress.					
20	I talk well with friends and teachers.					
21	I work well with others to make learning enjoyable.					
22	I think about how my actions affect others.					
23	I struggle to communicate my thoughts clearly.					
24	Group activities sometimes pose a struggle for me.					
25	My study time is planned to enhance understanding.					
26	I aim to understand rather than just memorize.					
27	Regular review of my learning enhances retention.					
28	I am inattentive during my study sessions.					
29	I get distracted easily while studying.					
30	I feel a deep sense of belonging within my community.					
31	I confidently express my cultural background.					
32	I take pride in my cultural heritage.					
33	I sometimes forget to uphold traditions.					

Appendix

Sl. No.	Statements	SA	A	N.O	D	SD
34	I manage my emotions with awareness and control.					
35	I am proud of my unique qualities and talents.					
36	Well-being and self-care are priorities for me.					
37	I am critical of myself in certain situations.					
38	I compare myself to others.					
39	I adjust plans as needed.					
40	I set goals and work to achieve them.					
41	I struggle with scheduling tasks realistically.					
42	I hesitate to ask for help when needed.					

Appendix 12

SELF REGULATION SCALE (FINAL FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	நான் முடிவெடுத்த குறிக்கோள்களை அடைய நம்பிக்கை வைக்கிறேன்.					
2	நான் என் படிப்பில் கவனம் செலுத்தி ஒழுங்காக இருக்கின்றேன்.					
3	சிறிய வெற்றிகளை கொண்டாடுவது எனக்கு ஊக்கத்தை தருகிறது.					
4	நான் வெற்றி பெற என்னுடைய திறனில் சந்தேகம் அடைகின்றேன்.					
5	நான் ஊக்கத்தை தொடர்ந்திட சிரமம் அனுபவிக்கிறேன்.					
6	கற்றலின் போது தேவையான இடைவெளிகளை எடுத்து ஓய்வெடுக்கிறேன்.					
7	நான் ஸ்கிரீன் நேரத்தை சமநிலையில் வைத்துக் கொள்ள முயற்சிக்கிறேன்.					

Appendix

Sl. No	கூற்றுக்கள்	SA	A	N.O	D	SD
8	நான் பணிகளை முக்கியமாக வகைப்படுத்தி செய்யவில்லை, அதனால் அழுத்தம் ஏற்படுகிறது.					
9	எனக்கு தொடர்ந்து தன்னெறிமுறையை பின்பற்றுவது சிரமமாக இருக்கின்றது.					
10	நான் சவால்களை தாண்ட கடுமையாக முயற்சிக்கிறேன்.					
11	தவறுகளை வளர்ச்சிக்கான வாய்ப்புகளாக பார்க்கிறேன்.					
12	கற்றலில் எனக்கு முடிவெடுத்த திறன் இல்லை என்று நான் சந்தேகப்படுகிறேன்.					
13	பிரச்சினைகளைத் தீர்க்க என் திறனில் நம்பிக்கை இல்லை.					
14	புதிய அனுபவங்களில் கற்றுக்கொள்ள சிரமம் இருக்கிறது.					
15	என்னுடைய பலவீனங்களை நான் அறிவேன், அதனால் பெருமைப்படுகிறேன்.					
16	நான் பல பகுதிகளிலும் மேம்படுத்த முயற்சிக்கிறேன்.					
17	பல வித்தியாசமான கருத்துக்களை நான் கவனிக்கவில்லை.					
18	மற்றவர்களை புரிந்துகொள்ள நான் கௌரவமாக கேட்கவில்லை.					
19	நான் பின்னூட்டம் கேட்காமல் கற்றலில் முன்னேற முடியவில்லை.					
20	நான் நண்பர்களுடன் மற்றும் ஆசிரியர்களுடன் நல்ல உறவுகள் வைத்துள்ளேன்.					
21	படிப்பை மற்றவர்களுடன் சேர்ந்து மகிழ்ச்சியாக செய்கிறேன்.					
22	நான் என்னுடைய செயல்கள் மற்றவர்களை எப்படி பாதிக்கின்றன என்பதை நினைக்கின்றேன்.					
23	என் எண்ணங்களை தெளிவாக வெளிப்படுத்துவதில் சிரமம் உள்ளேன்.					

Sl. No	கூற்றுக்கள்	SA	A	N.O	D	SD
24	குழு பணிகளில் எனக்கு சில நேரங்களில் சிரமம் இருக்கின்றது.					
25	நான் படிப்பது முறையாக திட்டமிடப்படுவதாக உறுதி செய்கிறேன்.					
26	நான் ரகசியமாக கற்கக்கூடியதை நினைவில் வைக்க முயற்சிக்கிறேன்.					
27	ஒவ்வொரு முறையும் என் கற்றலை மதிப்பாய்வு செய்து நான் பலப்படுத்துகிறேன்.					
28	நான் படிப்பினை கவனமாகப் பார்த்துக்கொள்வதில் குறைபாடு உள்ளது.					
29	நான் எளிதில் கவனம் இழக்கின்றேன்.					
30	என் சமூகத்தில் எனக்கு ஒரு அற்புதமான உணர்வு உள்ளது.					
31	நான் என்னுடைய கலாச்சாரத்தை நம்பிக்கையுடன் வெளிப்படுத்துகிறேன்.					
32	நான் என் கலாச்சாரத்தை பெருமையாக எடுத்துக் கொள்ளவில்லை.					
33	நான் சில சமயங்களில் பாரம்பரியங்களை மறந்துவிடுகிறேன்.					
34	என் உணர்வுகளை நான் கட்டுப்படுத்திக் கொள்கிறேன்.					
35	என் தனித்துவமான திறன்களில் பெருமைபடுகிறேன்.					
36	நான் நலனுக்காக எனது உடலை பராமரிக்கின்றேன்.					
37	சில சமயங்களில் நான் என் செயலை குற்றமாக உணர்கிறேன்.					
38	நான் எப்போதும் என்னை மற்றவர்களுடன் ஒப்பிடுகிறேன்.					
39	நான் எனது திட்டங்களை தேவைக்கேற்ப மாற்றுகிறேன்.					
40	நான் குறிக்கோள்களை எடுத்து, அதை அடைய முயற்சிக்கிறேன்.					

Appendix

Sl. No	கூற்றுக்கள்	SA	A	N.O	D	SD
41	நான் பணிகளை நேரமாக திட்டமிடுவதை சிரமமாகக் காண்கிறேன்.					
42	நான் உதவி கேட்டல் தவிர்க்க தயங்குகிறேன்.					

Appendix 13

GENDER SENSITIVITY SCALE (DRAFT FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	SA	A	N.O	D	SD
1	I oppose supporting my classmates in their career interests regardless of gender.					
2	I believe certain subjects are easier for one gender.					
3	I think about the ways gender influences daily experiences.					
4	I intentionally reinforce unfair assumptions about gender.					
5	I encourage open discussions about gender inequality.					
6	I do not pay attention to how gender affects others.					
7	I believe gender should never dictate someone's worth.					
8	I include all classmates equally in group tasks.					

Appendix

Sl. No	Statements	SA	A	N.O	D	SD
9	I believe some genders should have more influence in decisions.					
10	Treating everyone equally is my belief.					
11	I am cautious about gender norms in language.					
12	I want to study gender issues as a subject in school.					
13	I believe some genders should follow specific norms.					
14	I encourage diverse perspectives and voices from all genders in discussions.					
15	I value a diverse and equitable language environment.					
16	I believe every student deserves the same opportunities.					
17	I avoid participating in activities fostering gender equality.					
18	I stay silent regarding issues of gender discrimination.					
19	I support educational programs that address gender equality.					
20	I help classmates understand the effects of gender bias.					
21	I deny equal opportunities for all students.					
22	I seek freedom to explore my interests without gender limitations.					
23	I support assigning home responsibilities by gender.					
24	Birthdays are celebrated regardless of gender.					
25	I think some jobs are more suited to certain genders.					
26	I support breaking down traditional gender roles.					
27	I believe some genders should have more influence in decisions.					

Sl. No	Statements	SA	A	N.O	D	SD
28	I encourage everyone to express themselves without gender limits.					
29	I struggle to respect everyone's gender identity.					
30	I think students should wear what makes them comfortable.					
31	I believe parents should have equal importance in family care.					
32	I think gender is an individual choice not a societal expectation.					
33	I discourage mutual respect regardless of gender differences.					
34	I help create a space where everyone feels valued.					
35	I treat people fairly no matter how they identify.					
36	I stand against gender discrimination.					
37	I think it is not my responsibility to deal with discrimination.					
38	I respect the achievements of all genders.					
39	I support lessons that include contributions from all genders.					
40	I speak in a way that respects gender identity.					
41	I do not pay attention to how language affects others.					
42	I believe all genders deserve respect and dignity.					
43	I use outdated expressions without thinking about gender.					
44	I promote inclusive language in classroom discussions.					
45	I use terms that assume only two genders.					
46	I notice when materials use gender-neutral terms.					
47	I avoid language that reinforces stereotypes.					
48	I believe the curriculum should reflect gender diversity.					

Appendix

Sl. No	Statements	SA	A	N.O	D	SD
49	I hesitate to include students of all genders in class activities.					
50	I enjoy learning about gender issues in different subjects.					
51	I dismiss the idea of offering gender-neutral uniforms for students.					
52	I think textbooks should avoid promoting stereotypes.					
53	I think gender is an obstacle to success in some subjects.					
54	I ignore unfair jokes or remarks about gender.					
55	I value education that highlights the contributions of people of all genders.					
56	I like gender-friendly classrooms.					

Appendix 14

GENDER SENSITIVITY SCALE (DRAFT FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	நான் பாலினத்தை பொருட்படுத்தாமல் என் வகுப்பு நண்பர்களின் தொழில் விருப்பங்களை ஆதரிப்பதை எதிர்க்கிறேன்.					
2	சில பாடங்கள் ஒரு பாலினத்திற்கே எளிதாக இருக்கலாம் என்று நம்புகிறேன்.					
3	பாலினம் நாளாந்த அனுபவங்களை எப்படி பாதிக்கிறது என்பதைக் குறித்து நான் சிந்திக்கிறேன்.					
4	நான் நியாயமற்ற பாலினக் கருத்துக்களைத் திட்டமிட்டு ஊக்குவிக்கிறேன்.					
5	பாலின சமவெளியைக் குறித்து திறந்த விவாதங்களை நான் ஊக்குவிக்கிறேன்.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
6	பாலினம் மற்றவர்களை எப்படி பாதிக்கிறது என்பதைக் குறித்து நான் கவனம் செலுத்தவில்லை.					
7	ஒருவரின் மதிப்பு பாலினத்தின் அடிப்படையில் தீர்மானிக்கப்படக்கூடாது என்று நம்புகிறேன்.					
8	குழு பணிகளில் எல்லா வகுப்பு நண்பர்களையும் சமமாக சேர்க்கிறேன்.					
9	சில பாலினங்களுக்கு முடிவெடுத்தலில் அதிக முக்கியத்துவம் இருக்க வேண்டும் என்று நம்புகிறேன்.					
10	எல்லாரையும் சமமாக நடத்த வேண்டும் என்பது என் நம்பிக்கை.					
11	மொழியில் பாலின ஒழுங்குகள் பற்றி நான் கவனமாக இருக்கிறேன்.					
12	பள்ளியில் பாலினக் கேள்விகளை ஒரு பாடமாகக் கற்க விரும்புகிறேன்.					
13	சில பாலினங்கள் குறிப்பிட்ட ஒழுங்குகளை பின்பற்ற வேண்டும் என்று நம்புகிறேன்.					
14	அனைத்து பாலினங்களிலும் இருந்து வேறுபட்ட கருத்துகளையும் குரல்களையும் விவாதங்களில் ஊக்குவிக்கிறேன்.					
15	பன்முகத்தன்மையும் சமத்துவமுள்ள மொழிச்சூழலையும் மதிக்கிறேன்.					
16	ஒவ்வொரு மாணவரும் சம வாய்ப்புகளை பெற வேண்டும் என்று நம்புகிறேன்.					
17	பாலின சமவெளியை ஊக்குவிக்கும் செயல்களில் பங்கேற்காமல் தவிர்க்கிறேன்.					
18	பாலின வேறுபாடுகள் குறித்த பிரச்சனைகளில் நான் மௌனமாக இருக்கிறேன்.					
19	பாலின சமத்துவத்தை பற்றிய கல்வி திட்டங்களை ஆதரிக்கிறேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
20	பாலினப் பாரபட்சத்தின் விளைவுகளை வகுப்பு நண்பர்களுக்குப் புரிய செய்ய உதவுகிறேன்.					
21	எல்லா மாணவர்களுக்கும் சம வாய்ப்புகளை மறுக்கிறேன்.					
22	பாலினக் கட்டுப்பாடுகளின்றி எனது விருப்பங்களை ஆய்வு செய்யும் சுதந்திரத்தை நாடுகிறேன்.					
23	வீட்டு பொறுப்புகளை பாலினத்தின் அடிப்படையில் ஒதுக்குவதை ஆதரிக்கிறேன்.					
24	பிறந்த நாட்கள் பாலினத்தை பொருட்படுத்தாமல் கொண்டாடப்பட வேண்டும்.					
25	சில வேலைகள் குறிப்பிட்ட பாலினத்திற்கே ஏற்றவை என்று நினைக்கிறேன்.					
26	பாரம்பரிய பாலின ஒழுங்குகளை ஒழிக்கிறேன்.					
27	சில பாலினங்களுக்கு முடிவெடுத்தலில் அதிக அதிகாரம் இருக்க வேண்டும் என்று நம்புகிறேன்.					
28	எல்லோரும் பாலின வரம்புகளின்றி தங்களை வெளிப்படுத்த ஊக்குவிக்கிறேன்.					
29	எல்லோருடைய பாலின அடையாளத்தையும் மதிக்க முடியாமல் அவதி அடைகிறேன்.					
30	மாணவர்கள் தங்களுக்கு வசதியான உடையை அணிய வேண்டும் என்று நினைக்கிறேன்.					
31	பெற்றோர் இருவரும் குடும்பப் பொறுப்புகளில் சம பங்குடையவராக இருக்க வேண்டும்.					
32	பாலினம் ஒரு தனிப்பட்ட தேர்வாக இருக்க வேண்டும்; சமுதாய எதிர்பார்ப்பு அல்ல.					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
33	பாலின வேறுபாடுகளை பொருட்படுத்தாமல் பரஸ்பர மரியாதையைத் தவிர்க்கிறேன்.					
34	எல்லோரும் மதிக்கப்படக்கூடிய சூழலை உருவாக்க உதவுகிறேன்.					
35	ஒருவர் எப்படிப் பதிகிக்கிறார்களோ என்பதைக் கருத்தில் கொண்டு அவர்களை நியாயமாக நடத்துகிறேன்.					
36	பாலின வேறுபாடுகளை எதிர்க்கிறேன்.					
37	வேறுபாடுகளைப் பற்றிய பிரச்சனைகளுக்கு நான் பொறுப்பானவர் அல்ல என்று நினைக்கிறேன்.					
38	அனைத்து பாலினங்களின் சாதனைகளையும் மதிக்கிறேன்.					
39	அனைத்து பாலினங்களின் பங்களிப்பையும் உள்ளடக்கிய பாடங்களை ஆதரிக்கிறேன்.					
40	பாலின அடையாளத்திற்கேற்ப மரியாதையுடன் பேசுகிறேன்.					
41	மொழி மற்றவர்களை எவ்வாறு பாதிக்கிறது என்பதைக் கவனிக்கவில்லை.					
42	அனைத்து பாலினங்களும் மரியாதைக்கும் மதிப்புக்கும் உரியவர்கள் என்று நம்புகிறேன்.					
43	பாலினம் பற்றிய பழைய கருத்துக்களைக் கருத்தில் கொள்ளாமல் பயன்படுத்துகிறேன்.					
44	வகுப்பில் உள்ள விவாதங்களில் உள்ளடக்கமான மொழியை ஊக்குவிக்கிறேன்.					
45	இரண்டு பாலினங்களையே கருதும் சொற்களைப் பயன்படுத்துகிறேன்.					
46	பாலின நடுநிலை சொற்கள் உள்ளவை என்பதை கவனிக்கிறேன்.					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
47	பிழையான கருத்துக்களை ஊக்குவிக்கும் மொழியைத் தவிர்க்கிறேன்.					
48	பாடத்திட்டம் பாலினப் பன்முகத்தன்மையை பிரதிபலிக்க வேண்டும் என்று நம்புகிறேன்.					
49	வகுப்புப் பணிகளில் அனைத்து பாலினங்களையும் சேர்க்க தயங்குகிறேன்.					
50	பல பாடங்களில் பாலினக் கேள்விகளைப் பற்றி கற்பது எனக்கு பிடிக்கிறது.					
51	பாலின நடுநிலை உடைகளை மாணவர்களுக்கு வழங்கும் எண்ணத்தை நிராகரிக்கிறேன்.					
52	பாடப்புத்தகங்கள் பிழையான கருத்துக்களை ஊக்குவிக்காமல் இருக்க வேண்டும் என்று நினைக்கிறேன்.					
53	சில பாடங்களில் வெற்றிக்குப் பாலினம் தடையாக இருக்கலாம் என்று நம்புகிறேன்.					
54	பாலினம் பற்றிய அநியாயமான நகைச்சுவைகள் மற்றும் குற்றச்சொற்களை புறக்கணிக்கிறேன்.					
55	அனைத்து பாலினங்களின் பங்களிப்புகளையும் வெளிப்படுத்தும் கல்வியை மதிக்கிறேன்.					
56	பாலினத்திற்கு உகந்த வகுப்பறைகள் எனக்கு பிடிக்கும்.					

Appendix 15

GENDER SENSITIVITY SCALE (FINAL FORM)

(English Version)

Personal Information

Name of Student:

Name of School:

Type of School: Govt/Aided

Gender: Male/Female

Locality: Rural/Urban

Instructions:

Read the following statements carefully. For each statement five responses- Strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD) were given. How far each statement is right about you. Mark your response by putting a tick mark in the column provided. Please don't forget to mark your response for all statements.

Sl. No	Statements	SA	A	N.O	D	SD
1	Treating everyone equally is my belief.					
2	I am cautious about gender norms in language.					
3	I try to use words that include all genders.					
4	I speak in a way that respects gender identity.					
5	I believe gender should never dictate someone's worth or potential.					
6	I encourage open discussions about gender inequality.					
7	I respect the achievements of all genders.					
8	I use outdated expressions without thinking about gender.					
9	I promote inclusive language in classroom discussions.					
10	I deny equal opportunities for all students.					

Sl. No	Statements	SA	A	N.O	D	SD
11	I dismiss the idea of offering gender-neutral uniforms for students.					
12	I encourage everyone to express themselves without gender limits.					
13	I support assigning home responsibilities by gender					
14	I think students should wear what makes them comfortable.					
15	I struggle to respect everyone's gender identity.					
16	I discourage mutual respect regardless of gender differences.					
17	Birthdays are celebrated regardless of gender.					
18	I stand against gender discrimination.					
19	I avoid participating in activities fostering gender equality					
20	I dismiss the idea of offering gender-neutral uniforms for students.					
21	I support breaking down traditional gender roles.					
22	I like gender-friendly classrooms.					
23	I encourage diverse perspectives and voices from all genders in discussions.					
24	I value a diverse and equitable language environment.					
25	I hesitate to include students of all genders in class activities.					
26	I believe certain subjects are easier for one gender.					
27	I believe some genders should follow specific norms.					
28	I think gender is an individual choice not a societal expectation					
29	I believe some genders should have more influence in decisions.					
30	I support educational programs that address gender equality.					

Appendix

Sl. No	Statements	SA	A	N.O	D	SD
31	I stay silent regarding issues of gender discrimination.					
32	I ignore unfair jokes or remarks about gender.					
33	I value education that highlights the contributions of people of all genders.					
34	I intentionally reinforce unfair assumptions about gender.					
35	I oppose supporting my classmates in their career interests regardless of gender.					
36	I want to study gender issues as a subject in school.					
37	I believe gender is an obstacle to success in some subjects.					
38	I avoid language that reinforces stereotypes.					

Appendix 16

GENDER SENSITIVITY SCALE (FINAL FORM)

(Tamil Version)

தனிப்பட்ட தகவல்கள்

மாணவரின் பெயர்:

பள்ளியின் பெயர்:

பள்ளியின் வகை: அரசு / உதவிபெறும்

பாலினம்: ஆண் / பெண்

வட்டாரம்: கிராமம் / நகரம்

வழிமுறைகள்:

கீழே கொடுக்கப்பட்டுள்ள கூற்றுகளை கவனமாக வாசிக்கவும். ஒவ்வொரு கூற்றுக்கும் மிகவும் உடன்படுகிறேன் (SA), உடன்படுகிறேன் (A), கருத்தில்லை (N.O), ஒப்புக்கொள்ளவில்லை (D), மிகவும் ஒப்புக்கொள்ளவில்லை (SD) என்ற ஐந்து வகையான பதில்கள் உள்ளன. ஒவ்வொரு கூற்றும் உங்களைப் பற்றி எவ்வளவு பொருந்துகிறது என்பதை எண்ணிக்கொண்டு, உங்கள் பதிலை அதற்குரிய நெடுவரிசையில் குறியீடு (✓) வைக்கவும். தயவுசெய்து ஒவ்வொரு கூற்றுக்கும் உங்கள் பதிலை குறிப்பிட மறக்க வேண்டாம்.

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
1	எல்லோரையும் சமமாக நடத்துவது என் நம்பிக்கை					
2	நான் மொழியில் பாலின விதிமுறைகள் குறித்து கவனமாக இருக்கிறேன்					
3	நான் அனைத்து பாலினங்களையும் உள்ளடக்கிய சொற்களைப் பயன்படுத்த முயற்சிக்கிறேன்					
4	நான் பாலின அடையாளத்தை மதிக்கும் விதமாக பேசுகிறேன்					
5	நான் நம்புகிறேன் பாலினம் ஒருவரின் மதிப்பை அல்லது திறமையை தீர்மானிக்கக்கூடாது					
6	நான் பாலின சமத்துவம் பற்றிய திறந்த கருத்துவிவாதங்களை ஊக்குவிக்கிறேன்					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
7	நான் அனைத்து பாலினங்களின் சாதனைகளை மதிக்கிறேன்					
8	நான் பாலினத்தைப் பற்றி யோசிக்காமல் பழமையான சொற்களைப் பயன்படுத்துகிறேன்					
9	நான் வகுப்பறை விவாதங்களில் உள்ளடக்கிய மொழியை ஊக்குவிக்கிறேன்					
10	நான் அனைத்து மாணவர்களுக்கும் சம வாய்ப்புகளை மறுக்கிறேன்					
11	நான் மாணவர்களுக்கு பாலின சார்பற்ற யூனிபாரங்களை வழங்கும் யோசனையை நிராகரிக்கிறேன்					
12	நான் அனைவரும் தங்களின் பாலின எல்லைகள் இன்றி தங்களை வெளிப்படுத்த ஊக்குவிக்கிறேன்					
13	நான் வீட்டுப்பொறுப்புகளை பாலின அடிப்படையில் ஒதுக்குவதை ஆதரிக்கிறேன்					
14	நான் நம்புகிறேன் மாணவர்கள் தங்களுக்குப் போதுமான மற்றும் வசதியான உடைகள் அணிய வேண்டும்					
15	நான் ஒவ்வொருவரின் பாலின அடையாளத்தை மதிக்க சிரமப்படுகிறேன்					
16	நான் பாலின வேறுபாடுகளைப் புறக்கணித்து பரஸ்பர மதிப்பை ஊக்குவிப்பதை தவிர்க்கிறேன்					
17	பிறந்தநாள்கள் பாலினத்தைப் பொருட்படுத்தாமல் கொண்டாடப்பட வேண்டும்					
18	நான் பாலின பாகுபாட்டிற்கு எதிராக நிலைபெறுகிறேன்					
19	நான் பாலின சமத்துவத்தை ஊக்குவிக்கும் செயல்களில் பங்கேற்பதை தவிர்க்கிறேன்					

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
20	நான் மாணவர்களுக்கு பாலின சார்பற்ற யூனிபாரங்களை வழங்கும் யோசனையை நிராகரிக்கிறேன்					
21	நான் பாரம்பரிய பாலின வேட்பாடுகளை உடைக்கும் முயற்சிகளை ஆதரிக்கிறேன்					
22	நான் பாலினத்திற்கு உகந்த வகுப்பறைகளை விரும்புகிறேன்					
23	நான் விவாதங்களில் அனைத்து பாலினங்களிடமிருந்து பல்வேறு பார்வைகளையும் குரல்களையும் ஊக்குவிக்கிறேன்					
24	நான் பல்வேறு மற்றும் சமமான மொழி சூழலை மதிக்கிறேன்					
25	நான் வகுப்பு செயல்பாடுகளில் அனைத்து பாலினங்களையும் சேர்ப்பதில் தயக்கம் காட்டுகிறேன்					
26	நான் நம்புகிறேன் சில பாடங்கள் ஒரு பாலினத்துக்கு எளிதாக இருக்கலாம்					
27	நான் நம்புகிறேன் சில பாலினங்கள் குறிப்பிட்ட விதிமுறைகளை பின்பற்ற வேண்டும்					
28	நான் நம்புகிறேன் பாலினம் என்பது ஒரு தனிப்பட்ட தேர்வு அது சமூகம் நிர்ணயிக்க வேண்டிய எதுவும் அல்ல					
29	நான் நம்புகிறேன் சில பாலினங்களுக்கு முடிவெடுப்புகளில் அதிக செல்வாக்கு இருக்க வேண்டும்					
30	நான் பாலின சமத்துவத்தை கையாளும் கல்வி திட்டங்களை ஆதரிக்கிறேன்					
31	நான் பாலின பாகுபாட்டின் பிரச்சனைகளில் மௌனம் கைத்தொடர்கிறேன்					
32	நான் பாலினத்தை குறிவைத்து அநியாயமான நகைச்சுவைகள் அல்லது கருத்துகளை புறக்கணிக்கிறேன்					

Appendix

Sl. No	கூற்றுகள்	SA	A	N.O	D	SD
33	நான் அனைத்து பாலினங்களின் பங்களிப்புகளை வெளிப்படுத்தும் கல்வியை மதிக்கிறேன்					
34	நான் பாலினத்தைப் பற்றிய அநியாயமான ஊக்கங்களைக் கையெழுத்து செய்யும்					
35	நான் என் வகுப்பு தோழர்களின் தொழில் ஆர்வங்களை ஆதரிக்க பாலினம் பொருட்படுத்தாமல் எதிர்ப்படுகிறேன்					
36	நான் பாலினம் தொடர்பான பிரச்சனைகளை பள்ளியில் பாடமாகப் படிக்க விரும்புகிறேன்					
37	நான் நம்புகிறேன் சில பாடங்களில் வெற்றிக்கு பாலினம் ஒரு தடையாக இருக்கலாம்					
38	நான் தவறான பொதுவான கருத்துகளை வலுப்படுத்தும் மொழியை தவிர்க்கிறேன்.					