

**PARENT-TEACHER INVOLVEMENT, SELF-CONCEPT AND
EMOTIONAL MATURITY AS PREDICTORS OF CLASSROOM
SOCIAL RELATIONS AMONG SECONDARY SCHOOL
TRIBAL STUDENTS OF KERALA**

Thesis
Submitted for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

By
SIBI K. B.

Supervised By
Dr. MEERA K P
Professor (Retd.)



**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2024**

DECLARATION

I, **SIBI K.B.**, do hereby declare that this thesis entitled “**PARENT-TEACHER INVOLVEMENT, SELF-CONCEPT AND EMOTIONAL MATURITY AS PREDICTORS OF CLASSROOM SOCIAL RELATIONS AMONG SECONDARY SCHOOL TRIBAL STUDENTS OF KERALA**” is a bonafide record of the research work done by me under the supervision of **Dr. K.P MEERA**, Professor (Retd.), Department of Education, University of Calicut and that no part of this thesis has been submitted before for the award of any Degree, Diploma or Associateship in any other university. The contents of the thesis are 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.

Place: C. U. Campus
Date : 09. 06. 2025

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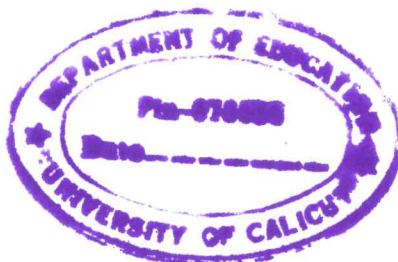
CERTIFICATE

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Prof. (Dr.) K.P Meera
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ABSTRACT

The central and state governments in India have initiated various programs to enhance the education and development of tribals such as post-metric scholarship schemes, establishment of tribal schools and colleges, skill development programs and health and nutrition initiatives support overall well-being, indirectly benefiting educational outcomes. Despite various initiatives, their development remains a challenge. Many of them face significant barriers like inadequate infrastructure, limited access to quality education, and socioeconomic constraints. High dropout, low enrolment in higher education and insufficient vocational training opportunities hinder their progress. Additionally, cultural and language differences can lead to a disconnect between tribal students and main education system. The lack of awareness and community involvement further exacerbates these issues.

The current investigation attempts to figure out how certain psychological factors, Parent-Teacher Involvement, Self-Concept and Emotional Maturity influencing classroom social relations among secondary school tribal students of Kerala. The objectives of the study were to find the effect of gender on the Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom social relations, to understand the relationship between the Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations and to predict the Classroom Social Relations of secondary school tribal students based on Parent-Teacher Involvement, self-Concept and Emotional Maturity and establish a regression equation, to determine social status of each student in the classroom, highlighting Sociometric stars, popular, rejected and isolates. And, to identify the different group like dyads (pairs), triangles (grouping of threes) or cliques, squares (Foursomes) and Chains (inter-linking peoples). After that the researcher further analyzed the classroom social status, such as star, cliques and isolates with the score of Scale on Classroom Social relations.

The survey method and a predictive correlational design were used for the study. The study used quantitative and qualitative techniques in its methodology. The sample consisted of 617 tribal students studying in standard VIII and IX of Model Residential Schools and was selected from Wayanad, Palakkad, Malappuram and Thrissur Districts of Kerala. The independent variables were Parent-Teacher Involvement, Self-Concept and

Emotional Maturity, while the dependent variable was Classroom Social Relations. The statistical techniques used were the test of significance of difference between means for large independent samples, correlation analysis, stepwise multiple regression analysis and sociogram analysis.

There is significant gender difference in the Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations of the secondary school tribal students of model residential schools of Kerala. The Parent-Teacher involvement, Self-Concept and Emotional Maturity were positively related to Classroom Social Relations of secondary school tribal students. The same relationship was evident when analyzed separately for girls and boys. Emotional Maturity can explain 84.3% of the variance in Classroom Social Relations of secondary school tribal students. Also, Parent-Teacher Involvement, Self-Concept and Emotional Maturity can influence up to 87.4% of the variance in Classroom Social relations. Sociogram analysis reveals stars, popular, rejected, neglected and isolated individuals within a network, which can be crucial for targeting communication and understanding the influence of dynamics. The sociogram also shows that majority of cliques were from the same tribal community. The researcher further analysed sociogram results with the score of scale on classroom social relations, it indicates that the students who belong to Star and Popular have got high scores in scale on Classroom Social relations and the students who belong to isolated and rejected have low scores. The overall observations of the study indicate that the Classroom Social relations of Secondary School Tribal Students are not healthy.

To improve classroom social relations among tribal students' teachers can employ several strategies that foster a positive, inclusive environment. Encouraging collaborative learning through group activities, peer tutoring, and regular changes in group dynamics promotes communication and teamwork. Teachers and parents can work together to create a supportive environment where students feel valued and connected. Classroom Social relations play a crucial role in enriching the educational experience for tribal students. By fostering connections within their communities, students gain access to valuable educational resources, scholarships, and community programs. These supportive networks not only enhance learning but also encourage students to pursue their studies, reinforcing the importance of education in their cultural context. Ultimately, strong social ties empower students to thrive academically and socially, helping them build a bright future.

Key Terms: Parent-Teacher Involvement, Self-Concept, Emotional Maturity, Classroom Social Relations, Sociogram, Tribal Students

**കേരളത്തിലെ ഗോത്രവിദ്യാർത്ഥികളുടെ ക്ലാസ്റ്റം സാമൂഹ്യബന്ധവും
അവയെ സ്വാധീനിക്കുന്ന ചില ഘടകങ്ങളും**

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സംഗ്രഹം

ഗോത്രവിഭാഗങ്ങളുടെ വിദ്യാഭ്യാസത്തിനും വികസനത്തിനും വേണ്ടി കേന്ദ്ര സംസ്ഥാന സർക്കാരുകൾ വിവിധ പദ്ധതികൾ ആവിഷ്കരിച്ചിട്ടുണ്ട്. പോസ്റ്റ്മെട്രിക് സ്കോളർഷിപ്പ് പദ്ധതി, ടൈബൽ സ്കൂളുകളുടെയും കോളേജുകളുടെയും സ്ഥാപനം, നൈപുണി വികസന പരിപാടികൾ, ആരോഗ്യപോഷകാഹാരസംരംഭങ്ങൾ തുടങ്ങിയവ അതിൽ പ്രധാനപ്പെട്ടതാണ്. ഇത്തരം സംരംഭങ്ങളും പദ്ധതികളും ഉണ്ടായിട്ടും ഗോത്രവിഭാഗങ്ങളുടെ വികസനം ഇപ്പോഴും ഒരു സാമൂഹിക വെല്ലുവിളിയായി നിലനിൽക്കുന്നു. അതുകൊണ്ടുതന്നെ അവരിൽ പലരും അപര്യാപ്തമായ അടിസ്ഥാന സൗകര്യങ്ങളുടെയും ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസ പ്രവേശനത്തിന് സാധിക്കാതെയും സാമൂഹിക സാമ്പത്തിക പ്രയാസങ്ങളാലും ബുദ്ധിമുട്ടുകൾ അനുഭവിക്കുന്നു. വിദ്യാഭ്യാസരംഗത്തെ ഉയർന്ന കൊഴിഞ്ഞുപോകൽ, ഉന്നത വിദ്യാഭ്യാസരംഗത്തേക്കുള്ള അപ്രാപ്യത, അപര്യാപ്തമായ തൊഴിൽ പരിശീലന അവസരങ്ങൾ എന്നിവ അവരുടെ പുരോഗതിയെ തടസ്സപ്പെടുത്തുന്നു. ഈ നൂറ്റാണ്ടിലും ഗോത്രവിദ്യാർത്ഥികൾ സാംസ്കാരികമായും ഭാഷാപരമായും പൊതുവിദ്യാഭ്യാസത്തിൽ നിന്ന് അകറ്റി നിർത്തപ്പെടുന്നു എന്നത് ഖേദകരമായ വസ്തുതയാണ്.

ഓരോ ഗോത്രത്തിനും അവരുടേതായ സാംസ്കാരിക, ഭാഷാവ്യത്യാസങ്ങൾ നിലനിൽക്കുന്നു. ഇത് ഇവരുടെയിടയിൽ മാനസിക അകലം സൃഷ്ടിക്കുകയും സാമൂഹിക ബന്ധങ്ങളിൽ തടസ്സമുണ്ടാക്കുകയും ചെയ്യുന്നു. വ്യതിരിക്തമായ സാമൂഹിക സാംസ്കാരിക പശ്ചാത്തലങ്ങളാൽ രൂപപ്പെട്ട വിദ്യാഭ്യാസ അന്തരീക്ഷത്തിൽ അവർ അഭിമുഖീകരിക്കുന്ന സവിശേഷമായ വെല്ലുവിളികൾ മനസ്സിലാക്കുന്നതിന് ഈ പഠനത്തിലൂടെ സാധിക്കുന്നു.

കേരളത്തിലെ ഗോത്രവിദ്യാർത്ഥികളുടെ ക്ലാസ് മുറികളിലെ സാമൂഹ്യബന്ധത്തെ, അവരുടെ അധ്യാപക രക്ഷാകർതൃപങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്വത എന്നീ മാനസിക ഘടകങ്ങൾ എത്രത്തോളം സ്വാധീനിക്കുന്നു എന്നും ക്ലാസിലെ ഓരോ കുട്ടിയുടെയും സാമൂഹികസ്ഥിതി കണ്ടെത്തുകയുമാണ് ഈ പഠനത്തിന്റെ ലക്ഷ്യം. കൂടാതെ അധ്യാപക രക്ഷാകർതൃ പങ്കാളിത്തത്തിലും ആത്മസങ്കല്പത്തിലും വൈകാരിക പക്വതയിലും ക്ലാസ്മുറികളിലെ സാമൂഹിക ബന്ധത്തിലും ലിംഗപദവിയുടെ സ്വാധീനം, അധ്യാപക രക്ഷാകർതൃ പങ്കാളിത്തവും ആത്മസങ്കല്പവും വൈകാരിക പക്വതയും ക്ലാസ് മുറികളിലെ സാമൂഹ്യബന്ധവും തമ്മിലുള്ള സ്വാധീനം മനസ്സിലാക്കുക എന്നതും പഠനത്തിന്റെ പ്രസക്തമായ ഉപലക്ഷ്യങ്ങളാണ്. ഗോത്രവിദ്യാർത്ഥികളുടെ അധ്യാപക-രക്ഷാകർതൃ പങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്വത എന്നിവയുടെ അടിസ്ഥാനത്തിൽ അവരുടെ ക്ലാസ് മുറികളിലെ സാമൂഹ്യബന്ധം പ്രവചിക്കുക എന്നതും ഈ പഠനത്തിന്റെ ഉപലക്ഷ്യമാണ്.

പഠനത്തിനായി കേരളത്തിലെ വയനാട്, പാലക്കാട്, മലപ്പുറം, തൃശ്ശൂർ ജില്ലകളിലെ മോഡൽ റസിഡൻഷ്യൽ സ്കൂളുകളിൽ നിന്നും 8, 9 ക്ലാസുകളിൽ പഠിക്കുന്ന 617 ഗോത്ര വിദ്യാർത്ഥികളിൽ നിന്നും സർവ്വേരീതിയിലൂടെ വിവരശേഖരണം നടത്തുകയും പാരിമാണിക സമീപനത്തിലെ പ്രവചനാത്മകമായ പരസ്പരബന്ധിത രൂപകല്പനയും ഗുണാത്മക സമീപന വുമാണ് പഠനത്തിനായി ഉപയോഗപ്പെടുത്തിയത്.

കേരളത്തിലെ മോഡൽ റസിഡൻഷ്യൽ സ്കൂളുകളിൽ 8, 9 ക്ലാസുകളിൽ പഠിക്കുന്ന ഗോത്രവിദ്യാർത്ഥികളിൽ അധ്യാപക രക്ഷാകർതൃപങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്ഷത, ക്ലാസ്സും സാമൂഹ്യ ബന്ധങ്ങൾ എന്നിവ ലിംഗപദവിധനസരിച്ച് വ്യത്യാസപ്പെട്ടിരിക്കുന്നു. ഗോത്രവിദ്യാർത്ഥികളിലെ ക്ലാസ്സും, സാമൂഹ്യബന്ധത്തിന് അധ്യാപക രക്ഷാകർതൃപങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്ഷത എന്നിവയുമായി ക്രിയാത്മക ബന്ധം കാണപ്പെടുന്നു. ആൺകുട്ടികളെയും പെൺകുട്ടികളെയും പ്രത്യേകം വിശകലനം ചെയ്തപ്പോൾ ഇതേ ബന്ധം പ്രകടമായിരുന്നു. ഗോത്രവിദ്യാർത്ഥികളിലെ ക്ലാസ്സും സാമൂഹ്യ ബന്ധവ്യതിയാനത്തിന്റെ 84.3% വൈകാരിക പക്ഷതയ്ക്ക് വിശദീകരിക്കാൻ കഴിയും. കൂടാതെ അധ്യാപക-രക്ഷാകർതൃപങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്ഷത എന്നിവയ്ക്ക് സംയുക്തമായി ക്ലാസ്സും സാമൂഹ്യബന്ധവ്യതിയാനത്തിന്റെ 87.4% വരെ സ്വാധീനിക്കുവാൻ കഴിയും. സോഷ്യോഗ്രാം വിശകലനത്തിലൂടെ സ്റ്റാർ, പോപ്പുലർ, റിജക്റ്റഡ്, നെഗ്ലിജഡ്, ഐസോലേറ്റഡ് എന്നിവരെ കണ്ടെത്താനാവും. ആശയവിനിമയം മെച്ചപ്പെടുത്തുന്നതിനും ചലനാത്മകതയുടെ സ്വാധീനം മനസ്സിലാക്കുന്നതിനും ഇത് നിർണ്ണായകമാണ്. ഭൂരിഭാഗ സംഘങ്ങളും ഒരേ ഗോത്രവിഭാഗത്തിൽ നിന്നുള്ളവരാണെന്ന് മിക്ക സോഷ്യോഗ്രാം സാക്ഷ്യപ്പെടുത്തുന്നു. കൂടാതെ സ്റ്റാർ, പോപ്പുലർ വിഭാഗത്തിൽപ്പെട്ട വിദ്യാർത്ഥികൾ ക്ലാസ്സും സാമൂഹ്യബന്ധങ്ങളിൽ ഉയർന്ന സ്റ്റാർ നേടുകയും റിജക്റ്റഡും ഐസോലേറ്റഡുമായ വിദ്യാർത്ഥികൾ കുറഞ്ഞ സ്റ്റാറുകൾ നേടുകയും ചെയ്തു. ഈ പഠനത്തിന്റെ മൊത്തത്തിലുള്ള നിരീക്ഷണങ്ങൾ സൂചിപ്പിക്കുന്നത് സെക്കന്ററി തലത്തിലെ ഗോത്രവിദ്യാർത്ഥികളുടെ ക്ലാസ്സും, സാമൂഹ്യബന്ധങ്ങൾ ആരോഗ്യകരമല്ല എന്നാണ്.

ഗോത്രവിദ്യാർത്ഥികളുടെ ക്ലാസ്സും സാമൂഹ്യബന്ധങ്ങൾ മെച്ചപ്പെടുത്തുന്നതിന് നിരവധി മാർഗ്ഗങ്ങളിലൂടെ ക്രിയാത്മകമായ അന്തരീക്ഷം സൃഷ്ടിക്കാൻ അധ്യാപകർക്ക് കഴിയും. ഗ്രൂപ്പ് പ്രവർത്തനങ്ങൾ പിയർട്യൂട്ടറിങ്ങ് ഗ്രൂപ്പ് ഡൈനാമിക്സിലെ പതിവ് മാറ്റങ്ങൾ എന്നിവയിലൂടെ സഹകരിച്ചുള്ള പഠനത്തെ പ്രോത്സാഹിപ്പിക്കുക വഴി ആശയ വിനിമയത്തേയും ക്രിയാത്മകമായ ഗ്രൂപ്പുപ്രവർത്തനങ്ങളെയും മെച്ചപ്പെടുത്താൻ കഴിയുന്നു. ഗോത്ര വിദ്യാർത്ഥികളുടെ ഇടയിൽ മൂല്യവും ബന്ധവും വർദ്ധിപ്പിക്കുന്നതിന് അധ്യാപകരുടെയും രക്ഷാകർത്താക്കളുടെയും കൂട്ടായ പ്രവർത്തനത്തിലൂടെ സാധിക്കുന്നു. ഗോത്രവിദ്യാർത്ഥികളുടെ വിദ്യാഭ്യാസ അനുഭവം സമ്പന്നമാക്കുന്നതിൽ ക്ലാസ്സും സാമൂഹ്യ ബന്ധങ്ങൾ പ്രധാന പങ്കുവഹിക്കുന്നു.

സൂചകപദങ്ങൾ: അധ്യാപകരക്ഷാകർതൃ പങ്കാളിത്തം, ആത്മസങ്കല്പം, വൈകാരിക പക്ഷത, ക്ലാസ്സും സാമൂഹ്യ ബന്ധം, സോഷ്യോഗ്രാം, ഗോത്രവിദ്യാർത്ഥികൾ.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

Chapter	Title	Page No.
I	INTRODUCTION	1-28
II	REVIEW OF LITERATURE	29-140
III	METHODOLOGY	141-196
IV	ANALYSIS	197-290
V	SUMMARY FINDINGS AND CONCLUSIONS	291-322
VI	RECOMMENDATIONS	323-330
	REFERENCES	331-366
	APPENDICES	367-459

LIST OF TABLES

Table No.	Title	Page No.
1	Details of Schools Selected	145
2	Dimension Wise Distribution of Items of Parent-Teacher Involvement Scale	152
3	Details of Item Analysis of Parent-Teacher Involvement Scale	155
4	Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Self-Concept	166
5	Details of Item Analysis of Scale on Self-Concept	168
6	Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Emotional Maturity	175
7	Details of Item Analysis of Scale on Emotional Maturity	177
8	Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Classroom Social Relations	185
9	Details of Item Analysis of Scale on Classroom Social Relations	187
10	Statistical Constants of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations for the Total Sample	199
11	Data and Results of Level of Parent-Teacher Involvement for the Total Sample and the Subsample based on gender	203
12	Data and Results of Level of Self-Concept for the Total Sample and the Subsample based on gender	206
13	Data and Results of Level of Emotional Maturity for the Total Sample and the Subsample based on gender	209
14	Data and Results of Level of Classroom Social Relations for the Total Sample and the Subsample based on gender	212
15	Results of Test of Significance of Difference between Mean Scores of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations based on Gender	215
16	Details of the Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and the dependent variable Classroom Social relation of the Total Sample	217

17	Details of the Independent Variables Parent Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social relation for the subsample girls	219
18	Details of the Independent Variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social relations for the subsample boys	221
19	Regression Model Summary of Significant Predictor Variables: Parent-Teacher Involvement, Self-Concept, Emotional Maturity on the Criterion Variable Classroom Social Relation for the Total Sample	224
20	ANOVA for the Regression of the predictor variables: Parent-Teacher Involvement, Self-Concept and Emotional Maturity on the Criterion Variable Classroom Social Relation for the total sample	227
21	Regression Coefficients of Individual Contribution Predictor Variables (Parent-Teacher Involvement, Self-Concept and Emotional Maturity) in Predicting the Criterion Variable Classroom Social Relation for the Total Sample	228
22	Results of Sociometric matrix of Model Residential School Attapadi VIII	235
23	Results of Sociometric Matrix of Model Residential School Attapadi standard IX	237
24	Results of Sociometric matrix of Government Model Residential School for Girls Kaniambetta standard VIII	239
25	Results of Sociometric Matrix of Government Model Residential School for Girls Kaniambetta standard IX	242
26	Sociometric Matrix of Ashram Model Residential School Malampuzha standard VIII	244
27	Results of Sociometric Matrix of Ashram Model Residential School Malampuzha standard IX	246
28	Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A	249
29	Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard VIII B	252
30	Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard IX	254
31	Results of Sociometric Matrix of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard VIII	256
32	Results of Sociometric Matrix of Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard IX	258
33	Results of Sociometric Matrix of Ekalavya Model Residential School Pookode VIII A	260

34	Results of Sociometric Matrix of Ekalavya Model Residential School Pookode VIII B	262
35	Ekalavya Model Residential school Pookode standard IX A	264
36	Results of Sociometric Matrix of Ekalavya Model Residential School Pookode standard IX B	266
37	Results of Sociometric Matrix of Ashram Model Residential School Thirunelli VIII A	268
38	Results of Sociometric Matrix of Ashram Model Residential School Thirunelli VIII B	270
39	Results of Sociometric Matrix of Ashram Model Residential School Thirunelli IX	272
40	Results of Sociometric Matrix of Model Residential School Chalakkudi standard VIII	274
41	Results of Sociometric Matrix of Model Residential School Chalakkudi standard IX	276
42	Summary of Analysis of Classroom Social relations and Sociometric Analysis	278

LIST OF FIGURES

Figure No.	Title	Page No.
1	A Model of Sociogram	25
2	Bronfenbrenner's ecological systems approach	41
3	A socio-ecological approach to manage a child who is having angry outbursts in school	44
4	Attachment Aware School Model	56
5	Diagrammatic concept of the Self-structure	62
6	Types of Peer Status	102
7	Relations between Peer Status and Social Behaviour	104
8	The P-P plots of independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relations	201
9	Level of Parent-Teacher Involvement for the Total Sample	204
10	Level of Self-Concept for the Total Sample	207
11	Level of Emotional Maturity for the Total Sample	210
12	Level of Classroom Social Relations for the Total Sample	213
13	Correlation Scatter Plot between Classroom Social Relations and Parent-Teacher Involvement, Classroom Social relations and Self-Concept, and Classroom Social Relations and Emotional Maturity	218
14	Scatterplot between Classroom Social relations and Parental-Teacher Involvement, Classroom Social relations and Self-Concept, Classroom Social relations and Emotional Maturity for the subsample girls	220
15	Scatterplot between Classroom Social relations and Parental Involvement, Classroom Social relations and Teacher Involvement, Classroom Social relations and Self-Concept, Classroom Social relation and Emotional Maturity for the subsample boys	222
16	Sociogram of Model Residential School Attapadi Standard VIII	236
17	Sociogram of Model Residential School Attapadi Standard IX	238
18	Sociogram of Government of Model Residential School Kaniambetta standard VIII	241
19	Sociogram of Model Residential School Kaniambetta Standard IX	243
20	Sociogram of Ashram Model Residential School Malampuzha Standard VIII	245

21	Sociogram of Ashram Model Residential School Malampuzha Standard IX	248
22	Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A	251
23	Sociogram of Indira Gandhi Memorial Model Residential School standard VIII B	253
24	Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard IX	255
25	Sociogram of Rajiv Gandhi Memorial Model Residential School Noolpuzha	257
26	Sociogram of Rajiv Gandhi Memorial Model Residential School Standard IX	259
27	Sociogram of Ekalavya Model Residential School Pookode VIII A	261
28	Sociogram of Ekalavya MRS Pookode Standard VIII B	263
29	Sociogram of Ekalavya MRS Pookode Standard IX A	265
30	Sociogram of Ekalavya Model Residential School Pookode Standard IX B	267
31	Sociogram of Ashram School Thirunelli VIII A	269
32	Sociogram of Ashram School Thirunelli Standard VIII B	271
33	Sociogram of Ashram School Thirunelli IX	273
34	Model Residential School Thrissur Standard VIII	275
35	Sociogram of Model Residential School Chalakkudi Standard IX	277

LIST OF APPENDICES

Appendix	Title
A	Parent-Teacher Involvement Scale (Draft-Malayalam)
B	Parent-Teacher Involvement Scale (Draft-English)
C	Parent-Teacher Involvement Scale (Final-Malayalam)
D	Parent-Teacher Involvement Scale (Final-English)
E	Scale on Self-Concept (Draft-Malayalam)
F	Scale on Self-Concept (Draft-English)
G	Scale on Self-concept (Final-Malayalam)
H	Scale on Self-Concept (Final-English)
I	Scale on Emotional Maturity (Draft-Malayalam)
J	Scale on Emotional Maturity (Draft-English)
K	Scale on Emotional Maturity (Final-Malayalam)
L	Scale on Emotional Maturity (Final-English)
M	Scale on Classroom Social Relations (Draft-Malayalam)
N	Scale on Classroom Social Relations (Draft-English)
O	Scale on Classroom Social Relations (Final-Malayalam)
P	Scale on Classroom Social Relations (Final-English)
Q	Sociometric Questionnaire (Final-Malayalam)
R	Sociometric Questionnaire (Final-English)
S	Sociometric Questionnaire- response sheet
T	Permission for Data Collection

LIST OF ABBREVIATIONS

PTI	-	Parent Teacher Involvement
SC	-	Self-Concept
EM	-	Emotional Maturity
CSR	-	Classroom Social Relations
PI	-	Parental Involvement
TI	-	Teacher Involvement
MRS	-	Model Residential Schools
ITDP	-	Integrated Tribal Development Project Office
TDO	-	Tribal Development Office

CHAPTER 1

INTRODUCTION

-
- Need and significance of the Study
 - Statement of the Problem
 - Operational Definition of Key Terms
 - Variables of the study
 - Objectives of the Study
 - Hypotheses of the Study
 - Methodology
 - Scope and Delimitation of the Study
 - Organization of the Report
-

Introduction

“If human nature, especially in its psychological aspects, is entirely shaped by history and social relations, then there are no inherent barriers to manipulation or coercion by those in power”- Noam Chomsky

A tribe is a group of individuals that are tied together by shared time, familiarity, affection, and common purpose. Tribes were the social environments to which our brains adapted over countless generations. A tribe is a super organism, meaning that individuals in it have a better chance of surviving together than separately. It also means that support for the tribe often surpasses individual needs, which results care taking, self-sacrifice, and other forms of altruistic behaviour. For most of the last 100,000 years, humans have lived in small bands of closely related people generally referred to as tribes. Tribes were our social environments, and individuals with greater social skills were more likely to reproduce. It is within these small groups that the ways in which we attach and learn became interwoven. (Cozolino, 2014).

The tribal values of mutual respect, cooperation, and caring that shaped our brains for countless generations have been largely factored out of the modern cultural equation. However, the most successful institutions appear to be those that can integrate the instinctual imperatives of our tribal brains into the structures of contemporary hierarchical organizations. The accommodations of tribal instincts within large institutions, referred to as work-around, enhance large-group functioning by activating primitive social instincts (Richerson & Boyd, 2006).

The Tribals in India constitute about 8.6 percent of the total population. Tribal groups are heterogeneous in sociocultural and economic life, not only across the states but also within the state. the literacy rate among tribal people in India was 59%, much lower than the 73% national average but better than the 47.1% reported in 2011. In spite of very low literacy level, they transmit their cultural identity, skills

and other knowledge of one generation to other through oral tradition. However, the education helps the community to achieve the desired level of development.

The role of Ashram schools has been viewed as an effective institution to meet the educational needs of tribal living in the interior, most backward and scattered habitations where opening of normal schools is not found to be viable. The concept of Ashram schools stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development and growth (Nagi, 2000). The prime objective of education is to know what is good for man. It is to know the goods in their order. There is a hierarchy of values. The task of education is to help us understand it, establish it and live by it. Aristotle said, “it is not the possessions but the desires of men that must be equalized, and this is impossible unless they have a sufficient education according to the nature of things”. (Blackington III, & Patterson, 1968).

Aloofness from the main social system at a time in a particular period, is an important criterion to assess the tribalisation of a person or community. Chief contenders of social and economic development are those who are involved in socialization process which consist of input and output relation between man and the society. To this point of view, the tribals have kept themselves separate from the mainstream of Indian society throughout the social development. It was the beginning of the twentieth century when they encountered modern civilization. Although some tribal chieftains fought with the English and Hindu landlords against the oppression and exploitation, but their voices could not bring about the significant consciousness among the tribal masses to preserve their traditional institutions. In the process the tribals became the part of the main social stream (Kailash, 1993).

Relationships are our natural habitat and the drive to belong is a fundamental human motivation. From birth until death, each of us needs others to help us feel safe, seek us out, and show interest in discovering who we are. Regardless of age, it is vital for us to feel a part of, participate in, and contribute to our various tribes. This is as true for principals, teachers, and school board members as it is for our students. (Cozolino, 2014). People have an impact on one another through

emulation, suggestion and sympathy. In addition to these, social organizations and institutions also help people socialize. Many social processes, including praise and blame, collaboration and conflict, submission and ascendancy, have an impact on everyone. These aid in shaping his personality and uniqueness. The most important tool for socialization is education.

According to Ross, (1920) “The development of we feel in association and the growth in their capacity and will not act together” is called the socialization of the individuals. In this way, socialization is the process whereby an individual learns to behave in accordance with social traditions and mores. The human child possesses the tendency of imitation. The child develops according to the environment in which he lives. The individual tries to win the praise of the group in which he lives. Man is a social being. He of his own nature, tries adopting the culture, tries to adopt the culture of the society. Man becomes what he is by socialization, and it is by virtue of this that he is believed to be superior to animals. Socialization brings balance to his personality because the social aspect of personality also very important. Through socialization the individual learns to control himself in the interest of society and realizes his responsibility towards others. Socialization develops in him the community feeling and he learns to cooperate with others (Sharma, 1966).

The family could represent the most important factor in a person’s socialization. The actions and behaviours of his family members, parents, relatives and friends provide the child with an abundance of information. He imitates their behaviour, clichés and other mannerisms. He tries to refrain from behaviour that would incur punishment or be viewed adversely by his family. Imitation and identification are the natural mechanisms of child socialization. The child learns behaviour patterns from parents, follows their examples and often imitates them. In dysfunctional families in which conflict occur, aggression violence, alcoholism, and educational difficulties in children and adolescent appear and develop. Emerging educational difficulties are expressed in contacts with peers in a family, school and local environment. In peer group they show emotionality, anger, conflict, aggression, arrogance in behaviour, violence and brutality towards the weak (Cudak,

2011). According to Healy and Bronner's (1936) findings in their book *New Light on Delinquency and its Treatment*, most Juvenile offenders come from families who have at some point found it difficult to maintain social relationships. The most prominent psychoanalyst, Freud and Adler have demonstrated that a man behaves in society in accordance with how he has developed in his family.

The infant's mind is very impressionable and flexible during infancy. Every incident and occurrence have a profound and significant impact on him. The way the parents treat their children greatly affects the way they develop as well how their personalities are shaped. A child can become spoiled by excessive affection and displays of love, but emotional complexes can develop in his mind and resulting in an unbalanced personality in a child who has almost no access to love and affection.

Despite general trends, particular patterns of parental behaviour do not have identical effects on all children. Furthermore, characteristics exhibited by the child may affect the way that the child is treated by parents, setting up, in effect, a complex feedback system of mutual influence. In addition, some personality characteristics appear more central and more persistent over time than others. A parents' affective response to the child and behaviour toward him may be determined as much by the child as the converse. In the Berkeley study it was found that: "the mothers' effective attitudes develop in the course of her interactions with the expressive or reserved child rather than being a factor in bringing about the particular orientation" (Bronson, 1972)

Parental warmth and nurturance are also related to generosity and prosocial behaviour, that is, positive, socially oriented actions. In one study nursery schoolboys were presented with a bowl of candies and told they could share any or all of them with two friends. Those who shared a substantial portion of their candies revealed in doll-play sessions that they perceived their fathers as warmer, more nurturing, and more rewarding than boys who kept almost all the candies for themselves. (Rutherford, Mussen 1968).

Each school has its own culture and subculture, complete with legends, heroes, stories, rituals and ceremonies, certain organizational facts are relevant to

any discussion of schools. Classrooms take up most of the physical structure of the school, within the classroom, teacher and students are the main occupants. However, the order of the classroom-including seating arrangement, work groups, location, style of leadership, class size and the types of students- affects the relationship between position holders and the consequent roles they play. These in turn affects the activities taking place within the classroom. Each classroom has a distinct social climate and structure, largely shaped by the teachers' personality and pedagogy, and student characteristics (Ballantine, Hammack, & Stuber, 2017).

The institution that influences the child after he escapes from the family is the school. For the child the school is a society, and it is within its boundary that he is socialized, his abilities find expression and he get the opportunity of developing his personality. The personality and character of the teacher are present before him as ideals that continuously influence his personality. This influence extends even to actions such as speaking, thinking, meditating, moving etc. this influence is not identical in the case of all teachers. Some teachers fail in creating faith and affection in the child's mind as a consequence of which the child both consciously and unconsciously contradicts him in everything. Other teachers are more successful in winning the affection and admiration of the children they teach, and they are idolized by their disciplines. The child then modulates his own life and personality.

Children's positions in school and society are determined in large part by their family background. Families provide very different environments depending on the social and economic status of the parents. The differences are closely associated with attributes that matter in schools. For example, middle class parents socialize their children into "behavioural repertoires" by any means necessary to lead to rewards by teachers and schools; working class parents are much less likely to prepare their children for school success, especially when problems are encountered by encouraging respect for teachers and not asking for help - "no excuses" (Calarco, 2011)

The child's personality develops when boys and girls sit together, converse and play together, study together and cooperate with each other in their child's play.

In the school the child unconsciously or consciously admits of government and administration. He accepts the rules of his world in school or plays the penalty for disobeying them. This lends temperance of his personality and gives it a balance. If the discipline of the school is unnecessarily strict then the personality is likely to be repressed and narrow and may even lead to developing criminal tendencies in the child. The complete absence of any control may also give the child a truant disposition, but it may also engender independence in him. The cultural programmes of the school help to refine mental independence of the child.

Since the family takes up more time and is therefore more comprehensive in its application, both the family and school have significant impact in this way. In this way, comprehending a person's circumstances is crucial to understand his personality.

Socialization is the process whereby individuals unconsciously and consciously learn to act, feel and think dependably together but not necessarily alike on behalf of human welfare outside their own, and in so doing experience intrinsic changes involving an increasing degree of social self-control, of social responsibility, and of personal enrichment and expansion (Bogardus, 1924).

Society is a web of social relationships. These social relationships connect individuals with one another. These interpersonal relation influence and mould the personality of the individual. In society everyone has some peculiar status and roles corresponding to them. For example, in Hindu community, members of different castes have different social status in society. The roles and functions of and individual are determined by his status. This mechanism controls the behaviour of the individuals. Social control is further exert used by mores, traditions, myths, legends, customs etc. these determine the style of life of the individual. The individual cannot behave in the society as he likes. Society punishes the individual who breaks its norms. The fear of society is often more powerful than even the fear of heaven and hell or punishment by the state. Therefore, social norms influence even the ways and attitudes of the individuals. This ultimately influences his personality. The individual adopts the prevalent patterns of social behaviour. That is

why one notices so much difference in the behaviour and personality of members of different societies. This, however, does not mean that there are no individual differences in the same society. In fact, in every society one can find the individuals who scarcely care for the social norms. But in every case, personality is affected by the social environment. Individuality is an outcome of the process of socialization. Which is impossible without society and its interaction moulds the personality of the individual.

School has an important influence on the personality of the child. In school both the teachers and class fellows influence the personality of the child. Just as in the family the parents are the ideals before the child so are teachers in the school. The child hates cruel and hate teachers in the school. On the other hand, he respects good and sympathetic teachers. The personality of the teacher and his behaviour towards the child both exercise important influence on the child's personality. The child tends to identify himself with the teachers and tries to imitate his ways, manners and personality traits. This is only with the influential teachers and not with everyone. Thus, teachers mould the personality of the child by their example.

Besides the teacher the classmates and playmates have a big impact on their personalities. Each child in this group has a unique status and a role that goes along with it. This group includes the daredevil, the scapegoat child, and the leader. He creates games and adventures. While the scapegoat is left to shoulder the blame and ensuing the punishment, the daredevil executes them. Different leadership qualities are needed depending on the group of children and their objective. Therefore, the cleverer child takes the position of the leader and the other times the dare devil does. The future position that an individual will hold in society is determined by their current position in the group. However, this is a difficult process, and the new circumstances the person must deal with result in significant changes. A web of social relationships builds up society. These social relationships are not every one of the same kinds. They vary from simple to complex, long-lasting to transient. These include actions, mannerisms, modes of operation, power structures and other interpersonal relationships.

Men are social creatures. Without society, his very existence and development would be impossible. To meet his own needs, he must develop relationships with other members of the society. Mutual behaviour results from these relationships. This behaviour develops in complexity over time and assumes the shape of usage and custom. These traditions make daily life easier for almost all the individuals living in the society. These enable each new generation to acquire obvious behavioural patterns while protecting them the effort of experimentation. Customs play significant role in social life.

An individual's place in social relationship is referred as their social status. According to Ogburn and Nimkoff (1972) a person's status is defined as "his group standing or ranking in relation to others." Social status in the classroom has generally been assessed using sociometric tools indexing students' social preferences. Students rated as average or popular by their peers often display prosocial behaviours, are more socially competent, academically inclined, physically attractive, and have strong leadership skills (Coie, Dodge and Kupersmidt 1990). Popular students possess prosocial and agonistic qualities since they may use aggressive strategies to maintain dominance in a social hierarchy, especially in high school (sijtesma, Veenstra, Lindenbeg and salmivalli 2009). Students rated rejected may also display high levels of aggressive and disruptive behaviour; however, they are less socially skilled and with few socially valued attributes (Bierman, 2004).

If a child can feel safe, cared for and nurtured in the school environment, then the step leading to belonging and connectedness might be achieved. The school becomes the "good parent" who will nurture and keep the child safe. The school invites the child into its safe social world, with trusted adults, clear routines and imaginative and creative approaches to learning that help the child to re-pattern their expectation of their world can be like. The school will be the model that shows the child alternative boundaries, behaviours and expectations. For the well-adjusted child, who is nurtured and secure in the home environment, the safe transition into the school environment is an invaluable beginning to the possibilities of learning what this new world can offer (Covlverd &Hodgkin, 2011).

School is a place where students get together share instructions and social infrastructures, which is fundamental in shaping their interests, attitudes and habits. Many activities in the classroom have an influence on the student's personality. School climate is an important input for building the healthy learning environment. The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one of the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like learning process and homework, social communications, handling emotions and the management of day-to-day interactions at home and schools (Adsul,2015).

The school is the one social institution to which virtually all adolescents are exposed. From the time the child begins school until the adolescent leaves, more time is spent in school and school related activities than in any other single environment. Schools and school atmosphere, teachers and administrators, peers, the curriculum, the feeling of safety exert a strong influence on the child and adolescent. Adolescents view schools as their turf and as something their parents, and even their teachers, don't and can't really understand. (Dusek, 1996).

The school is the meeting ground for the peer group, the setting for many of its functions. As a result, schools have both formal and informal mechanisms that strongly influence the socialization of adolescents. The formal aspect of the school's socialization function is the transmission of the knowledge and skills that will enhance the likelihood of the individual becoming a successful member of the society. The informal influence relates to the physical setting of the school, including the neighbourhood, classmates, values, the influence of friends and peer groups, the qualities and attitudes of teachers, and general school climate. (Dusek, 1996).

The school serves two primary functions: maintenance-actualization is individual oriented and skills training/ cultural transmission is community oriented (Linney & Seidman, 1989; Murphy, 1987). In general, the maintenance-

actualization function aims to give the student an opportunity to grow socially, personally, and emotionally. The skill training/ cultural transmission function of school provides the individual with the necessary skills and knowledge to become an economically independent and productive member of society. School success in the former function should enhance the adolescent general psychological adjustment; success in the latter should facilitate the adolescent's ability to function optimally in our social system.

The school act as a community organization that channels people into to future educational and vocational arenas, and to large degree determines the future of everyone. Completing school opens the door to other opportunities and greater economic potential; failure to do so results in fewer opportunities and lowered earning power. Similarly, school serve to pass on the beliefs, values and traditions of a culture from generation to generation. (Slavin, 1994).

Teachers in the 21st century have the formidable job of educating a nation of youth at risk. A significant number of young people have a strong potential for dropping out of school or becoming involved with youth violence, teen pregnancy and substance abuse (Weissberg, Wahlberg, O' Brain, & Kuster, 2003). Studies indicate that a relatively few youths possess the kinds of skills, values and supports that would protect them against these kinds of risks and promote their engagement in positive behaviours (Benson, Scales, Leffert & Rehlkepartain, 1997).

Classrooms are filled with youngsters displaying a wide range of concerns and behavioural problems that teachers have little time and few techniques to address students may suffer from poor self-awareness, low concentration, lack of motivation, little self-discipline, low self-esteem, poor communication, an inability to express feelings effectively, difficulty in resolving conflicts and a significant amount of emotional pain (Lewkowicz, 2007).

Children's interaction with their teachers and peers are both salient features of the classroom environment and figure prominently in theories concerning children's development and learning (Bronfenbrenner and Morris, 2006). Studies find that positive interactions with teachers and with peers and the way in which

teachers manage interpersonal interactions in the classroom influence children's concurrent and long term social, emotional, and academic development (Kochenderfer and Ladd, 1996, Jerome et al., 2009; Hosan and Hoglund, 2017; Ladd et al., 2017).

Research indicates that supporting emotional and social development is the missing piece in the education of our youth. Researchers from various fields of inquiry have come to similar conclusions- the importance of educating not just the mind, but the whole person. There is mounting evidence to support a strong link between social-emotional learning and academic performance, research also suggests an increased likelihood that youths who build social- emotional competencies will develop the values and attitudes that lead to safer, less risky life choices (Elias et al., 1997).

Teachers help to promote social and emotional learning, they will be able to lessen their student's frustrations, helping them to get their needs met in positive, healthy ways; they will also make classroom time more productive, prevent behavioural problems build students of character, and increase academic powers. They will be able to do so by providing their students with a body of information and set of skills with which to make informed, positive, independent choices regarding their social, emotional, and mental well-being (Dewhurst, 1991; Zins, Elias, Greenberg & Weissberg, 2000).

Need and Significance of the Study

The question why socialization is necessary for the development of the individual is best answered by the examples of human beings who were for some reason, nurtured outside society. Human beings of this kind are described by Gessel (1941) in his work 'Wolf children and Human child' and by Davis (1940) in his essays "In 1920, in India two children were found in a wolfden, of which one was eight years old and the other couple of years younger. The second died after the lapse of only few months while the first continued to live for six years. She was named Kamala. The girl was completely innocent on the modes or ways of human behaviour. He walked on all fours, growled like a wolf and could not speak. She

became nervous at the sight of human beings as undomesticated animals are wont to do. In this way due to absence of socialization she possessed none of the characteristics of human being save for her bodily structure. She was taught to speak, wear clothes and eat. In this way she could learn some human behaviour due to influence of socialization after a period of some years.

As with everyone else in India, education for tribal people grown to be of utmost importance in recent years. Since India independence, a sizeable sum of money and resources has been used to ensure that tribal people who are underprivileged, underdeveloped, and neglected get a fair deal. Education is a purposive and systematic endeavour to produce an individual by knowing the meaning of what he knows by feeling what others feel and by building within himself a replica of the world outside has attained the human excellence.

Socialization is not the only but rather a dominant source of individual's development, because heredity also plays a significant role in a person's development. It is impossible for individuals to develop without culture spreading through socialization. Only through socialization does an individual's 'self' develop. Every social relationship of the individual contributes to this process of socialization. The issue of human socialization is extremely complicated and hasn't been fully resolved in any human society to yet. In the words of Davis, "the improvement of socialization offers one of the greatest possibilities for the future alteration of human nature and human society."

In the quest for autonomy and identity, adolescents begin to differentiate themselves from their parents and associate with their peers. Early adolescents are likely to select friends that are like them in gender and interests, but by middle adolescence, the peer group often includes opposite- sex friends as well as same sex friends (Kroger, 2007). Most early adolescents have one close friend, but the stability of these friendships is not high. In early adolescence, the peer group tends to be larger than in middle childhood; these larger peer groups are known as cliques. By mid-adolescence, the peer group is organized around common interests; these groups tend to be even larger than cliques and are generally known as crowds

(Brown & Klute, 2003). Peer relationships contribute to adolescents' identities, behaviours, and personal and social competence.

Peer relationships are a fertile testing ground for youth and their emerging identities (Brown, 2004). Many adolescents seek out a peer group with compatible members and inclusion or exclusion from certain groups can affect their identity and overall development. For some adolescents, participation in certain groups influences their behaviour negatively. Peer influence may not be strong enough to undo protective factors, but if the youth is already at risk, the influence of peers becomes that much stronger (Rew, 2005).

The parental encouragement and social relations have a vital role in educational attainment. It seems to be very less among the tribal students whereas it is considerably high among the non-tribal students. Factors like uneducated parents, lack of educational facilities in school, problems in health, problems in homes, social taboos all add up to their educational problems. Various socio-economic studies on tribal focuses on the deprivation of tribal means of living, changing trends of tribal life, exploitation, land alienation and ethnic factors on educational attainment though these studies cover various aspect of tribal life (Babu, 2015).

Parents are considered as the first teachers of their children. The single most factor in a child's achievement in school and life is the home background (Nedler, 1979). Parental involvement is critical to successful students. Several researchers have identified types of parental involvement. Singh et al (1995) have examined parental involvement as a construct consisting of four dimensions: Parent-child communication about school, home structure/supervision, parental participation in school related activities and parental aspirations/ expectations. Research has found that parental aspirations/ expectations to be the dimension most strongly linked to students' academic achievement. Flaxman and Inger (1992) have identified three ways in which parents can become involved in schooling: through direct involvement in school management and choice and by being present in schools; through participation in special parenting training programmes; and through family resource and support programmes. Limsy (2014) studied Parental stimulation and

peer experience as correlates of select social relations and academic achievement of primary school children. So, research regarding parental stimulation and peer experience have a vital factor in the development of a child, society or a nation itself.

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teachers prepare warm, happy environment students are more likely to be happy. An environment set by the teacher can be either positive or negative. If the students sense teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behaviour in their classrooms. Breeman and Tick (2015) conducted a study entitled "Teacher characteristics, social classroom relationships and children's social, emotional and behavioural classroom adjustment in special education. The study found that at the individual level, better social and emotional adjustment of children was predicted by higher levels of teacher-child closeness and better behavioural adjustment was predicted by both positive teacher child and peer interactions. At the classroom levels, positive social relationships were predicted by higher levels of teacher competence, which were associated with lower classroom levels of social relations.

It is generally accepted that the way of an individual perceives, influences the way he behaves in interaction with his physical and social environment. Thus, due importance has been assigned to self-concept in explaining various aspects of human behaviour and for proper utilization of human resources. The major motivational goal of any individual is the maintenances, restoration and attainment of positive self. It has been assumed that the pattern of Emotional Maturity and Self-Concept of an individual which he will possess will depend on his level of social acceptance, home environment and academic achievement, which means these factors play an important role in shaping emotional maturity and self-concept of an individual.

Numerous relationships bind people together, including those based on friendship, communication, information sharing, emotional support, rivalry,

authority, parenthood, sex, trust, shared interests, and origin. Friendship is of great importance within educational environments (Baldwin, Bedell, & Johnson, 1997) where the social relationships of friendship directly or indirectly provide access to information and knowledge (Baldwin et al., 1997). Focusing on the relationship of friendship, people that are members of a networks of friends maximise access to material and immaterial resources that are important for many life situations. Friendship offers psychosocial resources that provide emotional support for coping with adverse situations, positively enjoying and improving their satisfaction generally with what life has to offer (Ibarra, 1995; Baldwin et al., 1997).

The influence of society and culture upon personality has been dealt at adequate length elsewhere. Here the socialization that occurs was considered. Socialization reflects the influence of society and culture upon the individual. It is the socialization that creates social aspect of man. Hence, a study of socialization and its process contributes to the study of the relation between personality and society and culture. Socialization is the process whereby man is made social. According to V.V. Akolkar, “The process of adoption by the individual of the conventional patterns of behaviour is described as his socialization, because it occurs on account of his integration with others and his exposure to the culture which operates through them.” (Das, 2018).

Many studies have demonstrated that social relationships play decisive role in learning environments, where learning is the result of information exchange, joint task performance, conversations and a network of social, cognitive, and emotional connections (Harasim, Hiltz, Teles & Turoff, 1995; Haythornthwaite, 2002). The dynamics of these interactions is a factor of individual and collective knowledge building (Cohen & Prusak, 2001; Nonaka & Konno, 1998). The idea that the nature of the interaction among students, their social relationships have a notable influence or could even be a key factor explaining their achievement or abandonment of academic programs is widespread in education (Brass, 1984; Cho, Gay, Davidson, & Ingraffea, 2007); Johnson & Johnson, 1999). From this angle, learning also described as a social relationship through which learners exchange, share, provide, and receive

different experiences (Haythornwaite, 2001). Learning is a predicate of interpersonal interaction ((Haythornwaite, 2008). To comprehend learning, then we must understand the different patterns of interaction that are part of learning relationships (Skerlavaj, Dimovski, Mrvar, & Pahor, 2010); the more interactions there are, the more people will learn from each other.

Literature in this field points to how social relations exert an influence on student learning and development. The effect manifests itself clearly in student academic achievement. Stewart (2008) demonstrates how social relations among students as well as the level of parental involvement play a significant role in the academic achievement of students. The nature of student's interpersonal relationships with other peers, teachers and staff, as well as their relationships at home, not only have an impact on their academic outcomes but also on their well-being and development. It can be argued that while the physical environment may influence the physical safety of students, likewise, social relations within the home school environment affect emotional safety of students. Then as well, the study by Lee et.al (2000) about school's enrolment size show how large schools were related to worrying feelings of anonymity among school members, while smaller schools were linked to social relations of a more personal nature.

According to the Report of The Integrated Rural Technology Centre for Kerala State Planning Board (2019-20), the present residential school system has largely failed in providing individual care and attention to the students. MRS are expected to provide individual emotional care and support through the teaching and non-teaching staff in the school. The student-teacher relationships in the majority of MRS are not satisfactory. The study also indicates that the opportunities for student-parent interactions are limited. The report revealed that in comparison with other general school students, students of MRS get fewer opportunities to mingle with other school students.

A good number of studies has been done on different aspects of education of scheduled tribes. No comprehensive study yet has been made on classroom social relations. So, the researcher will try to investigate the parent-teacher involvement,

self-concept and emotional maturity as predictors of classroom social relations among secondary school tribal students at model residential schools of Kerala.

Statement of the Problem

Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in the life. Education plays a vital role in the development of an individual. “But he does not receive the best education by the study of Science or religion, Philosophy or Political Science, Education or Psychology, Art or Literature or by earning a Ph. D or a D.Litt. degree from a recognized University, by the study of truth about how to be socialized” (Yadav 2003).

At school, students are exposed to different types of relationship that are continuously being re-established, while their needs are meanwhile being negotiated. Relationships may be with other peers, teachers, the senior leadership team, and perhaps, with other professionals servicing in school. Thus, the school can be understood as significant school setting whereby children and adolescents relate with others for a substantial part of their day (Crosnoe, 2011).

Bowles and Gintis (1976) argue that school socialize children in ways that reinforce the values and personality traits of their social class origins, preparing them for specific roles within the existing class structure. They highlight the parallel between social relationships in the work place and those in educational settings, where interaction fragment students into stratified groups. In these groups, varied capabilities, attitudes, and behaviours are rewarded, which ultimately reproduces the consciousness of workers. This process shapes students’ self-concepts, aspirations, and social class identities to align with the demands of the social division of labour (Oakes, 1982).

Social relations play a crucial role in enriching the educational experience for tribal students. By fostering connections within their communities, students gain access to valuable educational resources, scholarships, and community programs. These supportive networks not only enhance learning but also encourage students to

pursue their studies, reinforcing the importance of education in their cultural context. Ultimately, strong social ties empower students to thrive academically and socially, helping them build a bright future.

Hence the present study is stated as **“Parent-Teacher Involvement, Self-concept and Emotional Maturity as Predictors of Classroom Social Relations among Secondary School Tribal Students of Kerala”**

Operational Definition of Key Terms

Parent-Teacher Involvement

Parental Involvement

Parental involvement is defined as the extent in which parents are involved in their child’s education at home and the amount of communication that they have with school. Examples include monitoring students’ grades, being at home, encouraging and helping student with homework, and communicating with teachers (United States Department of Education, 2014).

Parental involvement is the participation by parents in any school related activity in school as well as the home. These activities are not limited to merely the traditional categories, such as attendance at school events, home tutoring, teacher-parents conference, discipline management, and participation on school committees. This participation is seen by education as supportive of instruction which may or may not influence school policies (Epistein, 1984,1995; Epistein and Salinas, 1993; Moles, 1987; Ost, 1988).

Teacher Involvement

Teacher involvement is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization’s success (Robbins, 2003).

Teachers have a responsibility to engage with students both inside and outside of the classroom, offering guidance and structure that enables them to be

positive role models and fosters the mental health and well-being necessary for continued academic and social success.

Parent-Teacher Involvement

In the present study Parent-Teacher Involvement refers to the active participation of both parents and teachers in all aspects of child's social, emotional and academic development.

Self-Concept

The self-concept is composed of all the beliefs and evaluations you have about yourself. These beliefs (self-images) and evaluations (self-esteem) determine not only who you are, but you think you are, what you think you can do and what you think you can become (Burns, 1982).

Self-concept defined as the individual's perception of himself as a person which includes his abilities, appearance, performance in his job and other phases of daily living (Good, 1973).

In this study the word Self-Concept refers the individual's perception about their abilities, interests and aptitudes and it help them for the process of classroom social relations.

Emotional Maturity

The emotional pattern of an adult who has progressed through the inferior emotional stages' characteristic of infancy, childhood and adolescence and is now fitted to deal successfully with reality and to participate in adult love relationships without undue emotional strain (Good, 1959).

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tensions to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strives towards an improved integration of his thoughts, his emotional attitude and his overt behaviour."

In this study Emotional Maturity indicates the student's ability to express his or her views and to develop healthy classroom relations and to keep himself free from any emotional conflict, strain, fright, anger, jealousy, self-centeredness and intolerance.

Classroom Social Relations

According to Max Weber (1922) "The term 'social relationship' will be used to denote the behaviour of plurality of actors insofar as, in its meaningful content, the action of each takes account of that of the others and is oriented in these terms"

Social Relations refers to the connections that exist between people who have recurring interactions that are perceived by the participants to have personal meaning. It includes relationship between family members, friends, neighbours, co-workers and other associates but excludes social contacts and interactions that are fleeting, incidental, or perceived to have limited significance, e.g., time-limited interactions with service providers or retail employees (August & Rook, 2013).

Social Relations are broadly defined as "any relationship or interaction between two or more individuals" (Cash & Toney-Butler, 2022).

Here, in this study Classroom Social Relations means the child's interaction with peers in the social environment which is capable of instilling in him positive relations and that shapes the child to adjust in social relationship in the given social environment

Tribal Students

The scheduled tribe in India are those tribes or tribal communities which are recognized by the Indian constitution in its article 342 (1) as disadvantaged groups and worthy of special attention, remedial measures and protection if interests.

Tribal students refer to the students belonging to tribal communities scheduled in the constitution in India.

In the present study secondary school tribal students stand for students who are studying in 8th and 9th standard at the model residential schools in Malappuram, Palakkad, Thrissur and Wayanad Districts of Kerala.

Kerala

Kerala is the state situated in the southwest corner of Indian Republic. The boundaries of the state are Arabian Sea in the west. Karnataka in the North, Tamil Nadu in the East and South. The area of the state is 38,863 sq.kms.

Variables of the Study

Variables

Independent Variable

Parent-Teacher Involvement

Self-Concept

Emotional Maturity

Dependent Variable

Classroom Social Relations

Categorical Variable

Gender

Objectives of the Study

1. To find out the level of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.
2. To study whether there exist any significant differences in the mean scores of the variables Parent-teacher involvement, Self-Concept, Emotional Maturity and Classroom Social relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.

3. To find whether there exists any significant relationship between the independent variables Parent-teacher involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample and the sub sample based on gender.
4. To find out the best predictors of Classroom Social relations among the select independent variables and to determine the relative weight with which each predictor variable contributes to Classroom Social relations of Secondary School Tribal Students.
5. To analyse Classroom Social status among Secondary School Tribal Students based on Sociometry

Hypotheses of the Study

A hypothesis should be based on a sound rationale. It should derive from previous research or theory and its confirmation or disconfirmation should contribute to educational theory or practice (Gay, Mills & Airasian, 2019). Typically, hypotheses are developed from theories or from information observed while reading relevant literature, which frequently influences the researcher's expectation of a specific outcome.

1. There will be a significant difference in the mean scores of Parent-Teacher Involvement of Secondary School Tribal Students based on gender.
2. There will be a significant difference in the mean scores of Self-Concept of Secondary School Tribal Students based on gender.
3. There will be significant difference in the mean scores of Emotional Maturity of Secondary School Tribal Students based on gender.
4. There will be significant difference in the mean scores of Classroom Social relations of Secondary School Tribal Students based on gender.

5. There will be significant relationship between the independent variables Parent - Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample.
6. There will be significant relationship between the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the subsample based on gender.
7. Classroom Social relations of secondary school tribal students can be predicted significantly with fewer number of variables selected from among the independent variables of the study.
8. There will be significant difference in classroom social status among Secondary school Tribal students based on sociogram analysis.

Methodology

In the present study the investigator adopted the survey method to collect the data and find out the Parent-Teacher Involvement, Self-Concept and Emotional Maturity as predictors of Classroom Social relations among Secondary School Tribal Students of Kerala. The design used was quantitative and qualitative in nature.

Sample for the Study

The sample selected for the present study consists of 617 secondary school tribal students from Model residential schools of Thrissur, Malappuram, Palakkad and Wayanad Districts of Kerala.

Tools Used for the Study

The tools used for the present study are,

1. Parent-Teacher Involvement Scale (Sibi &Meera, 2020)
2. Scale on Self-Concept (Sibi & Meera, 2019)
3. Scale on Emotional Maturity (Sibi & Meera, 2021)

4. Scale on Classroom Social Relations (Sibi & Meera, 2021)
5. Sociometric Questionnaire (Naseema & Sibi, 2017)

Statistical Techniques used for the Study

1. Preliminary Analysis
2. Independent 't' test
3. Pearson's Product Moment Coefficient of Correlation
4. Step Wise Multiple Regression.
5. Sociometric Techniques

Sociometric Techniques

Sociometry is a technique for describing social relationships that exists between individuals in a group. It attempts to describe attractions or repulsions between individuals by asking them to indicate whom they would choose or reject in various situations. Children in a class may be asked to name the child, or several children in order of preference that they would invite to a party, eat lunch with, sit next to, work in science laboratory with, have as a roommate, or have as a close friend. This technique is primarily employed for obtaining data on social interaction among classmates or group members (Sidhu, 2014).

A sociogram is a chart that shows Sociometric choices graphically. A sociogram is a chart that shows Sociometric choices graphically. Sociogram of the 20 classrooms were constructed in this way. Circles and triangles were drawn. Each circle was represented as girls and triangles as boys. A choice may have represented by a single pointed arrow ($\rightarrow$), a mutual choice by an arrow pointing in opposite directions ($\leftrightarrow$). Green connecting lines ($\rightarrow$) show acceptance and red connecting lines ($\rightarrow$) show rejections (arrowhead denotes direction of choice).

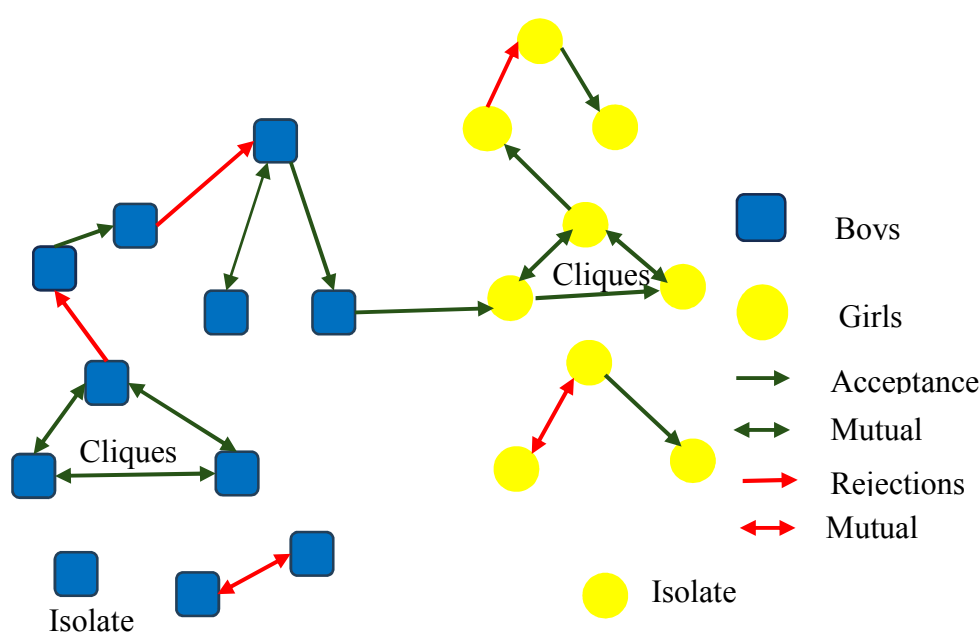
The sociogram will help to understand which children are highly chosen and which are rejected. In addition, it also discovers cliques, stars and isolates in a

classroom. Each child could have made three or more choices as he wanted. Scores for each choice were counted as one point. The questions were individually asked.

Figure 1

A Model of Sociogram

Lines represent regular interaction between children.



Scope and Delimitation of the Study

The goal of education is to prepare students to be socially adjustable citizens, it is important that they get well along with their playmates, classmates, and friends. The teacher should try to promote positive student interaction. In addition to teaching, a teacher's job is to establish a supportive environment in the classroom that will encourage students to be active and engaged learners.

The scope of this study is to explore the role of Parent-teacher Involvement, Self-Concept and Emotional Maturity as predictors of Classroom Social Relations among secondary school tribal students at Model Residential Schools in Kerala, utilizing both quantitative and qualitative research methods. The study was specifically focus on how these factors influence the interpersonal relationships, peer

interactions, and overall social environment within the classroom. The research was conducted in selected model residential schools in Kerala, which are known for having a significant tribal student population. The qualitative method of sociometry was employed to analyse the social status of each student, offering insights into their interpersonal relationships and social standing within the classroom in the context of these variables. The findings of this research will contribute to the development of strategies aimed at improving the classroom social relations among secondary school tribal students of Kerala.

The combination of sociometry with traditional surveys and questionnaires will allow the study to explore both individual self-concept and emotional maturity as well as the broader social patterns that effect students' relationships. In this study the variables were measured using tools specifically developed and standardized with the guidance from the supervising teacher. Data was collected from 617 secondary school tribal students in Kerala by using stratified random sampling technique. The investigator is confident that the findings are both reliable and applicable to a broader population. The results of the study are expected to aid authorities, educators and other stakeholders in enhancing the classroom social relations among secondary school tribal students, thereby supporting their integration into both educational system and society at large. Despite efforts to ensure the accuracy and generalizability of the findings, certain delimitations are acknowledged in the study.

Delimitations of the study

1. The study was confined to secondary schools located in Kerala, specifically those with a notable tribal student population. This limited the findings to this geographical context and may not have been generalizable to other regions with different cultural or educational dynamics.
2. The research focused only on secondary school students (ages 13-15) belonging tribal communities. This excluded primary school students, students from non-tribal communities, and those in higher secondary or college education, limiting the study's scope to a specific age group and demographic.
3. The study examined three primary variables: Parent-Teacher Involvement, Self-Concept and Emotional Maturity. Other potential factors that could have influenced Classroom Social Relations, such as socioeconomic status, mental health, or cultural practices, were not considered in this research.

4. Sociometry was used to evaluate the social status of students within their peer groups. However, it was limited to students' interactions within the classroom environment. Sociometric data was based on peer nominations and students' perceptions of social acceptance or rejection, which might not have fully captured all nuances of social relationships.
5. While Parent-Teacher Involvement was one of the predictors, the study primarily focused on students' perceptions of these factors, rather than gathering direct data from parents or teachers themselves. This might have limited a full understanding of the actual level of involvement and its effect.
6. The study relied on quantitative methods such as surveys, and questionnaires to assess students' self-concept, emotional maturity and perceptions of parent-teacher involvement. Quantitative methods, such as in-depth interviews or case studies were not utilized, limiting the depth of understanding of individual cases.

Organization of the Report

Chapter 1

The first chapter includes need and significance of the study, statement of the problem, definition of key terms, variables of the study, objectives, hypothesis, methodology, scope and delimitation of the study, and organization of the report.

Chapter 2

It provides theoretical overview and review of related studies on independent and dependent variables.

Chapter 3

This chapter gives the description of methodology of the study. Variables, tools, sample, data collection procedure and statistical techniques used in the study.

Chapter 4

This chapter presents the detailed results of preliminary analysis, Mean difference analysis, correlation analysis, multiple regression analysis and sociogram analysis.

Chapter 5

This chapter contains a summary of the study along with major findings, conclusion, tenability of hypotheses, limitations and suggestions for further research.

Chapter 6

The recommendation chapter systematically presents the study's recommendations, along with their corresponding educational implications.

CHAPTER II

REVIEW OF RELATED LITERATURE

-
- Theoretical Background
 - Review of Related Studies
-

Literature review is the documentation of a comprehensive review of the published and unpublished work from secondary sources of data in the areas of specific interest to the researcher. The review is a careful examination of a body of literature pointing toward the answer to your research question. According to John W. Best “Practically all human knowledge can be found books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”. (Chaudary & Rana, 2016).

A literature review should establish a theoretical framework for the research, indicating the nature and state of the theoretical and empirical fields and important research that has been conducted and policies that have been issued, defining key terms, constructs and concepts, and reporting methodologies used in another research into the topic. The literature review also sets out what the key issues are in the field to be explored, and why they are, in fact, key issues and it identifies gaps that need to be plugged in the field (Chohen, Manison, & Morrison, 2018).

In conducting a literature review, Creswell (2011) suggests that the researcher needs to identify key term followed by locating the literature, followed by a critical examination of the sources found, for example, for relevance, accuracy, scope and coverage followed by the organization of the literature and then subsequent writing of the literature review.

The investigator reviewed the literature from various sources and has attempted to present a brief overview of it. The studies are summarized under two sections.

- Theoretical Background
- Review of Related Studies

Theoretical Background

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounded assumptions or predictions of behaviour. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework encompasses not just the theory but the narrative explanation about how the researcher engages in using the theory and its underlying assumptions to investigate the research problem (Gabriel, 2008).

A theory is simply a set of assumptions or predictions about something you think will happen based on existing evidence and that can be tested to see if those outcomes turn out to be true. Of course, it is slightly more deliberate than that and so, summarized (Kivunja, 2018).

The theoretical background assembled by the researcher to support a specific study aid in understanding the various concepts and viewpoints about the study's variables advanced by various theorists, from various angles.

Theoretical Overview of Parental Involvement

This session examines key theoretical frameworks that could be used to study and comprehend Parental Involvement.

Parental Involvement

Parents can play important roles as managers of adolescent's opportunities as monitors of adolescent's social relationships and as social initiators and arrangers (Park and Buriel, 1998,2006). An important developmental task in adolescence is to develop the ability to make competent decisions in an increasingly independent manner (Mortimer & Larson 2002). To help adolescents reach their full potential, an important parental role is to be an effective manager, one who finds information, makes contacts, help structure choices and provides guidance (Youniss & Ruth, 2002). Parents who fulfil this important managerial role help adolescence to avoid

pitfalls and to work their way through a myriad of choices and decisions they face (Furstenberg & others, 1999).

Parents can serve as regulators of opportunities for their adolescent's social contact with peers, friends and adults. From infancy through adolescence, mothers are more likely than fathers to have a managerial role in parenting. In infancy, this might involve taking a child to a doctor and arranging for child care; in early childhood, it might involve a decision about which pre-school the child should attend; in middle and late childhood, it might include directing the child to take a bath, to match his or her clothes and wear clean clothes and to put away toys; in adolescence it could involve participating in a parent teacher conference and subsequently managing the adolescence homework activity. A key aspect of the managerial role of parenting is effective monitoring of the adolescent. This is especially important as children move into the adolescent years. Monitoring includes supervising an adolescent choice of social settings, activities and friends. (Santrock, 2007).

Parents want their adolescents grow in to socially mature individuals, and they often feel a great deal of frustration in their role as parents. Psychologists have long searched for parenting ingredients that promote competent social development in adolescents. For example, in 1930s behaviourist John Watson urged parents not to be too affectionate with their children. Early research focused on a distinction between physical and psychological discipline, or between controlling and permissive parenting. More recently there have been greater precision in unravelling the dimensions of competent parenting.

Diana Baumrind (1971, 1991), who believes that parents should be neither punitive nor aloof from their adolescents, but rather should develop rules and be affectionate with them.

Theories of Parental Involvement

More and more child-rearing researchers are beginning to recognize, appreciate and explicate the dynamic, changeable nature of parental behaviour – (Holden and Hawk 2003)

Trait Theorists

Some theorists and researchers have focused on various traits (fundamental units of personality) or parental styles more than on parent-child interactions and thinking. Critics of these personality or trait theories feel it is more important to look at the interaction of a parent adjusting to different children of different ages, genders, and temperaments over time than to look at just the parent's traits. Personality theorists have answered that the ability to adjust to change might itself be a trait (Johnson, 1997). Belsky and Barends (2002) have asked that one not throw out a consideration of a parent's personality in favour of a focus on the impact of the child or a focus on parent-child thinking and interactions. They have noted that some parents respond differently to the same child or to a similar situation, which implies that the parents' own personalities are in fact involved. They also note that a parent's having a personality trait such as neuroticism, sometimes called negative affectivity (implying possible psychological distress, such as depression, anxiety, hostility, or unrealistic ideas), does not mean the parent will always treat a child in ways consistent with that trait. A lot depends on other contextual factors so several theorists (Belsky & Barends, 2002; Vondra, Sysko, & Belsky, 2005) encourage others to continue to focus on parental personality as one way of understanding parents and parent-child relationships. Personality and all the psychological resources of adults caring for children are worthy of study and understanding as are the ways these personality theories relate to parents and teachers.

Parents and teachers with certain personality factors may find that these factors make their role difficult to fulfil. For example, an extroverted parent or teacher often draws energy from interacting with children, whereas introverted parents and teachers may often feel drained or overwhelmed by the same interaction and need to recharge their batteries in a quiet setting. If they do not think about the

fit of their personality with their role and their context, they may doubt their abilities and give up (Chess and Thomas, 1999).

Personality, according to recent reviews by Belsky and Barends (2002) and Vondra, Sysko, and Belsky (2005), often involves the Big Five personality factors of neuroticism, extroversion, agreeableness, openness to experience, and conscientiousness. In other terms, personality involves one's self-esteem; locus of control, and the psychological maturity to take another's perspective, control one's impulses, feel secure in one's own life, and be able to get one's needs met (Belsky, 1984). Heinicke (2002) adds to the complexity of this construct by including within a parent's personality the factors of adaptation competence (a parent's efficient, calm, persistent, and flexible approach to problem solving), capacity for sustained relationships (e.g., empathy and positive mutuality in an ongoing relationship (Jordon, Kaplan, Miller, Stiver, & Surrey, 1991), and self-development (an ability to establish autonomy in relation to others and to feel self-confident).

Understanding the importance of all these factors to parents makes it hard to imagine teens' taking on the parental role without support. With the right kind of relationships and support, caregivers can become more psychologically mature and effective over time. Of course, many serious medical and mental illnesses add complications and challenges (Zahn-Waxler, Duggal, & Gruber, 2002). Research on parental personality (Vondra et al. 2005), has shown that parents who possess the following qualities care for children in ways that are more supportive, sensitive, responsive, and intellectually stimulating than do parents who lack these tendencies: low in psycho- pathology, low in neuroticism (calm, relaxed, hardy, secure, and self-satisfied). high in extroversion (with positive affect toward their children and sensitive and cognitively stimulating), high in agreeableness (soft-hearted, good-natured, trusting, helpful, forgiving, and straightforward), open to experience (tending to enjoy new experiences, having broad interests, and very imaginative), conscientious (organized and having high standards; always striving to achieve goals), high in self-esteem and internal locus of control, and psychologically healthy and mature. Seligman (2002), like Maslow (1970), has asked psychologists to focus

more on positive personality traits than on negative ones. In Seligman's positive psychology, the focus is on "the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility perseverance, forgiveness, originality. future minded ness high talent and wisdom (2002. p. 3). He also encourages schools, families, and other institutions to focus on nurturing a person's strengths rather than being preoccupied with fixing people. He has found in his research that when parents and children were trained to enhance their learned optimism, future mindedness, interpersonal competence, and persistence, those qualities acted as a buffer to mental illness, decreasing depression and anxiety significantly, regardless of socio- economic status.

Parents and professionals come in all levels of psychological health and maturity. Thus, expecting the same thing from all of them is not realistic. Parents are on a continuum of maturity and ego development when they have children. They may also have different physical and mental illnesses. The foregoing discussion of traits should not be interpreted as a focus on deficits but as a growth approach that guides us to look at someone's status not as weakness but as an indication of where that person needs to grow and mature.

Belsky and Barends (2002) describe maturity in terms of ego strength (capacity to cope with life's challenges: (Grossman, Pollack, & Golding, 1988) psychological integration (extent to which people are warm and secure in themselves and enjoy intimate relationships with the important people in their lives (Brunnquell. Chrichton, & Egeland,1981), and ego resiliency (the resourceful adaptation of a person to changing circumstances (Block and Block, 1980).

Bidirectional and Transactional Theories

Bells child effects approach (1968) found that parents and children regulate each other's behaviour. This finding contrasts with Freud's parent effects approach, which proposed a unidirectional effect, from adult to childhood. Child effects theories, focusing on children's behaviour effecting parents, differed from popular trait theories focusing more on parent personality styles. Bell's child effects perspective and the parent effects perspective might be more helpful if considered as

parts of a larger transactional model rather than as competing theories. As Holden and Miller (1999) note in describing Bell's important work on the effect of children on parents, parenting should be thought of as a relational rather than an individual difference construct, and therefore, child-rearing strategies will vary from one child (and one time) to another within a family.

Research demonstrates that the attachment relationship between parent and child reflects a system promoting survival and competent functioning in children. Attachment theorists focus on the parent and suggest that caregivers need to establish a secure base for infants during the first year of life by being sensitive to the cues emitted by infants, addressing their needs, and supporting their emotional regulation (Ainsworth & Bowlby, 1991; Cassidy & Shaver, 1999)

The attachment process has been described as contingent communication: "The signals of a child are perceived, made sense of, and responded in to in a timely and effective manner. When parents generally provide a sense of predictable contingency, the child feels understood, joined and sense of communion between parent and child is established" (Siegel, 2005, p.7). infants learn to trust that caregivers will take care of their needs. That trust develops into secure attachment, facilitating the exploration of the environment and supporting the development of social and cognitive competence and the important feeling of efficacy. The hope is that their securely attached children- the next generation- will be able as parents to adapt to changing environments and changing children. With this secure sense of well-being, children will be able to cope well with stress and to mature.

Siegel (2005) theorizes that if parents have not reflected on how their own childhood experience affects their parenting, they may be dismissive toward their own child, and an avoid attachment may result. Parents whose unresolved issues and strong emotions that they may have ambivalently attached children. Finally, Siegel suggest that parents with unresolved experience of trauma or loss often rear children with disorganized attachment.

Although attachment is an important piece of information, Chess and Thomas (1999) assert that attachment is not the only factor to consider in supporting

parents and children. These researchers suggest that in addition to exploring early life experience and attachment issues, people can understand current relationship challenges by understanding the goodness of fit between parents, children, and social contexts.

Humanistic Theorists

Sensitive feedback and communication between parents and their infants and children were also encouraged in the humanistic and reflective theory of Carl Rogers (1973). He suggested parents use “therapeutic skills” of empathy to understand a child’s needs and feelings. Maslow’s detailed list of human needs (1969, 1970) is also very helpful for parents. Unfortunately, Maslow’s thinking about people’s strong need to care for something or someone beyond the self (self-transcendence) did not receive much attention until after he died.

In humanistic approach, parents are taught to reflect their children’s feelings back to the children help them grow in self-awareness and understanding, thus facilitating their children’s psychological maturity. Many parenting programs that used this approach focused not on just individual parent deficits or on a child’s dispositions but on the various attitudes, information, and skills, such as empathy, that parents need to have good relationships with children (and that therapists need to be effective with clients). Ironically, even though these programs were supposed to be therapeutic for parents, they used the transmission model of education in that the “experts” had the skills and taught them to parents (Thomas & Footrakoon, 1998).

The popular parenting program, Parent Effectiveness Training by Gordon (1975, 1991) expanded on this theoretical perspective. Healthy development for children was closely related to their ability to identify and communicate their feelings. With the proper parent support and caring environment, children would be able to solve their own problems and deal with change, which personality theorists considered key to psychological maturity. Thomas's program emphasizes accepting the child and wanting to understand the child's viewpoint. The assumption is that with this respect and non-judgmental approach, a child will be more open to self-

reflection, which is also related to effective higher-order thinking and mature parenting in the future.

Ginott (1965, 2003) also believed in working with parents so that they learned the skills that would allow them to communicate with their children in non-judgmental, caring ways and to understand their children's feelings and their own feelings as well. He cared about the emotional lives of children, as do Greenspan and Greenspan (1985). They helped parents see discipline as more about sharing and modelling values such as respect than about punishing or rewarding children. They too would appreciate the recent work on mindfulness. Today, work in emotional intelligence (Elias, Tobias, & Friedlander, 1999; Goleman, 1995) and emotion coaching (Gottman, 1998) reflects this approach.

Social Cognitive Theories

Bandura's social-cognitive theory (1989,1997) emphasized the cognitive and information-processing capacities of an individual, such as parent, that mediate social behaviour. In particular, Bandura proposes that individual's feelings of self-efficacy, or their beliefs about their ability to effect changes in the environment. Constitute one of the keys to understanding human behaviour (Grusec, 1992; Grusec & Ungerer; 2003). The underlying assumption of this and other viable parenting programs is that processes direct the way parents think about child rearing and their role in affecting children, and parents thinking combines with parent's characteristics, child characteristics, and other environmental influences on effect a child's and a parent's ultimate growth.

The parent beliefs approach (Sigel & Mc Gillicuddy- DeLisi, 2002; Sigel, Mc Gillicuddy- DeLisi, & Goodnow, 1992) is also very important in our advancing understanding of parent's experiences and perspectives. Child rearing, in this approach, has multiple influences: parental values and beliefs, parent's previous experiences, information sources, and other people. This approach holds the promise of changing child-rearing behaviour, if necessary, through cognitive restructuring, which means providing new information about children or child- rearing techniques and helping parents revise perceptions, correct erroneous attributions or expectations, train in problem solving techniques, or any combination of these forms of assistance.

Family Systems Theories

Satir (1988) and Minuchin (1974) added another dimension to understanding parent child relationships and process: family systems theory (Bigner, 2006 & Christian, 2006). Everyone in a family may have different beliefs, goals, feelings, values, capacities and so on. In family systems theory, the relationship among all members of the family functioning to be fully understood. Researchers have found that fathers are more demanding of sons when wives are present than when wives are absent (Buhrmester, Camparo, Christensen, Gonzalez, & Hinshaw, 1992). Holden and Zambarano, 1992) found that the stress of domestic violence results in more maternal aggression on children than if that stress was absent. Wekerle and Wolfe (1993) concluded that we need to optimize development of all family members and recognize the importance of empowering the whole parental subsystem to engage other subsystems adaptively. This attention on the whole family too must be part of parent education and support (Dunst & Trivette, 2006; Dunst, Trivette & Deal, 1988).

Christain, (2006) delineates six characteristics of the family system that are important for early childhood professionals to consider and that are relevant for teachers in all grades. They include boundaries, roles, rules, hierarchy, climate and family equilibrium.

Social Relationships Theories

Hinde (1989) explored parent's adaptations changing children, changing family members and changing environments over time. While adapting to changing children takes skills, it is more than merely the bag of skills usually taught in school parenting programs: parenting is a dynamic process (Holden, 1997; Kuczynski, 2003); hence programs supporting meta-parenting that help parents think about their parenting.

Hinde's social relationship theory (1989) holds that ongoing human interactions forming interpersonal relationships represent the most important aspect of the environment for parenting. Dynamic interactions between parents and children are embedded in long-term relationships and are affected by both preceding interactions and expectations about future ones. Each relationship has its own

uniqueness and history. Parent programs need to address these complex issues. Buckshot programs may not work because parents each look at their history (or lack thereof, in the case of a new stepparent) with a child. Wekerle and Wolfe (1993) define parenting competence as more than a set of skills; it also involves using them appropriately during interactions with in an enduring and unique relationship.

Holden (1997) and Kuczynski (2003) explain the way parents adapt and adjust to a changing child, changes in themselves, or changing life situations is not captured by any static approach to parenting or by most parenting programs in schools.

Bio-Ecological Systems Theory

Bronfenbrenner's bio-ecological systems theory (1979, 2005a) viewed child development as occurring within a nested series of contextual levels, from the immediate setting of the persons experience, typically parents and children interacting in the family (called the microsystem) to the next the levels, such home and school interacting about the child, and to other system, such as parents work experience, which affects the child as well. This theory adds more important information to what we know about how to understand and relate to parents.

According to this theory, the development of children is affected not only by factors within the child but also by their family and surrounding world (Bronfenbrenner, 1979). Social, political, biological and economic conditions also affect the child (Bronfenbrenner, 1986). The Ecology of Human Development (1979), he described ecology as the settings and institutions that impact humans as they grow. The ecological environment is pictured as a nested arrangement of concentric structures, which each of these structures contained within the next. He arrayed these ecological systems as micro-, meso-, exo-, and macrosystems (Bronfenbrenner, 1979).

"A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing persons in a given setting with particular physical and material characteristics" (Bronfenbrenner, 1979). this is the layer that effects the child most closely (Gestwicki, 2007). Family, school, teachers, peers, child health services, and the neighbourhood are some of the main settings and institutions that

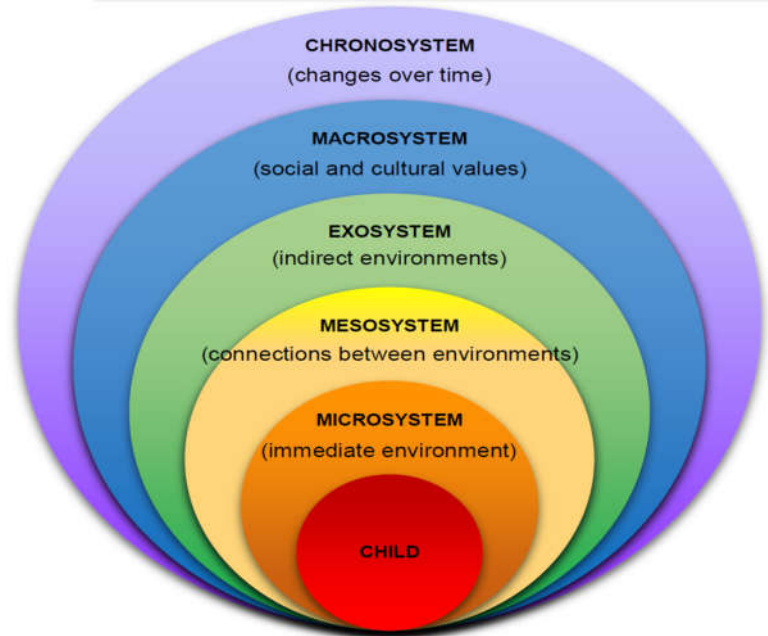
he mentioned in his definition. Children experience a reciprocal face-to-face relationship with these immediate surroundings. These institutions within the microsystem also interact with and influence each other. For example, school affects neighbourhood, and neighbourhood affects the family members of the child.

The exosystem consists of one or more settings that do not involve the child as an active participant. Extended family member, parent's workplaces, local school board, and the media are considered some of the settings and institutions in the exosystem. These elements indirectly influence the child. For example, if extended family members support the parent psychologically and financially, this parent tends to have a more positive attitude at home.

The mesosystem connects the microsystem and exosystem. This system includes the interrelations among two or more settings in which the child is an active participant. For example, the relations among school, home, and neighbourhood comprise the mesosystem. The development of child is enhanced when the linkages among components of this system are strong and positive (Prior & Gerad, 2007).

The next layer is macrosystem, which refers to consistencies "in the form and content of lower-order systems (micro, meso, and exo) that exist at the level of the subculture or the culture as a whole" (Bronfenbrenner, 1979). this system includes attitudes and ideologies of the cultures such as laws, morals, values, customs and world views. Although these elements of the culture are not readily parts of children's immediate world, they can be very prominent in their development.

Bronfenbrenner inserts another system known as the chronosystem. This system refers to change or consistency over time in the life of a person. For example, changes in family structure over time, such as its demographic characteristics. Based on Bronfenbrenner's theory, one can easily argue that children's school experience is not just made up of interactions between them and the school or teacher. It also includes a broader system involving parents, family and community. As a result, understanding the influences of a child's environment provides theoretical support for the idea of parent involvement in young children's education.

Figure 2*Bronfenbrenner's ecological systems approach*

(Source: Ecological Systems Theory, Deirdre Budzyna, 2023)

The Multiple Layers of Environmental Influence Bronfenbrenner's Theory

The various ways in which the environment might influence children's development, we must be careful that we don't limit our thinking only to children's immediate surroundings. In fact, as the developmental theorist Urie Bronfenbrenner pointed out, any large society encompasses various "layers" of environment that all have significant impacts on children's development (Bronfenbrenner, 1989, 2005; Bronfenbrenner & Morris, 1998). The most basic level for most children is the family, which can potentially support development in several ways for instance, by providing good nutrition, encouraging physical exercise, helping with homework, and giving guidance during challenging tasks. Surrounding the family is another layer, the neighbourhood and community, which can offer additional support, through its schools (in industrialised societies at least) and perhaps also through preschools, after school homework assistance programs, libraries, museums, zoos and internships in local business. At a still broader level,

the state (or province) and country in which children reside influence development through legislation that governs school policy, tax dollars that flow back to local schools, agencies and professional group that offer information and training new teaching strategies, and so on (Ormrod, 2017).

Permeating and impacting all these layers is child's culture- the behaviours and belief systems that characterise one or more long standing social group of which the child is a member. Culture is pervasive in many aspects of child's home environment for instance, in the behaviour's family members encourage the disciplinary practices parents use, the books children have access to, the television shows they watch and so on. Culture influences the broader environmental levels as well- for instance, by offering certain outlets for leisure time (e.g. basketball courts, Cincode Mayo festivals) and by advocating or discouraging certain activities (e.g., seeking a college degree, playing video games). Ultimately, culture is an inside-the-head thing as well as an out- there-in-the world thing: it provides an overall framework by which a child comes to determine what things are normal and abnormal, true and not true, rational and irrational, good and bad (M.Cole, 2006; Shweder et al. 1998).

The various environmental layers interact with one another and with children's existing characteristics in their influences on children's development; in the process, they also change one another. For example, a temperamentally hyperactive child might initially elicit stringent disciplinary actions at school (the neighbourhood/ community layer), but concerned parents (the family layer) might seek out teachers and suggest alternative strategies that effectively channel the child's behaviour into productive activities. And Government agencies (the state /province/ country layer) might provide websites that help both parents and teachers better foster children's cognitive development. In general, children's environments are dynamic systems encompassing mutually influencing variables that are in constant flux (Lee, 2010; Thelen & Smith, 1998).

Bronfenbrenner's bioecological approach to development (1995) extends the scope of social influence beyond learner's immediate relationships. Within

Bronfenbrenner's model, development of the self operates across a complex system, where the individual is embedded within five ecological levels of influence (Bronfenbrenner, 2005):

- **Microsystem:** the immediate surroundings which affect the child directly, e.g. family, friends, the classroom.
- **Mesosystem:** connections between the microsystems, e.g. between family and school (home-school partnerships)
- **Exosystem:** connections between social settings which the child is not directly involved in but is influenced by indirectly, e.g. their parents' workplace, decisions made about school curricula, etc.
- **Macrosystem:** the broader political and societal context that the child resides within, e.g. cultural norms, socioeconomic factors and education policies.
- **Chronosystem:** socio-historical changes that occur overtime affecting individuals at different points in history, e.g. changes in educational systems/assessment practices from one generation to the next.

One area relevant to education where Bronfenbrenner's ideas have been particularly influential, is the study of resilience. While early work in the field considered resilience to be a trait internal to the individual, more recent work frames resilience as 'less a reflection of the individual's capacity to overcome life changes as... the capacity of the child's informal and formal social networks to facilitate positive development under stress' (Ungar, 2013:255). In other words, the way that a person manages adversity is largely shaped by their social environment. This socio-ecological perspective has important implications for teachers, both in terms of how they might develop their own resilience in the face of a challenging and complex profession (S. Ainsworth and Oldfield, 2019), and how they might foster resilience in their students.

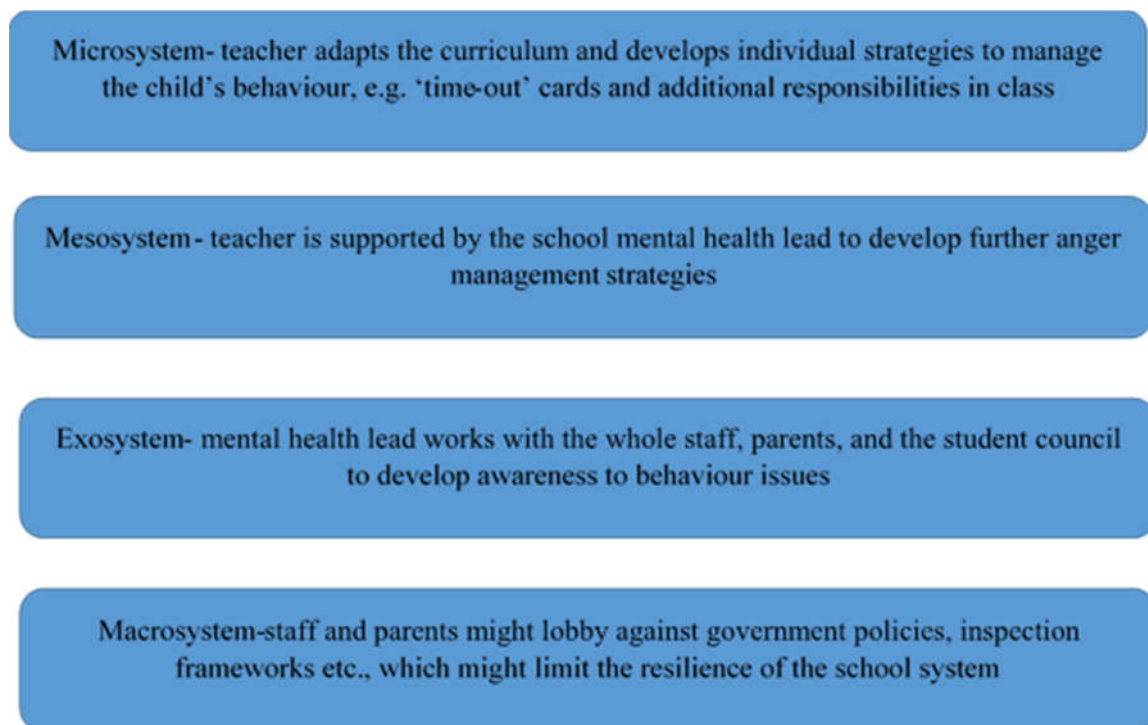
Focus on Practice: A Socio-ecological Approach to Build Resilience in Schools

An example of how Bronfenbrenner's ideas are being applied to school context is the Boingboing interactive resilience framework which adopts a socio-ecological approach to supporting children in schools (Boingboing, 2017). This framework supports development of resilience across the whole school community, acknowledging the broad range of factors operating across ecological levels which act to protect children or put them at increased risk. There is an example of how a particular behavioural issue might be managed from a socio-ecological perspective.

Behavioural presentation: child having angry outburst within school

Figure 3

A socio-ecological approach to manage a child who is having angry outbursts in school (Hart et al, 2019).



Socio ecological approaches to resilience have been important within education as they highlight the need for a systems approach to building resilience within school rather than placing the responsibility solely on individual pupils,

teachers or families when a teacher or student fails to thrive; however, some have argued that such approaches do not give sufficient emphasis to individual agency.

According to Bronfennbrenner (1995) to study child development we must look at the child's environment, which is made up of five interrelated systems. The microsystem, the immediate surroundings which directly affect the child such as the family or school, includes those that the child has direct contact with- including parents, siblings, teachers and peers. If a child has positive relationships with these people, it will have a positive effect on their development. The mesosystem is about connections between the microsystem, for example, the links between home and school and interactions between the parents and teachers. The exosystem is about elements that have a significant influence on a child's development, although the child may not be directly involved with them (such as the parent's work). The exosystem can include the parent's friends, parents' workplace and the neighbourhood-none of these directly impacts the child, but if the parent had an argument with a friend, the parent might then snap at the child which would negatively impact their development. The macrosystem concerned with the broader political and societal context in which the child exists. It focuses on cultural elements that effects a child, such as socio-economic status, wealth, poverty and ethnicity. For example, a child who lives in poverty will experience a different development to a child who is born in a wealth family. The chronosystem is about socio-historical changes that occur overtime affecting individuals at different points in history. The chronosystem includes environmental events, major life transitions and historical events over a child's lifetime, such as moving to a new house, or perhaps living in a war zone. This theory has several practical classroom applications (Guy-Evans, 2020).

- Teachers and parents should work together
- Teachers should be understanding of the child's home life and personal circumstances including their relationship with their family and any socio-economic factors
- Children should be engaged in learning and work with their peers.

A controversy has developed among thinkers on the question of the mutual relation between individual and society, but all are agreed that this relation is an intimate and close one. The society precedes the individual because society is not exclusive to human beings but is also found among animals. Its life is longer than that of the individual and while the later may come and go, it goes on continually. But on the other hand, society has no existence in the absence of individual, of which it is formed. Individuals constitute the society. Individuals influence the society. It is the society that makes individuals cultured. The child's personality depends mostly upon his social environment. Almost everything that he learns is acquired from society. Only the capacity of learning is his own. It is in society that his self or ego develops whereby he is called a human being. Every society has its individual organization. Each exercises control over the individuals in a variety of ways (Sharma, 1966).

Theoretical Overview of Teacher Involvement

Teacher Involvement

Teaching is a challenge that requires long hours of work and preparation. But above all, it requires skill in planning and skill in the classroom. Teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches. Clark and Starr (1986) suggest that teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude or appreciation. Classrooms must be arranged and organized to support student learning. Effective teachers believe they can teach and believe all the students can learn. Classrooms should be pleasant, positive and supportive. Teachers should create a classroom in which the exchange of ideas is encouraged, respect is fostered, and a sense of community is established (Moore, 2001).

Importance of Teacher Student Relationship

Teacher- student relationships are important to virtually all students. However high-quality teacher-student relationships appear to be most significant for children who are 'at risk' for school failure. High quality teacher-student

relationship appeared to be better predictors of classroom adjustment, social skills and reading performances for children showing initial externalizing problems (e.g. aggression, hyperactivity) internalizing problems (e.g. attention) than for children without these initial risk factors (Baker, 2006).

The benefits of positive teacher-student relationships are not confined to academics. Perceived teacher support is related positive to student engagement, liking for school, and motivation (Goodenow, 1993; Skinner & Belmont, 1993). Ryan and Patrick (2001) found that students who perceived their relationships with their teachers to be positive engaged in more self-regulated learning and in less off-task or disruptive behaviour. Positive teacher-student relationships often serve as a buffer against developing social and academic problems. Teacher who are nurturing appear to create positive bonds that positively influence a student's orientation to learning tasks. Research suggests that students who have a positive relationship with a teacher also have better peer relationships, and manage their emotions better (Pianta & Steinberg, 1992).

Brewster and Bowen (2004) found that a positive teacher-student relationship positively influenced academic engagement of Latino middle and high school students who were at risk for school failure. The authors stated that school engagement "includes a students' affective, cognitive, and behavioural responses related to attachment, sense of belonging, or involvement in school" (p.49). They surveyed 699 Latino middle and high school students from the United States and school personnel who identified the students at risk for school failure. The results indicated that teacher support (e.g., "my teachers really care about me; my teacher is willing to work with me after school") had the greatest impact on the meaningfulness of the school. They also found that students who had a positive relationship with a teacher exhibited fewer behavioural problems in school. The authors concluded by positing that teacher support may be more important for at risk students than for other students.

Perspectives on Teacher-Student Relationship

According to Davis (2003), three primary perspectives have been used to study the role of the teacher-student relationship on academic and social performance. One approach, attachment theory suggests that within a child's biological nature there is a need to develop nurturing relationships with a caregiver. An attachment perspective considers the teacher-student relationship to be an extension of the parent-child relationship. The attachments that children form with their primary caregivers can positively or negatively affect future relationships (including those with the peers and teachers), their self-concept, their ability to regulate their emotions and behaviour, and their ability to learn about the world. The theory posits that teacher-student interaction is driven by students' beliefs about adults, teachers, and adult-child interaction. These beliefs, in turn, influence the processes used to guide students toward academic goals.

A second perspective, reviewed by Davis (2003), focuses on the way a teacher motivates a student to accomplish academic goals. According to Davis, teachers who promote autonomy and help students become self-directed are particularly effective. In contrast, teachers who engage in power struggles have more problematic relationships. For these teachers, the goal has more to do with control than with student learning.

Motivation is impacted by the socio-emotional connections between teachers and students. Research from education and communication studies shows that teachers who exhibit positive effect and promote positive attitudes about instructional material raise students' sense of belonging and increase their self-efficacy (Brophy, 1998; Christophel, 1990; Comstock et al., 1995; Moos & Moos, 1978).

Students are motivated to obtain goals that are not related to academic success. For example, the desire for peer acceptance may in some instances be more important to a student than academic performance. Indeed, the teacher-student relationship is influenced by numerous factors. Teachers have values, beliefs, and expectations about students and course content. Students have attitudes about their

teachers, their peers, and themselves. In some cases, teachers and students connect in positive ways, and sometimes they struggle as they attempt to work through the instructional experience.

The third perspective on teacher-student relationship discussed by Davis (2003) is the socio-cultural perspective. This perspective views the teacher-student relationship as mutually negotiated. Teachers and students are in a continual process of defining and redefining their relationship. The social- cultural perspective challenges teachers to understand the forces that influence the development and maintenance of interpersonal relationships.

The second approach, the social constructivist, considers knowledge as co-constructed between teachers and students. In this perspective learning is considered a social activity. Students must make sense out of both cognitive (learning math) and social (teacher immediacy) material. To be effective teachers, need connect with students' sense of making processes. Social constructivists attempt to promote autonomy through cooperative learning, sharing classroom rules, and providing students with the resources to navigate the material. This perspective requires teachers to understand the diverse lived experiences of their students.

Relationship Development

The teacher-student relationship evolves and changes over the school year unfold; teachers and students share information and experiences during the year. As and as their understanding of each other increases, the way in which they communicate changes. Two prominent theories that have been used to describe this relationship change are the social penetration theory (Altman & Taylor, 1973) and social intercourse theory (Knapp, 1978). Both theories are predicated on a belief that relationships move from superficial to deeper levels. Even though the bulk of research testing these theories has been applied to intimate interpersonal relationships, the theories offer important insight into how teacher-student relationships evolve over time.

Managing two aspects of communication, breadth and depth, are central to relationship development (Altman & Taylor, 1973, Knapp. 1978) Breadth refers to the number of different topical areas available during communication. As teachers get to know students, they learn about their family situations, their extracurricular interests, their academic strengths and weaknesses. Depth refers to how much information a person has about a particular topic. A teacher may learn that a student's mother, who is recently divorced, is starting to date someone the child does not like. When the child reveals how he or she feels about this circumstance, the dialogue involves more depth. It is not uncommon for teachers to learn a great deal from a student when they discuss the reasons homework was not turned in on time, why a student seems lethargic, or why a student misbehaves. Over time the number of topics and opportunities to explore them increases.

Attachment

Another key component of emotional development is attachment- the ability to form emotional bonds with other people. Many child development scholars have suggested that attachment is one of the most important issues in infant development, mainly because attachment is the foundation for emotional development and a predictor of later functioning. Note that this view of attachment is like Erikson's first stage of psychosocial development. This perspective is like the one Mrs. Hicks found on the internet, which raised issues of concern of her (Hutchison, 2013).

The two most popular theories of attachment were developed by John Bowlby (1969) and Mary Ainsworth and Colleagues (Ainsworth et al., 1978).

Bowlby's theory of attachment

Bowlby (1969), who initially studied attachment in animals, concluded that attachment is natural, a result of the infant's instinct for survival and consequent need to be protected. Attachment between infant and mother ensures that the infant will be adequately nurtured and protected from attack or, in the case of human infants, protected from a harsh environment. The infant is innately programmed to emit stimuli (smiling, clinging, and so on) to which the mother responds. This

exchange between infant and mother creates a bond of attachment. The infant initiates the attachment process, but later the mother's behaviour is what strengthens the bond.

Bowlby (1969) hypothesized that attachment advances through four stages: pre-attachment, attachment in the making, clear-cut attachment, and goal-corrected attachment. This process begins in the first of life, with the infant's ability to discriminate the mother's voice. Attachment becomes fully developed during the second year of life, when the mother and toddler develop a partnership. During this later phase of attachment, the child is able to manipulate the mother into desired outcomes, but the child also has the capacity to understand the mother's point of view. The mother and the child reach a mutually acceptable compromise.

Bowlby contends that infants can demonstrate attachment behaviour to others; however, attachment to the mother occurs earlier than attachment to others and is stronger and more consistent. It is thought that the earliest attachment becomes the child's working model for subsequent relationships (Bowlby, 1982).

Attachment explains the child's anxiety when the parents leave. However, children eventually learn to cope with separation. Toddlers often make use of transitional objects, or comfort objects, to help them cope with separations from parents and to handle other stressful situations. During such times, they may cuddle with a blanket, teddy bear, or other stuffed animal. The transitional object is seen as a symbol of the relationship with the caregiver, but toddlers also see it as having magic powers to soothe and protect them (Davies, 2004).

Ainsworth's theory of attachment. One of the most widely used methods to investigate infant attachment, known as the strange situation procedure, was developed by Ainsworth and colleagues (Ainsworth et al., 1978). The Ainsworth group believed that the level of infant attachment to the mother could be assessed through the infant's response to a series of "strange" episodes. Basically, the child is exposed over a period of 25 minutes to eight constructed episodes involving separation from and reunion with the mother. The amount of child attachment to the mother is measured by how the child responds to the mother following the

"distressing separation. Ainsworth and her colleagues (1978) identified three types of attachment:

- Secure attachment. The child uses the mother as a home base and feels comfortable leaving this base to explore the playroom. The child returns to the mother every so often to ensure that she is still present. When the mother leaves the room (fact of separation), the securely attached child will cry and will seek comfort from the mother when she returns. But this child is easily reassured and soothed by the mother's return.
- Anxious attachment. The child is reluctant to explore the playroom and clings to the mother. When the mother leaves the room, the child cries for a long time. When the mother returns, this child seeks solace from the mother but continues to cry and may swat at or pull away from the mother. Ainsworth and colleagues described these infants as somewhat insecure and doubted that their mothers would ever be able to provide the security and safety they need.
- Avoidant attachment. Some infants seem indifferent to the presence of their mother. Whether the mother is present or absent from the room these children's responses are the same.

More recent scholars have added a fourth response, known as the insecure disorganised /disoriented response (Belsky, Campbell, Cohn, & Moore, 1996; Main & Hesse, 1990). These children display contradictory behaviour: They attempt physical closeness, but retreat with acts of avoidance. These infants often have mothers who are depressed, have a history of being abused, or continue to struggle with a traumatic experience in their own lives. Observations of mothers of infants with disorganized attachment style reveal two patterns of parenting. Some mothers are negative and intrusive and frighten their babies with intense bursts of hostility. Other mothers are passive helpless, they rarely comfort their babies and may appear afraid of their babies (Lyons-Ruth, Lyubchik, Wolfe, & Bronfman, 2002). As a result, the infants become confused in the "strange" situation. They fear the

unknown figure and seek solace from the mother, but retreat because they are also fearful of the mother. Some authors have suggested that the behaviour associated with the disorganized style is an adaptive response to harsh caregiving (Stovall & Dozier, 1998). Research also suggests a link between disorganized attachment and serious mental health problems in later childhood and beyond (Lyons-Ruth et al., 2002; Fonagy, 2003).

According to Ainsworth's attachment theory, children whose mothers are consistently present and responsive to their needs and who exhibit a warm, caring relationship develop an appropriate attachment. Findings from studies indicate that this is true, even when there are negative family issues such as alcoholism by the father (Edwards, Eiden, & Leonard, 2006). However, the implication is that only mother-infant attachment exists or is relevant to healthy infant development. This assumption probably seemed unquestionable when these theories were constructed. Today, however, many fathers have prominent, equal, and/or primary responsibilities in child rearing and childcare, sometimes by choice, and other times because of necessity. Sarah Johnson's dad, for example, became the primary caretaker for Sarah out of necessity. The gender of the parent is irrelevant in the development of secure infant attachment. Rather, it is the behaviour of the primary caregiver, regardless of whether it is the mother or father, which has the most influence on infant attachment (Geiger, 1996). When fathers who are the primary caregivers can provide infants with the warmth and affection they need, the infants develop secure attachments to their fathers. In fact, under stress, the fathers become a greater source of comfort to their infants than the mothers who are the secondary caregivers (Geiger, 1996). Perhaps the best scenario is when infants develop secure attachments to both parents. In one study, infants with secure attachments to both parents demonstrated less behavioural difficulties as toddlers, even less problems than toddlers with only secure mother-infant attachment (Volling, Blandon, & Kolak, 2006).

Attachment Theory

John Bowlby (1982) proposed that children's relationship with their caregivers shape their internal working models of how the physical world may be expected to behave, how he [sic] himself may be expected behave, and how each interacts with each other. (p.354). when children from secure relationships with caregivers based on trust and consistent caregiving, they are more likely to go on to form healthy relationship and achieve emotional well-being later in life. Mary Ainsworth developed a taxonomy of different attachment types based on observations of how young children respond to a 'strange situation', where their mother leaves them in a playroom and then returns after a short period of time (M.D.S. Ainsworth and Bell, 1970). Children were categorised as having one of three attachment types, depending on how they reacted to

- Anxious/avoidant: no distress as the mother leaves and may avoid the mother upon return
- Securely attached: distressed as the mother leaves but easily reassured when she returns
- Anxious/resistant (sometimes also referred to as anxious/ambivalent): clingy behaviour and very distressed as the mother leaves; seeking comfort while simultaneously respecting the mother upon her return

A fourth attachment style- disorganised/ disoriented-was later proposed by Main and Solomon (1986) to describe children who may appear confused and exhibit a mixture of avoidant and resistant behaviour.

The most important influence on secure attachment appears to be the provision of consistent care which is attuned to a child's needs. On the other hand, if infants experience a lack of care or inconsistent care in response to their needs, they may struggle to trust others and find it hard to develop trusting relationships later in life. Secure attachment early in life is predictive a strong social competence and emotional regulation later in life as well as high levels of academic achievement

(Bergin & Bergin, 2009). On the other hand, when children fail to form secure attachments, they may experience a range of issues, which can be profoundly affect their education, including hyperactivity, emotional outbursts, and a lack of concentration, confidence and curiosity (Bergin & Bergin, 2009).

Attachment theories are particularly relevant to early childcare settings, where children often spend significant time away from their parents for the first time and develop 'secondary attachments' to early year practitioners (R. Bowlby, 2007:317). When children are setting into a nursery school, they 'need to close adult as a secure base from which to explore their new environment and build relationships with others, including their peers' (Ereky-Stevens et al., 2018:270). Interestingly, children who have formed secure attachments at home may still experience difficulties in forming secure attachments at home. A recent study found that most toddlers were insecurely attached to their carers within early childcare centres over the first four months of care and that girl were more likely to be securely attached than boys (Ereky-Stevens et al., 2018).

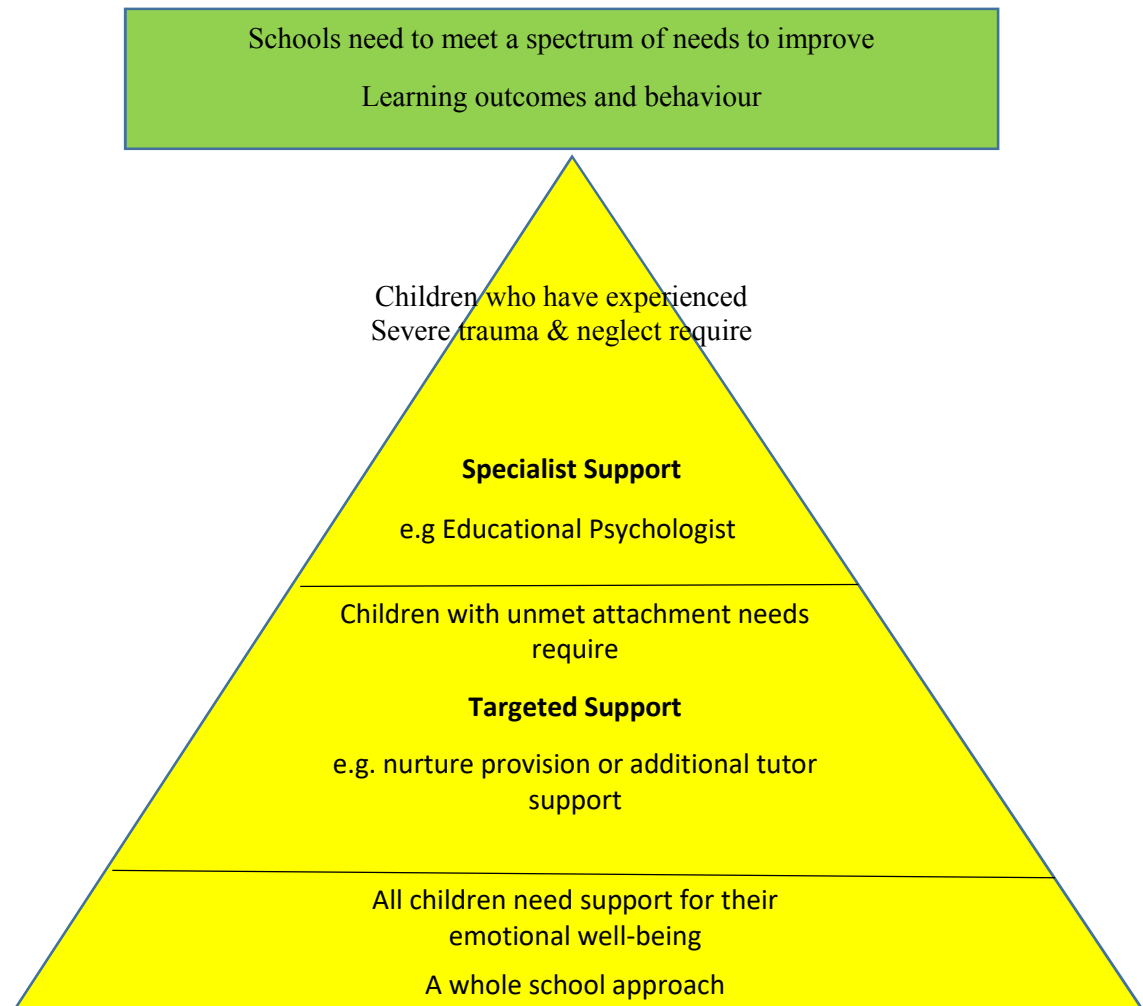
Neuroscience research supports a link between early attachment and brain development (Siegel, 2012). The notion that 'love build brains' forms part of a broader shift towards brain based parenting and educational approaches which have become popular over the last couple of decades (Wall, 2018). It has been recognised that attachments to teachers as well as parents have a profound influence on children's academic achievements as well as their social and emotional development (Bergin & Bergin, 2009).

Focus on Practice: Attachment Aware Schools

The Attachment Aware Schools initiative developed by Bath Spa University in partnership with the National College for Teaching and Leadership (NCTL) and Bath and Northeast Somerset (BANES) Council, proposed a pyramid model for supporting children's emotional needs and development:

Figure 4

Attachment Aware School Model reproduced from Rose et al. (2014).



This model recognises that while pupils within school have diverse attachment needs, all pupils are likely to benefit from an approach which provides a structured environment with firm boundaries and nurturing empathetic relationships (Rose et al., 2014:36). The Attachment Aware programme encourages school to:

- Be child centred and acknowledge children's different attachment styles
- Create nurturing relationships to promote children's learning behaviour
- Satisfy children's innate need to have a secure 'sense of belonging'

- Acknowledge adults' roles as a potential secondary attachment figure that can help to reshape insecure attachment behaviours and support the development of more secure ones
- Create appropriate nurturing infrastructures for children with emotional and behavioural impairments (Parker et al., 2016: 471).

This approach, drawing upon Bomber's (2007) work, includes relational strategies such as emotion coaching to support children in regulation their own behaviour.

Attachment theories remain relevant within and beyond adolescence: the effect of early attachment on behaviour does not decline over development, and may even increase (Fearon and Roisman, 2017). An adolescence early attachment will continue to affect how they respond to new experiences, with secure attachments promoting 'comfort and confidence' (Kerpelman and Pittman, 2018:309). Adolescence is also a time where romantic relationships often begin, leading to new attachments and subsequent adaptations to internal models of the self and the other. For example, when a teenage romance ends, an individual may experience greater disruption to their identity if they have 'high attachment anxiety' (Kerpelman and Pittman, 2018: 310), i.e. if they have developed a positive model of the other alongside and a negative model of the self.

While attachment theory has been hugely influential within developmental psychology, it has also been the subject of fierce criticism. On the key criticism is that it is underpinned by a 'moral ideology' (LeVine, 2014:60) which charges the mother with full responsibility for their child's upbringing. Attachment theory implies that if a child does not grow up to be well-adjusted, it is because the mother didn't provide them with a secure base. The theory has therefore been argued to exclude the father from parental responsibility and to put pressure on women to prioritise their family over their career (Wall, 2018). Critics have also argued that attachment theory pathologises 'normal individual differences in infant and maternal behaviour' (LeVine, 2014:60) and does not account for the broad range of sociocultural factors which influence a child's development.

Theoretical Overview of Self-concept

The self-concept operates to determine what individuals do in situations, and it operates to determine how individuals interpret what other persons do in situations. The third part of the self-concept's power and influence is that it also determines what individuals expect to happen. This set of expectancies has been identified by some researchers as the central facet of the self-concept. According to McCandless, 'the self-concept is a set of expectancies, plus evaluations of the areas or behaviours with reference to which these expectancies are held' (McCandless 1967).

The self- concept in Psychological Theory

Four major theoretical approaches which permeate research and thinking about the self-concept are:

- (a) The pioneer work of James,
- (b) Symbolic interactionism, particularly by Cooley and Mead,
- (c) The work of Erikson on identity,
- (d) Phenomenology, particularly by Rogers.

William Jaimes's Pioneer work

William James was the first psychologist to elaborate on the self-concept. James considered the global self as simultaneously Me and I. There were discriminated aspects of the same entity, a discrimination between pure experience (I), and the contents of that experience (Me). This difference is quite apparent in the linguistic sense, and it probably appears to be emphasizing the obvious to state that we all recognize that humans have the characteristics of consciousness, and this permits our awareness of environmental elements one of which is ourselves. However obvious this distinction may seem, it does pose difficulties at psychological level since the self-reflexive act involved in identifying the Me, at the same time indissolubly links and integrates the knower and the known. Each cannot exist without the other; the self is simultaneously Me and I. (Burns, R.B,1982).

It is impossible to imagine either consciousness is an abstract form without any content, or content existing apart from the consciousness that permits awareness of it. Experience must involve experience of something. James was aware of this criticism and noted that while language allows us to categorise in terms of knower and the known, they are only discriminated aspects of the singularity of experience, a global self which is no less than the person himself. James is presenting, therefore, a model of a possible structure of the global self and it must be regarded as just that and not reality. (Burns, R.B,1982).

James's Law

One thing about a complex society is that we can choose between several goals. We can set our own goals, each one related to different components of the self, and evaluate our success at them. This leads us to James's 'law'. It all depends on what you see yourself as. James elaborated on the determinant of the level of a person's self-evaluation. He argued that it is the position of a person's wishes to hold in the world- contingent on his success or failure- that determines the self-esteem. Though we want to maximize all our various selves, limited talent and time prevent this so each of us must choose selves on which to stake our salvation. Having chosen, our level of self-regard can be reduced only by deficiencies (or raised only by achievements which are relevant to our 'pretensions' (Burns, R.B,1982).

Symbolic Interactionists

The study of self-concept moved temporarily away from mainstream psychology during the first few decades of this century into a more sociological field, in which Mead and Cooley became the major theorists. They were symbolic Interactionists, who produced a new perspective on the individual-society relationship. Symbolic Interactionism involves three basic premises. First human respond to the environment based on the meanings that elements of the environment have for the as individuals. Second, such meanings are a product of social interaction, and third, these societal/ cultural meanings are modified through individual interpretation within the ambit of this shared interaction. Self and others form an inseparable unit since society, constructed out of the sum of the behaviours of the humans composing that society, places social limits on individual behaviour. While it is possible to separate self and society analytically, the interactionist

assumption is that a full understanding of one demands a full understanding of the other, in terms of mutually dependent relationship. (Burns, R.B, 1982).

Each to each a looking glass,

Reflects the other that doth pass

(Cooley, 1912)

There must be a few people who have never once been acutely conscious of their existence and appearance, is essence an extremely heightened sense of self. A person who faces an 'audience' of any sort, who must interact with the others may fidget, feel tense, have 'butterflies in the tummy' and perspire. This is more concern with 'what are they thinking of me?', than with the real concerns of the interaction. This concentration with how one is evaluated can have quite a serious effect on the performance of such group as teachers, actors, interviewers and the like.

This looking-glass self-arises out of symbolic interaction between an individual and his various primary groups. Such a group characterized by face-to-face association, relative permanence and a high degree of intimacy between a small number of members produces an integration of individuality and group. The face-to-face relationships within the group serve to produce feedback for the individual to evaluate and relate to his own person. Hence the self-concept is formed by a trial-and-error process by which values, attitudes, roles and identities are learned.

G.H. Mead, in agreement with Cooley's conception of the 'looking-glass self', suggested that the self was essentially a social process within the individual involving two analytically distinguishable phases-first identified by James-the 'I' and the 'Me'. Mead further proposed that through the learning of a culture (an elaborate set of symbols shared by the members of society) man can predict other men's behaviour as well as the predictions other men make of one's own behaviour. Not only are objects, actions and characteristics defined (given some shared meaning and value), but the individual himself is also defined. Accordingly, Mead felt that the definition of oneself as a specific role-plyer in each relationship was accomplished by recognizing and sharing the meanings and values others have of you. This Mead called the 'Me'. That is, Mead saw the 'Me' as representing the incorporated 'other' with in the individual.

Mead's 'I' was the perception of oneself as reflected by the shared meanings and values of 'others. He suggested that the incorporated attitudes (meanings and values) of others constituted the organized 'me'; that the way one perceived the 'me' constituted the 'I' and that both combined constituted the nature of self.

Mead (1934) explained the child's development of a reciprocal, interpersonal perspective by playing alone, first directly imitating others and subsequently taking roles of both participants in the imagined interaction, as rules of play (or more correctly, the game) are understood. The role playing allows him to experience, or at least approximate, the type of response which his own action elicits in others. Without such a repertoire of shared attitudes, feelings and acts, communication with others is severely restricted. A young child may play (in the sense of talking the role of significant others) but until he grasps the rules which make a game a game- until he can govern his conduct in the light of the 'referee's perspective', or in Mead's terminology, the 'generalized other'- the child is only playing and not 'gaming'. A child's play involves learning the general pattern of social relations in society. Through this, a fundamental communality of attitudes is ensured without suppressing the possibility of uniqueness in individuals. These longitudinal changes in the form of and function of play correspond to the growth sequence of images, thoughts and language, and the formation of self-concept is well under way. Social sanctions, demands, rationales and models are generally translated into personal values, and incorporated in the self-concept.

Erikson on Identity

Erikson (1965) demonstrated how cultures elaborate an identity, out of a biologically given basis, which is appropriate to the culture in question and manageable by the individual. Erikson indicated that identity comes from 'achievement that has meaning in the culture'. Identity arises from a gradual integration of all identifications; therefore, it is important for children to meet adults with whom they can identify. Erikson described eight stages of identity, growth and detailed the conflicts which are characteristic of different stages and the qualities that emerge on resolving these conflicts. Identity is a particular problem in adolescence and Erikson paid considerable attention to the crisis and diffusion of

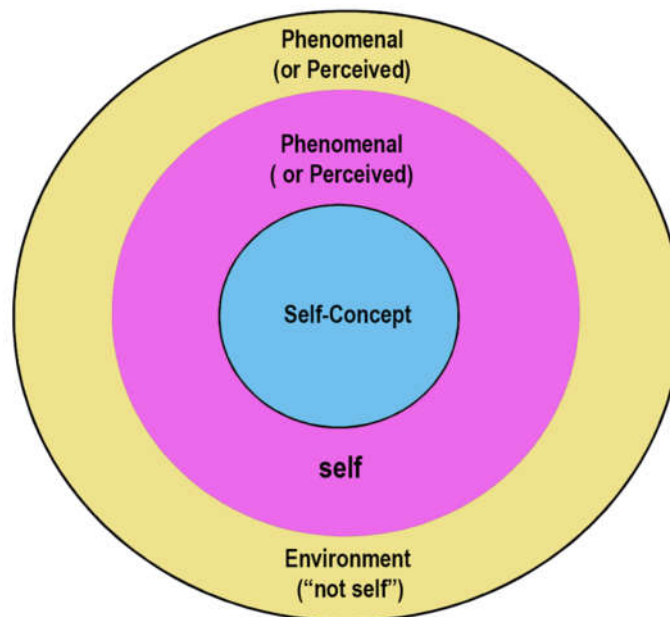
identity at that stage. He defined identity as a ‘subjective sense’ of an invigorating sameness and continuity’.

The Self-Concept

Combs and Snygg (1959) have developed a useful method for studying the interrelationship of various aspects of the Self- structure. They call the individuals perception or view of himself self-concept, the part of the environment in which he is involved or has a psychological or emotional investment his phenomenal self, and the rest of the environment of which he is aware or to which he responds his phenomenal environment.

Figure 5

Diagrammatic concept of the “Self-structure” (After Combs and Syngg, 1959).



The self-concept is what the individual thinks of as his actual self-the part that is “really me”. The perceived self includes not only the self-concept but also those aspects the environment that an individual identifies with himself – my family, my school, my country and so forth. Both the self-concept and the perceived self are in turn included within the perceived environment or the “phenomenal field” or his

“life space.” Perhaps a good everyday term for it would be his “private world.” Therefore, to sum up what have been saying about the process of development, the confused blur of sensations experienced by the infant becomes differentiated during the childhood years into a private world (or self-structure) consisting of himself (his self-concept); the things, events and people with which he is personally involved (his perceived self); and the world as he sees it (his perceived environment).

Parent Child Relationships and Childs Self-Concept

A favourable Self- concept is essential to personal happiness and effective functioning, both in the child and in the adult. Persons who seek psychological and psychiatric help frequently acknowledge that they suffer from feelings of inadequacy and unworthiness (Wiley, 1961). They tend to perceive themselves as helpless and inferior (Rogers, Dymond 1954), have difficulty in either giving or receiving love, and tend to feel isolated and alone. They are likely to feel guilty, ashamed, or depressed, and to derogate their own potential and accomplishments (Coopersmith, 1967). Not surprisingly, a high anxiety level and a negative conception of the self tend to be correlated (Bledose, 1964, Bruce, 1958, Doris, 1959 Lipsitt, 1958, & Philips, et al. 1960). Furthermore, the anxious child’s tendency to derogate himself tends to generalize and affect his image of his bodily integrity and adequacy as well (Ruebush, 1960, Walsh, 1956). A negative Self-concept appears to promote defensiveness in the child’s reactions to himself and others (Riley, 1966, Ruebush, 1963, Odom, et al. 1971) Finally, a negative self-concept appears to impair initial school adjustment and subsequent academic progress (Bledose, 1964, Deutsch, Brown, 1964, Engel, Raine, 1963, Piers, Harris 1964, Sears, 1970, Wattenberg, Clifford 1964).

The child’s self-concept is affected by the way which his peers and teachers respond to him, it appears likely that for most children the way in which they are treated by parents is of overriding importance in determining their perceptions of themselves. (Coopersmith, 1967, Stone, Church, 1973, Swift, 1964).

Concept of self

Many years ago, James called the core of the personality pattern, which provides its unity, the “self”. Later, Freud referred to it as the “ego”, and Sullivan used the phrase, the “self-system” (Freud, 1962 & Sullivan, 1953). According to James, a person’s self is the sum- total of all that he can call his” (James, 1890). In recent decades, what person “can call his” has been spelled out in more definite and specific terms. It has been referred to as his “attitude toward self” (Lowe, 1961), as an “organized configuration of perceptions of self” (Pedersen, 1965), as “those perceptions, beliefs, feelings, attitudes, and values which the individual views as part or characteristic of himself” (Perkins, 1958), as the “organization of qualities the individual attributes to himself” (Kinch, 1968), and as a “system of central meaning he has about himself and his relation to the world about him” (Brownfain, 1965).

Allport, (1961) has described the self-concept in this way “the self is something which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness), and in our organism (a concept broader than personality). Thus, it is some kind of core in our being. The concept of self has been emphasized by Jersild, (1965) “the self as it finally evolves, is made up of all that goes into a person’s experiences of his individual existence. It is a person’s “inner world.” It is a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth.

The importance of the self-concept in the personality is evidenced by the labels usually given it. It is referred to as the core or center of gravity of the pattern (Breckenridge, & Vincent, 1965) or as the “key stone of personality” (Cattell, 1957). It’s importance stems from its influence over the quality of a person’s behaviour and his methods of adjustment to life situations. As Lewin has pointed out, it gives “consistency of personality” (Lewin, 1951)). Stagner (1961) has emphasized the stability it contributes to personality.

Components of the self-concept

The concept of self has three major components: the perceptual component, the conceptual, and the attitudinal. The perceptual component is the image the person has of the appearance of his body and of the impression he makes on others. It includes the image he has of the attractiveness and sex appropriateness of his body, the importance of the different parts of his body, such as his muscles, to his behaviour and the prestige they give him in the eyes of others. The perceptual component is often called the “physical self-concept”

The conceptual component is the person’s conception of his distinctive characteristics, his abilities and disabilities, his background and origins, and his future. It is often called the “psychological self-concept” and is composed of such life adjustment qualities as honesty, self-confidence, independence, courage and their opposites.

The attitudinal component are the feelings a person has about himself, his attitudes about his present status and prospects, his feelings about his worthiness, and his attitudes of self-esteem, self-reproach, pride and shame. As the person reaches adulthood, the attitudinal component includes also the beliefs, convictions, values, ideals, aspirations and commitments which make up his philosophy of life.

Kinds of Self-concept

James was the first to suggest that a person has many “selves”. The “real self”, for example, is what a person is really believes he is, his “ideal self” is the person he aspires to be, and his “social self” is what he believes others think of him and how they perceive him (James, 1890).

The four categories of self-concept are the basic, the transitory, the social, and the ideal.

The Basic Self-concept

The basic self-concept corresponds to James’s concept of the “real self”; it is the person’s concept of what he really is. It includes his perception of his

appearance, his recognition of his abilities and disabilities and of his role and status in life, and his values, beliefs, and aspirations.

The basic self-concept tends to be realistic. The person sees himself as he is really being, not as he would like to be. Sometimes the basic self-concept is to the person's liking. More often, it is not. The person finds flaws in himself which make him unhappy and dissatisfied and which he would like to change. Even when the treatment he receives from others would seem to encourage greater self-acceptance, a person may cling to his basic self-concept.

The Transitory Self-concept

In addition to a basic self-concept, a person has a transitory self-concept. James first suggested this when he referred to the "self he hopes he now is" and the "self he fears he now is" (James, 1890). This means that a person has a self-concept which he holds for a time and then relinquishes

Transitory self-concepts may be favourable, or unfavourable depending largely on the situation in which the person finds himself momentarily, they are generally influenced by some passing mood or emotional state or by a recent experience. They are transitory and unstable because they lack the perspective found in the basic self-concept.

A person who is well and happy, who is accepted by others, and who achieves what he has set out to do may have a transitory self-concept that is more favourable than his basic self-concept. Temporarily, he sees himself as the "self he hopes he now is". Changes in circumstances, in mood, and in achievement are likely to lead to a less favourable self-concept and he will then see himself as "he fears he now is" (James, 1890).

People differ in the frequency with which their behaviour is guided and influenced by transitory self-concepts. Some experience frequent and intense fluctuations while others experience only slight and occasional shifts.

The Social Self-Concept

The social self-concept is based on the way the individual believes others perceive him, depending on their speech and actions. It is usually referred to as a “mirror image” (Bell, 1960, Jersild, 1952, Kinch, 1968 & Videbeck, 1960). If a child is constantly told that he is “naughty”, he soon develops a concept of himself as a naughty child. If the social group regards members of a gang as “tough”, they come to think of himself themselves as tough and act accordingly. The child whose parents are always telling him how bright he is developing a self-concept that contains some element of false pride.

Since social self-concepts derive from social interactions, whether the concepts will be favourable or not depends on how the social group treats the individual. A person who as a child or adolescent was discriminated against because of his race, colour, religion or social class will usually have a far less favourable concept of himself than the person who was not subjected to such discrimination.

The effect of social self-concept on the behaviour of the individual will depend largely on how important the opinions of others are him at that time and on what person or persons are most influential in his life at that time. If a child is accepted, approved, respected, and liked for what he is, he will be helped to acquire an attitude of self-acceptance and respect for himself. But if the significant people in his life- at first his parents and later his teachers, peers, and other persons who wield an influence- belittle him, blame him and reject him, the growing child's attitudes toward himself are likely to become unfavourable. As he judged by others, he will tend to judge himself.

The ideal self-concept

The ideal self-concept is made up of perceptions of what a person aspires to be and what he believes he ought to be. It may be related to the physical self-image, the psychological self- image, or both. It may be realistic in the sense that it is within the reach of the person, or it may be so unrealistic that it can never be achieved in real life.

In childhood, the discrepancy between the ideal self-concept and the basic, the transitory, and the social self-concepts is usually large. Toward adolescence, the discrepancy normally diminishes as the other self-concepts become stronger and play a larger role in determining the person's image of himself. In adulthood, and certainly by middle age, the ideal self-concept usually has little impact on the person's concept of himself.

Almost everyone has an ideal self-concept in addition to his basic and transitory self-concepts. Whether the ideal self-concept is realistic or unrealistic is determined chiefly by whether the basic or transitory self-concept dominates. If the basic self-concept dominates, the ideal self-concept is likely to be realistic because the basic self-concept is founded on a more realistic appraisal of one's capacities and abilities. Whether an unrealistic ideal self-concept will be unrealistically high or low will depend on whether the transitory self-concepts are mainly favourable or unfavourable.

Development of self-concepts

The new-born infant's state of consciousness is a "big, blooming, buzzing confusion" (James, 1890). The infant is not aware of himself as a person, nor does he differentiate himself from environment. As Allport (1961) has emphasized: One thing is quite certain: the young infant is not aware of himself as a self, he does not separate the "me" from the rest of the world. And it is pricelessly this separation that is the pivot of later life.... the infant, though presumably conscious, lacks self-consciousness completely. Gradually, because of the sensations he experiences from his environment, he begins to differentiate between the two. This is the beginning of the long process of developing a concept of self. As Jersild (1965) has written the development of self-awareness does not occur in all-or-none fashion which would enable us to assume that up to this point the child does not possess it but beyond this point he does. It is more likely that a child perceives different aspects of what he eventually calls himself with varying degrees of clarity at different times... the process of self-discovery is actively going on at least if the child is developing or

discovering new potentialities, and in a healthy person the discovery of self continues as long as he lives.

Pattern of Development

The pattern of development from one person to another is predictable.

Physical and Psychological Self-concepts

Physical self-concepts are usually acquired before psychological self-concepts. The child thus has an image of his physical characteristics before he is aware of his abilities and disabilities, his wants and needs, his roles in life, and his aspirations. In building up his physical self-concepts, however, the child is not emotionally uninvolved. Jersild has stressed that “the body image is not just a photographic impression: in common with all other aspects of the way in which a person views himself, it is likely to be coloured by feeling and attitudes” (Jersild, 1965). Gradually, the physical and psychological self-images fuse. When this happens, during late childhood, the feelings and attitudes accompanying the self-images will be fused also. Before the fusion, the young child perceives the physical and psychological aspects of himself as quite distinct. Each year, as his intellectual capacities develop and as his experiences broaden, new qualities and new potentials are added to his gradually fusing physical and psychological self-concepts. By late childhood, when the fusion is completed, he thinks of himself as one whole and single unit.

Physical self-concepts change as bodily changes occur. When bodily changes are slow and relatively minor, as in later childhood and early adulthood, physical self-concepts remain stable. At puberty, however the individual’s attention is focused on his rapidly changing appearance, and his physical self-concept changes from that of a child to that of an adult or near adult. The person approaching old age likewise changes his physical self-concept. He may reluctantly give up thinking of himself as an adult in the prime of life and come to see himself as elderly and unattractive.

The psychological self-concepts include the person's attitude towards his abilities and disabilities, his special aptitudes, his roles in life, his responsibilities, and his hopes and aspirations. This self-concept develops later than the physical self-concept. Before it can develop, the person must have sufficient reasoning ability to be able to assess his capacities and abilities in terms of socially approved standards and compare himself with others.

Social Self-concepts

Early social self-concepts or "mirror images" develop in the home. Because the child relationship with the mother is the first significant relationship in his life, what the mother thinks of the child, how he treats him, and how he interprets her treatment of him- all have a profound influence on how he thinks of himself. Should the mother be an unstable person, the young child will not only have a confused image of himself but will develop feelings of anxiety because he does not where he stands in the mother's affection. Should he feel that his mother rejects him or prefers another sibling, his self-concept will be characterized by feelings of martyrdom.

Theoretical overview of emotional maturity emotion

Emotion can be understood as a feeling state characterized by our appraisal of a stimulus, by changes in bodily sensations, and by displays of expressive gestures (Parkinson, Fischer, & Manstead, 2005). The term emotion is often used interchangeably in the study of Psychology with the term affect, but the later term refers only to the physiological manifestations of feelings. Affect may be the result of drives (innate compulsions to gratify basic needs). It generates both conscious and unconscious feelings (those of which we are not aware, but which influence our behaviour). In contrast, emotion the same as mood, a feeling disposition that is more stable than emotion, less intense, and less tied to a specific situation.

Theories of Emotion

Emotion is physiologically programmed into the human brain. Its expression is primarily mediated by the hypothalamus, whereas the experience of emotion is a limbic function. But emotion also involves a cognitive labelling of these

programmed feelings, which is at least partially a learned process. For example, two students might feel anxious walking into the classroom on the first day of semester. The anxiety would be a normal reaction to entering a new and unfamiliar situation. However, one student might interpret the anxiety as a heightened alertness that will serve her well in adjusting to the new students and professor, whereas the other student might interpret the same emotion as evidence that she is not prepared to manage the course material. The student become excited, but the second student becomes distressed (Parkinson, et al.,2005).

Primary Emotions

The primary emotions may have evolved as specific reactions with survival value for the human species. They mobilize us, focus our attention, and signal our state of mind to others. There is no consensus on what the primary emotions are, but they are usually limited to anger, fear, sadness, joy, and anticipation (Panksepp, 2008).

Secondary Emotions

The secondary emotions are more variable among people and are socially acquired. They evolved as humans developed more sophisticated means of learning, controlling, and managing emotions to promote flexible cohesion in social groups. The secondary emotions may result from combinations of the primary emotions (Plutchik, 2005). These emotions include (but are not limited to) envy, jealousy, anxiety, guilt, shame, relief, hope, depression, pride, love, gratitude, and compassion (Lazarus, 2007).

Physiological Theories of Emotion

A theory of emotion (James, 1890) developed over a century ago speculated that our bodies produce automatic physiological reactions to any stimulus. These reactions after the fact and then attempt through cognition to make sense of them. This “making sense” involves labelling the emotion. Thus, emotion follows cognition, which itself follows the physiological reaction to a stimulus. The original theory stated that a distinct emotion arises from each physiological reaction.

A few decades later, another theory was developed (Cannon, 1924) That argued that physiological arousal and the experience of emotion are unrelated. Our physiological responses to a stimulus are non-specific and only prepare us for a general fight-or-flight response (to confront or avoid the stimulus). This response itself has nothing to do with the experience of emotion, because any physiological activity may give rise to different emotional states and may not even involve our emotions at all. Thus, a separate process of perception produces our feeling of emotion. Emotion derives from the association we make based on prior attempts to understand the sensation of arousal.

Physiology-based theories of emotion lost favour in the mid-20th century, but recent brain research is once again suggesting a strong link between physiological processes and emotion. Differential emotions theory (Magai, 2001) asserts that emotions originate in our neurophysiology and that our personalities are organized around “affective basis”. All of us possess five primary human emotions: happiness, sadness, fear, anger, and interest/ excitement. These emotions are instinctual, are in a sense hardwired into our brains, and are the source of our motivations, when our emotions are activated, they have a pervasive influence on our cognition and behaviour. A key theme in this theory that emotions influence cognition, a principal opposite to that stressed in cognitive theory.

Researchers have speculated for decades about the precise locations of emotional processing in the brain. Much has been learned about structures that participate in this process, but many areas of the brain have a role (LeDoux & Phelps, 2008). The physiology of emotion begins in the thalamus, a major integrating center of the brain. Located in the forebrain, the thalamus is the site that receives and relays sensory information from the body and from the environment to other parts of the brain. Any perceived environmental event travels first to the thalamus and then to the sensory cortex (for thought), the basal ganglia (for movement), and the hypothalamus (for feeling). The amygdala, part of the limbic system, is key in the production of emotional states. There are in fact two routes to the amygdala from the thalamus. Sensations that produce the primary emotions

described above may travel there directly from the thalamus, bypassing any cognitive apparatus, to produce an immediate reaction that is key to survival. Other inputs first travel through the cortex, where they are cognitively evaluated prior to moving on to the limbic system and amygdala to be processed as the secondary emotions. Culture and the characteristics of the individual may influence the processing of stimulation because the cognitive structures (schemata) that interpret this stimulation may, through feedback loops to the thalamus, shape the neural pathways that will be followed by future stimuli (Kagan, 2007). In other words, neural schemata tend to become rigid patterns of information processing, shaping subsequent patterns for making sense of the external world.

Psychological Theories of Emotion

Perhaps the most contentious debates about the role of cognition in emotion have taken place among psychological theorists. Some psychologists have considered emotion as primary, and others have considered cognition as primary. Psychological theories in the social behavioural perspective, somewhat like physiology-based theories, assume an automatic, programmed response that is then interpreted as emotion, perhaps first consciously but eventually (through habit) unconsciously.

Psychoanalytic Theory

Freud's landmark work, *The Interpretation of Dreams*, first published in 1899, signalled the arrival of psychoanalytic theory. Freud's theories became prominent in the United States by the early 1900s, immediately influencing the young profession of social work, and were a dominant force through the 1950s. Psychoanalytic thinking continues to be influential in social work today, through the theories of ego psychology, self-psychology, and object relations, among others.

The basis of psychoanalytic theory is the primacy of internal drives and unconscious mental activity in human behaviour. Sexual drives are not "feelings" in themselves, but they motivate behaviour that will presumably gratify

our impulses. We experience positive emotions when our drives are gratified and negative emotions when they are frustrated.

Our conscious mental functioning takes place within the ego, that part of the personality responsible for negotiating between internal drives and the outside world. It is here that cognition occurs, but it is driven by those unconscious thoughts that are focused on drive satisfaction.

In psychoanalytic thought, then, conscious thinking is a product of the drives from which our emotions also spring. By nature, we are pleasure seekers and “feelers,” not thinkers. Thoughts are our means of deciding how to gratify our drives. Defence mechanisms result from our need to indirectly manage drives when we become frustrated, as we frequently do in the social world, where we must negotiate acceptable behaviours with others. The need to manage drives also contributes to the development of our unconscious mental processes. According to psychoanalytic theory, personal growth cannot be achieved by attending only to conscious processes. We need to explore all our thoughts and feelings to understand our essential drives. Change requires that we uncover unconscious material and the accompanying feelings that are repressed or kept out of consciousness.

Ego Psychology

Ego psychology, which emerged in the 1930s (Goldstein, 2008), shifted to a more balanced perspective on the influence of cognition and emotion in social functioning. As an adaptation of psycho analytic theory, it signalled a reaction against Freud’s heavy emphasis on drives and high lightened the ego’s role in promoting healthy social functioning. Ego psychology represents an effort to build a holistic psychology of normal development. It was a major social work practice theory throughout much of the 20th century because of its attention to the environment as well as the person, and it continues to be taught in many schools of social work.

In ego psychology, the ego is conceived of as present from birth and not as derived from the need to reconcile drives within the constraints of social living, as

psychoanalytic theory would say. The ego is the source of our attention, concentration, learning, memory, will and perception. Both past and present experiences are relevant in influencing social functioning. The influence of the drives on emotions and thoughts is not dismissed, but the autonomy of the ego, and thus conscious thought process, receives greater emphasis than in psychoanalytic theory. The ego moderates internal conflicts, which may relate to drive frustration, but it also mediates the interactions of a healthy person with stressful environmental conditions. If we experience sadness, then, it is possible that we are having conflicts related to drive frustration that are internal in origin. However, it is also possible that we are experiencing person-environment conflicts in which our coping efforts are not effective; the negative emotion may result from a frustration of our ability to manage an environmental stressor and thus may arise from cognitive activities.

Attribution Theory

Attribution theory was the first of the psychological theories of to give primacy to cognition as a producer of emotions (Schacter & Singer, 1962). Attribution theory holds that our experience of emotion is based on conscious evaluations we make about physiological sensations in particular social settings. We respond to situations as we understand them cognitively, which leads directly to our experience of a particular emotion.

A further refinement of attribution theory states that our initial reactions to any stimulus are limited to the sense of whether it will have positive or negative consequences for us (Weiner, 2008). This is an automatic, preconscious process. Afterward, we consider what has caused the event, which leads to modification of the emotion we feel. Our perceptions of internal versus external cause determine in part the type of emotion that we experience. For example, if we experience frustration, the emotions of shame may emerge if we decide that it is due to our own behaviour. However, we may experience anger if we decide that the frustration is due to the actions of someone else.

Richard Lazarus (2001) has proposed a three-part psychological theory of emotion based on appraisals of situations. He suggests that emotion develops when

we assess a situation as somehow relevant to a personal value or life concern. First, we make an unconscious appraisal of whether a situation constitutes a threat. This appraisal is followed by coping responses, which may be cognitive, psychological, or both, and may be conscious or unconscious. Once these coping mechanisms are in place, we reappraise the situation and label our associated emotion. This process implies that our feelings originate with an automatic evaluative judgement. We decide whether there is a threat, take immediate coping action to deal with it, and then take a closer look to see exactly what was involved in the situation. At the end of this process, we experience a specific emotion.

Social Theories of Emotion

Social theories of emotion take the view that perception, or the interpretation of a situation, precedes emotion. These interpretations are learned, and as such they become automatic (unconscious or preconscious). Social theories emphasize the purpose of emotion, which is to sustain shared interpersonal norms and social cohesion. Two social theories are considered here:

Averill's (1997) theory states that emotions can be understood as socially constructed, transitory roles. They are socially constructed because they originate in our appraisals of situations. They are transitory in that they are time limited. Finally, emotions are roles because they include a range of socially acceptable actions that may be performed in a certain social context. We organize and interpret our physiological reactions to stimuli about the social norms involved in the situation where these reactions occur. Emotions permit us, in response to these stimuli, to step out of the conventional social roles to which people not experiencing the emotion are held. For example, in our culture, we generally, would not say that we wish to harm someone unless we were feeling anger. We would generally not lash out verbally at a friend or spouse unless we felt frustrated. We would generally not withdraw from certain personal responsibilities and ask others for comfort unless we felt sad. Because of the social function of emotions, we often experience them as passions, or feelings not under our control. Experiencing passion permits unconventional behaviour because we assume that we are somehow not "ourselves",

not able to control what we do now. Our society has adopted this mode of thinking about emotions because it allows us to ourselves from some of our actions. Emotions are thus legitimized social roles or permissible behaviours when emotional states.

Mead (1934), the originator of symbolic interaction theory, took a somewhat different view. He suggested that emotions develop as symbols for communication. He also believed that humans are by nature more sensitive to visual than to verbal cues. Emotional expressions are thus particularly powerful in that they are apprehended visually rather than verbally. Our emotional expression is a signal about how we are inclined to act in a situation, and others can adjust their own behaviour in response to our perceived inclinations.

Emotional Maturity

Social and emotional development is related with the emotional maturity of the child. Emotional maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and can express them justly, skilfully and timely in different situations of life at the appropriate time in an appropriate degree. So, emotional maturity implies proper emotional control, which means neither repression nor violent expression. Emotional maturity is that characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he can demonstrate a well-balanced emotional behaviour in his day-to-day (Singh,2023).

Meaning of Emotional Maturity

Emotional Maturity implies managing our emotions in a socially approved way rather than letting them out of control. It does not mean that emotions may be able to control us. Emotional Maturity suggests controlling the emotions and not being swayed by them. It does not mean that we should suppress or repress our emotions. Our emotional maturity depicts our ability to manage and to control our emotions, as well as to assess others' emotional state and to reformulate their

judgement and actions. A person's emotional maturity is very much influenced by his/her social relationship. Emotional Maturity does not just mean involving restrictions and self-control. It implies much more than that. An adequate description of emotional maturity must consider the full scope of the individual's capacity, capability, psychic-energy and mental powers, and of his ability to function well in life. Emotional maturity indicates those conditions when an individual experiences his feelings for his psychological well-being and develops the ability to get enjoyment out of the things which he does (Singh, 2023 pp 94).

According to Jersild (1968), "Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole-hearted sorrow when an occasion for grief arises; and his capacity for experiencing anger when faced with thwarting; and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage such as must be assumed by persons afraid to admit that they are afraid."

Good (1981) has stated that emotional maturity refers to emotional pattern of an adult who has progressed through the inferior emotional stages' characteristics of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

According to Singh and Bhargava (1999), "Emotional maturity is not one who necessarily has resolved all conditions that aroused anxiety and hostility, but it is continually involved in a struggle to gain healthy integration of feelings, thinking and action."

Signs of Emotional Maturity

1. To have confidence and acceptance for one's own integrity,
2. To have the courage to face reality bravely,
3. To have self-control even in odd situations, to have the desire to serve rather than to shine, to develop the power of discrimination.

4. To have the desire to serve rather than to shine
5. To develop the power of discrimination
6. To believe oneself to be an important person
7. To recognize and face pressure from others.

Concept of Emotional Maturity

Emotional Maturity is the affective domain of one's personality construct and it also helps in the growth and development of an individual. The concept of emotionally matured behaviour at any stage of human life is that which reflects the fruits of normal emotional development. It is a characteristic which is very much essential in human life. One of the objectives of education is to help the learner to develop emotional maturity.

Students studying in the higher classes do not have much more emotional maturity, because of their inadequate control over the environmental pressures. But on the other hand, an adult due to the development of his various powers has greater control over his environmental pressures. But on the other hand, an adult due to the development of his various powers has greater control over his environmental demands as compared to an adolescent, so he possesses better emotional maturity to a greater degree.

To give meaning to the concept of emotional maturity as applied to children, it would be necessary to investigate the maturity level at various stages of human development leading up to the matured adult level. Even at adult stage, there are pronounced differences between a matured adult of 25 and a matured adult 45 which are just truly due to the developmental changes.

Cole (1954) says, "The chief index of emotional maturity is the ability to bear tension." This view lays stress upon 'self-control' and not on 'self-fulfilment.'

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tensions

to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strives towards an improved integration of his thoughts, his emotional attitude and his overt behaviour.”

Nature of Emotional Maturity

An emotionally matured person has full control over the expression of his feelings; However, he behaves according to the accepted social values, norms, and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescence burst into laughter on flimsy things or loose temper soon but an emotionally matured is free from this defect.

As one grows, he develops his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitions etc. A matured person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems. But it is undoubtedly related with his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability.

A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally matured person will have more satisfaction in life, he will be satisfied with what he is having. Of course, trying to achieve more, he will have balanced attitude. He will have more positive than negative attitude towards life. To give meaning to the concept of emotional maturity as applied to children, it would be necessary to consider maturity at various developmental levels leading up to more adult level.

Our relationships are dependent upon one total emotional development. The best way to understand our relationships is to understand our self. The single most important task for any person wishing to improve his relationships to increase his self-esteem and emotional maturity. One who opines to determine the level of one's

emotional maturity, compare one's behaviour to the symptoms of emotional immaturity and the characteristics of emotional maturity.

Mostly, emotional balance and 'emotional maturity' is taken as synonymous terms. But they are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally matured person. Emotional balanced is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual.

The most outstanding mark of emotional maturity is the ability to bear tensions. An emotionally matured person has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or devising his expectations in terms of demands of situations. An emotionally matured child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Theoretical Overview of Social Relations

Social and emotional development are paramount importance to both educational psychologists and educators. Schools, colleges and universities are not just sites for acquiring academic skills, they are also places for where young people develop a sense of who they are, negotiate relationships with others and develop an understanding of their place within their social and cultural environments (Lord, 2022).

Personality and schoolwork directly affect each other. Social maturity has been found to be significantly related to school achievement (Kim, 1968). Children with positive self-esteem are often popular; those who are liked by others also achieve well behave well in school. Social position within a class, the order of

dominance, is established early in the school year and remains relatively fixed.” The same children remain in positions of low power and isolation or dislike through the year, and the same children stay at the totem pole” (Lippitt & Gold, 1959). Those at the bottom are rejected or ignored by others, an experience which has a marked impact on their academic work. Some rejected children withdraw; others become aggressive. While the aggressive child, who disrupts the class, is more of a visible problem for the teacher, both the withdrawn and the aggressive child are likely to have very poor self-images and to do poorly in school (Yelon, & Weinstein, 1977).

Why do some children struggle in their social relationships, while others succeed? Why do some children have low self-concept? How do all the components come together to make personality given inborn temperament, parental response, and family situation. There are four main schools of thinking on child development: Psychoanalytical theory, humanism, behaviourism and developmentalism.

Sigmund Freud was the father of psychoanalytical theory. His theory is heavily biological and founded on instinctual urges. According to Freud, personality development begins in infancy, is largely constant from around the age of twelve, and then undergoes additional change during adolescence. He describes each stage of development and the corresponding personality development in terms of a certain body parts.

Further personality development may be prevented by interfering with the development process. According to psychoanalytical theory, a child who is denied enough sucking during the oral stage may grow up to be a compulsive eater; a child who is locked into anal stage, perhaps undue emphasis placed on toilet training may grow up to compulsively neat.

According to Freud (1938) human personality has three parts. The id is the infantile part, this part which desires immediate and complete gratification of physical need. The ego is that part of personality which recognizes reality and keeps the id under control. The super ego is the voice of conscience, uphold of moral law. Freud defined personality in terms of conflict among these elements, in terms of

conflict between instinctual drives and the self-control necessary to live among others.

When the conflict is too strong to resolve, defence mechanisms may be adopted. Some of these mechanisms, whose names have become part of common language, include denial of reality, in which the self protects itself from unpleasant reality by denying its existence; fantasy, in which success is achieved through imaginary accomplishments; compensation, in which success in one area “makes up for” frustration in another; identification, in which feelings of self-worth are increased by identifying the self with some one of status. The list continues, the significant factor here for you as a classroom teacher, is to recognize that children with normal personalities occasionally indulge in one or more of these defence mechanisms is not a sign of disturbance unless prolonged and inappropriate for the situation.

Douglas (1958) found that children who were lowest in the classroom social structure, least liked and respected by their classmates, use denial in the face of conflict much more often than well-liked children. The well-liked were more mature and did not find it necessary to resort to denial to handle conflict; they could handle the realities of a situation (Lippitt & Gold, 1959).

Erik Erikson (1963), whose theory is based on Freudian psychoanalytic concepts, describes eight stages of growth in terms of interaction with the world; Erikson’s theory is called psychosocial because it concerns innate tendencies as they are influenced by society. He stresses his belief that personality continues to develop throughout life, with each stage, identified a particular theme, building on the stage before. Erikson’s eight stages are:

1. Trust versus Mistrust: In this first stage infancy, children learn to view the world by the way it treats them; if their needs, especially their physical needs, are satisfied, they learn to trust people and to depend on them; if their needs are not met, the seeds of mistrust are sown. The quality of maternal care is more important than the amount of food or of loving.

2. **Autonomy versus Shame and Doubt:** the growing child begins to develop some self-sufficiency, some autonomy. Success in self-control leads to confidence; failure to shame and doubt. The classic Freudian example here is toilet training, but autonomy applies to every aspect of the growing child's move toward independence. This stage is "decisive for the ratio of love and hate, cooperation and wilfulness, freedom of self-expression and its suppression. From a sense of self-control without loss of self-esteem comes a lasting sense of good will and pride; from a sense of loss of self-control and of foreign over control comes a lasting propensity for doubt and shame". During this stage adult must be firmly reassuring so that children can develop autonomy.
3. **Intuitive versus Guilt:** "Here initiative adds to previous stage of autonomy "the quality of undertaking, planning, and 'attacking' a task for the sake of being active and on the move". The child in the stage 3 is active and energetic; he is developing a conscience, a sense of moral responsibility, as infantile drives are regulated. This child is ready to learn, "eager and able to make things cooperatively, to combine with other children for the purpose of constructing and planning, and he is willing to profit from teachers and to emulate ideal prototypes".
4. **Industry versus Inferiority:** In this period the school-age child wants "to win recognition by producing things. He develops industry". This is the latency stage, a "lull before the storm of puberty", in which the child develops a sense of competence at work, or one of inferiority and inadequacy. Children need success at this stage; otherwise, they may despair and consider themselves "doomed to mediocrity or inadequacy".
5. **Identity versus Role Confusion:** this is the stage during which adolescents are consolidating their social roles, deciding where they are going. Adolescents are "primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are". Adolescents must seek and find role identity, or they will not be ready to accept adult roles, to move

into the adult world, to establish intimate relationships. Adolescents find role identity in this “psychological stage between childhood and adulthood” by projecting ideas and having them accepted by others.

6. Intimacy versus Isolation: Young adults, knowing who they are, are ready to share themselves with others, ready for intimacy, ready to commit themselves to an ongoing relationship. Young adults who have not established role identity, and are not ready for intimacy, may suffer from “a deep sense of isolation and consequent self-absorption”.
7. Generativity versus Stagnation: Erikson’s term for creativity or productivity is generativity, but it has broader meaning because it denotes a development to the adult stage of undertaking worthwhile and fruitful activities. Erikson’s believes that generativity can also apply to other creative endeavours, but he primarily uses it to describe establishing and guiding the next generation through raising a family. Without the urge to innovate, people become immobile; they find it easier to learn and advance.
8. Ego Integrity versus Despair: Mature adult accept themselves, come to terms with the world, and defend the dignity of their own lifestyle. Accepting life, they also accept the necessity for death. All the parts of life become a total, integrated whole. Otherwise, if the life that has been lived does not appear worthwhile, a person might well succumb to despair. Despair is revealed by a fear of death and a feeling that time is too short to try another style of life.

Each person progresses through and builds upon each of the eight stages in a continuous progression. Each stage also has a negative counterpart, as implied by the theme that serves as the stages name. the struggle between a positive and negative outcome can then be seen as occurring at each stage of life, albeit in slightly different forms. The stages that are most likely to be present in school aged children are 3, 4, and 5. During each of these stages, teachers would do well to promote positive self-concept and role identification by offering opportunities for success.

Humanism

Rogers (1961), a psychologist, represents humanist who are less interested in the mechanics of learning process. According to them, education is a function of the whole person. They contend that a learner cannot truly learn unless both their intellect and emotions are engaged. They think that an individual's motivation to learn must originate from within. Furthermore, they think that environmental controls do not entirely determine human behaviour, but rather that humans mostly control it.

Humanists are psychologists and educators who emphasize essential human traits: the ability to be self-motivated, to set goals and reach for them. People determine their own behaviour, in the humanist view; they are not completely controlled by inner biological drives or by environmental forces. The key to growth then is self-awareness, understanding the self as it is and as one wishes it to be. This view is unique in giving the individual, rather than parents or teachers, the greatest responsibility for influencing the course of development.

Rogers refers to a constellation of self-concept as a phenomenal field. From the core of the field, the most significant aspects of an individual are those that the individual believes to be part of their very self. Less significance is attached to the components at the constellation outer ranges. The person responds to any threat to an object in the phenomenal field with a level of intensity commensurate with the objects position within the field.

Like Rogers, Maslow believes that everyone has an innate desire for self-actualization, or a healthy personality. Self-actualization, according to him, is the state of experiencing completely, vividly, selflessly, intently and completely absorbed. The subject is entirely human at this precise moment in time. Teachers should treat students as though they can be trusted to learn on their own to enhance the student's self-image. Its challenging, but not impossible, to treat a student with this level of respect to foster a positive personality.

Behaviourism

Behaviourist view personality as learned behaviour and behaviour as controlled by environmental forces. Behaviourist do not believe in what they cannot observe scientifically; they are therefore not at all interested in such abstractions as self-concepts, needs and drives, egos and superegos. They are interested primarily in what they can see: behaviour and behaviour as it altered by environmental factors. “What a person really could mean what he would have been like if we could have seen him before his behaviour was subjected to the action of an environment. We should then have known his ‘human nature.’ But genetic endowment is nothing until it has been exposed to the environment, and the exposure immediately changes it.” (Skinner, 1974). Behaviourist hold that personality can be purposefully shaped by altering the environment because of the strong influence that the environment has on personality.

Bandura (1967) has done a great deal of the research in imitation and modelling, believing that they play important role in forming personality. Models, those imitated by others, may be real people, story book characters, or television actors; but in each case, the modelled behaviour is what is done, not said, by the model. Personality patterns are acquired through children’s imitation of parental attitudes and behaviour. Direct teaching has less impact. Parents may find, for example, that their eating habits are imitated even though they have told their children to behave differently. “Do as I say, not as I do,” is a maximum that seldom works.

In the early years’ children are more likely to imitate adults than other children, especially adults of the same sex (Bandura & Mischel, 1965; Hartup, 1964). Models with power or status-the admired teacher or envied sports idol-are more likely to be imitated than less figures. When a teacher approves of cooperation in the classroom, children are likely to cooperate. When a teacher is enthusiastic about a subject, students are also likely to be enthusiastic.

Modelling applies all kinds of behaviour. Respected models can increase the number of people who do volunteer work, or sign a petition, or donate to charity.

When models are punished for their behaviour, modelling also has an impact; children are less likely to imitate the modelled behaviour if they are likely to expect punishment for doing so (Adkins et al., 1974).

Imitated behaviour, of course, is not always good behaviour. Aggression, for instance, because it is easily seen and because it usually gets a reaction, is frequently imitated. Teachers who yell at children may find the children yelling at each other. Parents who use physical punishment, who spank or strike a child to correct his or her aggressiveness toward other children, are providing an aggressive model to imitate. Conflict creates a model; aggressive (but not delinquent) boys were found, in one study, to come more often from homes with marked parental conflict (McCord, McCord & Howard, 1961).

Imitation also takes place when the aggressive model is televised. In one study of pre-schoolers who watched television programs that were antisocial (Batman and Superman cartoons), prosocial ("Misterogers's Neighbourhood"), or neutral (travelogues), the children who were initially somewhat more aggressive became significantly more aggressive because of viewing the cartoons (Stein & Fredrich, 1972).

Developmentalism

Developmental psychologists have examined how moral development shapes people's moral judgements, their ability to distinguish between good and bad social behaviours, like sharing and helping and negative social behaviours like lying, cheating, stealing and breaking the rules.

Hartshorne and May (1930) found that almost everyone cheats sometimes, that it depends on the situation rather than on any fixed character trait of honesty or dishonesty. And researchers also found, verbal expressions of honesty have little connection with actual behaviour.

Jean Piaget is mainly interested in intellectual development, but he also acknowledges emotional development as a parallel process that happens in stages.

Naturally, moral development and cognitive development go hand in hand because a child can only comprehend rules to the extent of their mental maturity.

Children start to consider intentions more when they get to the morality of cooperation stage. Put another way, as morality grows, children realise that sometimes bad intentions can have a greater impact than bad deeds and that cause always matters just as much as result. A child who intentionally hurts someone else is more worthy of punishment than a child who did so unintentionally. This is due, at least in part, to a child's decreasing egocentricity; as they mature and interact with others more, they become more adept at understanding other people's perspective. This allows them to consider right and wrong in terms of the individual and their circumstances, rather than just in terms of objective fashion.

Kohlberg has taken Piaget's developmentalism considerably further and has constructed a theory involving levels of moral growth through which children progress, much as they progress through stages of cognitive growth. By moral development, Kohlberg does not mean to suggest simply increasing knowledge of cultural values; instead, he defined it as "transformations that occur in the child's form of thought and action. As children grow older, they think about the same issues in a different way" (Turiel, 1973).

According to Kohlberg (1968) "all movement is forward in sequence and does not skip steps. Children may move through these stages at varying speeds, of course, and may be found half in and half out of a particular stage. An individual may stop at any given stage and at any age, but if he continues to move, he must move in accord with these steps". As stated by Kohlberg, moral development must be attained internally through a process of development. However, it can be promoted by giving children the chance to talk about moral matters.

Impact of the school on Personality

Although a person's innate temperament and parental reactions may have the greatest impact on how their personality develops, education also has a significant

effect. Preschool years may set the foundations of personality, but experiences later in life shape how this fundamental personality is expressed.

There has been much debate over whether social values should be taught in schools and whether educatory should try to affect student's personality development. However, social development education does exist, whether it is conscious or not. Teachers serve as a role model for students. Just as parents serve as role models for their offspring, with their deeds speaking louder than their words. Teachers can create a similar atmosphere in the classroom to that of parents, who can create a warm, nurturing environment where children are encouraged to grow and develop as individuals.

How can a teacher foster a positive and well-rounded personality?

1. Consider how your actions affect children's emotions and how they develop emotionally. Children will flourish, achieve, and behave well in a classroom that is enjoyable in a laid-back and supportive manner, where all students feel liked and competent by the teacher. Certain children may experience intense feeling of worthlessness and inadequacy if they receive harsh, arbitrary, and punitive discipline; if they are singled out as favourites; or if the teacher permits groups to form that reject the students.
2. It is important to keep in mind that developing a positive self-concept can help with learning and personality development. Give them chances to succeed, which you can then acknowledge and strengthen.
3. As an educator, set an example that you want your pupils to follow. Children will imitate your mature behaviour if you exhibit it yourself; conversely, if you behave immaturely by became resentful and harsh with others, the children will also likely imitate that behaviour.

Social Contract Theory

Among the many theories concerning the relationship between the individual and the society is the social contract theory. In the 17th century Thomas Hobbes,

writing in his famous book “Leviathan” maintained that society has conceived to protect man from his irresponsible, animal and egoistic tendencies. According to Adam Smith and his followers, society is an artificial device created to foster a mutual economy. In the 18th century the French Philosopher Rousseau supported the theory that individuals came to an understanding and deliberately formed society. Among the other supporters of this theory were John Locke (1632-1704) and Hobhouse (1588-1679). According to this theory, in nature all men were born free and equal. Individuals precedes society. Individuals made a natural agreement and created society, giving it certain rights and authority. In this way, society is an artificial creation, and it has no right to dispossess the individual of his fundamental rights of the individual only to the extent to which it has been granted rights, to the extent to which authority has been vested in it.

MacIever and other modern Sociologists look upon the social contract theory as illusory. The theory is based neither on historical facts nor on logical grounds. Its conception of the individual apart from society does not seem to be correct, secondly, its conception of the individual as preceding the formation of society is also incorrect because socialization is a necessary condition for the development of personality. MacIever has written that the question of society or individual being before or after does not arise. Both have been together from the very beginning since, without individuals, the inception of society is impossible and without society, the individual cannot remain separate.

Organic Theory of Society

According to this theory, society is an organism whose structure and functioning resemble those of the human being, and which also develops according to same laws. The cells of this organism are individuals. Associations and institutions are its arteries. In the words of Spencer, “Social structure can be compared to an animal body whose system of nutrition has its counterpart. In society in the industrial and agricultural systems, the circulatory system with the heart, arteries and veins, corresponds to the communication and transport system of nation, the nervous system to the government and so on”.

The main defect of the theory lies in it reducing the relation of individual and society to the relation between the cell and the body. The two relations do not permit of analogy, since there are clear differences between them. The individual is a conscious being. He has his own brain, and he himself thinks and contemplates. On the other hand, the cells of the body do not have any consciousness of their own. They have no individual existence apart from the body. It is incorrect to consider society as an organism of individuals. In the words of MacIver, "the only experience we know is the experience of individuals, and it is only in the light of their interest, their hopes and fears that we can assign any function and any goal to society. When we speak of the group interest, we only mean the interest in the group which its members or any of them feel".

Group Mind Theory

The idealistic and group mind theories look upon society as a mind. In the words of Plato, "civil society is a mind writ large". Hegel writes, "society as manifested in the state" is a natural organism representing a phase of the historical world process or absolute. The state not the individual, is the real person. The individual has reality only in so far as he is a member of the state". this school of thought has been upheld among others, by Green, Bradley and Bosanquet in England, Emerson in America and Wagner and Wundt in Germany. Durkheim has written, "social mind is an existence distinct (not apart) from the minds of the individuals and is superior to them. This mind collective consciousness is the higher form of psychic life. It tends to absorb the individual mind from which it differs not only in the richness of content but also in kind".

Society and Individual

The conception of social mind is doubtful. The social contract theory and organic theories contradict each other. According to the first theory, there is no synthesis between society and individual and according to the second there is no difference between the two. All these theories bear witness the intimate relation between the society and the individual but apart from this, each is one sided. In the words of MacIver and Page, "No one can really be an absolute individualist, any

more than only one can be an absolute socialist. For the individual and society interact on one another and depend on one another”.

Concept of Social Relations`

The sociology has been often defined as a science of “social relations”. Such important fields of social research as sociology of ethnicity, economic sociology, and political science are interested (respectively) in “ethnic relations”, “industrial relations” and “international relations”. When dealing with the problematic of social (“human”) relations, we should face the problem of the ways of conceptualization of similar phenomena. The sociology of ethnicity, economic sociology, political sciences and other fields of macrosociology conceptualize their problematic rather in terms of “social relations” than in terms of “interactions” (Mucha, 2003).

Weber’s Sociology of Social Relations

According to Weber the concept of social relationship is introduced via the concept of “social action”, and it precedes the analysis of such concepts as usage, custom, self-interest, legitimate order, conflict, association, power and domination. What people do, or what they are involved in, is their “behaviour- be it overt or covert, omission or acquiescence”. Action is a behaviour to which the actor “attaches a subjective meaning”. “Action is ‘social’ in so far as its subjective meaning takes account of the behaviour of others and is there by oriented in its course”. Social action can be oriented to the past, present or expected future of one’s behaviour (Mariola,1978).

The “social” character of human action is not opposed by Weber to its potential “individual” character. On the contrary, Weber is interested first and foremost in the social character of individual action. Social character is ascribed to an action insofar as it considers the behaviour of other people. An action of human individual is of a social character regardless of whether it considers the behaviour of another individual or of an aggregate of individuals (Mucha, 2003).

“Max Weber was obviously aware of the fact that there have existed social entities other than individuals. Examples are states, associations, business

corporations, and foundations. According to Weber social relationship is used to denote the behaviour of a plurality of actors insofar as, in its meaningful content, the action of each takes account of that of the others and is oriented in these terms. The social relationship thus consists entirely and exclusively in the existence of a probability that there will be a meaningful course of social action- irrespective of the basis for this probability.”

“A social relationship is characterized by “at least minimum of mutual orientation of the action of each to that of the others. Its content may be of the most varied nature: conflict, hostility, sexual attraction, friendship, loyalty, or economic exchange. Hence, the definition does not specify whether the reaction does not specify whether the reaction of the actor is co-operative or the opposite”. Weber considers conflict or hostility as social relationships (and not for instance, as the breaking of relationships) because among other things, this approach must assume that social relations appear not only within a unified social realm but can appear between two or more different parties.”

In the Weberian sense, social relationship does not mean that the partners understand each other very well, that they accept a common definition of situation. “The subjective meaning need not necessarily be the same for all the parties who are mutually oriented in each social relationship; there need not in this sense be “reciprocity”. A social relation can, therefore, be unilateral or “asymmetrical”. It still is a social relation, a case of mutual orientation, “insofar as, even though partly or wholly erroneously, one party presumes a particular attitude toward him on the part of the other and orients his action to this expectation”. According to Weber, a social relationship of completely and fully corresponding attitudes “is in reality a limiting case”

Social relationships in Weberian Sociology can be etymologized in various ways. The first typology would depend on the length of their duration. A social relationship can be of fleeting character or be relatively permanent. In the second case “there is a probability of a repeated recurrence of the behaviour which corresponds to its subjective meaning and hence is expected”.

In the second typology, the subjective meaning of social relationships can be changeable or permanent. When for instance, a political relationship based on solidarity transforms into a conflict of interests, a problem arises of whether a new relation has appeared or whether the old relation has perhaps acquired a new meaning. It is also possible that the sense of one dynamic relation is partly constant and partly changing (1978:28).

In the third typology, the sense of a social relation can emerge in a spontaneous way or can be agreed upon by mutual consent. Weber is interested first and foremost in the second possibility. When we have to do with incidences of this mutual consent being agreed upon, the rational of the relationship count “in some degree on the fact that the other will orient his action to the meaning of the agreement as he (the first actor) understands it” (1978:28).

The fourth typology divides relationships into communal and associative. A social relationship is communal when the orientation of social actions of its participants “is based on a subjective feeling of the parties, whether affectual or traditional that they belong together” (1978:40). A social relationship is associative when the orientation of social actions of its partners “rests on a rationally motivated adjustment of interests or a similarity motivated agreement. It is especially common for the associative type of relationship to rest on a rational agreement by mutual consent. In that case corresponding action is, at the pole of rationality, oriented either to a value-rational belief in one’s own obligation, or to a rational expectation that the other party will live up to it” (1978:41). According to Weber, the most real social relations have a partly communal and partly associative character.

The last, Weberian typology of social relations divides them into open and closed. It is valid in case of both communal and of associative relationships. “Asocial relationship will be spoken of as ‘open’ to outsiders if and insofar as its system of order does not deny participation to anyone who wishes to join and is able to do so” (1978:43). A social relation is “closed” against outsiders so far as, according to its subjective meaning, and its binding rules, participation of certain person is excluded, limited or subjected to conditions. Whether a relationship is

open or closed may be determined traditionally, effectually or rationally in terms of values or of expediency” (1978:43).

Max Weber introduced another interesting characteristic about open and closed relationships. An “organization” is such a closed relationship in which “regulations are enforced by specific individuals: a chief and possibly an administrative staff. Organized action is (a) either the staff’s action, which is legitimated by its executive or representative powers and oriented to realizing the organizations order, or (b) the members action as directed by the staff (1978:48).

Znaniecki’s idea of Social Relations

Florian Znaniecki’s sociological theory, as much as Max Weber’s theoretical system in this discipline, is based on the concept of “social action” and the concept of actor.

According to Mariola Flis, Znaniecki’s model of action refers first and foremost to individual human acts; this model can also be used when studying group dynamics. According to Znaniecki, in social life the acting subject can be also an object of social action: “Social value to which the action refers, i.e. individual or group he is the actions object, in this character in which this object is given to the agent, object of action is the same time an agent” (1988:280). “A relation is a combination or two series of dynamic social acts of two individuals or groups or a group and an individual, as partners of the relation; each partner is a subject of its own series of acts and an object of a series of acts and an object of a series of acts of the second partner” (1988: 280-281). Znaniecki has in mind the social relation between one individual and another individual, a group and another group, and finally between an individual and a group.

Znaniecki theory resembles the Weberian model in the fact that a social relation is a system of (first and foremost) two acting partners and the fact that this relation is basically a part of a larger concrete social collectively. In Znaniecki’s opinion it does not have to be so, but it usually is so, which has important consequences. “A particular social relation can be un isolated and belong to a more

general system of organization of a social group, in fact majority of permanent and recurring relations in this way included in a larger entity. In this case, to the above-mentioned elements of this social system we must add the sanction which is to induce an individual (or smaller group) to conditional realization of conditions that are to be a real base of the activities of the second partner; the same demand is posed by the sanction on the second partner (1988:282). It should be stressed that the common base of a relation, which is made up of the larger collectively can, but does not have to exist. When it does not exist the norms regulating social relations are “empty” which means that there are no sanctions to support them.

The important feature of social relations and of the uniformity of many (meaning not all) of them are norms. They determine the activity of partners; social norms have a reciprocal character they can be enforced by sanctions. Norms, the observation of which is demanded from a concrete partner, are social obligations. When the observation of norms is not enforced, they stop being “actual”. Obligations however, last even when an agent does not follow them, “if other elements of social relations exist. On the other hand, obligation ends when the social relation ends, while the norm, although it ceases to be actual, never does end and always can be resumed” (1988: 293). Every social relation contains at least two obligations which are different partners. They are, however, always obligations of all the parties.

A social relation does not have to imply a real interaction between the partners. Social contact is necessary, however, and it is this element of the platform (base) common to both partners which enables and determines the interaction, and which makes their mutual obligation observed. It is social contact which creates a permanent, purely social unity between individuals and/or between groups which enter a social relation (1988:297-299).

According to Znaniecki’s the problematic of the educational relation, a relation between an individual and a group to which he belongs, the concept of relation is introduced not so much by the concept of relation is introduced not so much by the concept of social action, as by the concept of contact. Social group

occurs when one group “performs a collective action (either in the form of action of all its members or by its representatives) which influence the social content of the second group, there by modifying its value system and causing its reaction” (1973:62).

The permanent influence of the groups on each other and can be symmetric or asymmetric. When they are symmetric, we have to do with a relation of equality. Examples of nation-states united by a treaty, relations of a state and the church (when regulated by the concordat). In this model of group there is a relation of equality between groups only when they are “positively” tied with each other. In the second case (asymmetry) “when one group fully or partly determines both its own obligations and obligations of the second group”. We have to do with relations of “domination/ sub domination” (1973:62-63) e.g. relation between state and the public school is, between state and its constituent communities between church and a religious order.

When social interaction between two individuals occurs, usually one of them, ‘A’ initiates it by performing a social action intended to influence another, B; then B reacts i.e., performs an action in consequence of A’s action. Sometimes each of them independently starts a social action bearing upon the other, and each reacts to the other’s action. In any case connection between a particular social action and the reaction to it is an elementary fact of social interaction, though it may also be a component of a complex system” (1965: 86).

Znaniecki is opinion that social thinkers have devoted more attention to social conflict than to social cooperation. In modern times, however, they might find objective reason for the priority of cooperation, since the latter is the essential for the very existence of human collectively. “Moreover, investigation of the origin of inter individual conflicts indicates that many of them are dues to external influences which disturb such cooperation already existed, while intergroup conflict presupposes close cooperation within each conflicting group. This means that, without adequate knowledge of social cooperation no scientific generalization about social conflict are possible”. Therefore, investigations of social cooperation are the

primary task of sociology, and investigation of social conflict is its secondary task (1965: 17-18).

According to Znaniecki, social conflict can have a significant influence on social relationships. He suggests that certain conflicting interactions are not only acceptable within these relationships, but they are also necessary due to the cultural expectations of the relationship. Examples of such relationships include competitive sports, games of chance, and intellectual competitions where conflict is a part of the positive evaluation of the individuals involved. Social relations within communities do, in fact, constitute a continuous and ongoing social phenomenon. When new people join communities, new social ties are constantly formed, and those who were already a part of the community grow to be powerful figures in relationships they were not before. This means that past social ties eventually disappear. Furthermore, during this process of “evolution”, fresh patterns of relationships extend beyond the boundaries of communities and extend to neighbouring groups.

Sociometry

Meaning of Sociometry

“Who shall survive?” by Moreno (1934) is considered a seminal work in Sociometric. It is the study of the attraction and repulsion between members of a group and other groups (miniature social systems) or between groups and individuals.

Definition of Sociometry

To put it another way, sociometry is a way to depict the total configuration of relations graphically and simply among the members of any given group at any given time, according to Helen Jennings, a pioneer in the field. Franz can briefly see the main lines of communication and the entire Ruleidoscope of attraction and repulsion among members of the group.

Moreno (1969) defines “sociometry is a mathematical study of psychological properties of populations, the experimental technique of and the application of quantitative methods. Sociometry is the science of group organizations”.

Hancerlioglu (1987) defines “sociometry as experimental and/or applied small group sociology that tried to evaluate individuals according to their place in the group and their relationship with other individuals by numbers and measurable concepts”.

Technique in Sociometry

The Sociometric test is the foundation of this science. Sociometric techniques include several devices, including the Sociometric test, that ask groups to participate in activities relevant to the group’s life. Each group members may be asked to specify with whom he or she would like to play, study, solve problems, lend, borrow, lend and borrow etc., depending on the group’s character.

Depending on the nature and function of the group, the researcher’s focus shifts to the types of interactions that members engage in. for the most part, Sociometric studies rely on questionnaires, surveys, and interviews. Examining records is another technique that can find the needed data. However, rather than simply gathering data, sociometry should be viewed a narrowing one’s focus and a means of analysing that focus.

If a researcher wants to know what is happening in a group, he or she must observe members’ behaviour. The researcher must concentrate on how team members interact with one another, their relationship, who initiates interaction (the orientation role), and during such an observation.

In Sociometric terms, one student may be regarded as the class’s most popular because he or she receives the most greetings. These are the solitary ones. We might also discover that students have exchanged greeting cards back and forth, for example, a sending to B and B sending to A. there may be some cliques (i.e., sub-groups of students) with which mutual greeting has occurred during our observation, known as the mutual choice.

Some of the questions asked in the Sociometric questionnaire were about whom you would like to interact with and whether you would like to engage in this type of interaction with them. The respondent is not limited to selecting the first three or four people in order of preference when asked to name all the people in a group they would like or dislike as their best friend, roommate, or co-worker. When conducting an interview, people in a big group are often asked to choose or reject the first few people in alphabetical order or based on personal preference.

He insisted on asking for unlimited choices or rejections, recommending that respondents be permitted to provide as many options as they desire or reject them completely. No one can deny that allowing the group's members to express themselves freely would go a long way toward providing a sensitive and objective portrait of their independents.

However, the individual respondent may be limited in the number of choices or rejections that he or she can make (three or four). This rejection is largely necessary if the group under Sociometric analysis is large. (pp. 86-87).

Peer status refers to how students are received by the social group. One-way scientists assess this is to ask students which classmates they like, or prefer to play or work with, and which they dislike. This is known as a Sociometric method. This method is used with children from preschool to high school. It results in five categories of peer status. (Begin & Bergin, 2012)

1. Popular children (about 15%) are liked by many peers and disliked by few.
2. Rejected children (about 15%) are disliked by many and liked by few.
3. Neglected children (about 10%) receive few liked or disliked votes; they go unnoticed by most children.
4. Controversial children (about 6%) receive many liked and disliked votes.
5. Average children (40 to 60%) are moderately liked and disliked.

Notice that rejection involves active dislike, avoidance, and exclusion by peers, not mere neglect. Most children are average, and the fewest are controversial (DeRosier & Thomas, 2003). Scientists use the term “Popular” to mean “well liked”. But when teachers or children are asked who is popular, they nominate some children who are not well liked, like Lydia and Eleanor. These children may be controversial (especially girls) or rejected (especially boys). Psychologists call these children “bully-leaders” or “tough/popular”. Although they are more disliked than popular or average children, they manage to have high status. They are readily identified by 5th grade, and sometimes even as early as 2nd grade.

Figure 6

Types of Peer Status

	Many positive Nominations	Few Positive Nominations
Many Negative Nominations	Controversial	Average
Few Negative Nominations	Popular	Neglected

Figure 7 shows that most students are average, and the fewest are controversial.

Individual Diversity in Peer Status

For many children, peer status is stable. Peer status is stable. Roughly 40% of elementary students maintain their status over a year and 25% over four years. Controversial and neglected children are most likely to change status, and rejected children are least likely. Thus, popular children are likely to stay popular, and rejected children are likely to stay rejected across time between kindergarten and high school (Cillessen & Mayeux, 2004; Gazelle & Ladd, 2003; Hymel, Vaillancourt, McDougall, & Renshaw, 2002). However, it is possible for some

rejected children to become more accepted over time, if they become less aggressive. Such improvement gets less likely as children grow older.

What Predicts Peer Status

Students are accepted or rejected for a reason-usually their social competence. There are four aspects of social competence: Prosocial behaviour, aggression, social withdrawal, and social skills. Peer status is also measured with sociograms or social maps of the classroom.

Prosocial behaviour

Prosocial students are liked by nearly everyone, have many friends, make new friends easily, are listened to, and are leaders. A study of White and Latino 3rd, 4th and 5th graders found that popular children were more prosocial were as rejected children were less prosocial than other children (Greener,2000). Prosocial behaviour predicts popularity from preschool through high school.

Aggression

Rejection may cause students to behave aggressively at school, but the reverse is also true; aggression causes rejection. Aggressive students tend to be rejected by their peers from preschool through high school (French & Conrad, 2001; Pedersen, Vitaro, Barker, & Borge, 2007). Students do not like peers who hit them, snatch their belongings, or insult them. The greater the aggression, the greater the rejection. Rejected and controversial students are more aggressive than average students, who are more aggressive than popular students. (Putallaz et al.,2007).

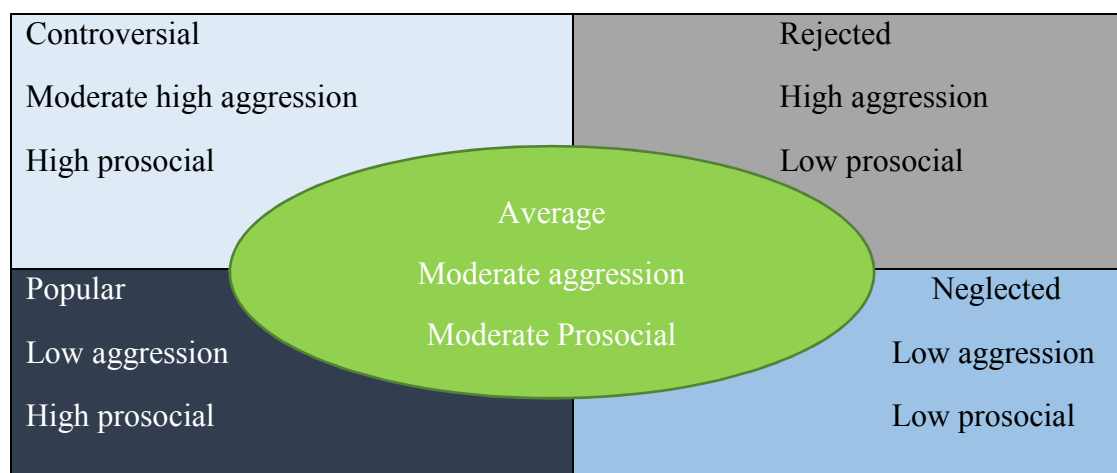
Figure 7*Relations between Peer Status and Social Behaviour*

Figure shows relationship among prosocial behaviour, aggression and peer status. While most aggressive students are rejected, there is a subset of aggressive students who have high social status but are not well liked by peers. These bully-leaders, or tough/ popular students, may have attributes that compensate for their aggression, such as attractiveness, cool clothes, athletic prowess (especially for boys), and involvement in extracurricular activities (Farmer, Estell, Bishop, O'Neal, & Cairns, 2003; LaFontana & Cillessen, 2002). Tough/ popular students have less-irritating behaviour-less argumentativeness, disruption, hyperactivity, and inattention- and are more covert in their aggression than rejected students. They may use social aggression, such as pointedly excluding some students to maintain their social status, rather than overt, physical aggression.

Social Withdrawal

Some rejected students are not aggressive, which means that there are other routes to rejection (French & Conrad, 2001). Rejected-withdrawn students withdraw from social interaction, like extremely shy, non-social students who are shy even in the context of familiar peers. Rejected-withdrawn students may be sad, play alone, watch peers play, seldom talk, have easily hurt feelings and have trouble making friends.

Children reject withdrawn peers as early as preschool if their timid, nervous behaviour is extreme. Young children are tolerant toward more moderately withdrawn peers. However, by 3rd grade on through high school, withdrawn students tend to be rejected by classmates (Rubin, Coplan, & Bowker, 2009).

Social Skills

A final route to peer rejection is through odd behaviour or poor social skills. A final route to peer rejection is through odd behaviour or poor social skills. Entering the ongoing activity of a group requires social skill, and many entry bids are rebuffed. Student's skill in group entry affects their peer acceptance. Popular students listen to the group, figure out what they are doing, and make comments relevant to ongoing activities as they enter the group. Unpopular students call attention to themselves, try to take control, or appeal to adult authority. (Putallaz & Wasserman, 1990).

Students may be rejected for other reasons as well, such as physical unattractiveness or hyperactivity (Hymel et al., 2002; Stormshak et al., 1999). They may behave oddly, like making strange noises, talking to themselves, or making odd faces.

Parenting influences

Parents also influence children's peer status by the way they select their child's peer world. Parents choose-within limits-neighbourhood, school, childcare, lessons, and community activities for their children. Safe neighbourhoods with sidewalks, playgrounds, and closely spaced houses provide more opportunity for peer interaction than do wealthy neighbourhoods where each house is its own castle, rural settings without recognizable neighbourhoods, or dangerous urban neighbourhoods where people are afraid to go out.

Parents can also directly coach their children's social skills. Popular children have parents who direct their toddler's peer play, but by peer school age they direct play only when needed, in contrast to parents who are overly involved and intrusive. Their coaching might involve stopping their child's aggression; showing how to take

turns; suggesting strategies for entering a play group; framing conflict in a positive way, such as “he didn’t mean to knock your tower down”; and encouraging resilience, such as “you can build one” (Colwell, Mize, Petti, Laird, 2002). By middle childhood or adolescence, parents of popular children mostly monitor their children’s peer interactions, rather than directly intervening.

Review of Related Studies

Studies on Parent-Teacher Involvement

In this section comprises several studies that have been conducted in the past on Parent Teacher Involvement. Researchers all over the world have done several studies on parent-teacher involvement and its related problems. Some of the studies and its findings are presented in this chapter. This section presents studies on Parent-Teacher Involvement in chronological order.

Monisha and Vaidharani (2024) conducted a study on Parental Involvement and academic stress among higher secondary school students. The participants were parents and students. Data collected from 200 samples. The sample was selected using Purposive sampling method. The tools used were academic stress scale and parental involvement scale. The research found that there is an average level of parental involvement, so the students showed moderate level of academic stress. The study also found that there no significant difference in parental involvement between boys and girls.

Huot, Hok, Kumar and Heng (2024) explored the benefits of teacher involvement in guiding high school students’ orientation toward personal and educational growth. The study examines the beneficial effects of teacher involvement on various facets of students’ growth, ultimately preparing the students for the success in the future. The study recommended that good relationships facilitate communication and trust, which improves teachers’ comprehension of the needs and objectives of each student. And giving students the information they need to improve the relationships, manage stress, and make informed decisions, educators can help students overcome social and emotional challenges.

Ying and Kutty (2023) studied Parental Involvement and Peer Relationships towards Primary School Students' Social Awareness. Aim of this study is to understand the factors that affect a child's social awareness. A survey research design was used to determine the relationship between peer relationships and parental involvement with the social awareness of primary school students. The sample consists of 410 primary school students aged between 10-12 which were selected using random sampling technique. The results of Pearson's correlation analysis indicate a strong and positive relationship between parental involvement and social awareness of primary school students. The study suggests that parents should recognise the role of their participation in school related and their child's daily activities for improving students' social awareness. The study found that parents and teachers should take the initiative and support their children in developing positive peer relationships to improve their social awareness.

Rickert and Skinner (2023) measured the importance of warm involvement from both parents and teachers in shaping students' academic engagement. The sample consists of 1011 third, fourth, fifth and sixth graders. Data were collected from students in the fall and spring of a single school year. In this study structural equation model was used to analyse the data. The study found that parent and teacher warm involvement positively predicted changes in students' academic engagement and it also found that student's sense of relatedness, competence, and autonomy mediated the relationship between warm involvement and academic engagement.

Ikhlas & Mokhtar (2022) examined Parental Involvement towards Students' Formation in Daily Secondary Schools. this study looks at earlier studies on the impact of parental involvement on students' development in daily secondary schools. Based on the analysis of research conducted in Malaysia and other countries parental involvement can be broadly classified into two categories: at home and in school. This study selected both national and international studies which is conducted over the past five years. The research findings demonstrated that, parental involvement in their children's education both at home and in school results in

higher levels of achievement. The results indicate that some studies showed parental involvement has no effect on children's academic success. According to certain studies when a child enrolls in secondary school, the degree of parental involvement declines. The study concludes that there are other factors besides parental involvement that effect student's success or failure in school.

Wang and Lin (2022) aimed to investigate the effects of parental involvement and group permeability on migrant students perceived personal discrimination and social integration. The participants were 755 migrant students at three schools in mainland China. The study found that parental involvement moderated the negative impact of perceived personal discrimination on group permeability and played a significant moderating role between perceived personal discrimination and group permeability. The findings suggest that by enhancing group permeability and parental involvement we can decrease migrant student's perceptions of personal discrimination and there by improve their social integration.

Soomro and Malik (2022) examined the relationship between the parental involvement academic self-concept of the private and government secondary school students. There were two hundred participants; one hundred were government school and the other hundred were 6th to 8th grade students at private schools. The parents were between the ages of 35 and 45, and the children's from 11to 14. Parental involvement scale was given to the parents and children's academic self-concept also measured. The children also reported that their mother or father's involvement in these studies. The research findings demonstrated a positive relationship between parents' involvement and students' academic self-concept. Students' academic self-concept was found to be significantly predicted by parental involvement. Compared to parents of students attending in government and private school, the parents of private school students are more involved. The study concludes raising awareness in government schools about the need for parents to be more involved in their children's education to improve learning outcomes.

Wang (2022) studied Parental Involvement in education. (C2020). The study investigates the barriers as well as characteristics and best practices of parents who

are engaged in their children's school education. To assess the parental involvement in Lebanese schools involves employing a single case study design. The study used qualitative analysis. The instruments were a researchers' reflective journal, semi-structured interviews with parents, teachers and heads of divisions, observation of parent teacher meetings and analysis of school documents. Triangulating the data results was carried out to enhance the reliability and credibility. The findings further indicated that the parents who were actively involved experiences a positive impact on their children's' academic achievement. The implications of the study include awareness for parents, preservice teachers, and school administrators of the importance of involving parents in their education. The study conclude that the involvement may be accomplished by various practices such as attending school meetings, cooperating with the school, following up closely on children's progress, and providing support and remediation at home.

Edwards and Taasobshirazi (2022) examined the relations among social presence, teacher involvement, expectancy, task value, cognitive and behavioural engagement in online learning. The sample selected for the study is 122 college students. Path modelling was used to analyse the survey responses of college students. The results indicate social presence predicts expectancy, task value, and behavioural engagement. The findings also revealed that teacher involvement has no effect on expectancy, task value, or engagement. The study concludes that task value more critical to cognitive engagement than expectancy.

Alizada and Qurbanova (2022) analyzed the role of teachers in the socialization of adolescents. The participants were V-IX grade students. To assess teacher student relationship surveys were conducted with students and parents. The research found that a student's socialization is greatly influenced by the type of interactions he has with peers and teachers. The study also found that the emotionally charged pedagogical activity that a teacher engages in with a class frequently assists the student in releasing tension within the family. The research findings demonstrate that the teacher influences the family's demographics, the

students' demographic profile, the parents pedagogical background, the family's mutual relationships, cultural level and students' social development.

Parmar and Nathans (2022) studied parental warmth and parental involvement as predictors of academic achievement and behaviour problems. Participants were Indian seventh through ninth grade students. The findings indicate that parental warmth and parental involvement were significant predictors of academic achievement and behaviour problems for boys. Among girls' parental warmth was the significant predictor of academic achievement and behavioural problems. The research also suggests the need to increase the awareness of the importance parental involvement for children in India.

Sezer (2021) aims to reveal teacher induced violence in the classroom and its effects on the development of students: A phenomenological analysis. Data collected from 32 undergraduate students. Semi-structure interview was used to collect data. The collected data were analysed by inductive content analysis technique. The study found that teacher-induced violence affects students' academic, social and emotional development negatively. Results from focus group interviews reveals that teacher violence has long term effects on students' development. The study conclude that teachers should exhibit positive personal and professional attitude and behaviours and never use violence to educate students.

Pope and Thompson (2021) conducted a study on effects of teacher involvement in students' lives both inside and outside the classroom. The study found that there is a need for teacher involvement in students' lives both inside and outside the classroom and the clear correlation between students' academic success and teacher's involvement in their life. The study also found that the teacher involvement is linked to student's school adjustment and their overall academic success.

Valiente., Swanson., Fraser and Parker (2020) observed the emotion related socialization in the classroom: Considering the roles of teachers, peers and the classroom context. The study examines how teachers contribute to students' socialization in the classroom, particularly how they indirectly and differently shape

their academic and emotion related. The purpose of this study was to investigate socialization in preschool and elementary school classrooms. The study applies elements of heuristic model to study socialization in classrooms proposed by Eisenberg, Cumberland, and Spinrad (1998). The researchers investigate socialization in this context, they consider the amount of time students spend in school, the emotional nature of social interactions between teachers and students, and the emotions students frequently experience in the context of academic work. The study found that students' academic and emotional outcomes are shaped by teachers, peers and the classroom environment. The study concludes that enhancing classroom socialization encourages students emotional and intellectual competency.

Kansara and Makwana (2020) analysed parental involvement with reference to gender, area and type of school. The samples were 240 secondary and higher secondary school students: 120 from urban and 120 from rural area. Data collected through personal data sheet and parental involvement scale developed by Vijay Laxmi Chauhan and Gujnan Ganotra Arora (2019). F test was used to analyse the data. The study found that male student has significant impact on parental involvement and the study also found that urban area had a significant impact on parental involvement than rural area.

Sigh and Banerjee (2019) conducted a study of parental involvement among tribal students with reference to Anuppur District of Madhyapradesh. The main objective of the present study was to assess the status of parental involvement among secondary school tribal students and compare to their gender and type of school. The study adopted descriptive survey method. The participants were 174 tribal students. The sample of the study was drawn from the secondary schools of Anuppur districts of Madhyapradesh by using random sampling technique. Tools employed to collect data were the Parental Involvement scale developed by Vijayakumari Chauhan and Gunjan (2009). Percentage analysis, bar diagram, pie chart and t test were used to analyse the data. The findings revealed that the parental involvement is not found optimum among tribal students, as most of the tribal students have low (24.7%) Moderate (26.4%) and high level (24.7%) of parental

involvement. But a few of students have very low (6.3%) or very high (17.8%) level of parental involvement. The results support that there is significant difference in the level of parental involvement between male and female tribal students, and difference if found favour of female tribal students. The results also show that there is significant difference in the level of parental involvement between government and private school tribal students where the difference is found favour of private school tribal students.

Lara and Saracosti (2019) examined the effect of Parental Involvement on Children's Academic Achievement in Chile. The present study aims to analyse the associations between parental involvement in school and children's academic achievement. the sample selected for the study were 498 parents or guardians whose children attended second and third grade in 16 public schools. The tool used for the present study are parental involvement scale proposed by Hoover- Dempsey and Sandler (2005). Hierarchial cluster analysis was utilised to determine parental involvement profiles based on the five subscales of parental involvement. According to the findings of cluster analysis the division of the participants into three groups was the best solution. From the results the investigators conclude that three distinct parental involvement profiles (high, medium and low) based on varying parental involvement scales (at home, at school, and through invitations extended by the children, the teachers and the school). the findings indicated that the parental involvement profiles differed in terms of academic achievement scores; the children of high and medium involved parents achieved more academically than children of low involved parents.

Rickert (2019) investigated the combined effects of parent and teacher involvement on the development of adolescents' academic engagement. Two longitudinal studies were conducted. In study 1 to frame an examination of the combined influence of parent teacher warm involvement on the development of students' academic engagement and the reciprocal effects of adolescent engagement on adults continued involvement across a single school year for 5,6 and 7 grade students dynamic path analysis was used. In the second study mediation path

analysis was used to determine if the combined effects of parent and teacher warm involvement on adolescents' engagement were similarly or differently explained by an engendered sense of relatedness to others across a single school year for 3,4,5 and 6 grade students. The findings indicate that the combined effects of parent and teacher involvement can positively impact adolescents' academic engagement.

Spilt, Leflot, and Colpin, (2019) examined the role of teacher involvement in preventing increases in children's depressive symptoms in elementary school. The participants were 570 children and 30 teachers from 15 elementary schools. Results showed the protective role of teacher involvement in the development of depressive symptoms. The study also suggest that teachers may become less involved overtime when they perceive a child as more depressed.

Roy and Garcia (2018) reviewed the role of Parental Involvement and Social/Emotional Skills in Academic Achievement: Global perspectives. This systematic literature review aims to investigate the international viewpoints regarding the contribution of social/emotional skills and parental involvement to the academic success of school age children. A multistage filtering analysis process reveals contextual differences between culture as well as important information about the key issues surrounding parental involvement in various countries. It also reveals the characteristics of parental involvement. The investigators suggested that some parental involvement practices that could support academic achievement in the school environment and the development of social/emotional skills in school age children based on the analysis of a several selected components of literature and discussion of the links between parental involvement, academic success, and children's development of social/emotional skills. Parental involvement can be focused on enhancing cognitive gains when school-like activities are implemented at home, like naming objects, colours, and shapes in nature, or discussing historical events that define the family background. By supervising homework and enabling the practical application of concepts explained in the classroom (such as water cycle: creating ice cubes, boiling water, etc.), these promote the continuity of classroom learning.

Sajeena (2018) studied relationship between Parental Involvement and Self-Concept of Higher secondary school students. The study adopted Normative survey method. Hundred higher secondary school students were selected randomly from Kollam District. Parental Involvement scale for measuring parents' involvement in academic and non-academic matters and self-concept scale designed by Dr. Lizzy Paul and Honey Kunjivaru (1998) has been used for the data collection. Pearson's Coefficient of correlation, ANOVA and Scheffe post hoc test were the statistical techniques employed for data analysis. The study found that there exists significant relation between the parental involvement and self-concepts of higher secondary school students. The result of ANOVA reveals that the self-concept of higher secondary school students differs significantly with the level of parental involvement. The post hoc test revealed that high parental involvement group had high self-concept.

Zee and Roorda (2018) explored the unique contributions of students self-reported internalizing behaviours such as shyness, anxiety and emotional problems to teachers' perceptions of the quality of student teacher relationships. The sample selected for the study are 269 third to sixth grade students and 35 teachers from 8 Dutch elementary schools. Study revealed that negative associations of student perceived shyness with teacher perceived closeness and conflict in the student-teacher relationship. Students' anxiety was positively associated with conflict and dependency in the relationship, but the emotional problems were not associated with student-teacher relationship quality. The study conclude that different types of internalizing student behaviour may play differential role in the quality of the student-teacher relationship.

Studies on Self-Concept

This section presents studies on self-concept in chronological order

Dalal and Kamlesh (2022) studied self-concept of secondary school students in relation to personality. The study was conducted on 100 secondary school students. Random sampling technique was used to select the sample. Data collected through Eysenck Personality questionnaire and Self-concept rating scale. The data

were analysed by employing Mean, Standard deviation, t test and Correlation. The study indicates that there is no relationship between self-concept and personality among the secondary school students.

Garcia-Martinez, Augusto- Landa, Quijano-Lopez and Leon (2022) focuses on analysing the relationship between resilience, emotional intelligence, self-concept and academic achievement of university students. The study conducted in 1020 university students from Southern Spain. Data were collected using Wong and Law Emotional Intelligence Scale, Resilience Scale (RS-14) and Self-Concept Scale Form-5. A consistency factor analysis was performed with each of the resulting data for each scale to verify the validity and the internal consistency of the scales. CFA and SEM model analysis was conducted through the *r* Iavaan Package (Rosseel, 2012). The study found that there is no direct relationship between resilience and academic achievement, nor between emotional intelligence and academic achievement (on structural equation- based mediational analysis) self-concept is positioned as a mediating factor in the relationship between resilience and academic achievement. The findings indicate that university students who exhibit high levels of resilience tend to cope better with difficult moments and understand and value the effort required and invested in study time. This study supports positive beliefs and behaviours for better academic achievement.

Martin and Maheswari (2022) examined the significance of Self-concept among the adolescent school students. The total sample for the study comprised of 50 adolescent girls and boys studying in Govt. Higher secondary school through random sampling method. The tools were an Interview Schedule and the adolescent self-concept short scale (Veiga & Domingues, 2012). The study found that there is no significant association between the respondent years of stay in the institution and self-concept. There is a significant association between the respondents' interests in sports and self-concept, and sports activity improves the self-concept, and it refreshes them. There is no significant association between the students' health issues: opinion on development needed in school, challenges faced in the school, respondents' food habit and self-concept. There is no significant difference between

the gender of the respondents, birth order, varied classes studied and their perceived levels of self-concept. The study also found that majority of the rural students possess a moderate level of self-concept and some of them possess a low self-concept. The study concludes that the school going adolescents are capable to assess their own personal worth or competencies on basis of internal and external evidence for the development of the society.

Jegatheeswari and Sreelatha (2021) carried out Gender differences in self-concept of higher secondary students. The method adopted for the study is normative survey. Data collected from 400 higher secondary school students of Kanyakumari District. Sample selected through the random sampling technique. The tool was self-concept inventory. The study found that female students have higher self-concept than male higher secondary students.

Huang, Hu, Ni, Qin and Lu (2021) compared parent-children relationship and internet addiction with the mediating effect of self-concept among adolescents. The tools used were The Chinese Parent-Children Relationship Diagnostic Test, the Chinese revised edition of Tennessee Self-concept Scale, and the Chinese Internet Addiction Scale. Data collected from 300 junior and high school students aged 13–18 years. The study found that the relationship between parent-children relationship and internet addiction was partially mediated by self-concept. The study suggested that parent-children relationships exerted not only direct influence but also indirect influence on internet addiction through self-concept.

Herrera, Al-Lal and Mohamed (2020) analysed the Academic Achievement, Self-Concept, Personality and Emotional Intelligence in Primary Education based on Gender and Cultural Group of the participants (European vs. Amazigh). For the study, a sample of 407 pupils enrolled in the final two years of primary education was selected. With an average age of 10.74 years, there were 192 boys (47.2%) and 215 girls (52.8%) according to gender. According to cultural group, 265 people were Amazigh in origin (65.1%) and 142 people were European (34.9%). The academic achievements were assessed based on the marks attained in three subjects: mathematics, natural sciences, and Spanish language and literature. The grades that

students received in Spanish Language and Literature varied based on their gender and the objectives. Gender disparities were also observed in self-concept, personality, and emotional intelligence. Study also found that the physical self-concept differed based on the cultural group.

Diswantika (2019) compare the self-concept with social interaction of students in high schools at Lampung city. The method adopted for the study is quantitative with correlation analysis approach. The respondents were 100 high school students. The research revealed that there is a positive relationship between students' self-concept and social interaction among high school students in Lampung. the study also concludes that students who are able to manage their self-concept will be able to interact with others in their surroundings.

Duraku and Hoxha (2018) evaluated the psychological distress, social support, self-concept, study abilities, self-esteem, and effects of coping strategies on academic achievement and test anxiety in college and high school students. A set of validated tests were given to 284 Kosovar students, most of them (60.3%) were enrolled in college. Social support turned out to be a test anxiety shield. Higher levels of psychological distress, better study skills, and self-concept were linked to increased test anxiety. Student success was correlated with higher levels of self-esteem.

Barman (2018) studied the impact of self-concept on academic achievement of secondary students with relation to their gender of Coochbehar district. 300 adolescents (14-18 years) were selected as the sample for the study. Data were collected through self-concept questionnaire by R.K Saraswat. The study found that there was a significant difference between self-concept among boy and girl secondary students of Coochbher district. The impact of self-concept of boy is higher than the girls. There was a weak positive relationship between self-concept of girl and boy with academic achievement.

Waghmare (2018) explored gender difference between self-concept. The participants were 100 college students. 50 students from females and 50 from males. Self-concept questionnaire by Saraswat (2010) was used to collect the data. The

research found that female students have high physical and social self-concept than male students. Educational, moral and intellectual self-concept is higher in male students than females.

Palomino (2017) measured Self-Concept in Students with Compensatory Education Needs for Developing a Mindfulness-Based Psychoeducational Program. The present study aims to analyse the level of self-concept among primary school students with compensatory education needs which means students who find themselves in disadvantaged personal, social, economic, and cultural situations. a descriptive–correlational methodology was adopted, data collected through Multidimensional Self-Concept scale. Findings of the study indicates that positive levels of self-concept in peer relations, physical appearance and physical ability, and academic self-concept in mathematics.

Rani (2017) explored the relationship between self-concept and social competence of elementary school students. Participants were 120 students (60 boys & 60 girls) studying in class VII government and private schools Paniput District. Random sampling technique was used to select the sample. Self-concept Rating scale and social competence scale were administered to collect the data from students. The study indicates that there is no significant relationship between self-concept and social competence.

Rafeedali (2017) studied the influence of Self-concept and Emotional Maturity on leadership behaviour of secondary school heads in Kerala. The investigator collect data from 260 heads of secondary schools throughout Kerala. The research found that self-concept does not have any significant influence on leadership behaviour, except in the case of age group two heads and the heads of aided secondary schools. Emotional Maturity had a significant influence on leadership behaviour for the total sample and the subsamples of males, age group two, experience group one and the heads of Government schools. But it is not significant in the case females, age group one and heads of aided schools. The study also found that self-Concept and Emotional Maturity jointly predict the leadership behaviour of heads in secondary schools of Kerala.

Mendo-Lázaro, Polo-Del-Río, Amado-Alonso, Iglesias-Gallego, & León-Del-Barco (2017) analysed the differences in satisfaction with body image depending on whether the subject practices organized sport or not, as well as the gender of the children. It also examined the role of body image and the practice of organized sport on the process of building academic, social, emotional, family and physical dimensions of self-concept in childhood. Samples were 944 primary school children between the age of 9-12. Samples were selected using multistage sampling technique. The study found that the children most satisfied with their body image had greater academic and physical self-concept. The study also found that the children that practiced organized sports had a greater physical and emotional self-concept.

Mendo-Lazaro, Polo-del-Rio, Amado-Alonso, Iglesias-Gallego and Leon-del-Barco (2017) measured self-concept in childhood and the role of body image and sport practice. 944 samples were selected through multistage sampling techniques. AF-5 self-concept Form-5 questionnaire was used to collect the data. Data were analyzed with chi square and MANOVA. The research found that the students who are satisfied with their body image had greater academic and physical self-concept. The investigators also found that the students that practiced organized sports have a greater physical and emotional self-concept.

Bharathi and Sreedevi (2016) conducted a study on self-concept among the adolescents of twin cities of Hyderabad, Telangana State. To analyse the self-concept of 40 adolescents Self-concept scale of Saraswathi (1984) was used. The findings of the study reported that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (85%), intellectual (77.5%), physical (60%) and social (52.5%). About 47.5percent of adolescents equally had high and above average self-concept in education. And 57.5 percent of adolescents had high moral self-concept. Adolescents overall Self-concept was found as 27.5 percent in high, and 72.5 percent have above average. So, the study will help the teachers and parents to maintain the optimum level of self-concept of adolescents.

Behera and Samal (2015) assessed self-concept of secondary school students. The sample consists of 680 secondary school students. It includes 285 tribal and 395 non-tribal students. Tools were self-concept questionnaire developed by Mukhopaddhyaya and Basantia. Data were analysed by descriptive statistics and t test. The study indicate that tribal students differed significantly from non-tribal students in relation to their self-concept. The study also found that non-tribal students show better and more positive self-concept than tribal students.

Laryea, Saani and Brew (2014) studied the Influence of student's self-concept on their academic performance. Data collected from 297 high school students of Elmina township, Ghana. The tool was five-point self-concept scale. Data was analyzed by descriptive and inferential statistics. The results indicate that students' self-concept is perceived positively by students, but self-concept does not directly predict students' academic performance. The research suggested that teachers, parents, and all stakeholders should consider it as a duty to develop positive self-concept among students when dealing or interacting with them.

Kumari and Chamundeswari (2013) discussed Self-Concept and academic achievement of students at the higher secondary level. The sample was 321 students. The data were collected by using the self-concept inventory (Sharma, 1967). ANOVA was employed to analyze the data. The investigators found that the students belonging to central board schools have better self-concept and academic achievement than other boards. The study also found that there is a significant positive relationship between self-concept and academic achievement among higher secondary school students.

Rath and Nanda (2012) examined the effect of gender and academic competence on the self-concept of adolescence. 240 adolescents were selected for the present study. Data collected by using Tennessee Self-concept scale. Preliminary analysis and ANOVA are Statistical analysis employed for the study. The research found that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less competent ones. The study

also indicates that the strength of association between personal self-concept and overall self-concept among boys is higher than the girls.

Nisa, Hameed, Zehra and Nishat (2012) assessed the perceived quality of home environment and Self-concept among adolescents. The respondents were 100 adolescents studying in Xth, XIth and XIIth at the Aligarh Muslim University (different schools). It consists of 50 female and 50 males. The tools used were home environment inventory, Self-concept scale and emotional stability scale. The statistical analysis administered for the study was t-test, Pearson's Product Moment Coefficient of Correlation and Stepwise Multiple Regression Analysis. The findings revealed that in terms of self-concept despite having negative experience in their home environment, the male have stronger belief and convictions, feeling of worthiness and self-confidence.

Ybrandt (2008) explored the relation between self-concept and social functioning in adolescence. The sample selected for the study was 277 Swedish adolescents. Youth self-report and structural analysis of social behavior questionnaires were used to collect the data. The study found that negative self-concept and externalizing problem behavior were more strongly correlated in adolescents aged 15 and 16 than in younger or older adolescents. The internalization of problematic behaviors, like depression and anxiety, was predictive of delinquent and aggressive behavior. The study emphasis on the significance of encouraging healthy self-concept in adolescents across a range of psychosocial contexts. Internalized problems were more likely to occur in the females who had a negative self-concept. Among boys, self-control only directly affected externalizing behavior. The study concludes that negative self-concept and externalizing problem behavior were more strongly correlated in adolescents aged 15 and 16 than younger and older adolescents.

Studies on Emotional Maturity

This section presents studies on Emotional Maturity in chronological order

Soundarya and Govind (2022) compared the impact of self-esteem and emotional maturity on social anxiety among tribal and non-tribal students. The method adopted for the study was descriptive survey research design. To select sample from the population the researcher used purposive sampling technique. There were 101 participants. Out of 101 students, 47 from tribal communities and 54 from non-tribal communities. To collect data from the samples the researcher used three scales such as The Rosenberg self-esteem scale, Emotional maturity scale and social interaction anxiety scale. To analyze the data Statistical techniques such as mean, standard deviation, t-test, Pearson's correlation, and regression analysis were used. The study found that there are no significant differences between the level of self-esteem, emotional maturity and social anxiety among tribal and non-tribal students. The results show a significant and negative relationship between self-esteem, emotional maturity and social anxiety among school students. The study concludes that independent variables such as self-esteem and emotional maturity predicted the dependent variable social anxiety.

Sutradhar and Sen (2022) conducted a study on Effect of Different Dimensions of Emotional Maturity on Academic Achievement of B.Ed. Trainees. For the study the investigators were chosen one hundred trainees studying a B.Ed. from Birbhum District (West Bengal) colleges. The Singh & Bhargava (2012) emotional maturity scale was employed to measure emotional maturity. The study found that among B.Ed. trainees, there is a significant association between academic achievement and emotional maturity. In relation to the academic accomplishment of B.Ed. trainees, the study's results also indicate a substantial difference between emotional maturity and its few components, namely emotional progression and independence. Regarding the B.Ed. trainees' academic accomplishment, no discernible variation was observed in the aspects of emotional stability, social adjustment, and personality integration. The results show that emotional maturity and its components significantly impact B.Ed. trainees' academic performance.

Casavi, Shetty, Alva and Nalini (2022) compared the relationship between sleep quality and cognitive performance and emotional maturity among adolescents. For the study the investigator chose 320 samples by purposive sampling technique. The researchers assessed the sleep quality by Insomnia Severity Index (ISI) scale. The cognitive and emotional maturity assessed by Montreal Cognitive Assessment (MoCA) and Emotional Maturity Scale. Study found that 32 participants had subthreshold insomnia and clinical insomnia. 29 had below normal cognitive performance. The study also reveals that out of 32 students the majority (62.5%) of them possess above average emotional maturity. The study concludes that adolescents require sound sleep to balance optimal health and well-being. The study also suggests that sleep deprivation has influenced cognitive and emotional performance among adolescents.

Jose and Swamy (2022) investigated emotional maturity among adolescents. Data collected from 120 adolescents. Among 120 students 60 males and 60 females. Random sampling technique was used to select samples for the study. The tool was Emotional maturity scale. The study indicates that there is no significant difference in the emotional maturity between male and female adolescents. The study also revealed that there is no significant difference in emotional maturity between urban and rural undergraduate students.

Kumar and Rawat (2022) compared social and emotional maturity of secondary school students. Sample were 100 secondary school students in Dehradun District. 50 students are male and 50 re females. The tools used were social maturity scale and emotional maturity scale. Samples selected by random sampling technique. The study found that female students are more socially matured than male students.

Sontakke and Patil (2022) studied emotional maturity among Tribals and Non-Tribals college students. The sample selected for the study was 240 students. Sample consisted of 120 tribals and 120 non-tribals. Data collected through standardized psychological test of emotional maturity. The study revealed that tribal students have better emotional maturity than non-tribal students. The study also

found that there is no significant difference in emotional maturity of male and female students.

Shah (2021) explored emotional maturity among adolescents with respect to their gender and area of residence. The present study selected 120 adolescents from rural and urban areas of Ahmedabad District. The tool was emotional maturity scale (Singh & Bhargava). The research indicates that there is a significant difference in emotional maturity among male and female adolescents, female adolescents show high emotional maturity than male adolescents. The research also revealed that urban female students show high emotional maturity than rest of the adolescent group.

Sasikumar and Nagooran (2021) examined the relationship between emotional maturity and social adjustment among adolescent students in East Coast Region of Tamil Nadu. The participants were 200 adolescent students of standard IX. The samples were selected by using random sampling technique. Tools used for the study are emotional intelligence scale and social adjustment scale. The results of this study show that social adjustment and emotional maturity are positively correlated. It is evident that the mean scores for all of the variables included in this study are not significant, with the exception of gender and type of management in relation to emotional maturity among adolescent students.

Matulessy, Saragih, Nawafil, Hengki, Perdana and Pandin (2021) studied social support and emotional maturity to reduce students' online learning anxiety during the covid-19 pandemic. The participants of the study were 202 junior high and high school students. The instruments used to collect the data were social support scale, anxiety scale on online learning and emotional maturity scale. The finding indicates that there was a relationship between social support and emotional maturity with junior high school students' anxiety in online learning. Based on regression analysis the effective contribution of the two variables (social support and emotional maturity) was 31.2%. the study suggests that schools will make efforts to psycho-educate parents so that they always provide support to their children, especially during online learning.

Herwandha and Prastuti (2020) carried out the impact of chronological age and attachment (parent and peer) on the emotional maturity of university students. This research is a quantitative study with correlational research. The investigator selected 300 students from the State University of Malang. Multistage purposive sampling technique was used to select the sample. The tools used for the study were Armsden and Greenberg's adaptation of IPPA-R Attachment scale made and Murray's emotional maturity scale. The findings revealed that there is a chronological age impact on the emotional maturity partially with $p\text{-value} = 0,010$, $p < 0.05$. The investigators also indicate there is an attachment impact on emotional maturity partially with $p\text{-value} = 0.000$, $p < 0.05$. Finally, the findings conclude that there is an impact of chronological age and attachment simultaneously against the emotional maturity with $p\text{-value} = 0.000$, $p < 0.05$ and the contributes of 10.7%, where the chronological age contributes of 2% and attachment contributes of 8.7%.

Patowary (2020) conducted a study on Emotional Maturity of higher secondary school students in relation to gender, type of family and siblings. The study adopted a descriptive survey method. The population of this study consists of all the Higher secondary school students studying in Provincialized Higher Secondary Schools ($N=35$) of Kamrup district of Assam. The total sample were 150 students (75 male and 75 female) studying in 11th and 12th standards were randomly selected from the seven higher secondary schools. Tools used for collecting data are Emotional Maturity Scale' standardized and constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The data were mainly analyzed in terms of Percentage analysis, Mean, SD and t-test. The results of the study revealed that, Majority of higher secondary school students' emotional maturity level is high and below average category and there is significant difference between male and female students with respect to emotional maturity. There is no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity and there is significant difference between the students with siblings and with no siblings with respect to emotional maturity.

Samhitha, Sreedevi, Sarada Devi and Neela Rani (2020) investigated the emotional maturity of tribal adolescents in Adilabad district of Telangana State. A total sample of 120 adolescents out of which 60 boys and 60 girls in the age range of 13-19 years were selected through purposive random sampling method. Ex-post factor research design was used for the study. A self-designed interview schedule was used to study the socio demographic characteristics of the respondents. The emotional maturity of the respondents was assessed by using Emotional Maturity Scale. The data was analyzed using Frequencies, Percentages, Means, S. D's and 't'-test. The study found that, majority of tribal adolescents had moderate maturity followed by high maturity. Few of the adolescents had low maturity. Significant differences were found between early and late adolescents in the component of emotional progression at 0.01 level in which early adolescents scored lower than late adolescents which means early adolescents were emotionally regressed when compared to late adolescents. No significant gender differences were found in any of the components of emotional maturity.

Rajeswari and Raj (2017) aims to measure the relationship between emotional maturity on stress and self-confidence of management students. Participants were 349 students. Data collected using questionnaire. Research conclude that emotional maturity has significant and positive relation with the self-confidence, while stress has a significant and negative relation with the emotional maturity.

Behera and Babu, R (2017) studied emotional maturity towards dancer's life satisfaction through the presence of self-esteem and life satisfaction. The study selected 176 Odissi and 116 folk dancers (Traditional dancers) as participants. Tools used for data collection was Rosenberg's self-esteem scale, emotional maturity scale and life satisfaction scale. Factor analyses were done for analyse the data. The results found that the nature of the traditional dance to develop dancer's emotional maturity has direct relation to their self-esteem. The findings also indicate that the importance of traditional dance to help positively life instincts. Both emotional maturity and self-esteem are associated with life satisfaction.

Datta and Rajkownar (2016) carried out a study on Emotional Maturity and Intelligence of Secondary school students of Assam. Participants were Thousand secondary school students of Assam. Sample were selected through Random sampling technique. Tools used for the study is Emotional Maturity Scale (1990) constructed and standardized by M. Bhargava and Y. Singh. The study found that there is negative relationship between emotional maturity intelligence among secondary school students.

Datta, Chetia and Soni (2016) investigated academic achievement, emotional maturity and Intelligence of secondary school students in Assam. 1000 (500 girls and 500 boys) secondary school students, those who are studying standard IX are selected as sample for the study. Data was collected by emotional maturity scale, intelligence test and achievement test. The research found that there exists a statistically highly significant difference between male/ female students with respect to their emotional maturity. The study concludes that students coming from rural or urban background did not show any difference in the case of emotional maturity.

Anjali (2015) compared emotional maturity of tribal and non-tribal pre-adolescents. The study investigates the effect of gender, community, culture and type of school on emotional maturity of tribal and non-tribal preadolescents in Gandhari region in Nizamabad district of Telangana state. participants were 150 tribal and non-tribal preadolescents. The results indicate that gender played a significant role in emotional maturity. Females performed significantly better than the males. The study also found that non-tribal children were better than their tribal counterparts and the type of school played a significant role where students at private schools had better emotional maturity than students at government schools.

Khule (2015) studied emotional maturity of Tribal and Non-Tribal Pre-adolescents in Melghat Region. The participants were tribal and non-tribal pre-adolescents from government and private schools in Melghat. The study used A 2*2*2 factorial design. Sample consists of 320 students. Data collected through Emotional Maturity scale by Singh and Bharghava. Statistical techniques were descriptive analysis and ANOVA. From the analysis the study found that gender

played a significant role on emotional maturity. Female students have higher emotional maturity than male students. The study also found that private school students had a higher emotional maturity than male students. The study concluded that non-tribal students have a higher emotional maturity than tribal students.

Singh (2015) conducted a study on emotional maturity among M.Ed. students in relation to their social adjustment. The method adopted for the study is descriptive survey. Participants were 250 M.Ed. students randomly selected from the education colleges affiliated with Panjab University Patiala in the Panjab state. The study found that there is a significant relationship between emotional maturity and social adjustment among the M.Ed. students.

Sinha (2014) examined the level of emotional maturity among tribal and non-tribal adolescent girls and identify the impact of socioeconomic status and family structure on emotional maturity. 100 adolescent tribal and non-tribal students were selected through random sampling technique. students (50 from tribal adolescent girls and 50 from non-tribal adolescent girls). Data collected using emotional maturity scale. The results indicate that non-tribal adolescent girls have high level of emotional maturity in comparison with the tribal adolescent girls. The study also found that emotional maturity affected by SES and family structure.

Sangtam and Talwar (2013) conducted a study on relationship between emotional maturity and academic achievement of secondary school tribal students in Tuensang districts of Nagaland. 200 tribal students were selected from Tuensang districts of Nagaland using stratified random sampling techniques. The study found that there is a significant relationship between emotional maturity and academic achievement of secondary school tribal students in Tuensang districts of Nagaland. The study also found that locality and type of management influence on emotional maturity and academic achievement of secondary school tribal students in Tuensang districts of Nagaland.

Studies on Classroom Social relations

This section presents studies on classroom social relations in chronological order

Tahir and Tasleema (2023) studied pandemic perspectives: how students navigate social relationships. The investigators employed qualitative approach particularly case study design. To select the sample for the study the researcher adopted purposive sampling technique. The six postgraduate students in Kashmir university were selected as the sample for the study. Semi-structured interview was conducted to collect data from the participants. Narrative analysis were employed to analyse the data. The study indicate that social ties have favourable impact on psychological and physiological health, in addition to an individual's overall well-being. And the study also found that lack of social relationships raises the possibility of uncomfortable feelings. Social relationships give freedom of disclosure of oneself to expose one's personal difficulties and feelings. The study concludes that COVID 19 pandemic rises the virtual relation it has been created the societal chaos and decreased value system.

Farrugia (2022) investigated Social Relations within the School and Home Environment: The Impact on Student Health and Achievement. The samples selected for the study is 205 primary and secondary school students in Malta. This research draws on some of the research studies that demonstrate to what extent the type and level of social relations affect student achievement and well-being. For this the investigator asked the participants to describe how physical and social conditions affect their learning. The research found that there is a significant impact of conditions for learning on student learning. This research put forward some recommendations that effectively aim to improve the social-relational safety at school and at home.

Li, Wang, Yuli, Qian, Jia, Wang, Liang and Xu (2020) compared socio economic status and social relationships among adolescents a school-based study in East China. Participants were 6902 students including 3355 males and 3547 females.

A stratified cluster random sampling method was performed through four stages of selection. The research results the adolescents with lower socioeconomic status had poorer social relationships compared to those with higher socioeconomic status.

Musetti, Eboli, Cavallini and Corsano (2019) studied social relationships, self-esteem, and loneliness in adolescents with learning disabilities. The participants were 93 adolescents: 49 males and 44 females. The data were collected using Multidimensional Self-Concept Scale, Friendship Quality scale and Loneliness, Aloneness Scale for children and Self-Concealment Scale. The study showed that compared to other adolescents, students with learning disabilities who received psychosocial educational intervention reported feeling less lonely because of their parents exhibiting greater self-esteem in relation to their relationship with others, their responsibilities, their families and their bodies.

Harris and Orth (2019) conducted a study on Self-esteem and Social relationships. The method used for the present study is meta-analysis. The meta-analysis compiled the available longitudinal data on the possible influence of social relationships on self-esteem and the possible influence of self-esteem on social relationships. The findings corroborate the tenets of both traditional and modern theories regarding how social relationships impact self-esteem and how self-esteem affects the relationship domain. The results also indicate that there is a positive feedback loop between the constructs and the relationship between people's social relationships and their degree of self-esteem is genuinely reciprocal across all developmental stages of life.

Anttila, Anttila, Kurki and Valimaki (2017) aims to explore how adolescents describe their social relationships with an electronic diary. The study used mixed method approach. The participants were 1371 adolescents, who were showing symptoms of depression and anxiety. Data gathered from networks maps and reflective texts written in an electronic diary. The investigators gathered quantitative data from the electronic diary summarized with descriptive statistics and the qualitative data were categorised using thematic analysis with an inductive approach. The researchers analysed the quantitative and qualitative data separately.

The study found that social relationships among adolescents with sign of depression can vary greatly regarding the number of existing relationships (from lacking to 21) and the quality of relationships (from trustful to difficult). Based on the network maps the study also found that the adolescents had around eight social relationships in their life.

Pham and Murray (2016) investigated the linkages between parent, peer, teacher and mentor relationships and adjustments among adolescents with disabilities. The sample selected for the study were 228 high students with disability. The study found that students social relationships were significantly associated with life satisfaction, problem behaviours and school bonding and that teacher student relationships contributed significant unique variance to these outcomes over and above influences of parents and peers. The dimension wise analysis of the research found that trust and alienation in teacher-student relationships were particularly strong predictors of adjustment. Mentors also contributed significantly to the life satisfaction of youth.

Zhou, Zhou, Yuan and Huang (2016) examined the relationship between three different types of social relationships: self-report social relationship, online social relationship and face to face social relationship. Three-dimensional social data from users was gathered through an experiment that included self-report social data, virtual world online social data and real-world mobile trace data. Through the network structure analysis, the investigators found that friendships formed through frequent face to face interactions are less able to characterise self-reported friendships than friendship formed in online social networks. The self-report social relationships under various social strength are predicted by several supervised classifiers using a combination of features taken from online social data and mobile trace data. The suggested model can accurately predict over 80% friends under the strongest social tie strength, according to the findings. The research found that weekend diversity is a useful tool for characterising social popularity when compared social popularity with online and offline social behaviours.

Breeman and Tick (2015) conducted a study entitled “Teacher characteristics, social classroom relationships and children’s social, emotional, and behavioral classroom adjustment in special education. The sample consists of 414 children with emotional and behavioral disorders placed in special education at both the individual and classroom levels. The research found that at the individual level, better social and emotional adjustment of children was predicted by higher levels of teacher-child closeness and better behavioral adjustment was predicted by both positive teacher child and peer interactions. At the classroom levels, positive social relationships were predicted by higher levels of teacher competence, which were associated with lower classroom levels of social relations.

Limsy (2014) compared ‘Parental Stimulation and Peer Experiences as Correlates of Select Social Relations and Academic Achievement of Primary School Children’. The investigator selected 500 primary school students from Kerala through random sampling. Data was collected using parental stimulation scale, peer experience scale and social relations scale. Statistical techniques used for the analysis were descriptive statistics, correlation and multiple regression. The study indicates that there is a significant correlation between. Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement of primary school children. So, research regarding Parental Stimulation is a vital factor in the development of a child, society or a nation itself.

Kafle and Thakali (2013) investigated social relations in Adolescence: Role of Parent and Peer relationships in adolescent Psychosocial development. The researchers reviewed two methods: they used different reputed books and e-Journals which explore the author’s research purpose, and they also reviewed different articles from reputed databases and e-Journals and have done critical analysis of these articles to provide supportive evidence that the roles played by parents and teachers lead to adolescent psychosocial development. The research found that adolescent-parent and peer relationships lead to the development of identity, self-esteem and social acceptance. The study also states that positive parent-adolescent

relationships develop positive personality and positive outcomes such as mental and emotional well-being, adjustment, develop self-competence and self-esteem.

Dunsmore, Noguchi, Garner, Casey and Bhullar (2008) conducted a study on Gender-specific linkages of affective social competence with peer relations in preschool children. They investigated whether preschoolers' peer relations are influenced by affective social competence, which is the capacity to effectively send and receive emotional signals as well as to control one's own emotional experience. The participants were forty-two preschool children. During which they were observed for the study they participated in week-long playschool. The research indicates that the popularity and the possibility of a reciprocal friendship between boys and girls were correlated with higher non-stereotypical emotional knowledge. Reciprocal friendships were more common among girls who were better at controlling their emotions and communicating them. Boys in their group were more competent at dealing with emotions and were less popular.

Crosnoe, Frank and Muller (2008) studied how body size affects social relations. This study used longitudinal data from the 16 saturated schools in the National longitudinal study of adolescent health to estimate cross-nested multilevel network models (P2). Being selected as a friend by classmates decreased with an increase in body mass index, but not the likelihood of others being nominated as friends. The researcher found that this pattern was more noticeable in females. Furthermore, friendship formation was strongly predicted by body mass index. Correlations of body size and friendship dynamics were not explained in this study.

Sari (2008) investigated the association between a group of university students' decision-making styles and decisiveness in social relationships. The investigators' main objective was to find out if university students' social relationships differed in how decisive they were based on their gender and academic achievement. The sample comprised of 339 college students: 165 females and 174 males. The researcher used a decision-making questionnaire and a multi-domain decision scale to collect data. The research found that procrastination,

hypervigilance and back 92 passing have negative impact on decision making social relationships and decision-making styles.

Spinard, Eisenberg, Gaertner, Popp, Smith, Kupfer, Greving, Liew and Hofer (2007) examined “Relations of Maternal Socialization and Toddlers' Effortful Control to Children's Adjustment and Social Competence”. The early childhood behavior questionnaire was used to measure the effortful control of toddlers. The infant social and emotional assessment was used to evaluate the social functioning of toddlers. The relationship between supportive parenting and low levels of externalizing problems and separation distress, as well as high social competence, was significantly mediated by children's regulation within each age group. The study suggests that these relations might be formed at an early age.

Erath, Flanagan and Bierman (2007) correlates the “Social Anxiety and Peer Relations in Early Adolescence: Behavioral and Cognitive Factors”. Maladaptive coping strategies, social skill deficit and negative social performance expectations were investigated as social anxiety correlates and mediators of poor peer relations. Participants included 84 middle school students who were over sampled for high levels of social anxiety. Study revealed that associations between social anxiety and increased victimization decreases the acceptance among peers.

Appleyard, Egeland and Sroufe (2007) examined direct social support for young high-risk children: relations with behavioral and emotional outcomes across time. The sample selected for the study was 184 participants: 101 male and 83 female. It comprised of first-time mothers and their infants recruited from a public health clinic at the time of pregnancy. In contrast to earlier research on social support for carers, this study is unique in that it investigates developmental correlates of direct social support for care givers. Maternal interviews conducted during early childhood were used to rate social support. Mother child observations were used to determine the mother's level of support. The study found that there is significant gender difference in externalizing behavior intercepts. The research suggests that incorporating social support providers for the children into the

prevention and intervention initiatives. And also a change in slope was linked to disruption.

Cillessen (2006) explored new perspectives on social networks in the study of peer relations. When examining peer relations in childhood and adolescence, social developmentalists generally distinguish between three levels of analysis: individual, dyadic and group. Individual social behaviour and sociometric status were examined at the individual level of analysis. At the dyadic level, investigators have historically examined friendships, but they are increasingly examining other kinds of relationships as well, including romantic relationships, enemies, mutual aggressive dyads and bully-victim pairs. At the group level of analysis, children and adolescents' social networks, groups, and cliques were studied. Each of these three levels of phenomena has its own effects and is influenced by social development in a unique way. The study found that individual and dyadic levels of analysis have received comparatively more research than group levels, even though all three levels are important for understanding the developmental significance of peer relations.

Brophy-Herb, Lee, Nievar and Stollak (2007) studied "Preschoolers' Social Competence: Relations to Family Characteristics, Teacher Behaviors and Classroom Climate". The investigators selected 183 preschool students as samples. Multilevel modelling findings showed that the less ideal classroom climate and negative teacher behaviors predicted teachers' negative ratings of the children. Positive assessments of the classroom climate and teacher behavior predicted teachers' positive assessments of the preschooler's social competence. Path analyses showed that parent ratings of social competence were directly correlated with socioeconomic status.

Kazdin (2006) explored pretreatment social relations, therapeutic alliance, and improvements in parenting practices in parent management training. 218 students were selected for the study, 53 girls and 165 boys aged between 2-14. The investigator found that the parent-therapist alliance in parent management training for children referred clinically for oppositional, aggressive, and antisocial behavior. The study also indicates the quality of the parent-therapist alliance, the greater the

improvements in parenting practices by the end of treatment. The study concludes that pretreatment of social relations helped to explain the relationship between the therapeutic alliance and better parenting practices.

Conclusion

The investigator has identified a substantial body of literature examining the variables pertinent to the current investigation. All these variables have demonstrated high significance in the contemporary landscape of education and practice. Consequently, this review focuses exclusively on recent studies that are directly relevant to all four variables. Despite a thorough analysis of a broader range of related studies, the researcher aims to provide a clearer understanding of the current trends, findings and implications related to the variables under investigation, thereby enhancing the relevance and impact of the current research.

Perent-Teacher Involvement is a critical factor influencing student success and overall educational outcomes. When parents actively engage in their children's education it fosters a supportive learning environment and enhances communication between home and school. This collaboration not only boosts academic performance but also promotes social and emotional development.

The researcher noticed various definitions, experts' perspective and theories that support the idea of Parent-Teacher Involvement. Parent-teacher involvement is grounded in several educational theories that emphasize the significance of collaboration between family and schools. According to Epstein's Framework of Six types of involvement effective partnership encompass parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Additionally, Bronfenbrenner's Bio-Ecological systems theory (1979, 2005a) parent-teacher Involvement is crucial for fostering a child's development within multiple interconnected systems. This theory posits that a child's growth is influenced by their immediate environment (microsystem) which includes interactions with parents and teachers. When parents and teachers collaborate effectively, they create a supportive microsystem the promotes academic success and emotional well-being. According to Bowlby, a secure attachment fosters a sense

of safety and stability. Which enables children to explore their environment and develop healthy relationships in later life. In the context of parent-teacher involvement this theory highlights that children who feel secure in their attachment to parents are more likely to engage positively in school settings.

Several investigations have also been carried out regarding the Parent-teacher involvement along with the way it impacts different variables. The researcher pointed out recent research and its conclusions when documenting the major studies pertaining to parent-teacher involvement. The most widely used tool for assessing parent-teacher involvement is parent teacher involvement questionnaire (PTIQ), Epstein's Framework of Six Types of Involvement and Parent involvement scale (PIS). Indeed, while many studies focus on the correlation between parent-teacher involvement and academic achievement, there is a notable gap in studies examining how this involvement influences classroom social relations, particularly among tribal students. This lack of focus on the social dynamics of the classroom is significant as social relationships can play a crucial role in a student's overall development and academic success.

The literature on self-concept is extensive and comprehensive, with numerous studies revealing significant insight into its various aspects. To develop a tool that measures adolescents self-concept the researcher has reviewed the theories of self-concept along with their definitions. According to Carl roger a prominent humanistic psychologist, self-concept consists of the ideal self and the real self, with discrepancies between the two leading to feeling of incongruence and impacting mental health. George Herbert Meads' social self-theory emphasis that self-concept is shaped through social interactions and the perception of others, suggesting that identity is constructed within a social context. Self-concept plays a pivotal role in shaping an individual's thoughts, feelings, and behaviors across various life situations. It encompasses the perceptions and beliefs one holds about themselves, influencing self-esteem, motivation and interpersonal relationships. Hurlocks's perspective on self-concept emphasizes the importance of individual experiences and development throughout the life span. She defined self-concept as the collection

of beliefs, perceptions, and evaluations that individuals hold about themselves. Numerous studies have explored the impact of self-concept on various psychological factors particularly on academic achievement. Many of these investigations have shown that gender plays a notable role in influencing self-concept assessments. The researcher focused on recent studies while also reviewing older research to gain a broader perspective. There has been a few research done on the area of self-concept in relation to personality and social behavior. There is a notable lack of research addressing self-concept as a predictor of classroom social relations especially among tribal students.

The investigator reviewed existing studies and theories in emotional maturity. These theories provide insight into emotional maturity, each highlighting different aspects of emotional development. Averill's theories on emotional maturity focus on the social and contextual aspects of emotions, emphasizing how emotions are not just individual experiences but are shaped by social norms and cultural influences. The widely used instrument for measuring emotional maturity is the Emotional Maturity Scale (EMS), developed by Singh and Bhargava. Thorough investigation on related studies revealed that there are vast number of studies carried out on Emotional Maturity related to self-confidence, anxiety, academic achievement and life satisfaction. The investigator noticed that there is a lack of studies specifically examining the relationship between emotional maturity and classroom social relations, while emotional maturity is recognized as a vital factor in personality development and social interaction. This gap limits our understanding of how emotional maturity influences peer relationships, group work and overall classroom climate.

In the present study Classroom Social relation emerged as the most important variable, prompting the investigator to thoroughly examine its theories and definitions. Classroom social relation refers to the interactions and connections that occur within the classroom environment among students. The theory related the classroom social relations emphasizes the importance of interpersonal interactions and relationships in shaping educational experiences. It posits that the quality of

social connections among students as well as between students and teachers, significantly influences academic engagement, motivation and emotional well-being. To get an insight to develop classroom social relations scale the investigator thoroughly examined the information currently available regarding social relations. The researcher examined previous research in Classroom Social relation and the various psychological factors that influence it. Studies on social relations at the national level and international levels were examined. The research indicates that the factors like parent-teacher involvement, self-concept and emotional maturity can influence classroom social relations. Studies related to Classroom Social relation of tribal students are low. Classroom Social relations among secondary school tribal students are essential for fostering a positive learning environment and promoting academic success. These relations can be influenced by cultural backgrounds, community ties and peer dynamics. For tribal students' social connections often reflect their communal values, emphasizing cooperation and support within the classroom. Positive social interactions among tribal students can enhance their self-esteem and emotional well-being, reducing feeling of isolation often experienced in diverse educational setting. Strong relationships with peers and teachers can also mitigate barriers to learning, helping students feel more engaged and motivated. Ultimately, fostering positive classroom social relations can help tribal students thrive academically and socially, bridging gaps between their cultural identities and the educational system.

CHAPTER III

METHODOLOGY

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- Rationale for the Selection of the Variables
 - Objectives
 - Hypotheses
 - Design of the Study
 - Sample Selected for the Study
 - Tools used for the Study
 - Data Collection Procedure
 - Scoring and Consolidation of Data
 - Statistical Techniques Employed
-

Research is the search for knowledge or a systematic investigation to establish facts. The basic aim of research is to discover, interpret and develop methods and systems to advance human knowledge on diverse scientific matters. Research methodology refers to the way research can be conducted. It also known as the process of collecting data for various research projects. Research methodology is the science of studying how research is conducted scientifically. It helps to understand both the products as well as the process of scientific enquiry (Bhardwaj, 2023). The present study aims to find out the influence of Parent-Teacher Involvement, Self-Concept and Emotional Maturity on classroom social relations and find out the classroom social status of each secondary school tribal student at Model Residential Schools of Kerala.

The methodology of the following study executed in the following categories

- Rationale for the Selection of the Variables
- Objectives
- Hypotheses
- Design of the Study
- Sample Selected for the Study
- Tools Used for the Study
- Data Collection Procedure
- Scoring and Consolidation of Data
- Statistical Techniques Employed

Rationale for the selection of Variables

The present study was carried out to understand the influence of parent-teacher involvement, self-concept and Emotional maturity on classroom social relations and to find out the classroom social status of each student at secondary school tribal students at Model Residential Schools of Kerala. Parental Involvement in education is crucial no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attends schools regularly, have better social skills, show improved behaviour and adapt well to

school (Henderson & Mapp 2002). Many research studies (National PTA, 2000, Henderson, Berla, 1995) supported that teachers instinctively know the students do better academically and socially when schools build positive relationships with their families. The teacher who would help adolescents make good adjustment to school and life should understand the nature and effects of both biological and social factors in adolescents' development (Blair & Jones, 1964). An individual who tends to be able to control his daily life expresses positive self-concept in the present and future, and view himself academically efficient (Sagone, DeCaroli, 2014). A student needs to be provided with life skill training to manage his self-acceptance, to control his self-adjustment skill to the social environment so that he possesses positive and healthy self-concept (Mualifa, Barida, Farhana, 2019), Emotional Maturity is the ability of adolescence to stabilize emotions which include capability for Emotional progression, Independence, Social adjustment, Emotional Stability, Personality integration etc. (Joy & Mathew, 2018). there is a positive relationship between emotional maturity and social adjustment (Sasikumar & Nagooran, 2021). Social relationships are understood to be connected to mental health (Anttila, Anttila, Kurki, & Valimaki (2017) Relationships with friends (Almquist, Ostberg, Rostila, Edling & Rydgen, 2014) and family environments effect well-being of adolescents (Philips, 2012). The happiness of twelve-year-old children can be predicted by the number of close friends (Uusitalo-Malmivaara, Letho, 2013). Social relationships are also important factors regarding the general health of adolescents. Poor social relationships can affect their physical health, habits and mortality risk (Umberson, Montez, 2010) and adolescent development, and increase alcohol consumption, substance abuse, delinquent behaviours (World Health Organization Adolescents and Mental Health, 2016). Education is essential to the overall growth of tribal communities and is especially helpful in fostering the tribes' sense of confidence to interact with outsiders on equal footing. The main means of meeting the educational needs of tribal children is through residential schools. These schools give children living and boarding arrangements while they finish their secondary education. Tribal societies are characterised by a social structure that is generally divide into smaller units like families, clans or tribes, each with distinct roles and responsibilities. Every tribe has its own unique way of life. Each tribe has a distinct way of thinking, feeling, and acting. Everyone has a unique tradition, and values, morals and put it succinctly, unique institutions that constitute up their way of life.

Objectives of the Study

1. To find out the level of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.
2. To study whether there exist any significant differences in the mean scores of the variables Parent-teacher involvement, Self-Concept, Emotional Maturity and Classroom Social relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.
3. To find whether there exists any significant relationship between the independent variables Parent-teacher involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample and the sub sample based on gender.
4. To find out the best predictors of Classroom Social relations among the select independent variables and to determine the relative weight with which each predictor variable contributes to Classroom Social relations of Secondary School Tribal Students.
5. To analyse Classroom Social status among Secondary School Tribal Students based on Sociometry

Hypotheses of the Study

A hypothesis should be based on a sound rationale. It should derive from previous research or theory and its confirmation or disconfirmation should contribute to educational theory or practice (Gay, Mills & Airasian, 2019). Typically, hypotheses are developed from theories or from information observed while reading relevant literature, which frequently influences the researcher's expectation of a specific outcome.

1. There will be a significant difference in the mean scores of Parent-Teacher Involvement of Secondary School Tribal Students based on gender.

2. There will be a significant difference in the mean scores of Self-Concept of Secondary School Tribal Students based on gender.
3. There will be significant difference in the mean scores of Emotional Maturity of Secondary School Tribal Students based on gender.
4. There will be significant difference in the mean scores of Classroom Social relations of Secondary School Tribal Students based on gender.
5. There will be significant relationship between the independent variables Parent -Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample.
6. There will be significant relationship between the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the subsample based on gender.
7. Classroom Social relations of secondary school tribal students can be predicted significantly with fewer number of variables selected from among the independent variables of the study.
8. There will be significant difference in classroom social status among Secondary school Tribal students based on sociogram analysis.

Design of the study

A research design is the plan or framework used to conduct a research study, it involves outlining the overall approach and methods that will be used to collect and analyse data to answer all research questions to test hypotheses. The study used mixed method design. A mixed method design uses a plan of enquiry that involves data collection both quantitative and qualitative at the same time or one after another to have a better understanding of the research problem (Creswell, 2003).

A mixed methods research study means the use of quantitative and qualitative methods as components of a research design. A mixed methods study is research intentionally combining or integrating quantitative and qualitative approaches as components of the research, the use of these approaches can occur at

different points in the research process. (Caruth, 2013., Ponce, 2011, Creswell, 2009., Teddlie & Tashakkori, 2009., Greene, 2007). The method is called “convergent parallel design” means that the researcher uses quantitative and qualitative approaches simultaneously in the study. The parallel phase studies consist of studying the problem in an integrated manner from the quantitative and qualitative approaches. The investigator adopted survey method for the study. To collect data, the investigator prepared standardized tools and administered them to the secondary school tribal students studying at model residential schools of Wayanad, Malappuram, Thrissur and Palakkad Districts of Kerala.

Sample Selected for the Study

The sample of the present study consists of 617 secondary school tribal students studying in model residential schools of Wayanad, Palakkad, Thrissur and Malappuram Districts selected by using Stratified random sampling technique.

Table 1

Details of Schools Selected

Sl No	Name of School	Number of Students
1	Ashram Model Residential School, Thirunelli	85
2	Ekalavya Model Residential School, Pookode	123
3	Rajiv Gandhi Memorial Model Residential School, Noolpuzha	52
4	Government Model Residential School for Girls, Kaniambetta	68
5	Model Residential School, Attapadi	59
6	Ashram Model Residential School, Malampuzha	80
7	Indira Gandhi Memorial Model Residential School, Nilambur	95
8	Model Residential School, Chalakkudi	55
	Total	617

Data collection Procedure

The tools have been finalised, printed and arranged for data collection. The investigator approached the Director of the Department of Tribal Development, Thiruvananthapuram, ITDP project officers, Tribal Development Officers, Headmasters of Model Residential Schools and Teachers. Permission was sought from the Director, Department of Tribal development for administering tools in the Government Model Residential schools of Wayanad, Palakkad, Malappuram and Thrissur districts of Kerala. The investigator adopted survey method for data collection. After necessary arrangements for administration of the tool, the investigator collected data from 617 secondary school tribal students studying at model residential schools in the Wayanad, Palakkad, Malappuram and Thrissur Districts of Kerala from December 2022 to June 2023.

Tools used for the study

Selecting an appropriate tool is essential for a successful research study, as only an accurate and reliable tool can provide the valid data needed for the research. Therefore, for this study, four tools were developed and standardized by the investigator with the guidance of the supervising teacher. The details of these tools are provided in the following section. The fifth tool, the sociometric questionnaire, is an adopted tool.

1. Parent-Teacher Involvement Scale (Sibi & Meera, 2020)
2. Scale on Self-Concept (Sibi & Meera, 2019)
3. Scale on Emotional Maturity (Sibi & Meera, 2021)
4. Scale on Classroom Social Relations (Sibi & Meera, 2021)
5. Sociometric Questionnaire (Naseema & Sibi, 2017)

Description of the Tools

The following is a thorough explanation of the five tools used by the researcher for the measurement of independent and dependent variables of the study.

Parent-Teacher Involvement Scale (Sibi & Meera, 2020).

According to Good (1973), Involvement refers to the inclusion of supervision within the complexities of the administrative structure under conditions which would require that a supervisor always be a part of certain aspects of administration. The tool prepared for the study was Parent-Teacher Involvement scale. The tool has two parts: Parental Involvement and Teacher Involvement. The detailed description of the various stages in the development of the Parent-Teacher Involvement Scale is presented below.

Part A - Parental Involvement

Parental involvement is defined as the extent in which parents are involved in their child's education at home and the amount of communication that they have with school. Examples include monitoring students' grades, being at home, encouraging and helping student with homework, and communicating with teachers (United States Department of Education, 2014). After reviewing relevant literature and theories on Parent and Teacher Involvement the investigator developed a list of key tool dimension sand designed a three-point Likert-type scale. The parental Involvement section of the scale is structured into four components. Parental Involvement plays an important role in students' academic and behavioural success. This scale helps to understand how parents are interacting with their children and know about what they feel about the relationship with their parents. Detailed explanations of the selected dimensions are presented in the following section.

The dimensions included in the specific tool are:

- School
- Home
- Social
- Economic

School-based Involvement

Parents need to be careful about their opinion of school. School Unfortunately is not a pleasant memory for everyone. It is common knowledge that some people hated school because of a certain teacher or some of the subject taught did not make sense to them or they were picked on in school by either a teacher or fellow students. It is very important to be avoid passing negative view on to your child. (Akimoff, 1996). The dimension school-based involvement refers positive relationship with teachers and friends, providing encouragement to participate in curricular and extra-curricular activities, making sure that they are satisfied in school atmosphere.

Example: “Do your parents talk to your teachers to learn more about you”.

Home-based Involvement

Home and school should merge with the home as senior partner. Parents should keep up with their children, should know where they are and how they are getting on in their studies, should look into their studies, should look into their books, give an eye to their written work, be ready with opinion, a hint, a word of encouragement (Musgrove, 1966).

The dimension school-based Involvement refers discussing school events, providing learning environments, providing nutrient foods, monitoring homework, helping with homework.

Example: “When you come home, do your parents ask about the happenings at school without you having to tell them”.

Social-based Involvement

Social based involvement mainly refers the behaviour management of their children. It involves providing encouragement to interact with teachers, friends, neighbours and others in the society, making sure that they are interact teachers with love and respect, and discussing to develop values etc.

Example: “Are you able to talk to your parents about the problems you face when interacting with strangers”.

Economic-based Involvement

Economic based involvement refers the parents support for their children’s financial needs into education, wealth and job. It mainly involves contributing classroom decorations or activities, study tours, providing good clothes, providing facilities, level of education, positions in society related job.

Example: “Do your parents like to spend money on recreational trips”.

Part B - Teacher Involvement

Teacher involvement is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization’s success (Robbins, 2003). Successful Classrooms do not just happen. They are created, maintained and restored (when necessary) by teachers. Who exhibit certain personal qualities, spend time planning and preparing, use effective techniques. Because they are effective managers, they will avoid most serious problems when necessary. They also know how to structure and use the physical space and equipment in ways that work for their students (Good & Brophy, 1990). The Teacher Involvement scale aims at understanding the teacher Involvement experienced by secondary school tribal students. The tool has been developed and standardized in a systematic process by the investigator with the help of supervising teacher. After reviewing existing literature and theories on Teacher Involvement, the researcher identified important dimensions for the tool and developed a three-point Likert-type scale with the help of the supervising teacher. The current scale was developed using seven dimensions that the investigator has identified. The following section provides comprehensive explanations of the dimensions chosen for the scale.

The dimensions included in the specific tool are

- Leadership
- Helpful/Friendly

- Understanding
- Student Responsibility/Freedom
- Uncertain
- Admonishing
- Strict

Leadership

Leadership means the teacher acts confidently in the classroom. Such as organizing, giving directions, setting tasks, determining procedures being aware of what's happening, providing structure, explaining, making intentions clear, holding classroom attention.

Example: “The teacher can create a very friendly atmosphere in the classroom”.

Helpful/ Friendly

This teacher is someone we can depend on or approachable. Such as assisting, showing interest and concern, being able to take joke, inspiring confidence and trust.

Example: “Spending time with the teacher is something that makes me very happy”.

Understanding

Understanding refers if a student has something to say, this teacher will listen. This teacher is patient, such as listening with interest, displaying empathy, patience, openness and tolerance, looking for ways to settle differences.

Example: “If you didn't understand the topics covered in class, are you able to ask the teacher to explain it again”.

Student Freedom

This teacher gives us a lot of free time in class, students can influence this teacher. This teacher is promoting independent work, being lenient, allowing

students to go at their own pace, waiting for the class to settle down, approving of student activity.

Example: “The teacher provides leadership for group discussions and activities aimed at problem solving among the students”.

Uncertain

This teacher seems uncertain or hesitant. This teacher acting hesitant and timid, apologizing, adopting and wait and see attitude.

Example: “If any problems arise in the class, there is usually no effort from the teacher to resolve them”.

Admonishing

This teacher gets angry quickly, being sarcastic, irritated, forbidding, admonishing and punishing.

Example: “I feel that when the teacher asks a question and I am unable to answer, the teacher scolds me in a way that feels embarrassing”.

Strict

This teacher is very strict, keeping tight rein, checking, judging, demanding silence, setting rules, giving hard test.

Example: “I feel that when the teacher enters the class, there is such a silence that even the fall of a pin can be heard”.

Planning of Parent-Teacher Involvement Scale

The scale was developed to understand the Parent-Teacher Involvement of secondary school tribal students. Many literatures were reviewed by the investigator for developing the scale, collaborating with the supervising teacher for guidance throughout the process. The dimensions were expanded based on the suggestions from the supervising teacher and the theory of parent and Teacher Involvement by

(Green & Hoover-Dempsey, 2007 and Nguon,2012), and (Wubbels et al.,1985., Telli et al, 2007., & Maulana et al.,2007).

Writing of Items

The investigator aimed to develop a scale to assess the Parent Teacher Involvement of secondary school tribal students at Model Residential schools, initially 100 statements were prepared, covering eleven components. The investigator and supervising teacher discussed how to enhance the clarity of each statement and remove any ambiguity. The draft scale consists of 100 items. 60 positive statements and 40 negative statements. The Table shows the total number of items in each dimension.

Table 2

Dimension Wise Distribution of Items of Parent-Teacher Involvement Scale

Sl No	Dimensions	Positive Statements	Negative Statements	Total No. of Statements
Part A				
Parent Involvement				
1	Home	2,6,14,32,38,39,47,50,53	10,18,22,26,30,34,35,36,41,43,45	20
2	School	1,5,9,13,17,21,25,29,40,44,46		11
3	Social	3,7,11,19,23,37,51	15,27,31,33,48,54	13
4	Economic	4,8,12,16,20,24,42	28,49,52,55	11
Part B				
Teacher Involvement				
5	Leadership	56, 62,60,58,64,66,73,80,87	94,97	11
6	Helpful/Friendly	57,59,61,63,65,67,74,88	81,98	10
7	Understanding	75,82,89	68,95	5
8	Student Responsibility/Freedom	69,76,83,90		4
9	Uncertain		70,77,84,91	4
10	Admonishing		71,78,85,92	4
11	Strict	72,99	79,86,93,96,100	7
Parent-Teacher Involvement Scale				100

The final draft scale consists of 100 items based on the dimensions.

Mode of Answering

There were three modes of responses Always, Sometimes and Never. The researcher provided separate response sheet for the items the respondents were to mark a tick sign in the appropriate column in the response sheet.

Scoring Procedure

Both positive and negative items were included in the scale. For positive items the responses Always, Sometimes and Never were rated as 3,2 and 1. For negative items Always, Sometimes and Never were rated as 1,2 and 3.

Try Out

Try out procedure of the draft tool is conducted to select the suitable items for the final tool. To accomplish this the discriminating power of each item in the draft tool can be statistically determined.

For the try-out procedure the draft tool has been provided to 100 students who were selected at random sampling. Copies of the draft tool are given to each student. The instructions needed to fill out the response sheet were provided by the investigator. After providing the students in sufficient time to complete the questions, copies of the draft tool and the response sheet were gathered.

Item Analysis

Item analysis is a statistical analysis of the students' response on a test. Collection and summarization of students' responses can provide quantitative objective information that is useful in deciding the quality of the test items and increasing the assessments efficiency (Benson, 1978 & Sharma, 2021) Also Item analysis "investigate the performance of items considered individually either in relation to some external criterion or in relation to the remaining items on the test" (Thompson & Levitov, 1985).

The item analysis of Parental-Teacher Involvement Scale is done according to the procedure suggested by Likert (1932). The data was collected from 617 samples. The researcher has ranked the overall scores of the tryout procedure in the ascending order. For each individual statement, the subjects with the highest scores (27% of the subjects) and the lowest scores (27% of the subjects) were assessed. Therefore, the numerical values of their mean responses to each statement were computed after selecting, as criterion groups, the 27 subjects with the highest scores and the 27 subjects with the lowest scores out of the 617 subjects. To evaluate the high and low groups responses to each statement, the t-value is calculated using the formula,

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sum(x_H - \bar{X}_H)^2 + \sum(x_L - \bar{X}_L)^2}{n(n-1)}}$$

Where,

$\bar{X}_H$ = the mean of the higher group

$\bar{X}_L$ = the mean of the lower group

H = Standard deviation of scores of the given item of high group

L = Standard deviation of the scores of the given item of low group

NH = Number of individuals in high group

NL = Number of individuals in low group

Selection of Items

According to Likert (1932), the items with a 't' greater than or equal to 2.58 are selected to be included in the final tool while the items that has a 't' value of lesser than 2.58 are not significant enough to take a place in the final tool on Parent Teacher Involvement Scale. The details of item analysis and the 't' values computed for each item of the parent Teacher Involvement Scale are given in the table.

Table 3*Details of Item Analysis of Parent-Teacher Involvement Scale***Part A Parental Involvement**

Item No	t-value	Type of item	Accepted or Rejected
1	4.83	Positive	Accepted
2	2.72	Positive	Accepted
3	1.82	Positive	Rejected
4	4.92	Positive	Accepted
5	1.95	Positive	Rejected
6	1.37	Positive	Rejected
7	3.08	Positive	Accepted
8	5.96	Positive	Accepted
9	3.74	Positive	Accepted
10	2.56	Negative	Rejected
11	3.93	Positive	Accepted
12	1.28	Positive	Rejected
13	3.09	Positive	Accepted
14	1.38	Positive	Rejected
15	4.74	Negative	Accepted
16	1.81	Positive	Rejected
17	2.32	Positive	Rejected
18	1.45	Negative	Rejected
19	2.89	Positive	Accepted
20	1.99	Positive	Rejected
21	2.52	Positive	Rejected
22	1.98	Negative	Rejected
23	2.95	Positive	Accepted
24	1.15	Positive	Rejected
25	4.28	Positive	Accepted
26	2.54	Negative	Rejected
27	1.87	Negative	Rejected
28	0.98	Negative	Rejected
29	3.39	Positive	Accepted
30	1.59	Negative	Rejected
31	3.78	Negative	Accepted

32	2.27	Positive	Rejected
33	3.69	Negative	Accepted
34	2.29	Negative	Rejected
35	2.53	Negative	Rejected
36	1.89	Negative	Rejected
37	3.85	Positive	Accepted
38	2.43	Positive	Rejected
39	3.79	Positive	Accepted
40	2.14	Positive	Rejected
41	4.76	Negative	Accepted
42	3.88	Positive	Accepted
43	1.97	Negative	Rejected
44	4.38	Positive	Accepted
45	3.70	Negative	Accepted
46	4.04	Positive	Accepted
47	1.62	Positive	Rejected
48	3.92	Negative	Accepted
49	2.85	Negative	Accepted
50	3.65	Positive	Accepted
51	2.31	Positive	Rejected
52	1.71	Negative	Rejected
53	4.16	Positive	Accepted
54	1.64	Negative	Rejected
55	0.85	Negative	Rejected

Part B Teacher Involvement

Item No	't' value	Type of item	Accepted or Rejected
56	2.57	Positive	Rejected
57	4.87	Positive	Accepted
58	2.08	Positive	Rejected
59	3.87	Positive	Accepted
60	2.06	Positive	Rejected
61	1.89	Positive	Rejected
62	9.12	Positive	Accepted
63	4.98	Positive	Accepted
64	2.37	Positive	Rejected

65	2.12	Positive	Rejected
66	1.97	Positive	Rejected
67	5.46	Positive	Accepted
68	4.30	Negative	Accepted
69	3.46	Positive	Accepted
70	2.94	Negative	Accepted
71	8.38	Negative	Accepted
72	7.21	Positive	Accepted
73	1.34	Positive	Rejected
74	3.54	Positive	Accepted
75	5.76	Negative	Accepted
76	1.26	Positive	Rejected
77	6.85	Negative	Accepted
78	2.01	Negative	Rejected
79	4.59	Negative	Accepted
80	1.62	Positive	Rejected
81	8.60	Negative	Accepted
82	3.67	Positive	Accepted
83	2.62	Positive	Accepted
84	5.44	Negative	Accepted
85	4.77	Negative	Accepted
86	2.35	Negative	Rejected
87	1.99	Positive	Rejected
88	2.28	Negative	Accepted
89	1.84	Positive	Rejected
90	3.92	Positive	Accepted
91	2.38	Negative	Rejected
92	2.68	Negative	Accepted
93	3.97	Negative	Accepted
94	4.12	Negative	Accepted
95	5.81	Negative	Accepted
96	3.82	Negative	Accepted
97	2.57	Positive	Rejected
98	5.21	Negative	Accepted
99	4.67	Positive	Accepted
100	5.47	Negative	Accepted

The total number of items selected for the final scale consists of 55 items.

Estimation of Validity and Reliability

Validity

Content validity refers to the degree to which the test measures, or is specifically related to, the traits for which it was designed (Best, 1989). It is the extent to which the questions on the instrument and the scores from these questions represent all possible questions that could be asked about the content or skill (Creswell, 2005). It ensures that the questionnaire includes adequate set of items that tap the concept. The more the scale items represent the domain of the concept being measured, the greater the content validity (Shekaran & Bougie, 2010). The content validity of the scale has been verified through expert's evaluation. The unclear and obscure questions can be amended, and the ineffective and non-functioning questions can be discarded by the advice of the experts.

Construct validity refers to how well you translated or transformed a concept, idea, or behaviour that is a construct into a functioning and operating reality, the operationalisation (Trochim, 2006). It involves testing a scale in terms of theoretically derived hypothesis concerning the nature of underlying variables or constructs (Pallant, 2011). The Parent Teacher Involvement rating scale was developed based on the theories and on the experts' suggestions. The construct validity of the tool was established by giving due weightage to the dimensions of parent and teacher Involvement. Thus, the tool possesses construct validity.

Face validity refers to the degree to which a test has appeared to measure what it claims to measure (Leedy & Ormrod, 2004). The Parental Involvement rating scale was given to establish face validity. The experts suggested that each item in the scale measured the concept and can be retained in the scale. So, the face validity of the scale was established.

Reliability

The reliability of the Parent Teacher Involvement Scale was established by test-retest method. The same tool was again applied to 100 secondary students after

a period of 3 weeks. The two sets of scores were then correlated using Pearson's Product Moment Correlation. The value of Test-retest method obtained is 0.87.

The formula for computing the correlation coefficient is

$$r = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where,

r	=	Co-efficient of Correlation
N	=	Number of Paired Scores
X	=	Obtained scores of variable X
Y	=	Obtained scores of variable Y
$\sum X^2$	=	Sum of the squares of the obtained scores of variable X

Cronbach's alpha was 0.90 which shows that the Parent Teacher Involvement Scale is highly reliable tool for assessing the Parental Involvement among secondary school tribal students.

The total number of items selected for the final scale consists of 55 items. The Malayalam and English versions of Parent-Teacher Involvement Scale (draft and the final) are given in the Appendices A, B, C and D respectively.

Scale on Self-Concept Scale (Sibi & Meera, 2019)

The Self- concept scale was devised to measure the self-concept among secondary school tribal students. The tool has been developed and standardized in a systematic process by the investigator with the help of supervising teacher. It involves the following steps.

- Planning of the Scale
- Scoring Procedure
- Try out
- Item analysis

- Reliability
- Validity

Planning of the Scale

The scale was developed to measure the self-concept among secondary school tribal students. The dimensions were selected only after an extensive review of the relevant literature and discussion with the supervising teacher. According to Hurlock (1974) the concept of self has three major components. They are the Perceptual component, the conceptual component and the attitudinal component

The Perceptual component

The perceptual component is the image the person has of the appearance of his body and of the impression he makes on others. It includes the image he has of the attractiveness and sex appropriateness of his body, the importance of the different parts of his body, such as his muscles, to his behaviour and the prestige they give him in the eyes of others. The perceptual component is often called the “physical self-concept”

The conceptual component

The conceptual component is the person’s conception of his distinctive characteristics, his abilities and disabilities, his background and origins, and his future. It is often called the “psychological self-concept” and is composed of such life adjustment qualities as honesty, self-confidence, independence, courage and their opposites.

The Attitudinal component

The attitudinal component are the feelings a person has about himself, his attitudes about his present status and future prospects, his feelings about his worthiness, and his attitudes of self-esteem, self-reproach, pride and shame. As the person reaches adulthood, the attitudinal component includes also the beliefs,

convictions, values, ideals, aspirations and commitments which make up his philosophy of life.

The dimensions included in the specific tool are

1. Appearance- Physical
2. Honesty
3. Self-Confidence
4. Independence
5. Courage
6. Pride
7. Shame

Appearance – Physical

Self-Concepts are images people have themselves. They are composites of the beliefs they have about themselves- their physical, psychological, social and emotional characteristics, their aspirations and their achievements. All self-concepts include physical and psychological self-image. The physical self-image is usually formed first and is related to the child's physical appearance- its attractiveness and its sex appropriateness or inappropriateness and the importance of the different parts of the body to behaviour and to the prestige they give the child in the eyes of the others (Hurlock, 1997).

The physical self-concept means the views, thought and assessment of adolescent to its own. Individuals known to have a physical self-concept when he looked positively his appearance, health, skin, good looks, as well as the ideal body size; individuals considered to have a negative self-concept when looking at those things negatively.

The physical means the individual's view of their body, health, physical appearance and strength. Physical body is the most public display of the person.

Awareness of one's person as a physical entity with shape and other characteristics which can be evaluated by others and oneself, is continues throughout life. It evolves out of the organisms earliest psychological experiences of sensing and recording (Burns,1982).

The individual's awareness of the social values associated with appearance and his evaluation of the way in which his appearance compares with the cultural norm and with his own childhood ideal-these factors are responsible for the effect appearance has on personality. If the person's evaluation of his appearance is positive, it will give him satisfaction and he will develop a favourable self-concept. Relatively few people are satisfied with their appearance. The more dissatisfied they are, the more damaging the effect on the personality. (Hurlock, 1974).

Example: I have an attractive personality.

Honesty

Honesty refers how people see themselves in relation to being honourable and trustworthy. People are often torn between two competing motivations: gaining from cheating versus maintain their positive self-concept as honest individuals (Aronson, 1969., Harris, Mussen and Rutherford, 1976). People in almost every society value honesty and maintain very high beliefs about their own morality. Honesty is one of the most important virtues a person has. It is essential for building trust, both with others and within oneself. It's about being honest with yourself about your thoughts, feelings and actions. It's also recognizing your limitations and facing your fears.

Honesty helps in developing good attributes like kindness, discipline, truthfulness, moral integrity and more. Lying, cheating, lack of trust, steal, greed and other immoral attributes have no part in honesty. Honest people are sincere, trustworthy and loyal, throughout their life.

Example: I share my problems with my friends.

Self-Confidence

Confidence is priceless. By having confidence, a person can do anything with the belief that it will succeed, if it fails, one does not necessarily despair, but still has the enthusiasm, remains realistic, and then firmly tries again (Yorke, M 2014)). Confidence of each person is one of the souls that determines the success or failure of the person in achieving various goals in life. With lack of confidence, a sense of inferiority will overwhelm someone in his life, and he will grow into a pessimistic person. (Yan, 2019)

Self-confidence is a condition in a person that contains the strengths, abilities, and skills (Pandero, 2017). Self-confidence means having faith in our own abilities or skills to accomplish a work. it means accepting and trusting our own self. It helps an individual to maintain a positive and realistic views about themselves. Self-confident people can communicate assertively and can handle criticism. (Misra, 2021).

Example: I feel that it's easy for me to capture the attention of others.

Independence

The independence represents the tendency of individuals to define themselves by their unique configuration or internal attributes and to focus on discovering and expressing their distinct potential (Markus and Kitayama, 1991). A large of research in social psychology has shown that people differ in their perceptions of self in relation to others (Kitayama et al. 2007). An independent self-concept denotes a person's self-definition as a unique entity with a set of core attributes that are consistent across situations, whereas an independent self-concept underscores self as being connected to significant others with a heightened awareness of situational contexts. (Triandis, 1995).

During Adolescence, teens begin developing independence from parents and start forming their own separate identities. It can be a time of increased conflict or friction in the household as teens begin to assert their autonomy and experiment with

new behaviours, explore their identity, and experience greater influence from peers.(<https://www.montrealtherapy.com>).

Independence is usually characterised by several characteristics, including the ability to determine one's own destiny, creativity and initiative, regulate behaviour, be responsible, be able to restrain, make their own decisions, and be able to overcome problems without the influence of others. (Panadero, 2017). Learning Independence in school is seen when students can express their opinions spontaneously when discussing in class and answering questions given by the teacher (Ziegler and Moeller, 2012).

Example: I can make decisions on my own.

Courage

Adolescence is a taxing period for many individuals as they experience changes in their physical, social, and psychological realms. These drastic changes may lead to experiencing uncertainty and anxiety (Steinberg, 2004; 2007). In times of uncertainty and fear, courage may serve as a protective factor by providing the means to move forward, contributing to positive identity development, interfere with the development of fear and anxiety, working more effectively, and pursuing goals (Howard et al., 2016; Koerner,2014; Muris et al., 2009; Sarros & Cooper, 2006; Springer, 2012). The courageous people experience an enhanced sense of personal integrity, the ability to be more appreciative and confident, and an awareness of their interpersonal and intrapersonal assets (Finfgeld,1999). Courageous individuals also can be role models to their peers by offering a vicarious learning opportunity (Worline, 2010). Courage could help adolescents build a positive self-concept, increase personal resources, and be more proactive (Hannah et al.,2007).

Example: I find it easy to interact with teachers.

Pride

Tracy and Robin (2007b) revealed that people who experience authentic pride attitude positive outcomes to their own efforts. Proud people described themselves with positive adjectives, such as accomplished, confident, and fulfilled.

Pride has often been viewed in opposition to shame (Kornilaki & Chloverakis, 2004; Tracy and Robins, 2007). Pride is a positive emotion that ensues when an individual engages in valued behaviours or displays positive characteristics (Castonguay, Gilchrist, Mack, & Sabiston, 2013). Pride is elicited when individuals are responsible for a particular outcome occurring and, this outcome meets or exceeds normative standards as set by themselves or others (Harris, 1989). Herrald & Tomaka, 2002).

Example: I am a person with a strong sense of responsibility.

Shame

Shame has been defined as an unpleasant emotional reaction of an individual to an actual or presumed negative judgement of himself by others resulting in self-depreciation vis-à-vis the group (Ausbel, 1955). It can be non-moral, as when a person commits a breach of propriety and is embarrassed or moral as when a person is unfavourably judged by others because of behaviour that has fallen below their moral standards. Shame relies on external sanctions alone, though it may be accompanied by guilt. Guilt relies on both internal and external sanctions (Hurlock, 1978).

Tomkins, (1991) describes the effect of shame as an inner sense of inferiority or failure in comparison with others on issues of size, strength, skill, independence, competitiveness, defectiveness, personal attractiveness, sexuality, lovability, and in extreme cases, just being 'seen' when young people receive messages of high worth and respect, they experience the positive social self, feeling of pride and self-respect. Conversely, messages of low self-worth and disrespect lead to feelings of shame and inferiority which, left unresolved, turn to rage and violence.

For vulnerable young people, any perceived slight against their sense of self is met with furious defence and attack of others. For some, the alternative is to live diminished, self-destructive lives, avoiding the sense of shame through drugs, withdrawal or self-mutilation. Tomkins (1991) and Nathanson (2003) describe how the experience of shame at a time when young people are reflecting on who they are 'becoming' can be so painful they build defences against it. Some defences to shame are damaging to the self and others.

For some young people, the fight-flight reaction becomes an almost immediate, psychological response to frustration, competition, humiliation and a lack of understanding. Shame strikes deep into the heart and anger and aggression are too often the result. At a time when characters are forming and young people are working out who they are becoming and how they are fit into the world, self-concept can be fragile. Young people need protection from the ill effects of punishment, criticism and misguided discipline (Hromek, 2007).

Example: I tend to get upset thinking about trivial matters.

Table 4

Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Self-Concept

Sl. No.	Dimensions	Positive Statements	Negative Statements	Total No.of Statements
1	Appearance	1,8,15,28,49,42,76,54,58,74	35,61,63,69,21	15
2	Honesty	2,9,16,22	29,43,36	7
3	Self-Confidence	3,10,50,44,37,66	17,23,30,80,77,55,59,64,70,71	16
4	Independence	4,11,24,45,31	18,38,65	8
5	Courage	5,12,19,46,75,56,60,68	25,51,39,32,67,72,73	15
6	Pride	6,13,20,26,47,33,57	52,40,62	10
7	Shame	53,48,41	7,14,27,34,81,79,78	10
Scale on self-concept				81

The draft scale consists of 81 items based on the dimensions.

Mode of Responding

A separate response sheet with five options is provided with same number of response space for each of the 81 items in the draft tool. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, are the choices that are available. The

respondents are instructed to confirm the option they select on the corresponding column of the response sheet.

Scoring Procedure

There are five possible responses for each statement on the Self-concept scale. For the positive statements the score is given in 5,4,3,2,1 order and for the negative items the score is given in 1,2,3,4,5 order for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively.

Try out

Tryout procedure of the draft tool is conducted to select the suitable items for the final tool. To accomplish this the discriminating power of each item in the draft tool can be statistically determined.

For the tryout procedure the draft tool has been provided to 100 students who were selected at random sampling. Copies of the draft tool are given to each student. The instructions needed to fill out the response sheet were provided by the investigator. After providing the students in sufficient time to complete the questions, copies of the draft tool and the response sheet were gathered.

Item Analysis

Item analysis is a statistical analysis of the students' response on a test. Collection and summarization of students' responses can provide quantitative objective information that is useful in deciding the quality of the test items and increasing the assessments efficiency (Benson, 1978 & Sharma, 2021) Also Item analysis "investigate the performance of items considered individually either in relation to some external criterion or in relation to the remaining items on the test" (Thompson & Levitov, 1985).

The researcher has ranked the overall scores of the tryout procedure in the ascending order. for each individual statement, the subjects with the highest scores (27% of the subjects) and the lowest scores (27% of the subjects) were assessed. Therefore, the numerical values of their mean responses to each statement were

computed after selecting, as criterion groups, the 27 subjects with the highest scores and the 27 subjects with the lowest scores out of the 617 subjects. To evaluate the high and low groups responses to each statement, the t-value is calculated using the formula,

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sum(X_H - \bar{X}_H)^2 + \sum(X_L - \bar{X}_L)^2}{n(n-1)}}$$

Where,

$\bar{X}_H$ = the mean of the higher group

$\bar{X}_L$ = the mean of the lower group

X_H = Scores of the individual item in lower group

X_L = Scores of the individual item in lower group

N = total number of students either in the upper group or lower group.

The t- value of 81 items in the Self-Concept Scale were calculated the t-value equal or greater than 2.58 were accepted and those with t-value below 2.58 were rejected. Thus, the items with a t= value of 2.58 and above are selected to be included in the final tool while the items that has a t= value of lesser than 2.58 are not significant enough to take a place in the final tool on Self-concept scale.

Table 5

Details of Item Analysis of Scale on Self-Concept

Item No	't' value	Type of Item	Accepted or Rejected
1	4.54	Positive	Accepted
2	3.76	Positive	Accepted
3	3.68	Positive	Accepted
4	3.77	Positive	Accepted
5	3.04	Positive	Accepted
6	2.44	Positive	Rejected

7	5.60	Negative	Accepted
8	2.06	Positive	Rejected
9	3.64	Positive	Accepted
10	4.26	Positive	Accepted
11	3.29	Positive	Accepted
12	3.58	Positive	Accepted
13	3.53	Positive	Accepted
14	2.07	Negative	Rejected
15	5.47	Positive	Accepted
16	7.18	Positive	Accepted
17	4.05	Negative	Accepted
18	3.57	Negative	Accepted
19	5.08	Positive	Accepted
20	5.56	Positive	Accepted
21	2.59	Negative	Accepted
22	5.03	Positive	Accepted
23	4.85	Negative	Accepted
24	3.69	Positive	Accepted
25	7.87	Negative	Accepted
26	2.27	Positive	Rejected
27	2.91	Negative	Accepted
28	5.68	Positive	Accepted
29	4.55	Negative	Accepted
30	3.19	Negative	Accepted
31	4.23	Positive	Accepted
32	3.20	Negative	Accepted
33	1.75	Positive	Rejected
34	2.83	Negative	Accepted
35	4.52	Negative	Accepted
36	7.73	Negative	Accepted
37	4.03	Positive	Accepted
38	3.81	Negative	Accepted
39	3.79	Negative	Accepted
40	2.05	Negative	Rejected
41	6.42	Positive	Accepted
42	3.69	Positive	Accepted

43	6.79	Negative	Accepted
44	3.21	Positive	Accepted
45	2.99	Positive	Accepted
46	2.68	Positive	Accepted
47	6.49	Positive	Accepted
48	7.43	Positive	Accepted
49	4.98	Positive	Accepted
50	3.58	Positive	Accepted
51	2.08	Negative	Rejected
52	5.06	Negative	Accepted
53	2.24	Positive	Rejected
54	2.94	Positive	Accepted
55	3.56	Negative	Accepted
56	7.12	Positive	Accepted
57	9.05	Positive	Accepted
58	2.86	Positive	Accepted
59	2.94	Negative	Accepted
60	2.60	Positive	Accepted
61	4.47	Negative	Accepted
62	4.26	Negative	Accepted
63	5.32	Negative	Accepted
64	3.56	Positive	Accepted
65	2.18	Negative	Rejected
66	7.85	Positive	Accepted
67	4.67	Negative	Accepted
68	3.99	Positive	Accepted
69	1.94	Negative	Rejected
70	3.87	Negative	Accepted
71	4.23	Negative	Accepted
72	8.12	Negative	Accepted
73	7.56	Negative	Accepted
74	3.34	Positive	Accepted
75	6.54	Positive	Accepted
76	1.89	Positive	Rejected
77	2.98	Negative	Accepted
78	3.09	Negative	Accepted

79	2.75	Negative	Accepted
80	5.78	Negative	Accepted
81	3.46	Negative	Accepted

The total number of items selected for the final scale consists of 70 items.

Estimation of Validity and Reliability

Validity of the Scale

The scale on Self-Concept was given to establish face validity. The experts suggested that each item in the scale measured the concept and can be retained in the scale. So, the face validity of the scale was established

The scale on Self-Concept was developed based on the theories of Self-Concept and based on the experts' suggestions. Thus, the tool possesses construct validity

Reliability

The reliability of the tool was established by test-retest method. The same tool was again applied to 100 secondary students after a period of 3 weeks. The two sets of scores were then correlated using Pearson's Product Moment Correlation. The value of Test-retest method obtained is 0.87.

Cronbach's alpha was 0.89 which shows that the Self-Concept Scale is highly reliable tool for assessing the self-Concept among secondary school tribal students.

The Malayalam and English versions of Self-Concept Scale (draft and the final) are given in the Appendices E, F, G and H respectively.

Scale on Emotional Maturity (Sibi & Meera, 2021)

The Emotional Maturity scale was devised to measure the Emotional Maturity among secondary school tribal students. The tool has been developed and

standardized in a systematic process by the investigator with the help of supervising teacher. It involves the following steps.

- Planning of the Scale
- Scoring Procedure
- Try out
- Item analysis
- Reliability
- Validity

Planning of the Scale

The scale was developed to measure Emotional Maturity among secondary school tribal students. The dimensions were selected only after an extensive review of the relevant literature and discussion with the supervising teacher.

The dimensions included in the specific tool are

1. Self-awareness
2. Self-control
3. Empathy
4. Acceptance of Reality
5. Social adjustment

Self-awareness

Self-awareness depends on social experiences (Gallup, 1979). The individual often has trouble discriminating between choices which actualize his potential and those that do not. Self-awareness must involve an understanding of this prior conditioning and how one reacts to it at present. This requires the development of an

awareness of one's cognitive capabilities and the logical analysis of one's feelings, thoughts and overt behaviour and their interactions. Furthermore, this involves learning to view oneself as having the capacity and responsibility continually to make choices about one's purpose in life. Becoming more aware of oneself also means realizing that while we do have this capacity for choosing, we often allow our conditioning to guide us into making safe choices rather than growth choices (Maslow, 1968).

Example: "I have a clear awareness of my strengths and limitations".

Self-Control

Self- Control is defined as the capacity to engage in voluntary action to pursue valued distal goals over conflicting proximal urges (Duckworth & Steinberg, 2015, Nigg, 2017).

Adolescence is described as the transitional period between childhood and adulthood (Hutchison, 2013). Major cognitive, emotional, and social developments occur during adolescence, and these developments continue up until young adulthood. Self- control enables adolescents to inhibit undesired actions, emotions and cognitions and strengthen desired ones for the sake of long-term adaptation (Hazen, et al. 2008).

Example: "I often behave inappropriately in many situations".

Empathy

Empathy refers the ability to understand another person's emotional condition, and perspective taking, or the ability to see a situation from another person's point of view (Eisenberg, 2000).

Empathy is the vicarious experiencing of another person's feelings (for example smiling at another person's good fortune or experiencing another person's distress). Although it is not a specific emotion, it is an emotional process believed to be especially important in moral development (Hoffman, 2000; Tangney et al. 2007).

Empathizing with individuals who are suffering not only taking their perspective but also feeling their pain- can motivate prosocial behaviour- positive social acts, such as helping or sharing, that reflect or concern for the welfare of other. Empathy can also keep us from doing harm to others, as when a teenager can relate to the feelings of a disabled or overweight classmate and refrains from picking on this individual (Sigelman & Rider, 2009).

Example: “When I see my friends upset, I also feel distressed”.

Acceptance of Reality

One of the characteristics of a well-adjusted person is his willingness to accept reality instead of running away from it. While he may not like things as they are, he is realistic enough to know that he can either change them or change to a locale where things will be more to his liking. The person who accepts reality knows that no one can turn back the hands of the clock or skip over the present and land in the future. He knows that he must live in the present, even though he feels that the past or the future would be more to his liking. (Hurlock, 1974).

Acceptance of reality is essential to a healthy personality. The person must learn to accept his limitations, either physical or psychological, if he cannot change them and to do what he can with what he has.

Example: “I never blame circumstances for my lack of ability”.

Social Adjustment

Social adjustment refers one’s adjustment to his social surroundings. Person should feel satisfied with what he or she gets from his environment. Persons adjustment with his social set up, starts from his parents, home and family and extended to the neighbourhood, state, country and whole world. It is essential for the welfare of his own and the society. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one’s social beings and feel responsibility and obligation towards one’s fellow beings’ society and country (Mangal, 1999).

Example: “I can quickly form friendship with anyone, regardless of age”.

Table 6

Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Emotional Maturity

Sl No:	Dimensions	Positive Statements	Negative Statements	Total
1	Self-awareness	1,2,3,4,5,6,7,8,9,11,13,14	10,12,15,16	16
2	Self-control	24,26,27,28	17,18,19,20,21,22,23,25,29,30	14
3	Empathy	31,32,33,34,35,36,37,38,39,40,41,43,46	42,44,45	16
4	Acceptance of Reality	48,51,52,53,54,56,60	47,49,50,55,57,58,59,61,62	16
5	Social Adjustment	64,66,68,73,74,75	63,65,67,69,70,71,72	13
Scale on Emotional Maturity				75

The draft scale consists of 75 items based on the dimensions.

Mode of Responding

A separate response sheet with five options is provided with same number of response space for each of the 75 items in the draft tool. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, are the choices that are available. The respondents are instructed to confirm the option they select on the corresponding column of the response sheet.

Scoring Procedure

There are five possible responses for each statement on the Self-concept scale. For the positive statements the score is given in 5,4,3,2,1 order and for the negative items the score is given in 1,2,3,4,5 order for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively.

Try out

Tryout procedure of the draft tool is conducted to select the suitable items for the final tool. To accomplish this the discriminating power of each item in the draft tool can be statistically determined.

For the tryout procedure the draft tool has been provided to 100 students who were selected at random sampling. Copies of the draft tool are given to each student. The instructions needed to fill out the response sheet were provided by the investigator. After providing the students in sufficient time to complete the questions, copies of the draft tool and the response sheet were gathered.

Item Analysis

Item analysis is a statistical analysis of the students' response on a test. Collection and summarization of students' responses can provide quantitative objective information that is useful in deciding the quality of the test items and increasing the assessments efficiency (Benson, 1978 & Sharma, 2021) Also Item analysis "investigate the performance of items considered individually either in relation to some external criterion or in relation to the remaining items on the test" (Thompson & Levitov, 1985).

The researcher has ranked the overall scores of the tryout procedure in the ascending order. for each individual statement, the subjects with the highest scores (27% of the subjects) and the lowest scores (27% of the subjects) were assessed. Therefore, the numerical values of their mean responses to each statement were computed after selecting, as criterion groups, the 27 subjects with the highest scores and the 27 subjects with the lowest scores out of the 617 subjects. To evaluate the high and low groups responses to each statement, the t-value is calculated using the formula,

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sum(X_H - \bar{X}_H)^2 + \sum(X_L - \bar{X}_L)^2}{n(n-1)}}$$

Where,

- $\bar{X}_H$ = the mean of the higher group
- $\bar{X}_L$ = the mean of the lower group
- X_H = Scores of the individual item in lower group
- X_L = Scores of the individual item in lower group
- N = total number of students either in the upper group or lower group.

The t- value equal or greater than 2.58 were accepted and those with t-value below 2.58 were rejected. Thus, the items with a t= value of 2.58 and above are selected to be included in the final tool while the items that has a t= value of lesser than 2.58 are not significant enough to take a place in the final tool on Emotional Maturity scale.

Table 7

Details of Item Analysis of Emotional Maturity Scale

Item No	't' value	Type of Item	Accepted or Rejected
1	6.57	Positive	Accepted
2	4.79	Positive	Accepted
3	3.89	Positive	Accepted
4	3.85	Positive	Accepted
5	2.34	Positive	Rejected
6	6.32	Positive	Accepted
7	7.75	Positive	Accepted
8	7.17	Positive	Accepted
9	2.42	Positive	Rejected
10	5.38	Negative	Accepted
11	6.25	Positive	Accepted
12	1.67	Negative	Rejected
13	4.67	Positive	Accepted

14	3.38	Positive	Accepted
15	3.93	Negative	Accepted
16	3.23	Negative	Accepted
17	5.98	Negative	Accepted
18	4.67	Negative	Accepted
19	2.28	Negative	Rejected
20	6.91	Negative	Accepted
21	3.64	Negative	Accepted
22	4.50	Negative	Accepted
23	2.63	Negative	Accepted
24	7.80	Positive	Accepted
25	2.78	Negative	Accepted
26	6.39	Positive	Accepted
27	2.46	Positive	Rejected
28	5.29	Positive	Accepted
29	2.96	Negative	Accepted
30	6.38	Negative	Accepted
31	7.43	Positive	Accepted
32	8.54	Positive	Accepted
33	2.74	Positive	Accepted
34	2.40	Negative	Rejected
35	6.44	Positive	Accepted
36	1.94	Positive	Rejected
37	3.95	Positive	Accepted
38	3.88	Positive	Accepted
39	3.50	Positive	Accepted
40	7.32	Positive	Accepted
41	5.66	Positive	Accepted
42	1.84	Negative	Rejected
43	3.66	Positive	Accepted
44	7.20	Negative	Accepted
45	3.47	Negative	Accepted
46	3.94	Negative	Accepted
47	4.73	Negative	Accepted
48	8.21	Positive	Accepted
49	5.04	Negative	Accepted
50	3.56	Negative	Accepted
51	1.99	Positive	Rejected
52	4.93	Positive	Accepted
53	4.31	Positive	Accepted
54	3.96	Positive	Accepted

55	4.39	Negative	Accepted
56	9.29	Positive	Accepted
57	4.84	Negative	Accepted
58	3.75	Negative	Accepted
59	5.70	Negative	Accepted
60	3.72	Positive	Accepted
61	4.25	Negative	Accepted
62	3.65	Negative	Accepted
63	4.56	Negative	Accepted
64	3.81	Positive	Accepted
65	3.49	Negative	Accepted
66	8.32	Positive	Accepted
67	3.52	Negative	Accepted
68	7.62	Positive	Accepted
69	1.92	Negative	Rejected
70	4.23	Negative	Accepted
71	3.55	Negative	Accepted
72	5.14	Negative	Accepted
73	8.95	Positive	Accepted
74	5.37	Positive	Accepted
75	3.85	Positive	Accepted

The total number of items selected for the final scale consists of 65 items.

Estimation of Validity and Reliability

Validity of the Scale

Content validity refers to the degree to which the test measures, or is specifically related to, the traits for which it was designed (Best, 1989). It is the extent to which the questions on the instrument and the scores from these questions represent all possible questions that could be asked about the content or skill (Creswell, 2005). It ensures that the questionnaire includes adequate set of items that tap the concept. The more the scale items represent the domain of the concept being measured, the greater the content validity (Shekaran & Bougie, 2010). The content validity of the scale has been verified through expert's evaluation. The unclear and obscure questions can be amended, and the ineffective and non-functioning questions can be discarded by the advice of the experts.

Construct validity refers to how well you translated or transformed a concept, idea, or behaviour that is a construct into a functioning and operating reality, the operationalisation (Trochim, 2006). It involves testing a scale in terms of theoretically derived hypothesis concerning the nature of underlying variables or constructs (Pallant, 2011). The Parental Involvement rating scale was developed based on the theories Parental Involvement and based on the experts' suggestions. The construct validity of the tool was established by giving due weightage to the dimensions of Emotional Maturity. Thus, the tool possesses construct validity.

Face validity refers to the degree to which a test appears to measure what it claims to measure (Leedy & Ormrod, 2004). The Parental Involvement rating scale was given to establish face validity. The experts suggested that each item in the scale measured the concept and can be retained in the scale. So, the face validity of the scale was established.

Reliability

The reliability of the Emotional Maturity Scale was established by test-retest method. The same tool was again applied to 100 secondary students after a period of 3 weeks. The two sets of scores were then correlated using Pearson's Product Moment Correlation. The value of Test-retest method obtained is 0.88.

The formula for computing the correlation coefficient is

$$r = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where,

r = Co-efficient of Correlation

N = Number of Paired Scores

X = Obtained scores of variable X

Y = Obtained scores of variable Y

$\sum X^2$ = Sum of the squares of the obtained scores of variable X

Cronbach's alpha was 0.91 which shows that the Emotional Maturity Scale is highly reliable tool for assessing the Emotional Maturity among secondary school tribal students.

The Malayalam and English versions of Emotional Maturity Scale (draft and the final) are given in the Appendices I, J,K and L respectively.

Scale on classroom social relations (Sibi & Meera, 2021)

The scale on classroom social relations aims at understanding the level of social relations experienced by the secondary school tribal students in the classroom situation. The tool has been developed and standardized in a systematic process by the investigator with the of supervising teacher the process of guidance developing and standardizing a completely new research to that can be used for a specific study has to be done by following a proper and systematic procedure. It involves the following steps.

- Planning of the scale
- Scoring Procedure
- Try out
- Item analysis
- Reliability
- Validity

Planning of the scale

This scale is developed to measure the classroom social relation experienced by the secondary school tribal students studying at Model residential schools. The scale is developed by taking into consideration the Cultural and habitual life of tribal students. This classroom social relation scale has been developed based on a few important Components that take a major role in the social life of the individuals of tribal students. The dimensions concerned to social relations of secondary school

tribal Students were selected only after in depth reviewing of the related literature and taking inputs from the supervising teacher and other experts and by adopting two dimensions from the scale Classroom Social relations prepared by (Naseema & Sibi, 2017).

The dimensions included in the specific tool are:

1. Distance
2. Symmetry
3. Scope
4. Prosocial
5. Aggressive

Distance

The social skills required to establish and maintain a friendship cannot be explained solely, in terms of cognitive development. Personality and psychosocial developments also contribute to the acquisition of Social Cognitions involving friendships. The nature of social experiences during different phases of development are likely to influence not only the friendship values that are acquired but how they are implemented into friendship acts and deeds. (Foot, Chapman, and Smith, 1980, pp.39). Mark Geanovettee (1973) "a relationship is strong or weak depending on the amount of time it occupies, It's level of emotional intensity and its intimacy. A relationship's strength thus depends on both its objective manifestation (i.e., time spent together and the internal psychic life of participants (i.e. emotional intensity). Social relations may be distant, depending on the degree to which interaction is an opportunity for each participant to fully or narrowly realize himself or herself.

Example: "When I reach to school, I like to spend as much time as possible with my friends".

Symmetry

Friendship as a social institution (Suttles, 1970). It is a tie which Provides certain needs for its members over a period and is relatively (though not completely) stable. Symmetry is another one of the formal dimensions of social relations. It is crucial to social relations. Friendship is the classic example of a symmetric relationship. Symmetry is a self-relational dimension. This might be conceived of as symmetrical self-relation to the social relationship, the extent to which it fulfils each person's ideal potential in an equal way. Social relations may be symmetrical, depending on the degree to which what is ideal for one participant is shameful for each other.

Example: "I like my friend very much".

Scope

Friendship occurs in a social world - a world comprising many relationships friendships, acquaintanceships and enmities. Each Friendship or friendship group develops its own culture derived from past knowledge of members, norms of legitimate interaction, functional needs of the group, Status and power considerations and formulated by the events in which the group participates.

The Scope of a person's life. is likely most like centrality within the social network, more. Specifically, it is called "degree of Centrality". It is perhaps the most basic measure of network centrality, determined simply by the number of people to Whom one is related. Betweenness Centrality may also approximate scope in certain types of social networks, such as "Star" that is high networks with his density High betweenness usually Indicates one's involvement in a myriad of diverse social contexts (Freeman, 1979) The scope of the social relations may vary depending on the relative expansiveness of the lives of its participants.

Example: "I am able to resolve conflicts between friends".

Prosocial

Prosocial is voluntary behavior that benefits others or promotes harmonious relations with others. Classrooms present plenty of opportunities for children to be kind and helpful. Some children not only decline to be nice, but they are actively aggressive toward classmates because success in the classroom depends on social competence as well as academic ability (Bergin and Bergin, 2012, pp. 377). Adolescents become even more skilled at prosocial behavior. They can do much more for their peers, such as help with schoolwork, sports or disagreements (Bergin, et al., 2003pp. 379). Prosocial behavior is also worth cultivating because it is linked to achievement. Prosocial students are more likely to show interest in schoolwork, work independently, take turns, listen and stay on task (McClelland and Morrison, 2003). pp 383

Example: “When I help my friends, I don’t expect anything in return”.

Aggressive

Aggressive behavior is an action intentionally taken to hurt another person either physically or psychologically. It sometimes involves physical aggression, an action that can potentially cause bodily injury (e.g. hitting, shoving) In other cases it involves psychological aggression, an action intended to cause mental anguish or reduce Self-esteem. One form of psychological aggression is relational aggression, an action that can adversely affect friendships and other interpersonal relationships (e.g., ostracizing a peer, spreading unkind rumors). As a general rule, aggression declines over the course of childhood and adolescence, but it increases for a short time after Students make the transition from elementary school to middle school or junior high (Pelligrini 2002)

Some children and adolescents are genetically more predisposed to aggression than their peers, and others may exhibit heightened aggression because of neurological abnormalities (Brendgen et al, 2008., Raine, 2008, Van Goozen, Fairchild & Harold, 2008). But environmental factors can foster aggression. behavior as well many aggressive students live in dysfunctional conditions at home,

perhaps including frequent conflicts and display of anger, harsh punishment or child maltreatment, and a general lack of affection and appropriate social behavior (Christenson, 2004, Malkovich, Jaffee, Odgers, & Gallop, 2008; Pettit, 2004).

The roots of school aggression and violence are many and diverse. A variety of cognitive factors (e.g. lack of perspective taking, misinterpretation of social cues, poor social problem-solving skills) predispose some students to aggressive behavior (Coie and Dodge, 1998; Dodge et al., 2003, Troop-Gordon & Ladd, 2005).

Example: When I get angry, I tend to throw things.

Table 8

Details of Different Dimensions and the Number of Negative Statements under Each Component of the Tool Scale on Classroom Social Relations

Sl. No.	Dimensions	Positive Statements	Negative Statements	Total
1	Distance	1,2,3,4,5,6,7,8,9,10,11,12	13,14,15,16,17,18,19	19
2	Symmetry	20,21, 22,23,24,25,26,27,28, 29,30,31,32,39	33,34,35,36,37,38	20
3	Scope	40,41,42	43,44,45,46	7
4	Prosocial	47,48,49,50,51,52,53, 54,55,56	57,58	12
5	Aggressive		59,60,61,62,63,64,65,66,67, 68,69,70,71,72	14
Scale on Classroom Social Relations				72

The draft consists of 72 items based on the dimensions.

Mode of Responding

A separate response sheet with five options is provided with same number of response space for each of the 72 items in the draft tool. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, are the choices that are available. The respondents are instructed to confirm the option they select on the corresponding column of the response sheet.

Scoring Procedure

There are five possible responses for each statement on the Classroom Social Relation scale. For the positive statements the score is given in 5,4,3,2,1 order and for the negative items the score is given in 1,2,3,4,5 order for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively.

Try out

Tryout procedure of the draft tool is conducted to select the suitable items for the final tool. To accomplish this the discriminating power of each item in the draft tool can be statistically determined.

For the tryout procedure the draft tool has been provided to 100 students who were selected at random sampling. Copies of the draft tool are given to each student. The instructions needed to fill out the response sheet were provided by the investigator. After providing the students in sufficient time to complete the questions, copies of the draft tool and the response sheet were gathered.

Item Analysis

Item analysis is a statistical analysis of the students' response on a test. Collection and summarization of students' responses can provide quantitative objective information that is useful in deciding the quality of the test items and increasing the assessments efficiency (Benson, 1978 & Sharma, 2021) Also Item analysis "investigate the performance of items considered individually either in relation to some external criterion or in relation to the remaining items on the test" (Thompson & Levitov, 1985).

The researcher has ranked the overall scores of the tryout procedure in the ascending order. for each individual statement, the subjects with the highest scores (27% of the subjects) and the lowest scores (27% of the subjects) were assessed. Therefore, the numerical values of their mean responses to each statement were computed after selecting, as criterion groups, the 27 subjects with the highest scores and the 27 subjects with the lowest scores out of the 617 subjects. To evaluate the

high and low groups responses to each statement, the t-value is calculated using the formula,

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sum(X_H - \bar{X}_H)^2 + \sum(X_L - \bar{X}_L)^2}{n(n-1)}}$$

Where,

- X_H = the mean of the higher group
- X_L = the mean of the lower group
- X_H = Scores of the individual item in lower group
- X_L = Scores of the individual item in lower group
- N = total number of students either in the upper group or lower group.

The t- value equal or greater than 2.58 were accepted and those with t-value below 2.58 were rejected. Thus, the items with a ‘t’ value of 2.58 and above are selected to be included in the final tool while the items that has a ‘t’ value of lesser than 2.58 are not significant enough to take a place in the final tool Scale on classroom social relations.

Table 9

Details of Item Analysis of Classroom Social Relations

Item No	‘t’ value	Type of Item	Accepted or Rejected
1	6.84	Positive	Accepted
2	4.09	Positive	Accepted
3	3.93	Positive	Accepted
4	1.49	Positive	Rejected
5	2.95	Positive	Accepted
6	6.06	Positive	Accepted

7	4.84	Positive	Accepted
8	5.65	Positive	Accepted
9	2.63	Positive	Accepted
10	4.13	Positive	Accepted
11	6.54	Positive	Accepted
12	5.61	Positive	Accepted
13	4.06	Negative	Accepted
14	3.80	Negative	Accepted
15	3.98	Negative	Accepted
16	2.26	Negative	Rejected
17	5.07	Negative	Accepted
18	3.85	Negative	Accepted
19	7.23	Negative	Accepted
20	6.20	Positive	Accepted
21	3.11	Positive	Accepted
22	4.18	Positive	Accepted
23	2.77	Positive	Accepted
24	6.85	Positive	Accepted
25	3.40	Positive	Accepted
26	5.23	Positive	Accepted
27	2.65	Positive	Accepted
28	5.55	Positive	Accepted
29	6.43	Positive	Accepted
30	9.31	Positive	Accepted
31	6.75	Positive	Accepted
32	7.61	Positive	Accepted
33	3.67	Negative	Accepted

34	1.69	Negative	Rejected
35	3.72	Negative	Accepted
36	1.68	Negative	Rejected
37	3.48	Negative	Accepted
38	3.90	Negative	Accepted
39	3.58	Positive	Accepted
40	3.55	Positive	Accepted
41	3.27	Positive	Accepted
42	6.81	Positive	Accepted
43	4.83	Negative	Accepted
44	7.65	Negative	Accepted
45	2.47	Negative	Rejected
46	3.98	Negative	Accepted
47	5.74	Positive	Accepted
48	3.57	Positive	Accepted
49	2.09	Positive	Rejected
50	2.98	Positive	Accepted
51	4.80	Positive	Accepted
52	5.84	Positive	Accepted
53	2.96	Positive	Accepted
54	6.93	Positive	Accepted
55	7.40	Positive	Accepted
56	7.83	Positive	Accepted
57	3.79	Negative	Accepted
58	2.76	Negative	Accepted
59	4.37	Negative	Accepted
60	3.48	Negative	Accepted

61	3.85	Negative	Accepted
62	3.86	Negative	Accepted
63	7.88	Negative	Accepted
64	3.61	Negative	Accepted
65	3.29	Negative	Accepted
66	4.35	Negative	Accepted
67	3.82	Negative	Accepted
68	5.83	Negative	Accepted
69	3.53	Negative	Accepted
70	2.28	Negative	Rejected
71	4.45	Negative	Accepted
72	7.23	Negative	Accepted

The final scale consists of 65 items.

Estimation of Validity and Reliability

Validity

Validity refers to the extent to which an instrument really measures what it is designed to measure (Vockell, 1983). The Scale on Classroom Social relations was given to establish face validity. The experts suggested that each item in the scale measured the concept and can be retained in the scale. So, the face validity of the scale was established. Construct validity is concerned with the determining whether an instrument is appropriate for measuring the phenomenon being studied. Scale on Classroom Social relations was developed based on the theories of social relation and the experts' suggestions. Thus, the tool possesses construct validity.

The content validity of the scale has been verified through expert's evaluation. The unclear and obscure questions can be amended, and the ineffective and non-functioning questions can be discarded by the advice of the experts.

Reliability

Reliability of the measures of a test and thereby of the test, implies the consistency of the ranks of the individuals in a group, based on the measures, on remeasurement. It is assessed by some sort of self-correlation of the test, which is knowns ‘coefficient of reliability’ and has the index result (Sharma, 2004).

The reliability of the Scale on Classroom Social relations was established by test-retest method. The same tool was again applied to 100 secondary students after a period of 3 weeks. The two sets of scores were then correlated using Pearson’s Product Moment Correlation. The value of Test-retest method obtained is 0.85.

The formula for computing the correlation coefficient is

$$r = \frac{N\sum XY - (\sum X\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where,

r = Co-efficient of Correlation

N = Number of Paired Scores

X = Obtained scores of variable X

Y = Obtained scores of variable Y

$\sum X^2$ = Sum of the squares of the obtained scores of variable X

Cronbach’s alpha was 0.88 which shows that the Scale on Classroom Social relations is highly reliable tool for assessing the Classroom Social relations among secondary school tribal students.

The Malayalam and English versions of Scale on Classroom Social relations (draft and the final) are given in the Appendices M, N, O and P respectively.

Sociometric Questionnaire (Naseema and Sibi, 2017)

Sociometry is designed by J.L. Moreno and H.H. Jennings. Sociometry is a tool to measure social relationships. It is the study and measurement of the social choices that people make. Sociometric studies have been made of many types of social groups. It involves rating by peers rather than rating by superiors. The Sociometric technique is used to reveal group structures by showing preferences that persons in the group have for each other, and the way in which individual persons are chosen or preferred or ignored or rejected. It may be described as a means of presenting simply and graphically the entire structure of relations existing at a given time among members of a given group. It is also used to correlate leaders or isolates with various personality traits and to compare Sociometric patterns before and after experimental treatments have been introduced to change them.

Example: “With whom among your classmates would you like to share your happiness with?”

Validity and Reliability

The Sociometric questionnaire is having content validity since it is prepared based on the theory of sociometry (Moreno, 1953). Also, the cross checking of the results obtained from the tool with the results from the scale on classroom social relations showed that both data obtained from the two tools are quite in conformity with each other. This shows that both tools having high validity.

Reliability of Sociometric Questionnaire

Test-retest method was used to ensure the reliability of the tool. Katz and Powell (1953) “have devised a technique for computing an index of the extent of agreement between two sets of sociometric choices that have been recorded in matrix form. This index should be a more appropriate statistical technique for estimating reliability. It is an expression of the extent of agreement of the entries in the two matrices”. For computing the reliability of sociometric questionnaire the investigator prepared sociometric matrix. The scores obtained after the

administration of the same tool on each class showed that it yields the same sociogram which shows high reliability of the tool.

The Malayalam and English versions of Sociometric Questionnaire (final) and Response Sheet are given in the Appendices Q, R and S respectively.

Scoring and consolidation of Data

The response sheets were scored and compiled according to the precise instructions provided in the relevant manuals. Both the positive and negative items in the scales were carefully scored. The three tools, Scale on self-concept, Scale on Emotional Maturity and Scale on classroom Social relations each offered five response options: Strongly agree, agree, undecided, disagree and strongly disagree which were rated as 5,4,3,2 and 1, respectively, for positive items. The Parent - Teacher Involvement Scale had three response options: always, sometimes, and never, rated as 3, 2, and 1, respectively, for positive items. Incomplete response sheets were discarded, leaving a final sample of 617 students. To facilitate data entry, all responses were coded with single numbers, and the data was organized in this way to allow easy processing using analysis software.

Statistical Techniques used for the Study

Present study was quantitative and qualitative in nature. Sociogram analysis were employed for the qualitative data. To analyse the quantitative data statistics are the fundamental instrument of measurement, evaluation and research. The statistical method fulfils the essential functions of analysis and description. In the present study the quantitative data were analysed using descriptive and inferential statistics. This section provides an explanation of the statistical methods

Descriptive Statistics

Mean, Median, Mode and Standard Deviation, Skewness and Kurtosis are basic descriptive statistics were employed to calculate for each independent and dependent variable. Descriptive statistics were calculated to ascertain the nature and distribution of the independent and dependent variables.

Test of Significance of Difference between Means

Test of Significance of Difference between Means were used to identify the difference in the Mean scores of the dependent variable Classroom Social relations and the independent variable Parent Teacher Involvement, Self-concept and Emotional Maturity of the secondary school tribal students based on gender. For this purpose, mean and standard deviation of the variable were subjected to two tailed tests of significance of the difference between means for large independent samples.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2 + \sigma_2^2}{N_1 + N_2}}}$$

Here,

M_1 = Mean of the first group

M_2 = Mean of the second group

N_1 = Frequency of the first group

N_2 = Frequency of the second group

σ_1 = Standard deviation of the first group

σ_2 = Standard deviation of the second group

Coefficient of Correlation

The correlation analysis is used to describe the strength and direction of the linear relationship between two variables. The strength of the correlation is determined by the correlation coefficient, which varies between -1 to +1. The positive and negative signs indicate positive and negative correlation respectively. Positive sign shows that with increase in one variable, the other increases as well, while negative correlation indicates that with an increase in one variable, the other decreases. However, the value itself provides an indication of the strength of the relationship. A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value on the other variable. On the other

hand, a correlation 0 indicates no relationship between the two variables. Knowing the value on one of the variables provides no assistance in predicting the value on the second variable. The coefficient of correlation was calculated using the following formula.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \text{ (Garrett, 1966)}$$

Where,

$\sum X$ = Sum of the X scores

$\sum Y$ = Sum of the Y scores

$\sum X^2$ = Sum of the squared X scores

$\sum Y^2$ = Sum of the squared Y scores

$\sum XY$ = Sum of the products of paired X and Y scores

N = Number of paired scores

According to Garret (1966) the coefficient of correlation is interpreted in verbal description. Correlation can be interpreted as follows

‘r’ from 0.00 to ± 0.20 as indifferent or negligible relationship

‘r’ from 0.20 to ± 0.40 as low or slight relationship

‘r’ from 0.40 to ± 0.70 as marked or substantial relationship

‘r’ from 0.70 to ± 1.00 as high or very high relationship

Multiple Regression Analysis

Multiple regression analysis is a strong statistical technique for analysing the relationship between two or more independent variables and one dependent variable. Regression technique is used to assess the strength of a relationship between one dependent and independent variables. It helps in predicting value of a dependent variable from one or more dependent variables. Regression analysis predicting how

much variance is being accounted in a dependent variable by a set of independent variables. Establishing a regression model with a single predictor variable is the first step in the methodical process of stepwise regression, which then adds and removes predictor variables gradually. Stepwise multiple regression is a technique for figuring out a regression model that starts with one independent variable and adds independent variable one by one. For the present study the investigator employed stepwise multiple regression analysis to find out the variables have a greater impact on the prediction of a dependent variable. The Beta Coefficient helps in understanding the individual contribution of each predictor in explaining the variance in the dependent variable. A positive Beta value indicates that the direct relationship, which means as the independent variable increases the dependent variable also increases. A negative Beta value refers an inverse relationship.

Sociogram Analysis

For the qualitative data analysis, the investigator employed sociogram analysis. Sociometric choices may be represented graphically on a chart known as sociogram. There are many variations of the pattern of a sociogram. In constructing a sociogram, boys may be represented by triangles and girls by circles. A choice may have represented by a single-pointed arrow, a mutual choice by an arrow pointing in opposite directions. Green connecting lines show acceptance and red lines show rejection. Those chosen most often are referred to as stars, those not chosen by others as isolates or neglecters. Those rejected by most of the members of the group may be referred to as rejecters. The sociogram also depicts social sub-groupings, cleavages and cohesiveness. Small groups made up of individuals who choose one another are cliques. The symbols of those chosen most often are placed nearest to the centre of the diagram, the ones chosen less often progressively outward. Those not chosen by others are literally on the outside.

CHAPTER IV

ANALYSIS AND INTERPRETATIONS

-
- **Preliminary Analysis**
 - Percentage Analysis
 - **Major Analysis**
 - Test of Significance of Difference between Means
 - Correlation Analysis
 - Stepwise Multiple Regression Analysis
 - **Sociogram Analysis**
-

Research consists of systematic observation and description of the characteristics or properties of objects or events for the purpose of discovering relationships between variables. The ultimate purpose is to develop generalizations that may be used to explain phenomena and to predict future occurrences. Measurement is the most precise and universally accepted process of description, assigning quantitative values to the properties of objects and events (Best & Kahn, 1995). Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Improper statistical analysis distorts scientific findings, mislead casual readers (Shepard, 2002).

To complete this study properly, it is necessary to analyse the collected data to test the hypothesis and answer research questions. This chapter comprises the analysis, presentation and interpretation of findings resulting from this study. The analysis and interpretation of data is carried out in two phases. The first part, which is based on the results of the questionnaire, deals with a quantitative analysis of data. The second, which is based on the results of Sociometric analysis, is a qualitative interpretation.

The current investigation attempts to figure out the factors influencing classroom social relations among secondary school tribal students of Kerala. The analysis part includes three major sections: Preliminary Analysis, Major Analysis and Sociogram Analysis. From the preliminary analysis the important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis are calculated for identifying the nature of distributions of the independent variables, Parent-Teacher Involvement, Self-Concept, Emotional Maturity and dependent variable Classroom Social Relations.

In the second section, Major Analysis, Mean Difference Analysis, Correlation Analysis and Stepwise Regression Analysis were done. The test of significance of difference between means for the large independent sample was used in the mean difference analysis to find out whether there exists any significant

difference among the mean scores of independent and dependent variables based on gender of secondary school tribal students. The application of Correlation Analysis was to find out the relationship between the independent and dependent variables. Regression Analysis was applied to explain the degree of variability in dependent variable by means of independent variables.

Sociogram Analysis was conducted to determine the social status of each student in the classroom such as Sociometric stars, popular, rejectees and isolates. And, to identify the different group like dyads (pairs), triangles (grouping of threes) or cliques, squares (Foursomes) and Chains (inter-linking peoples). After that the researcher further analyzed the classroom social status, such as star, cliques and isolate with the score of Scale on Classroom Social relations. The statistical Analysis was carried out according to the objectives outlined for the study and the outcomes were used to evaluate the hypothesis. The major sections are summarised in the following.

Preliminary Analysis

Important Statistical Constants

Percentage Analysis

Major Analysis

Test of Significance of Difference between Means

Correlation Analysis

Stepwise Multiple Regression Analysis

Sociogram Analysis

Preliminary Analysis

To perform additional statistical analysis and reach generalizable conclusions the collected data were appropriately scored and tabulated. For this preliminary analysis was conducted in order to determine the nature of data and whether it was

appropriate for further major statistical analysis. The important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis of the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relations were measured. The statistical constants of the independent variables such as Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relation are presented in table

Table 10

Statistical Constants of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relation for the Total Sample

SI. No	Variable	Sample Size	Mean	Median	Mode	SD	Skewness	Kurtosis
1	Parent-Teacher Involvement	617	118	118	118	15.27	.008	-.189
2	Self-Concept	617	259	260	262	24.83	.000	-.134
3	Emotional Maturity	617	255	254	252	28.01	.046	-.190
4	Classroom Social relations	617	260	260	260	25.59	.006	-.340

Table 10 indicates that the mean (118), Median (118) and mode (118) of the Parent-Teacher Involvement among secondary school tribal children for the total sample were equal. The standard deviation is (15.27). The value of skewness (.008) and Kurtosis (-.189) for total sample indicate that the distribution is approximately normal and platykurtic distribution of parental Involvement among secondary school tribal students. All the measures of central tendency, standard deviation, skewness and kurtosis refers that the parental Involvement scores were approximately normal.

In the case of Self-Concept, mean (259), Median (260) and mode (262) of the secondary school tribal children for the total sample were almost equal. The standard deviation is (24.83). The value of skewness (.000) and Kurtosis (-.134) for total sample indicate that the distribution is approximately normal and platykurtic distribution of Self-Concept among secondary school tribal students. All the measures of central tendency, standard deviation, skewness and kurtosis refers that the Self-Concept scores were approximately normal.

The independent variable Emotional Maturity mean (255), Median (254) and mode (252) of the secondary school tribal children for the total sample were almost equal. The standard deviation is (28.01). The value of skewness (.046) and Kurtosis (-.190) for total sample indicate that the distribution is approximately normal and platykurtic distribution of Emotional Maturity among secondary school tribal students. All the measures of central tendency, standard deviation, skewness and kurtosis refers that the Emotional Maturity scores were approximately normal.

The dependent variable Classroom Social Relations mean (260), Median (260) and mode (260) of the secondary school tribal children for the total sample were almost equal. The standard deviation is (25.59). The value of skewness (.006) and Kurtosis (-.340) for total sample indicate that the distribution is approximately normal and platykurtic distribution of Classroom Social Relations among secondary school tribal students. All the measures of central tendency, standard deviation, skewness and kurtosis refers that the Classroom Social Relation scores were approximately normal.

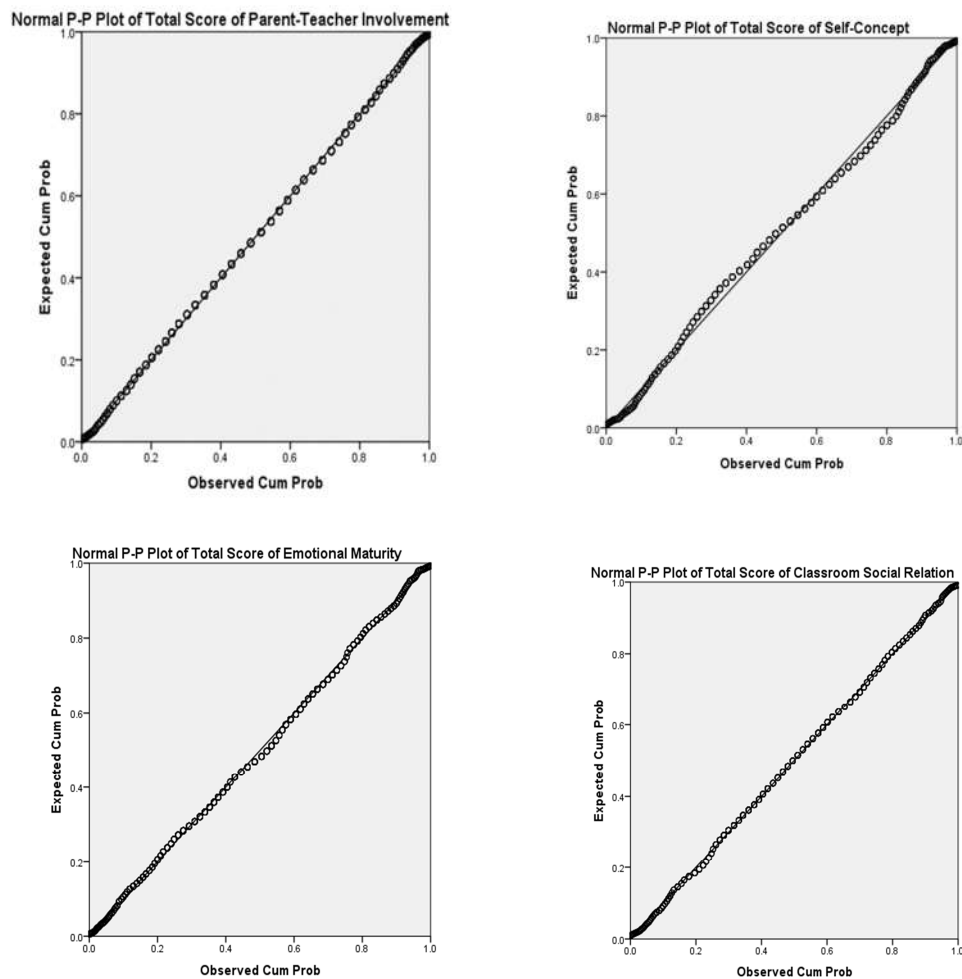
The nature of the distribution of independent and dependent variable were examined by plotting graphs. For the further judgement of normality, P-P plots of independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relation were plotted for the total sample.

To compare the cumulative distribution functions of the two distributions (theoretical and empirical), the probability to probability (P-P) plot was used.

The P-P plots of independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relations are presented in Figure 8

Figure 8

The P-P plots of independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social Relations



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

From the P-P plot of the total score of variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations indicate that there were only slight deviations of observed cumulative probability from that of the

expected line. Visual examination of these figures refers that the distributions obtained for variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relation can be approximated to normality. The nearly normal distribution observed indicates that the sample selected for the present study was substantially corresponding to the population.

Percentage Analysis

A percentage analysis computation was employed to evaluate the levels of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relation for total Sample and subsample based on gender and verify the nature of distribution. The following section included a detailed description of percentage analysis.

Levels of Parent-Teacher Involvement for the total sample and subsample based on gender

The variable Parent-Teacher involvement was categorised into High Parent-Teacher Involvement, Average Parent-Teacher Involvement and Low Parent-Teacher Involvement based on method of sigma (σ) distance from the mean. The students who have Parent-Teacher Involvement score higher than or equal to $M + \sigma$ were considered as the high Parent-Teacher Involvement group and the students who have the score less than or equal to $M - \sigma$ were considered as the low Parent-Teacher Involvement group. The students who scored in the range of $M + \sigma$ and $M - \sigma$ were regarded as the Average Parent-Teacher Involvement group. The number and percentage of Parent-Teacher Involvement scores belongs high Parent-Teacher Involvement (HPI), Average Parent-Teacher Involvement (API) and Low Parent-Teacher Involvement (LPI) groups are presented in the Table.

Table 11

Data and Results of Level of Parent-Teacher Involvement for the Total Sample and the Subsample based on gender

Measure			Gender		Total
			Girl	Boy	
Mean			119.64	116.72	118
Standard Deviation			15.82	14.13	15.27
Level of Parent-Teacher Involvement	Low PTI	Count	68	29	97
		% within Total Score of Parent-Teacher Involvement	70.1%	29.9%	100.0%
		% within Gender	17.5%	12.7%	
		% of Total	11.0%	4.7%	15.7%
	Average PTI	Count	244	178	422
		% within Total Score of Parent-Teacher Involvement	57.8%	42.2%	100.0%
		% within Gender	68.9%	77.7%	
		% of Total	39.5%	28.8%	68.3%
	High PTI	Count	76	22	98
		% within Total Score of Parent-Teacher Involvement	77.6%	22.4%	100.0%
		% within Gender	19.6%	9.6%	
		% of Total	12.3%	3.6%	15.9%
Total		Count	388	229	617
		% within Total Score of Parent-Teacher Involvement	62.9%	37.1%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	62.9%	37.1%	100.0%

Levels of Parent-Teacher Involvement for the Total Sample

Table 11 shows that the mean and standard deviation of the Parent-Teacher Involvement of the total sample were 118 and 15.27 respectively. Total of 617 tribal students only 98 students (15.9%) were in the high parent-Teacher Involvement and 97 students (15.7%) were in the low Parent-Teacher Involvement group. 422

Students (68.3%) were in the Average Parent-Teacher Involvement group. For the total sample most of the students fall into the Average Parent-Teacher Involvement and the distribution can be considered as normal.

Graphical Representation of Levels of Parent-Teacher Involvement for the Total Sample

A detailed understanding of the percentage of students in each level is provided by the pie chart representing the level of Parent-Teacher Involvement for the total sample.

Figure 9

Level of Parent-Teacher Involvement for the Total Sample

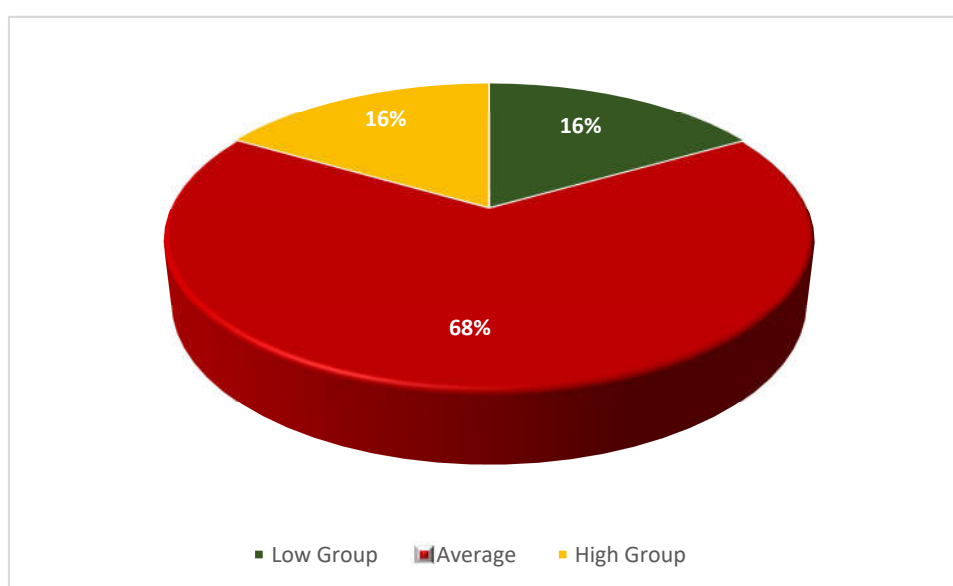


Figure 9 shows the level of Parent-Teacher Involvement for the total sample. The Pie chart has been divided into three sections which is categorised into High level Parent-Teacher Involvement, Average level Parent-Teacher Involvement and low-level Parent-Teacher Involvement. There are 16% students belongs to low Level Parent-Teacher Involvement, 68% students are in Average Level Parent-Teacher Involvement, and 16% students are in High Level Parent-Teacher Involvement. Majority of the tribal students have Average level of Parent-Teacher Involvement.

Levels of Parent-Teacher Involvement for the Subsample based on Gender

The Table 11 indicates that for the subsample generated based on gender, out of 388 girls 19.6% belongs to High Parent-Teacher Involvement, 68.9% in the Average Parent-Teacher Involvement were 17.5% in Low Parent-Teacher Involvement within gender, and 77.6% were in High Parent-Teacher Involvement, 57.8% were in the Average Parent-Teacher Involvement and 70.1% were in the Low Parent-Teacher Involvement within a total score of Parent-Teacher Involvement. Total of 229 boys 9.6 % were in High Parent-Teacher Involvement 77.7% were in Average Parent-Teacher Involvement 12.7% were in Low Parent-Teacher Involvement within gender. From the total score of Parent-Teacher Involvement 22.4% were in High Parent-Teacher Involvement 42.2% were in Average Parent-Teacher Involvement 29.9% were in Low Parent-Teacher Involvement. The level of Parent-Teacher Involvement based on gender majority of tribal students belongs to Average Parent-Teacher Involvement. The percentage of girls (62.9%) in the Parent-Teacher Involvement was Higher than that of boys (37.1%) and the mean score and Standard Deviation of Parent-Teacher Involvement of girls ($M=119.64$, $SD=15.82$) was higher than that of Boys ($M=116.72$, $SD=14.13$).

Levels of Self-Concept for the total sample and subsample based on gender

Self-Concept was categorised into High Self-Concept, Average Self-Concept and Low Self-Concept based on method of sigma (σ) distance from the mean. The students who have Self-Concept score higher than or equal to $M + \sigma$ were considered as the high Self-Concept group and the students who have the score less than or equal to $M - \sigma$ were considered as the low Self-Concept group. The students who scored in the range of $M + \sigma$ and $M - \sigma$ were regarded as the Average Self-Concept group. The number and percentage of Self-Concept scores belongs High Self-Concept (HSC), Average Self-Concept (ASC) and Low Self-Concept (LSC) groups are presented in the Table.12

Table 12

Data and Results of Level of Self-Concept for the Total Sample and the Subsample based on gender

Measure		Gender		Total	
		Girl	Boy		
Mean		260.75	256.37	259	
Standard Deviation		25.88	22.75	24.83	
Level of Self-Concept	Low SC	Count	68	27	95
		% within Total Score of Self-Concept	71.6%	28.4%	100.0%
		% within Gender	17.5%	11.8%	
		% of Total	11.0%	4.7%	16%
	Average SC	Count	248	177	425
		% within Total Score of Self-Concept	58.4%	41.6%	100.0%
		% within Gender	63.9%	77.3%	
		% of Total	40.1%	28.8%	69%
	High SC	Count	72	25	97
		% within Total Score of Self-Concept	74.2%	25.8%	100.0%
		% within Gender	18.5%	10.9%	
		% of Total	11.6%	3.5%	15%
Total	Count	388	229	617	
	% within Total Score of Self-Concept	62.9%	37.1%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	
	% of Total	62.9%	37.1%	100.0%	

Levels of Self-Concept for the Total Sample

Table 12 shows that the mean and standard deviation of the Self-Concept of the total sample were 259 and 24.83 respectively. Out of 617 tribal students only 95 students (15%) were in the high Self-Concept and 97 students (16%) were in the low Self-Concept level. 426 Students (69%) were in the Average Self-Concept group. For the total sample most of the students fall into the Average Self-Concept and the distribution can be considered as normal.

Graphical Representation of Levels of Self-Concept for the Total Sample

A detailed understanding of the percentage of students in each level is shown by the pie chart representing the level of Self-Concept for the total sample.

Figure 10

Level of Self-Concept for the Total Sample

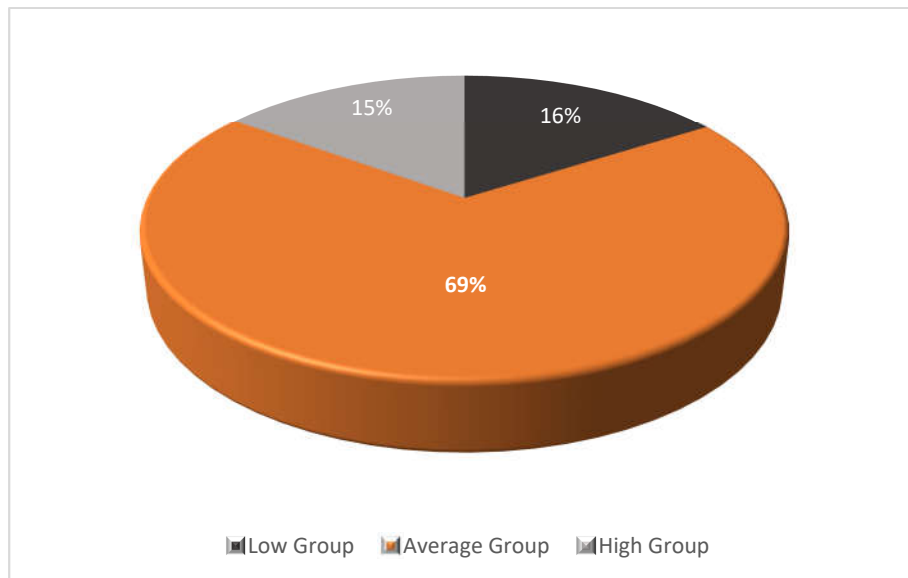


Figure 10 shows the level of Self-Concept for the total sample. The Pie chart has been divided into three sections which is categorised into High level Self-Concept, Average level Self-Concept and low-level Self-Concept group. There are 16% students belongs to low Level Self-Concept, 69% students are Average Level Self-Concept, and 15% students are High Level Self-Concept. Majority of the tribal students have Average level of Self-Concept.

Levels of Self-Concept for the Subsample based on Gender

The Table 12 indicates that for the subsample generated based on gender, out of 388 girls 18.5% belongs to High Self-Concept, 63.9% in the Average Self-Concept, were 17.5% in Low Self-Concept within gender, and 76.5% were in High Self-Concept, 63.9% were in the Average Self-Concept and 70.1% were in the Low Self-Concept within a total score of Self-Concept. Total of 229 boys 10.9 % were in High Self-Concept 77.3% were in Average Self-Concept 11.8% were in Low Self-Concept within gender. From the total score of Self-Concept 25.8% boys belongs to High Self-Concept, 41.6% were in Average Self-Concept 28.4% were in Low Self-Concept. The level of Self-Concept majority of tribal students belongs to Average Self-Concept. The percentage of girls (62.9%) in the Self-Concept was Higher than that of boys (37.1%) and the mean score and Standard Deviation Self-Concept of girls ($M=260.75$, $SD=25.88$) was higher than that of Boys ($M=256.37$, $SD=22.75$).

Levels of Emotional Maturity for the total sample and subsample based on gender

Emotional Maturity was categorised into High Emotional Maturity, Average Emotional Maturity and Low Emotional Maturity based on method of sigma (σ) distance from the mean. The students who have Emotional Maturity score higher than or equal to $M + \sigma$ were considered as the high Emotional Maturity group and the students who have the score less than or equal to $M - \sigma$ were considered as the low Emotional Maturity group. The students who scored in the range of $M + \sigma$ and $M - \sigma$ were regarded as the Average Emotional Maturity group. The number and percentage of Emotional Maturity scores belongs High Emotional Maturity (HEM), Average Emotional Maturity (AEM) and Low Emotional Maturity (LEM) groups are presented in the Table.13

Table 13

Data and Results of Level of Emotional Maturity for the Total Sample and the Subsample based on gender

		Measure	Gender		Total
			Girl	Boy	
Mean			257.14	251.69	255
Standard Deviation			29.02	26.11	28.01
Level of Emotional Maturity	Low EM	Count	71	31	102
		% within Total Score of Emotional Maturity	69.6%	30.4%	100.0%
		% within Gender	18.3%	13.5%	
		% of Total	11.5%	4.7%	16.2%
	Average EM	Count	238	172	410
		% within Total Score of Emotional Maturity	58%	42%	100.0%
		% within Gender	61.3%	75.1%	
		% of Total	38.6%	28.8%	67.5%
	High EM	Count	79	26	105
		% within Total Score of Emotional Maturity	75.2%	24.8%	100.0%
		% within Gender	20.4%	11.4%	
		% of Total	12.8%	3.6%	16.4%
Total		Count	388	229	617
		% within Total Score of Emotional Maturity	62.9%	37.1%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	62.9%	37.1%	100.0%

Levels of Emotional Maturity for the Total Sample

Table 13 shows that the mean and standard deviation of the Emotional Maturity of the total sample were 255 and 28.01 respectively. Total of 617 tribal students only 102 students (16.4%) were in the high Emotional Maturity and 105 students (16.2%) were in the low Emotional Maturity. 410 Students (67.5%) were in the Average Emotional Maturity. For the total sample most of the students fall into the Average Emotional Maturity and the distribution can be considered as normal.

Graphical Representation of Levels of Emotional Maturity for the Total Sample

A detailed understanding of the percentage of students in each level is provided by the pie chart representing the level of Emotional Maturity for the total sample.

Figure 11

Level of Emotional Maturity for the Total Sample

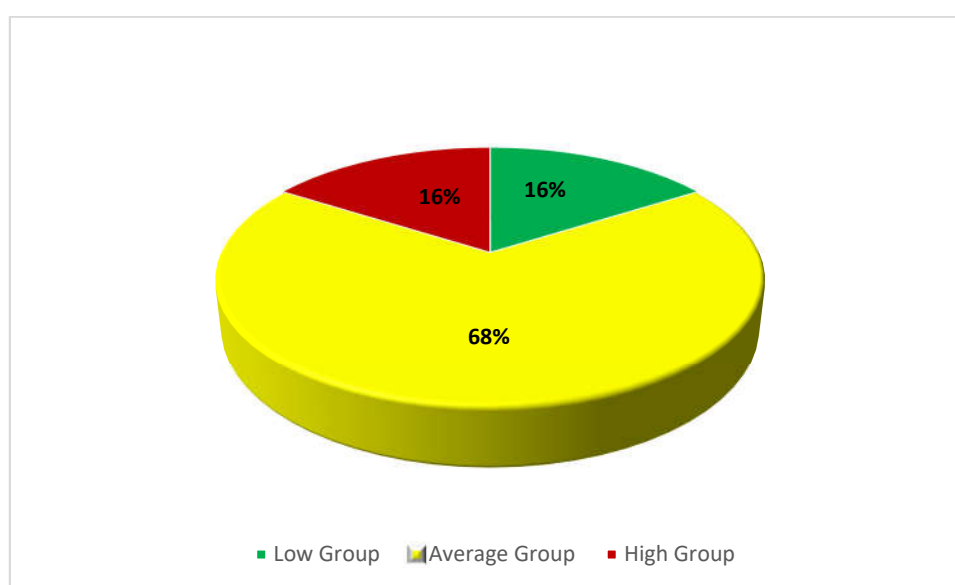


Figure 11 shows the level of Emotional Maturity for the total sample. The Pie chart has been divided into three sections which is categorised into High level Emotional Maturity, Average level Emotional Maturity and low-level Emotional Maturity. There are 16% students belongs to low Level Emotional Maturity, 68%

students are Average Level Emotional Maturity, and 16% students are High Level Emotional Maturity. Majority of the tribal students have Average level of Emotional Maturity.

Levels of Emotional Maturity for the Subsample based on Gender

The Table 13 indicates that for the subsample generated based on gender, out of 388 girls 20.4% belongs to High Emotional Maturity, 67.5% in the Average Emotional Maturity, were 18.3% in Low Emotional Maturity within gender, and 75.2% were in High Emotional Maturity, 58% were in the Average Emotional Maturity and 69% were in the Low Emotional Maturity within a total score of Emotional Maturity. Total of 229 boys 11.4% were in High Emotional Maturity 75.1% were in Average Emotional Maturity 13.5% were in Low Emotional Maturity within gender. From the total score of Emotional Maturity 24.8% boys belongs to High Emotional Maturity, 42% were in Average Emotional Maturity 32.4% were in Low Emotional Maturity. The level of Emotional Maturity majority of tribal students belongs to Average Emotional Maturity. The percentage of girls (62.9%) in the Emotional Maturity was Higher than that of boys (37.1%) and the mean score and Standard Deviation Emotional Maturity of girls ($M=257.14$, $SD=29.02$) was higher than that of Boys ($M=251.69$, $SD=21.61$).

Levels of Classroom Social Relations for the total sample and subsample based on gender

Classroom Social Relations was categorised into High Classroom Social Relation, Average Classroom Social Relations and Low Classroom Social Relations based on method of sigma (σ) distance from the mean. The students who have Classroom Social Relations score higher than or equal to $M + \sigma$ were considered as the high Classroom Social Relations group and the students who have the score less than or equal to $M - \sigma$ were considered as the low Classroom Social Relations group. The students who scored in the range of $M + \sigma$ and $M - \sigma$ were regarded as the Classroom Social Relations group. The number and percentage of Classroom Social Relation scores belongs High Classroom Social Relations (HCSR), Average Classroom Social Relations (ACSR) and Low Classroom Social Relations (LCSR) groups are presented in the Table.14

Table 14

Data and Results of Level of Classroom Social Relations for the Total Sample and the Subsample based on gender

Measure			Gender		Total
			Girl	Boy	
Mean			261.85	257.04	260
Standard Deviation			26.53	23.68	25.59
Level of Classroom Social Relations	Low CSR	Count	69	26	95
		% within Total Score of Classroom Social Relations	72.6%	27.4%	100.0%
		% within Gender	17.8%	11.4%	
		% of Total	12.2%	4.7%	16.9%
	Average CSR	Count	240	179	419
		% within Total Score of Classroom Social Relations	57.3%	42.7%	100.0%
		% within Gender	61.9%	78.1%	
		% of Total	38.9%	28.8%	67.8%
	High CSR	Count	79	24	103
		% within Total Score of Classroom Social Relations	76.7%	23.3%	100.0%
		% within Gender	20.4%	10.5%	
		% of Total	12.8%	3.6%	16.4%
Total		Count	388	229	617
		% within Total Score of Classroom Social Relations	62.9%	37.1%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	62.9%	37.1%	100.0%

Levels of Classroom Social Relations for the Total Sample

Table 14 shows that the mean and standard deviation of the Classroom Social Relations of the total sample were 260 and 25,59 respectively. Total of 617 tribal students only 103 students (16.4%) were in the high Classroom Social

Relations and 95 students (16.9%) were in the low Classroom Social Relations. 419 Students (67.8%) were in the Average Classroom Social Relations. For the total sample most of the students fall into the Average Classroom Social Relations and the distribution can be considered as normal.

Graphical Representation of Levels of Classroom Social Relations for the Total Sample

A detailed understanding of the percentage of students in each level is provided by the pie chart representing the level of Classroom Social Relations for the total sample.

Figure 12

Level of Classroom Social Relations for the Total Sample

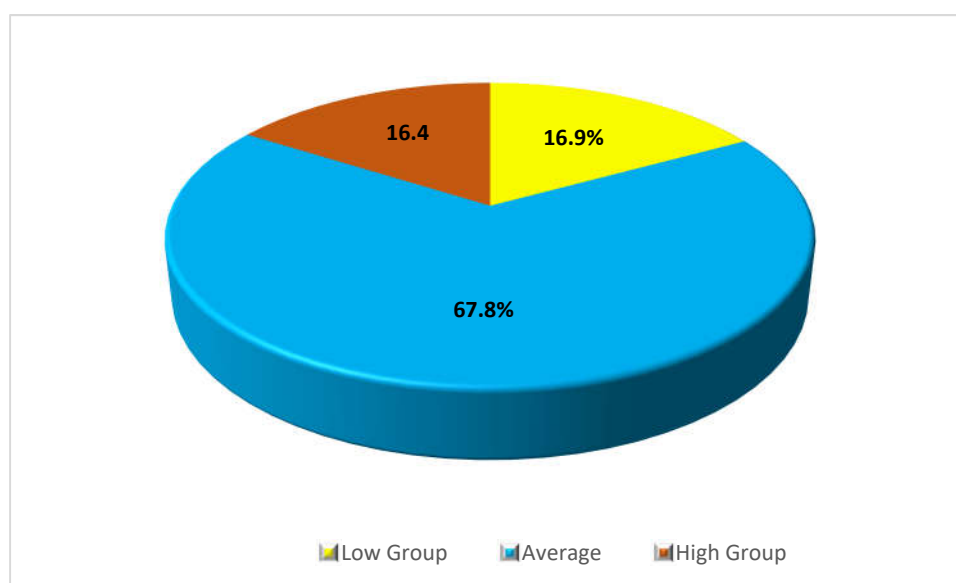


Figure 12 shows the level of Classroom Social Relations for the total sample. The Pie chart has been divided into three sections which is categorised into High level Classroom Social Relations, Average level Classroom Social Relations and low-level Classroom Social Relations. There are 17% students belongs to low Classroom Social Relations, 67% students are Average Level Classroom Social Relations, and 16% students are High Level Classroom Social Relations. Majority of the tribal students have Average level of Classroom Social Relations.

Levels of Classroom Social Relations for the Subsample based on Gender

The Table 14 indicates that for the subsample generated on the basis of gender, out of 388 girls 20.4% belongs to High Classroom Social Relations, 61.9.9% in the Average Classroom Social Relations, were 17.8% in Low Classroom Social Relations within gender, and 76.7% were in High Classroom Social Relations, 61.9% were in the Average Classroom Social Relations and 72.6% were in the Low Classroom Social Relations with in a total score of Classroom Social Relations. Total of 229 boys 10.5% were in High Classroom Social Relations 78.1% were in Average Classroom Social Relations 11.4% were in Low Classroom Social Relations within gender. From the total score of Classroom Social Relations 23.3% boys belongs to High Classroom Social Relations, 42.7% were in Average Classroom Social Relations 27.4% were in Low Classroom Social Relations. Regarding the level of Classroom Social Relations majority of tribal students belongs to Average Classroom Social Relations. The percentage of girls (62.9%) in the Classroom Social Relations was Higher than that of boys (37.1%) and the mean score and Standard Deviation of Classroom Social Relations of girls ($M=261.85$, $SD=26.53$) was higher than that of Boys ($M=257.04$, $SD=23.68$).

Major Analysis

Statistical techniques in the major analysis section include the Test of Significance of Difference between Means, Correlation Analysis and Regression Analysis. The purpose of these analysis was to compare the mean scores of the independent and dependent variables regarding the subsample gender, analyse the relationship between the independent and dependent variables and analyse the influence of independent variable to predict the dependent variable. The following section comprised the findings and their discussions.

Mean Difference Analysis

The test of significance of difference between means for the large independent sample was done to determine whether there exists any significant difference in the mean score of variables based on gender. Because of this the mean and standard deviation of the independent variables Parent-Teacher Involvement,

Self-Concept, Emotional Maturity and dependent variable Classroom Social Relations were calculated based on gender.

Comparison of the Mean Scores of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations based on Gender

To find out whether there exists any gender wise difference in the mean score of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations based on Gender the data were analysed by means of independent sample t-test. The results were presented in Table 15

Table 15

Results of Test of Significance of Difference between Mean Scores of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations based on Gender

Variables	Groups Compared	N	Mean	Standard Deviation	't' value	d-value
PTI	Girl	388	119.64	15.82	2.30**	0.19
	Boy	229	116.72	14.13		
SC	Girl	388	260.75	25.88	2.12**	0.18
	Boy	229	256.37	22.75		
EM	Girl	388	257.14	29.02	2.34**	0.20
	Boy	229	251.69	26.11		
CSR	Girl	388	261.85	26.53	2.26**	0.19
	Boy	229	257.04	23.68		

** $p < 0.05$

An independent sample t test was conducted to assess whether the parent-Teacher Involvement is different between girl and boy students. Table indicate the critical ratio obtained from the comparison of mean scores of girl and boy students regarding Parent-Teacher Involvement was significant. An Independent samples t-test showed that girl ($M=119.64$, $SD= 15.82$) are reported higher levels of Parent-Teacher Involvement ($t=2.305$, $p<.01$) than boy respondents ($M=116.72$, $SD=14.14$). the higher mean scores are associated with girls. It refers that girl tribal students have higher Parent-Teacher Involvement than boy tribal students. The effect size, $d=0.19$ represents a medium sized effect.

An independent sample t test was conducted to assess whether the Self-Concept is different between girl and boy students. Table indicate the critical ratio obtained from the comparison of mean scores of girl and boy students regarding Self-Concept was significant. An Independent samples t-test showed that girl ($M=260.75$, $SD= 25.88$) are reported higher levels of Self-Concept ($t=2.123$, $p<.01$) than boy respondents ($M=256.37$, $SD=22.75$). the higher mean scores are associated with girls. It refers that girl tribal students have higher Self-Concept than boy tribal students. The effect size, $d=0.18$ represents a medium sized effect.

An independent sample t test was conducted to assess whether the Emotional Maturity is different between girl and boy students. Table indicate the critical ratio obtained from the comparison of mean scores of girl and boy students regarding Emotional Maturity was significant. An Independent samples t-test showed that girl ($M=257.14$, $SD= 29.02$) are reported higher levels of Emotional Maturity ($t=2.337$, $p<.01$) than boy respondents ($M=251.69$, $SD=26.11$). the higher mean scores are associated with girls. It refers that girl tribal students have higher Emotional Maturity than boy tribal students. The effect size, $d=0.20$ represents a medium sized effect.

An independent sample t test was conducted to assess whether the Classroom Social Relations is different between girl and boy students. The table indicates the critical ratio obtained from the comparison of mean scores of girl and boy students regarding Classroom Social Relations was significant. An Independent samples t-test showed that girl ($M=261.85$, $SD= 26.53$) are reported higher levels of Classroom Social Relations ($t=2.261$, $p<.01$) than boy respondents ($M=257.04$, $SD=23.68$). the higher mean scores are associated with girls. It refers that girl tribal students have higher Emotional Maturity than boy tribal students. The effect size, $d=0.19$ represents a medium sized effect.

Correlational Analysis

Correlation is a measure of relationship between two variables. The analysis of relationship between two variables termed as Correlation Analysis. It is used to describe the strength and direction of the linear relationship between two variables. To find out the relationship between independent and dependent variables among secondary school tribal students, the investigator determined the Karl Pearson's

Product Moment Correlation Coefficient. Data and result of correlation analysis is given in table.

Estimation of the Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and the dependent variable Classroom Social Relations for the Total Sample

The Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and the dependent variable Classroom Social Relations were computed to find out whether there exists any significant relationship between the variables. The results of correlation analysis are presented in Table 16.

Table 16

Details of the Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity and the dependent variable Classroom Social relation of the Total Sample

Sl.NO	Variable	Mean	SD	1	2	3	4
1	PTI	118	15.7	1			
2	SC	259	24.83	.475**	1		
3	EM	255	28.01	.555**	.876**	1	
4	CSR	260	25.59	.508**	.887**	.918**	1

** . Correlation is significant at the 0.01 level (2-tailed).

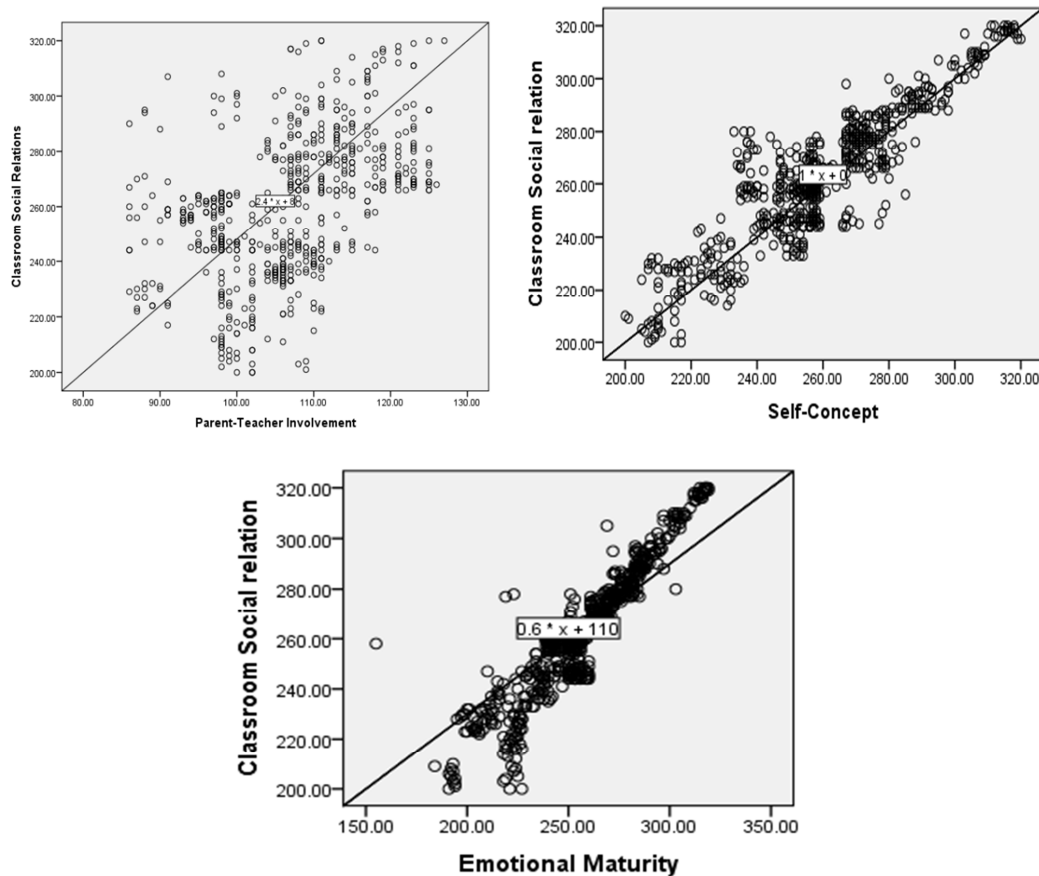
The table 16 indicates that there was a significant positive relationship between the dependent variable Classroom Social relations and the independent variable Parent-Teacher Involvement $r = .508$, $p < .01$. The relationship between the variables Self-Concept and Classroom Social relations was positively correlated $r = .887$, $p < .01$. There is also a positive correlation between Emotional Maturity and Classroom Social Relations, $r = .918$, $p < .01$.

The correlation matrix implies that all the independent variables Parent-Teacher Involvement, Self-Concept, Emotional Maturity were positively correlated with the dependent variable Classroom Social relations. It means that when the independent variable changes, the dependent variable also changes. So, the relationship was positive and significant.

The graphical representation provides an explicit comprehension of the data for this a scatterplot was developed between the dependent and the independent variable. The relationship between Classroom Social relations and Parent-Teacher Involvement, Classroom Social relation and Self-Concept and Classroom Social relation and Emotional Maturity were displayed in the following section.

Figure: 13

Correlation Scatter Plot between Classroom Social Relations and Parent-Teacher Involvement, Classroom Social relations and Self-Concept, and Classroom Social Relations and Emotional Maturity



From the Figure 13 refers scatterplot of independent and dependent variable. The Y-axis of each scatter plot represents Classroom Social relations and X-axis represents independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity. The scatterplot implies that most students have average scores for Parent Teacher Involvement, Self-Concept and Emotional Maturity. It is clear

that there were no obvious outliers, and the most scores appeared to be near to one another. The plot also indicates that there was a general trend in the data in which high levels of each independent variable Parent-Teacher Involvement, Self-Concept and Emotional Maturity have been associated with high levels of Classroom Social relations and lower levels of each independent variable were always connected with low Classroom Social relations for the total sample.

Estimation of the Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social Relations for the subsample girls

The relationship between the independent variables Parent Teacher Involvement Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social Relations for the subsample girls was computed to find out whether there exists any significant relationship between the variables the data and the relevant results of the correlation analysis are presented in Table 17

Table 17

Details of the Independent Variables Parent Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social relation for the subsample girls

Sl.No	Variable	Mean	SD	1	2	3	4
1	PTI	119.64	15.82	1			
2	SC	260.75	25.88	.454**	1		
3	EM	257.14	29.02	.472**	.859**	1	
4	CSR	261.85	26.53	.434**	.856**	.929**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The table 17 reveals that there was a moderate positive correlation between the dependent variable classroom social relations and the independent variables Parent-Teacher Involvement, $r = .434$ $p < .01$. The variable Self-Concept and Classroom Social relations was a high positive correlation, $r = .856$, $p < .01$. The relationship between Emotional Maturity and Classroom Social relations was also positively correlated and significant, $r = .929$, $p < .01$.

The correlation matrix revealed that all the three independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity, were positively correlated with the dependent variable Classroom social relation for the subsample girls. The relationship was positive and significant. This reveals that when the independent variable changes, the dependent variable also changes in the same direction.

The graphic display provides a clear understanding of the data. A scatterplot was drawn between the dependent variable and the independent variables. The relationship between Classroom Social relation and Parent-Teacher Involvement, Classroom Social relation and Self-Concept, Classroom Social relation and Emotional Maturity for the subsample girls was displayed in the following section.

Figure 14

Scatterplot between Classroom Social relations and Parental-Teacher Involvement, Classroom Social relation and Self-Concept, Classroom Social relation and Emotional Maturity for the subsample girls

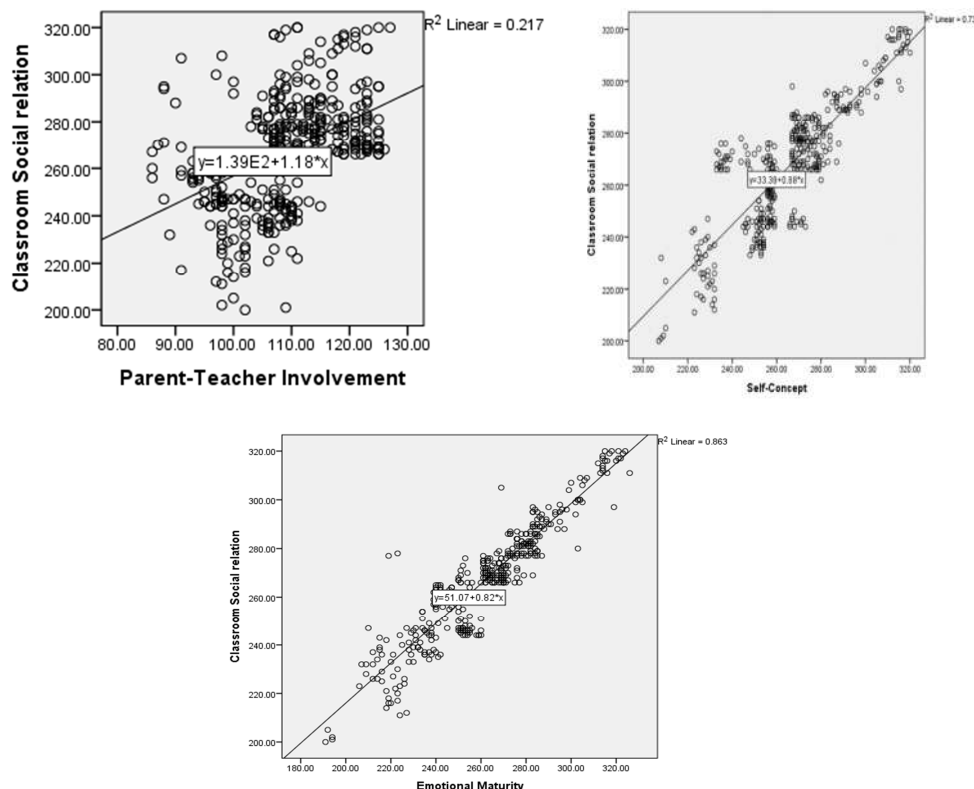


Figure 14 shows that the Y-axis of the graph indicates scores of Classroom Social relations and X- axis indicates the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity. The plot indicates majority of

students had average Parent-Teacher Involvement, Self-Concept and Emotional Maturity scores. There were no obvious outliers in the most points which seemed to fall within the vicinity of other points. The figure also implies that higher levels of each independent variable Parent-Teacher Involvement, Self-Concept and Emotional Maturity were associated with high Classroom Social relations and low levels of each independent variable were associated with low Classroom social relations for the subsample girls.

Estimation of the Relationship between the Independent Variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social Relations for the subsample Boys

The relationship between the independent variables Parent-Teacher Involvement Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social relations for the subsample girls was computed to find out whether there exists any significant relationship between the variables the data and the relevant results of the correlation analysis are presented in Table 18.

Table 18

Details of the Independent Variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the Dependent Variable Classroom Social relations for the subsample boys

Sl.No	Variable	Mean	SD	1	2	3	4
1	PTI	116.72	14.13	1			
2	SC	256.37	22.75	.312**	1		
3	EM	251.69	26.11	.407**	.867**	1	
4	CSR	257.04	23.68	.249**	.900**	.873**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 18 reveals that there was a very low positive correlation between the dependent variable classroom social relation and the independent variables Parent-Teacher Involvement, $r = .249$, $p < .01$. The variable Self-Concept and Classroom Social relations was a positive correlation, $r = .900$, $p < .01$. The relationship between Emotional Maturity and Classroom Social relations was also positively correlated and significant, $r = .873$, $p < .01$.

The correlation matrix revealed that all the four independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity were positively

correlated with the dependent variable Classroom social relations for the subsample boys. The relationship was positive and significant. This reveals that when the independent variable changes, the dependent variable also changes in the same direction.

The graphic display provides a clear understanding of the data. A scatterplot was drawn between the dependent variable and the independent variables. The relationship between Classroom Social relation and Parent-Teacher Involvement, Classroom Social relation and Self-Concept, Classroom Social relation and Emotional Maturity for the subsample boys was displayed in the following section.

Figure 15

Scatterplot between Classroom Social relations and Parental Involvement, Classroom Social relations and Teacher Involvement, Classroom Social relations and Self-Concept, Classroom Social relations and Emotional Maturity for the subsample boys

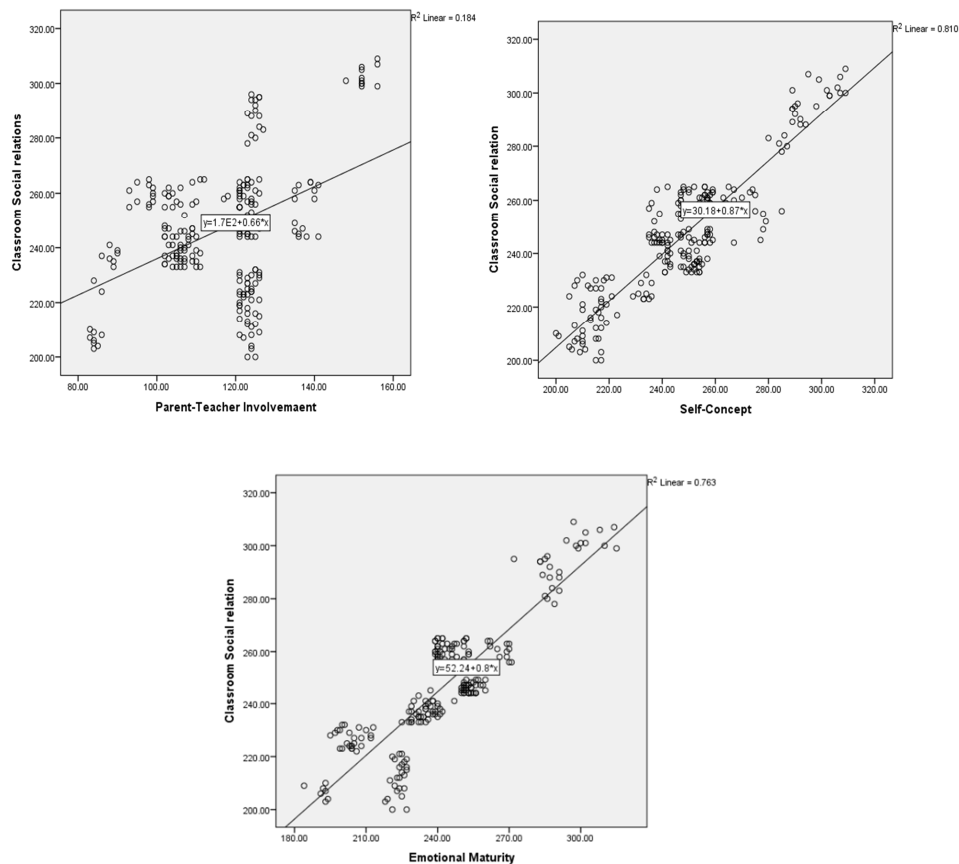


Figure 15 shows that the Y-axis of the graph indicates scores of Classroom Social relations and X- axis indicates the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity. The plot indicates majority of students had average Parent-Teacher Involvement, Self-Concept and Emotional Maturity scores. There were no obvious outliers in most points which seemed to fall within the vicinity of other points. The figure also implies that higher levels of each independent variable Parent-Teacher Involvement, Self-Concept and Emotional Maturity were associated with high Classroom Social relations and low levels of each independent variable were associated with low Classroom social relations for the subsample boys.

Multiple Regression Analysis

Regression analysis is used to assess the strength of a relationship between one dependent and independent variable. It helps in predicting the value of a dependent variable from one or more independent variable. It also helps to predict how much variance is being accounted for in a single response (dependent variable) by a set of independent variables. In this study Multiple Regression Analysis is used to identify significant predictors and assess their comparative effectiveness in predicting the criterion variable Classroom Social Relations in terms of the total sample.

The stepwise method of Multiple Regression Analysis is employed to examine the regression of the multiple predictor variables (X Scores) on the criterion variable (Y Score). Three sets of coefficients are given an interpretation in the three sections of the regression analysis description. The first of these was composed of bivariate coefficients and was used to ascertain the strength of the bivariate relationships between the selected predictor variables and the criterion variables as well as the relationships among the predictor variables themselves. The bivariate r , also referred to as Pearson's coefficient of correlation was a coefficient that was applied in the preceding section to express bivariate relationship (r).

The second part consists of the coefficients that explains the regression equation. These were utilised as indicates for how well the regression equation "fits"

the model of under investigation. The two coefficients that were considered as the multiple correlation (R) and its square, the multiple determination (R^2).

In the third section was made up of coefficients that describe the role of each individual predictor variable. The coefficient of regression is unstandardized (B) and standardised (beta or β) regression coefficients.

An in-depth explanation of the multiple regression analysis results using the stepwise method is given in the following sections.

Relative Efficiency of Predictor Variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity (Individual and Combined Contributions) in predicting the criterion variable Classroom Social Relations for the total sample.

The model summary of regression analysis with multiple correlation coefficient (R), the multiple coefficients of determination (R^2) and changes in the coefficient of determination (R^2 change) with the addition of predictors in successive stages for the total sample is given in Table 19.

Table 19

Regression Model Summary of Significant Predictor Variables: Parent-Teacher Involvement, Self-Concept, Emotional Maturity on the Criterion Variable Classroom Social Relations for the Total Sample

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.918	.843	.843	.843	10.19
2	.934	.872	.872	.029	9.19
3	.935	.874	.873	.001	9.16

Criterion Variable: Classroom Social Relations

1. Predictors: (Constant) Emotional Maturity
2. Predictors: (Constant) Self-Concept
3. Predictors: (Constant) Parent-Teacher Involvement

Table 19 indicates that the multiple correlation coefficients for the first, second, and third models were .843, .872 and .874 respectively. The coefficients of determination (R^2) for the first, second, and third models were .843, .872, and .873 respectively. So, it was evident that the first model that entered the model was Emotional Maturity.

Model 1, the R value (.843) was the multiple correlation between the predictor variable Emotional Maturity and the criterion variable classroom social relation, which was positive with a standard error of the estimate of 10.19. The R^2 value (.843) the coefficient of determination indicates that 84.3% of the observed variance of the criterion variable can be explained by the predictor variable Emotional Maturity. The adjusted R^2 (.843) explains the extent of generalizability. In this model the value of R^2 and R^2 change was equal because this model explains the effect of a single predictor variable, Emotional Maturity, as a result it can be concluded that Emotional Maturity was the most significant predictor and highly contributed to the model developed for Classroom Social Relation of secondary school tribal students for the total sample.

The next variable that entered in step 2 multiple regression was Self-Concept. For model 2, the multiple regression coefficient, R (.934) between the predictors (Emotional Maturity and Self-Concept) and the criterion variable Classroom Social Relations showed a strong positive correlation standard error of the estimate (SE_R) of .9.19. The coefficient of determination (R^2) value (.872) implies 87.2% of the observed variance of the criterion variable can be explained by the predictor variable Emotional Maturity and Self-Concept. The adjusted R^2 (.872) value showed that 87.2% of the variance of the criterion variable could be explained if the model was derived from the population from which the sample was selected. R^2 change value (.029) was the percentage increase in the observed variance of Classroom Social Relation by the inclusion of the predictor variable in Model 2, which was 2%. It accounts for the fact that the predictor variable Self-Concept was also contributing to the model 2 along with Emotional Maturity. So, Self-Concept

arrived as the second significant predictor in the sequence of predictors of Classroom Social Relations of secondary school tribal students for the total sample.

In the 3rd step of Multiple Regression, the next variable that entered the model was Parent-Teacher Involvement. For model 3, the multiple correlation coefficient R (.935) between the predictors Emotional Maturity, Self-Concept and Parent-Teacher Involvement) and the criterion variable Classroom Social Relations also showed a strong positive correlation with a standard error of estimate (SE_R) 9.16. The coefficient of determination (R^2) value (.874) refers to 87.4% of the observed variance of the criterion variable could be explained if the model was derived from the population from which the sample was selected. The adjusted R^2 (.873) explains the extent of generalizability. The R^2 change value (.001) was the percentage increase in the observed variance Classroom Social relations by the inclusion of the predictor variable Parent-Teacher Involvement in model 3 which was 0.1%. It accounts for the fact that the predictor variable Parent-Teacher Involvement was also contributing to model 3 along with Emotional Maturity and Self-Concept. So, Parent-Teacher Involvement arrived as a third significant predictor in the succession of predictors of Classroom Social Relations of secondary school tribal students for the total sample.

The significance of model derived for the predictor variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity can be explained by ANOVA table in the regression analysis. It explains the significance of individual and combined contributions of predictors in predicting the criterion variable. Table explains the ANOVA in regression analysis

Table 20

ANOVA for the Regression of the predictor variables: Parent-Teacher Involvement, Self-Concept and Emotional Maturity on the Criterion Variable Classroom Social Relations for the total sample

	Model	Sum of Squares	Df	Mean Square	F	Sig
1	Regression	343137.109	1	343137.109	3302.760	.000**
	Residual	63894.846	615	103.894		
	Total	407031.955	616			
2	Regression	355100.800	2	177550.400	2099.240	.000**
	Residual	51931.154	614	84.578		
	Total	407031.955	616			
3	Regression	355585.015	3	118528.338	1412.288	.000**
	Residual	51446.940	613	83.926		
	Total	407031.955	616			

** indicates $p < .01$

Criterion Variable: Classroom Social Relations

1. Predictors: (constant), Emotional Maturity
2. Predictors: (constant), Self-Concept
3. Predictors: (constant), Parent-Teacher Involvement

From the table 20, for model 1, the F value obtained, $F(1, 615) = 3302.76$, $p < .01$ exceeds the tabled value of $F(1, 615) = 6.67$, $p < .01$. It showed that the Emotional Maturity significantly predicts the criterion variable Classroom Social Relations of the secondary school tribal students for the total sample. For Model 2, the obtained F value, $F(2, 614) = 2099.24$, $p < .01$ exceeds the tabled value for the corresponding degrees of freedom $F(2, 614) = 4.63$, $p < .01$. This implies that the combined contribution of Emotional Maturity and Self-Concept to the prediction of the criterion variable Classroom Social Relations was significant for the total sample. For the Model 3, the table reveals that the obtained F value is $F(3, 613) = 1412.28$, $p < .01$, exceeds the tabled value for the corresponding degrees of freedom,

$F(3,613) = 3.81, p < .01$. It indicates that the combined contribution of Emotional Maturity, Self-Concept and Parent-Teacher Involvement to the prediction of the criterion variable Classroom Social Relation was significant for the total sample.

The Stepwise Multiple Regression analysis was used to examine the individual and combined contributions of predictor variables in predicting the criterion variable. The regression equation was established by further analyzing the regression coefficients of the predictor variables to better understand the roles of the individual predictors. The information is provided along with the relevant findings of the coefficient summary for the regression of the predictor variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity on the criterion variable Classroom Social Relation.

Table 21

Regression Coefficients of Individual Contribution Predictor Variables (Parent-Teacher Involvement, Self-Concept and Emotional Maturity) in Predicting the Criterion Variable Classroom Social Relations for the Total Sample

Model	Unstandardized Coefficients		Standardized Coefficients	T
	B	Std.Error	Beta (β)	
(Constant)	44.636	3.761		11.87
1 Emotional Maturity	.843	.015	.918	57.47
(Constant)	23.138	3.845		6.02
2 Emotional Maturity	.558	.027	.607	20.33
Self-Concept	.364	.031	.355	11.89
(Constant)	22.568	4.494		5.02
3 Emotional Maturity	.555	.029	.605	19.12
Self-Concept	.364	.031	.355	11.88
Parent-Teacher Involvement	.066	.028	.004	2.402

** indicates $p < .01$, * indicates $p < .05$, criterion variable: CSR

Table 21 indicates that for Model 1, the unstandardized coefficient B value of the predictor Emotional Maturity is .843 with a standard error (SE_R) of .015. It reveals that one unit of change in Emotional Maturity was accompanied by an amount of .843 unit change in Classroom Social Relation. The standardized regression coefficient beta value (β) .918 represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value of 44.63 represents the amount of the criterion variable without the contribution of the predictor variable in the model. The obtained critical ratio $t(615) = 57.47$, $p < .01$, was significant. Hence it can be interpreted that the individual contribution of the Emotional Maturity in predicting Classroom Social Relation was significant for the total sample.

In the next section, described developing a regression equation to predict a criterion variable from the predictors.

Multiple Regression Equation for Model 1

The general multiple regression equation of the criterion variable Y in terms of the predictor variables ($X_1, X_2, X_3, \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 + \dots \text{ etc.}$$

$$Y = \text{Classroom Social Relations (CSR)}$$

$$X_1 = \text{Emotional Maturity (EM)}$$

$$X_2 = \text{Self-Concept (SC)}$$

$$X_3 = \text{Parent-Teacher Involvement (PTI)}$$

Hence, the regression for Model 1 is $CSR = 44.63 + .843 \text{ EM}$, according to this equation, a .843 -unit increase in CSR can be significantly predicted for every unit increase in EM.

Table shows that for Model 2, the unstandardized coefficient B value of the predictor Emotional was .558 and that Self-Concept was .364 with standard errors (SE_R) .027 and .031 respectively. It represents the change in the criterion variable

with a unit change in the predictor variable. The standardized regression coefficient beta values (β) of Emotional Maturity and Self-Concept were .607 and .355 respectively. It represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value of 23.13 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratio, $t(615) = 20.33, p < .01$ and $t(615) = 11.89, p < .01$ respectively for Emotional Maturity and Self-Concept were significant. So, it can be interpreted that the combined contribution of Emotional Maturity and Self-Concept in predicting Classroom Social Relations was significant for the total sample.

Multiple Regression equation for Model 2

The general multiple regression equation of the criterion variable, Y in terms of the predictor variable ($X_1, X_2, X_3, \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3, \dots \text{etc.}$$

Where $B_1, B_2, B_3, \dots$ etc. were B values corresponding to $X_1, X_2, X_3, \dots$ etc.

$$Y = \text{Classroom Social Relations (CSR)}$$

$$X_1 = \text{Emotional Maturity (EM)}$$

$$X_2 = \text{Self-Concept (SC)}$$

$$X_3 = \text{Parental-Teacher Involvement (PTI)}$$

So, the regression equation for Model 2 is $CSR = 23.13 + .558 EM + .364 SC$

According to the regression equation of Model 2, .558, unit increase in CSR can be significantly predicted for every unit increase in EM, providing SC held constant and .364, unit increase in CSR can be significantly predicted for every unit increase in SC, keeping EM constant.

Table indicate that for Model 3, the unstandardized coefficient B value of the predictors, EM was .555, SC was .364 and PTI was .066 with standard errors (SE_R)

.029, .031, .028 respectively. It represents the estimated change in the criterion variable with a one standard deviation change in predictor variables. The standardized regression coefficient beta values (β) of Emotional Maturity, Self-Concept and Parent-Teacher Involvement were .605, .355 and .004 respectively. It represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value 22.56 represents the amount of criterion variables without the contribution of predictor variables in the model. The obtained critical ratios, $t = 19.12$, $p < .01$, $t = 11.88$, $p < .01$ and $t = 2.40$, $p < .01$ respectively for Em, SC and PTI were significant. So, it can be interpreting that the combined contribution of EM, SC and PTI in predicting CSR was significant for the total sample.

Multiple Regression Equation for Model 3

The general multiple regression equation of the criterion variable, Y in terms of the predictor variable ($X_1, X_2, X_3, \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 + \dots \text{ etc.}$$

Where $B_1, B_2, B_3, \dots$ etc. were B values corresponding to $X_1, X_2, X_3, \dots$ etc.

Y = Classroom Social Relations (CSR)

X_1 = Emotional Maturity (EM)

X_2 = Self-Concept (SC)

X_3 = Parent-Teacher Involvement (PTI)

So, the regression equation for Model 3 is $CSR = 22.56 + .555 EM + .364 SC + .066 PTI$. According to the Regression equation of Model 3, it is clear that .555, unit increase in CSR can be significantly predicted for every unit increase in EM providing SC and PTI held constant, .364 increase in CSR can be significantly predicted for every unit increase in SC, keeping EM and PTI constant .066 unit increase in CSR can be significantly predicted for every unit increase in PTI provided nullifying the effect of EM and SC.

To analyse the hypothesis, the researcher employed the multiple linear regression analysis at 95% confidence intervals, the analysis showed a significant model summary: $p < .001$, $\text{Adj } R^2 = .843$ and $R^2 \text{ change} = .843$. The analysis shows that the Emotional Maturity had a positive effect on student's Classroom Social Relation ($\beta = 0.605$, $t = 19.12$, $p < .001$). Self-Concept had a positive effect on Classroom Social Relation ($\beta = 0.355$, $t = 11.88$, $p < .001$). Parent-Teacher Involvement had a positive effect on Classroom Social Relation ($\beta = 0.004$, $t = 2.40$, $p < .001$).

Concisely, it can be concluded that the multiple correlations indicate that there is a significant relationship between the three variables and CSR. The predictors EM, SC and PTI can significantly predict the criterion variable individually and combined for the total sample.

Sociometry

The researcher employed sociometry to carry out a detailed analysis of the classroom social relationships. Sociogram analysis helps to study the extent and nature of classroom social relationship of each student within a group. Sociometry is a technique for describing social relationships that exists between individuals in a group. It attempts to describe attractions or repulsions between individuals by asking them to indicate whom they would choose or reject in various situations. Children in a class may be asked to name the child, or several children in order of preference that they would invite to a party, eat lunch with, sit next to, work in science laboratory with, has a roommate or have as a close friend. This technique is primarily employed for obtaining data on social interaction among classmates or group members (Sidhu, 2014).

Sociogram Analysis

A sociogram is a Sociometric instrument which diagrammatically indicates the formation and changes of a group. It is a map of interpersonal relationship and interpersonal lines of communication. They are the quantitative and qualitative vehicle which systematically brings the respondents to select or reject other people

with whom they wish to participate in an activity (Hollander, 1973). The researcher uses sociogram for visualizing the relationship inside a group. It is an illustration of the interpersonal relationships and preferences that each student possesses. To construct a class sociogram the researcher distributes a Sociometric questionnaire and a separate response sheet to the secondary school tribal students. And given instructions to write each questions properly. It consists of 30 questions. Ask them to list out two students for each questions order of their preferences. The researcher makes sure that they write their own name on the response sheet provided to them.

In the present study the Sociogram Analysis consists of Four Stages:

1. Criterion Selection
2. Matrix Formation
3. Sociogram Charting
4. Analysis

Criterion Selection

For the Sociometric tests the investigator uses a positive and a negative criterion. The questions in the positive criterion are formatted in a positive way. It involves asking participants about the type of activities they like to engage in and the people they would like to spend time together. The questions in the negative criterion are formatted in negative way. Participants are asked to indicate which individuals they are least likely to spend time together in particular situations. The investigator provided a separate response sheet and informed them to write their names at the top of the sheet. The investigator ensures that the participants choose only their peers.

2. Matrix Formation

The Sociometric matrix is a data summary sheet which systematically organizes the choices and or rejections as presented by each respondent. For this the investigator draw a multicellular chart with two margins. To keep confidentiality of

the students' investigator wrote numbers instead of their names. The choosers are listed at the left vertical margin and the chosen are listed at the top horizontally. The responses of each chooser are presented in the cell which intersect with the number of his or her Sociometric choice. The rejections are plotted in the same pattern. The investigator uses the symbol plus (+) for positive choice and minus (-) for negative choice. After recording the choices or rejections the sociogram process-recorder then summarises the number of choices or rejections made by the chooser and the number of choices or rejections received by the respondent. The summary these can be seen at the bottom horizontal margin and right vertical margin.

In the present study the investigator made Sociometric matrix of 20 classrooms. A Sociometric matrix helps identify the position of each student within the group and their social influence depending on the quantity of positive and negative nominations. To identify the social status of each student the researcher arranged the results from the Sociometric matrix of each class in a table form.

3. Sociogram Charting

The Sociometric matrix provides a base for the creation of the sociogram. A sociogram is an abstract representation of the social position each student in a classroom and his or her relationship to all other peers of the classroom. The investigator uses circle  for girls and rectangle  for boys. Vectors ($\rightarrow$) are plotted to connecting these circles and triangles. It represents the type and direction of each students' choice. Positive choices are represented with green ($\rightarrow$) vectors pointing toward the person chosen. Negative choices are represent with red ($\rightarrow$) vectors. Mutual Choices are plotted by green double headed arrow ($\leftrightarrow$) vectors. Mutual Rejection represent with red double headed arrow ($\leftrightarrow$).

4. Analysis

Sociogram analysis helps to understand the classroom social relationships and find out the social status of each student within the classroom. Peer status has an impact on a students' ability to form friendships and be a member of peer groups. Sociometric status is a measurement that indicates the degree to which someone is liked of disliked by their peers as a group. From the sociogram analysis the

researcher identifies popular, rejected, neglected controversial, dyads (pairs), triangles (grouping of three), squares (grouping of foursome), isolates and stars.

Analysis of Sociogram of Model Residential Schools of Wayanad, Palakkad, Malappuram and Thrissur Districts

The researcher analysed 20 classrooms of model residential schools from Palakkad, Wayanad, Malappuram and Thrissur Districts. To collect data the investigator selected VIII and IXth standard from these schools. The analysis and its interpretations are given below.

Table 22

Results of Sociometric matrix of Model Residential School Attapadi VIII

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	2	0	Neglected
2	Female	2	0	2	Average
3	Female	2	0	2	Average
4	Female	1	8	-8	Rejected
5	Female	3	0	3	Popular
6	Female	2	0	2	Average
7	Female	3	0	3	Popular
8	Female	2	0	2	Average
9	Female	2	0	2	Average
10	Female	2	2	0	Neglected
11	Female	4	0	4	Popular
12	Female	8	0	8	Popular
13	Female	2	0	2	Average
14	Female	2	0	2	Average
15	Female	3	0	3	Popular
16	Female	3	0	3	Popular
17	Female	3	0	3	Popular
18	Female	2	2	0	Neglected
19	Female	1	2	-1	Rejected
20	Female	3	0	3	Popular
21	Female	3	0	3	Popular
22	Female	3	0	3	Popular
23	Female	2	0	2	Average
24	Female	3	0	3	Popular
25	Female	3	0	3	Popular
26	Female	3	0	3	Popular
27	Female	1	2	-1	Rejected
28	Female	1	2	-1	Rejected

Table 22 indicate student status in the classroom. From the table number 1, 10 and 18 are neglected students in the classroom. Number 4, 19, 27 and 28 are rejected students. From these students' number 4 got 8 negative choices and only one positive. From the popular students' number 12 receives more positive choices and no negative choice.

Figure 16

Sociogram of Model Residential School Attapadi Standard VIII

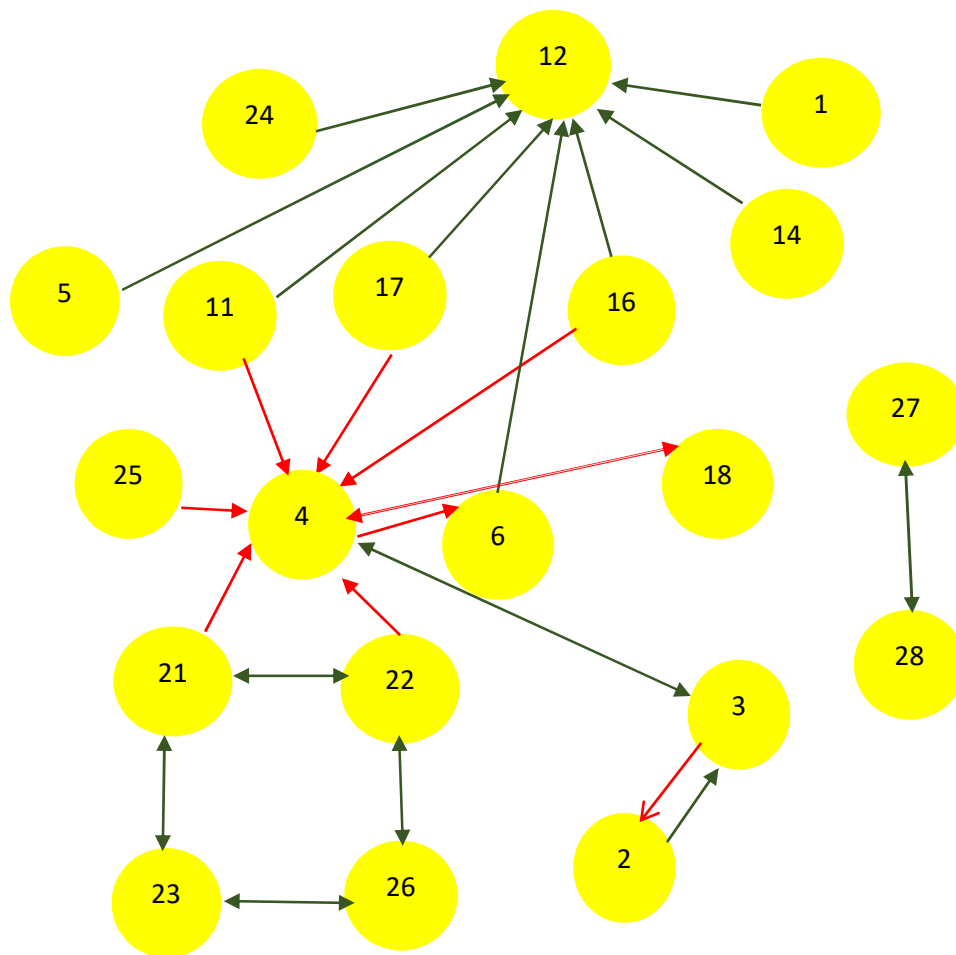


Figure 16 shows sociogram of Model residential school Attapadi standard VIII students. There are 28 girl students studying in this class. Out of 28 students' different community groups such as Kurumbar (5) Irular (14) Mugudar (7) Muthuvan (2) were included. The student number 12 received the largest number of

positive choices, so number 12 holds the star position in the class. Number 4 received largest number of negative choices. There are two mutual choices that have been seen in between 4 and 3, 27 and 28. There is a square or foursome choice seen between 21, 22, 23, and 26. Which is closely integrated. In this sociogram there is an incompatible pair. The two individuals are not compatible, number 2 sends a green line which is answered by a red line. There is a mutual rejection seen between 4 and 18.

Table 23

Results of Sociometric Matrix of Model Residential School Attapadi standard IX

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	2	0	Neglected
2	Female	3	0	3	Popular
3	Female	3	0	3	Popular
4	Female	3	0	3	Popular
5	Female	3	0	3	Popular
6	Female	3	0	3	Popular
7	Female	3	0	3	Popular
8	Female	3	0	3	Popular
9	Female	3	0	3	Popular
10	Female	3	0	3	Popular
11	Female	3	0	3	Popular
12	Female	3	0	3	Popular
13	Female	7	0	7	Popular
14	Female	3	0	3	Popular
15	Female	1	11	-10	Rejected
16	Female	3	0	3	Popular
17	Female	3	0	3	Popular
18	Female	2	2	0	Neglected
19	Female	2	2	0	Neglected
20	Female	3	0	3	Popular
21	Female	1	0	1	Popular
22	Female	2	0	2	Average
23	Female	3	0	3	Popular
24	Female	2	0	2	Average
25	Female	3	0	3	Popular
26	Female	3	0	3	Popular
27	Female	3	0	3	Popular
28	Female	5	4	1	Controversial
29	Female	3	0	3	Popular
30	Female	1	1	0	Neglected
31	Female	1	2	-1	Rejected

Table 23 describes the results from the Sociometric matrix. It indicates some possible status of each student in a classroom. To tabulate the results, the researcher gives the student one point for acceptance and one point for rejections. A student's possible status is not only determined by the total points but also the combination or ratio of their positive and negative points. From the table number 1, 18, 19 and 30 are neglected students as their name was never mentioned in conversation. Number 13 is a popular student with many positives and no negatives. Number 15 is rejected with more negatives and few positives. Number 28 is controversial because of high points in both positive and negative. Number 31 also rejected student.

Figure: 17

Sociogram of Model Residential School Attapadi Standard IX

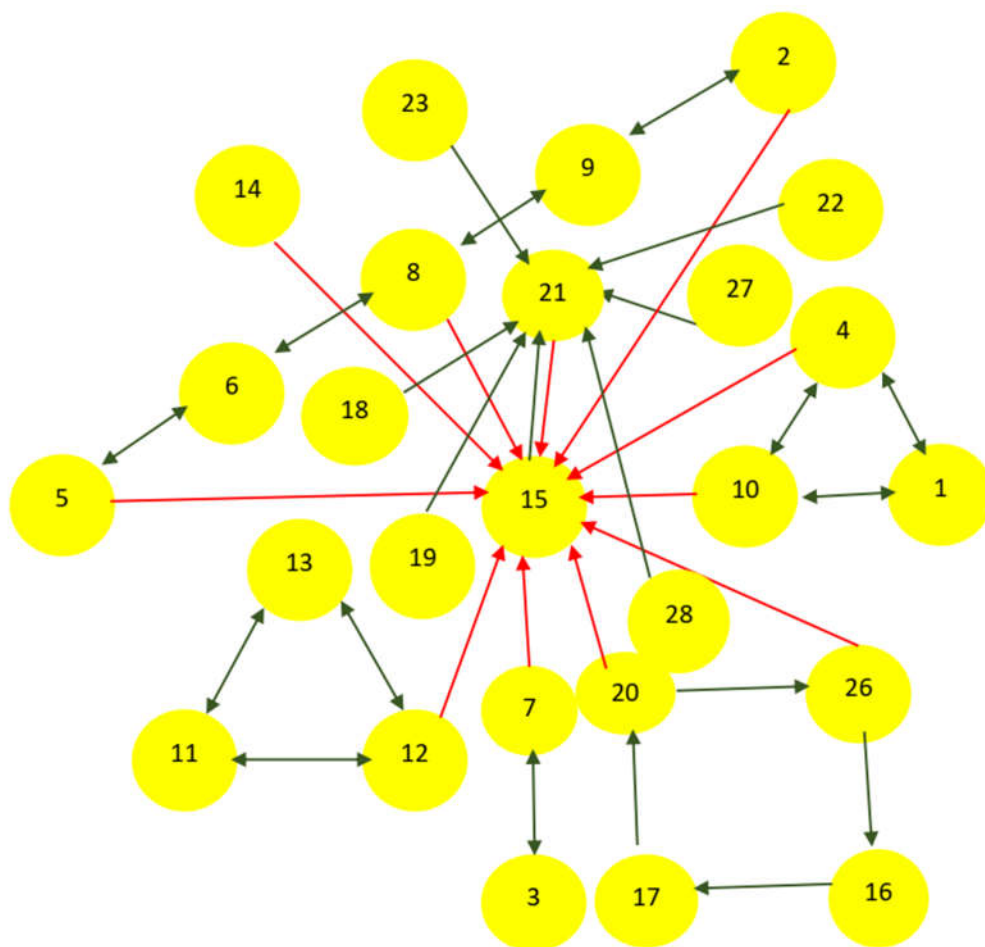


Figure 17 shows sociogram of Model residential school Attapadi standard IX. There are 31 girls' students studying in this class. Out of 31 there were different cultural groups such as Kurumbar (10) Irular (19) Mugudar (2) were included. This picture indicates that there are two girls' cliques, 13,11,12 and 4,10, 1. This clique is tightly integrated, as shown by the mutual choices that they make for each other. And one foursome, between 20,26,17, 16. It is not closely integrated. In this sociogram the most part is very much interrelated and is composed of mainly a series of chains. This structure results when two are mutually attracted and one of them forms a mutual attraction with a fourth, the fourth with a fifth, etc. This structure, according to Moreno (1934), "represents within a group an uninterpreted flow of emotional transference. It is the natural route for indirect imitation, suggestions, gossip and is influential in the forming of group attitude. It is the social telephone wire" (pp 104). There is one mutual choice between 7 and 3. Number 13 got seven positive choices so 13 held the star position in this classroom. This structure is formed if 5 or more individuals are attracted to the same individual: the latter is the centre of the red star. Number 15 got more than 11 rejections. This structure is formed if 5 or more individuals are rejecting the same individual: the latter is the center of the black star.

Table 24

Results of Sociometric matrix of Government Model Residential School for Girls Kaniambetta standard VIII

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	2	0	2	Average
3	Female	3	0	3	Popular
4	Female	2	0	2	Average
5	Female	5	0	5	Popular
6	Female	2	0	2	Average
7	Female	3	0	3	Popular
8	Female	3	1	2	Average
9	Female	3	0	3	Popular
10	Female	3	0	3	Popular
11	Female	10	0	10	Popular
12	Female	4	0	4	Popular

Students	Gender	Acceptance	Rejection	Total	Possible Status
13	Female	3	0	3	Popular
14	Female	5	0	5	Popular
15	Female	5	0	5	Popular
16	Female	3	3	3	Popular
17	Female	3	0	3	Popular
18	Female	5	0	5	Popular
19	Female	1	1	0	Neglected
20	Female	2	0	2	Average
21	Female	0	3	-3	Rejected
22	Female	2	0	2	Average
23	Female	5	4	1	Controversial
24	Female	0	6	-6	Rejected
25	Female	1	0	1	Average
26	Female	2	0	2	Average
27	Female	1	0	1	Average
28	Female	1	0	1	Average
29	Female	2	0	-2	Rejected
30	Female	1	2	-1	Rejected
31	Female	6	5	1	Controversial
32	Female	1	0	1	Average
33	Female	3	0	3	Popular
34	Female	2	2	0	Neglected
35	Female	1	1	0	Neglected
36	Female	0	0	0	Neglected

Table 24 indicates the possible social status of each student in Government Model Residential School for Girls Kaniambetta standard VIII. In this classroom there are 36 students. Number 23 and 31 are controversial. Both positive and negative are high in number. There are 4 neglected students. Number 24, 29 and 30 are rejected students. They have few positive and more negative. Out of 36 students' number 11 receives 10 positive choices with no negatives. So, she is popular student with many positives. Some other observations are number 36 is a neglected student. She receives no positives and no negative choice, so she is the isolate in this classroom.

Figure: 18

Sociogram of Government of Model Residential School Kaniambetta standard VIII

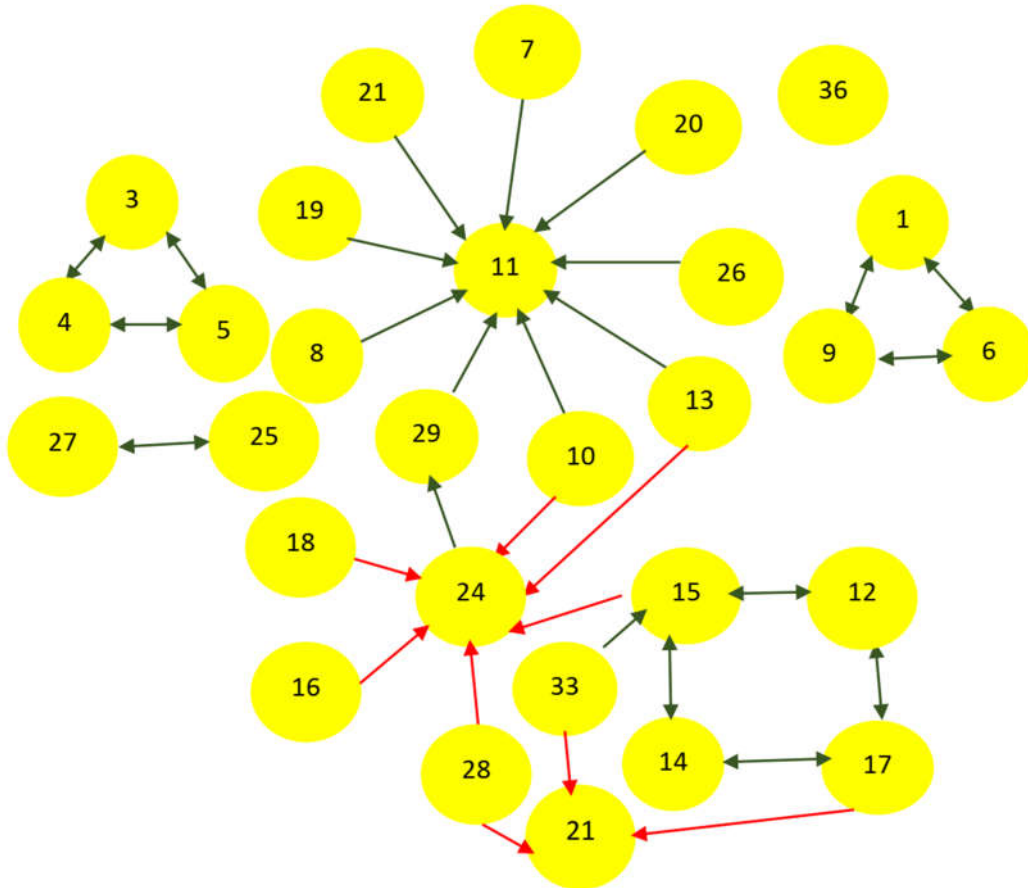


Figure 18 shows sociogram of Government model residential school Kaniambetta standard VIII. In this classroom there are 36 girl students. There were different cultural groups such as Kurichya (11) Kuruma (6) Kattunaikka (18) and Cholanaikka (1) studied in this classroom. This sociogram indicates that number 11 holds the star position in the class. Number 24 got more rejections and 24 select 29. Number 36 is the isolate in the class. 3,4, 5 and 1,6,9 are the two cliques in the classroom. 27 and 25 made mutual acceptance. These two individuals form a mutually compatible pair, but both are unchosen by others. 15, 14, 12 and 17 made foursome or square relations. According to Moreno, “four individuals who are mutually attracted to at least two of the four form a square. Every closed structure as

this must be looked upon suspiciously as it may signify the beginning of a gang cut off from the larger group. (pp. 105)

Table 25

*Results of Sociometric Matrix of Government Model Residential School for Girls
Kaniambetta standard IX*

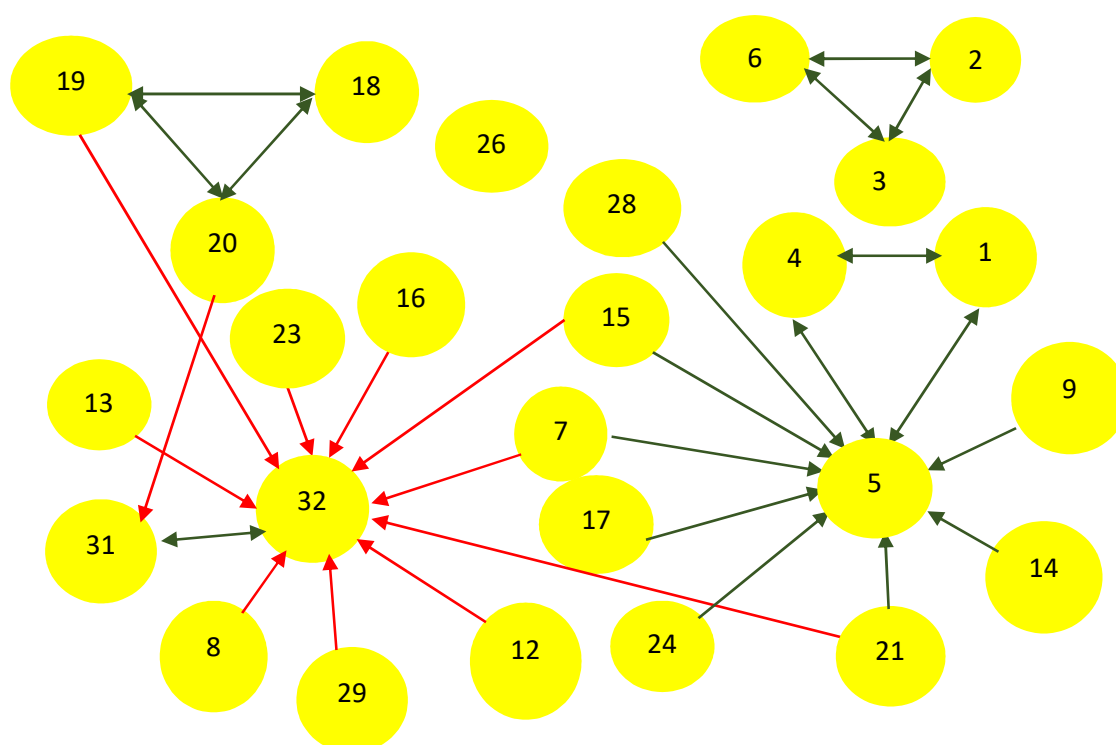
Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	3	0	3	Popular
2	Female	3	0	3	Popular
3	Female	3	0	3	Popular
4	Female	3	0	3	Popular
5	Female	13	0	13	Popular
6	Female	3	0	3	Popular
7	Female	3	0	3	Popular
8	Female	3	0	3	Popular
9	Female	3	0	3	Popular
10	Female	3	0	3	Popular
11	Female	2	0	2	Average
12	Female	1	2	-1	Rejected
13	Female	1	4	-3	Rejected
14	Female	3	0	3	Popular
15	Female	3	0	3	Popular
16	Female	1	0	1	Average
17	Female	3	0	3	Popular
18	Female	3	0	3	Popular
19	Female	3	0	3	Popular
20	Female	1	0	1	Average
21	Female	2	0	2	Average
22	Female	4	3	1	Controversial
23	Female	1	0	1	Average
24	Female	2	0	2	Average
25	Female	2	0	2	Average
26	Female	0	0	0	Neglected
27	Female	1	0	1	Average
28	Female	5	0	5	Popular
29	Female	4	0	4	Popular
30	Female	2	0	2	Average
31	Female	1	1	0	Neglected
32	Female	1	10	-9	Rejected

Some clear indications are number 13 is popular student she receives many positive and no negatives. Number 12, 13 and 18 are rejected, they receive many negatives and few positives. Number 22 is controversial because of high points in both positive and negative. Some other indications based on the combination of scores even though Number 26 and number 31 both have 0 as the total points. But

the distinct arrangement of points contributes to the possibility that their social status might differ in the classroom. Because number 31 receives one positive and one negative, both are neglected, but number 26 receives no positive and no negative, so she is the isolate in the classroom.

Figure: 19

Sociogram of Model Residential School Kaniambetta Standard IX



The figure 19 shows Sociogram of Model Residential School Kaniambetta Standard IX. The total number of students studying in standard IX is 32. Out of 32 students they belong to different cultural groups 10 are Kurichya, 10 are Kuruma, 10 are kattunaikka and 2 are Paniya. Sociogram indicates that there are three cliques, one isolates and one star and one mutual choice. 31 and 32 mutually select each other. It is an isolated pair, because these two students form a mutually compatible pair, but both are unchosen by other students in the classroom. Number 32 receives largest number of negative choices. Number 5 receives largest number of positive choices. There are two mutual choices. Number 26 receives no positive and no negative choice and she has made no choices. So, number 26 is the isolate in this class

Table 26*Sociometric Matrix of Ashram Model Residential School Malampuzha standard VIII*

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	3	2	1	Controversial
3	Female	2	0	2	Average
4	Female	2	5	-3	Rejected
5	Female	3	0	3	Popular
6	Female	2	0	2	Average
7	Female	2	3	-1	Rejected
8	Female	2	0	2	Average
9	Female	1	0	1	Average
10	Female	3	0	3	Popular
11	Female	1	0	1	Average
12	Female	0	0	0	Neglected
13	Female	2	0	2	Average
14	Female	2	0	2	Average
15	Female	2	0	2	Average
16	Female	8	0	8	Popular
17	Female	0	1	-1	Rejected
18	Female	1	1	0	Neglected
19	Female	2	0	2	Average
20	Female	2	0	2	Average
21	Female	1	0	1	Average
22	Male	2	0	2	Average
23	Male	2	0	2	Average
24	Male	3	3	0	Neglected
25	Male	3	0	3	Popular
26	Male	2	0	2	Average
27	Male	0	0	0	Neglected
28	Male	2	0	2	Average
29	Male	1	1	0	Neglected
30	Male	3	0	3	Popular
31	Male	2	0	2	Average
32	Male	2	0	2	Average
33	Male	3	0	3	Popular
34	Male	1	0	1	Average
35	Male	2	0	2	Average
36	Male	1	0	1	Average
37	Male	2	0	2	Average
38	Male	3	0	3	Popular
39	Male	1	2	-1	Rejected
40	Male	1	0	1	Average

Table 26 indicate the possible social status of Ashram Model Residential school Malampuzha standard VIII students. Out of 40 students 30 students are popular. Among these popular student's number 16 receives high number of positive with no negative. Number 2 is controversial because of many points in both positive and negative. Number 4, 7, 17 and 39 are rejected students. From these number 4 has many negative with no positive or no acceptance. There are two isolates in this class one from girls and one from boys.

Figure: 20

Sociogram of Ashram Model Residential School Malampuzha Standard VIII

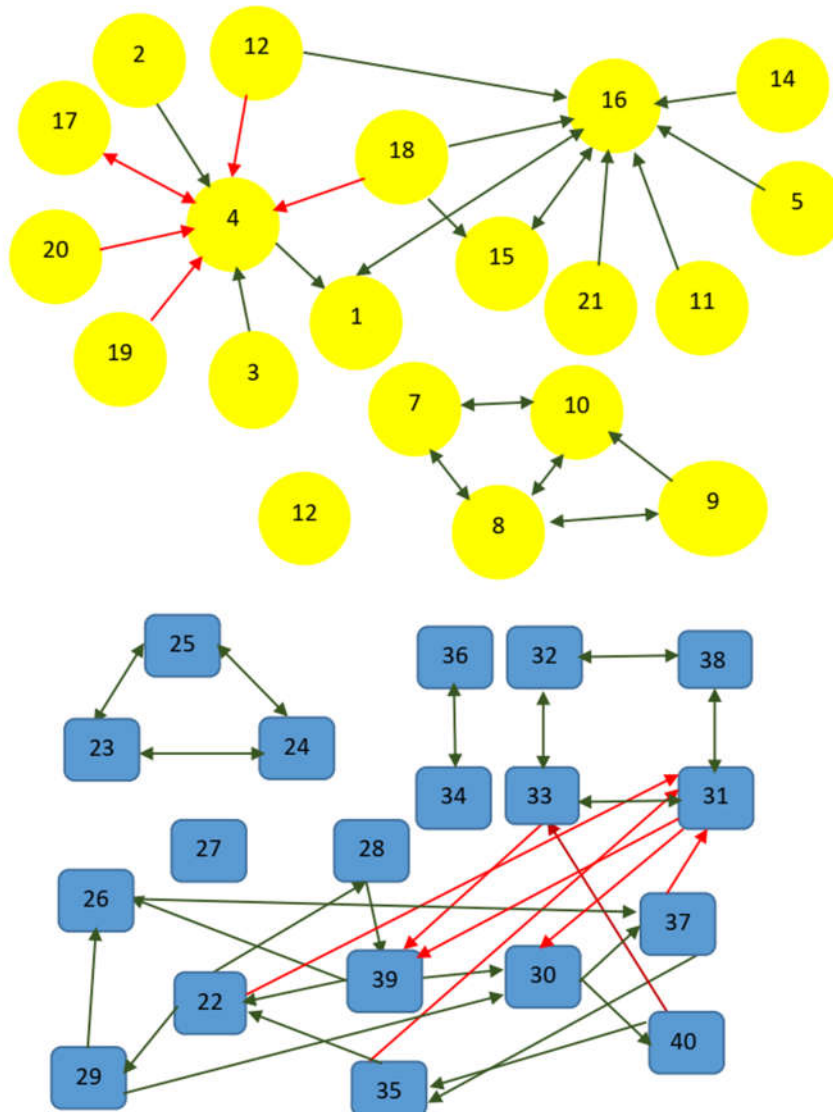


Figure 20 shows sociogram of Ashram Model Residential School Malampuzha Standard VIII. There are 40 students studying in standard VIII. Out of 40 students 21 girls and 19 boys were included. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 21 are girls and 22 to 40 are boys Majority of them are included in Kurumbar cultural groups. From 21 girls 11 belongs kurumbar, 4 kattunaikkar and kadar 6. From 19 boys 11 belongs kurumbar 2 kattunaikkar and 6 kadar. Figure indicates that there are two triangles one from boys and one from the girls. Among boys there is a foursome choice. There are two mutual choices has seen, one from boys and one from girls. In this class number 16 holds the star position. Number 4 is the Sociometric rejectees in the class, 4 received largest number of negative choices. There is no interrelationship between boys and girls. Number 12 and 27 receives no positive and no negative choice and they had made no choices. So, number 12 and 27 are the isolates in this class.

Table 27

Results of Sociometric Matrix of Ashram Model Residential School Malampuzha standard IX

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	2	0	Neglected
2	Female	3	0	3	Popular
3	Female	2	5	-3	Rejected
4	Female	1	1	0	Neglected
5	Female	3	0	3	Popular
6	Female	3	0	3	Popular
7	Female	1	2	-1	Rejected
8	Female	2	0	2	Average
9	Female	1	1	0	Neglected
10	Female	5	0	5	Popular
11	Female	1	0	1	Average
12	Female	1	0	1	Average
13	Female	2	0	2	Average

14	Female	2	0	2	Average
15	Female	3	0	3	Popular
16	Female	2	0	2	Average
17	Female	2	0	2	Average
18	Female	2	0	2	Average
19	Female	3	0	3	Popular
20	Female	3	0	3	Popular
21	Male	2	0	2	Average
22	Male	3	0	3	Popular
23	Male	3	0	3	Popular
24	Male	3	0	3	Popular
25	Male	1	1	0	Neglected
26	Male	3	0	3	Popular
27	Male	0	0	0	Neglected
28	Male	3	0	3	Popular
29	Male	2	0	2	Average
30	Male	3	0	3	Popular
31	Male	0	1	-1	Rejected
32	Male	3	0	3	Popular
33	Male	3	0	3	Popular
34	Male	3	0	3	Popular
35	Male	0	1	-1	Rejected
36	Male	1	2	-1	Rejected
37	Male	5	4	1	Controversial
38	Male	2	0	2	Average
39	Male	1	0	1	Average
40	Male	3	0	3	Popular

Table 27 indicates the possible social status of ashram Model Residential School Malampuzha standard IX students. In this classroom there are 40 students. 20 female and 20 male students. This table clearly indicate that number 1,4,9,25 and 27 are neglected students. It is clearly noted that number 27 is both neglected and

isolate in this class, because he receives no positives and no negative. Some other observations are number 3, 7, 31, 35 and 36 are rejected students. In them number 3 has many negative choices with no positive. Number 37 is controversial with many points in both positive and negative.

Figure: 21

Sociogram of Ashram Model Residential School Malampuzha Standard IX.

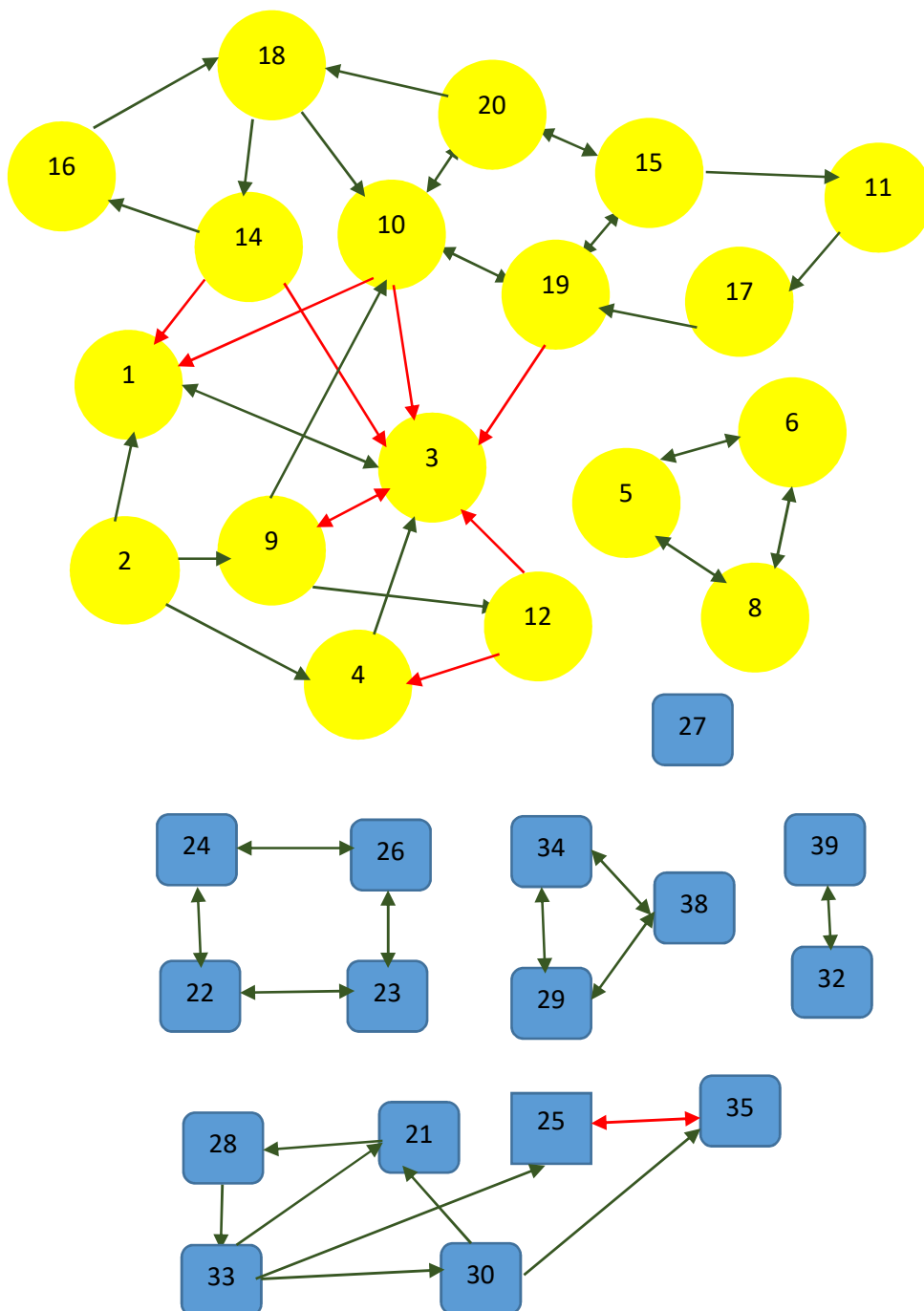


Figure 21 shows Sociogram of Ashram Model Residential school Malampuzha standard IX. Standard IX there are 40 students (20 girls and 20 boys) were studied. Out of 40 students there are different cultural groups were included, among 20 girls kurumbar (12) kadar (4) Kattunaikkar (4) among boys kurumbar (13) kadar (6) kattunaikkar (1). The Sociogram of standard IX indicates that there are two triangles, one among girls 5,6,8 and one among boys 36, 29, 38. One square, or foursome relations are seen among boys. And two mutual choices are noted among boys and girls. From girls, four students mutually attracted each other. They are 10, 19, 15 and 20. But these groups are interrelated by attractions to others in the group. According to Moreno, “it is an upshoot of a superstructure well integrated into the organization of the group”. (pp 105). No one holds the star position in the class. There is an isolated student in this class. Number 3 receives largest number of rejections. There are two mutual rejections, one among girls between 9 and 3. Among boys between 25 and 35. These students are rejecting each other: they mutually desire to live apart. The sociogram also indicates that there is no interrelationship between girls and boys.

Table 28

Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	3	2	1	Controversial
2	Female	3	0	3	Popular
3	Female	2	0	2	Average
4	Female	3	0	3	Popular
5	Female	3	0	3	Popular
6	Female	3	0	3	Popular
7	Female	3	0	3	Popular
8	Female	3	0	3	Popular
9	Female	3	0	3	Popular
10	Female	2	0	2	Average

11	Female	2	0	2	Average
12	Female	2	0	2	Average
13	Female	0	1	-1	Rejected
14	Female	1	1	0	Neglected
15	Male	3	0	3	Popular
16	Male	3	0	3	Popular
17	Male	3	0	3	Popular
18	Male	3	2	1	Controversial
19	Male	3	0	3	Popular
20	Male	0	1	-1	Rejected
21	Male	3	0	3	Popular
22	Male	3	0	3	Popular
23	Male	3	0	3	Popular
24	Male	3	2	1	Controversial
25	Male	0	0	0	Neglected
26	Male	1	0	1	Average
27	Male	3	0	3	Popular
28	Male	3	0	3	Popular
29	Male	0	0	0	Neglected

Table 28 indicates the possible social status of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A. There are 29 students, 14 females and 15 males. Out of 29 students 21 are popular. Number 1, 18 and 24 are controversial, because of high points both positive and negative. Number 13, 20 are rejected. They have many positive with no or less positive.

Figure: 22

Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A

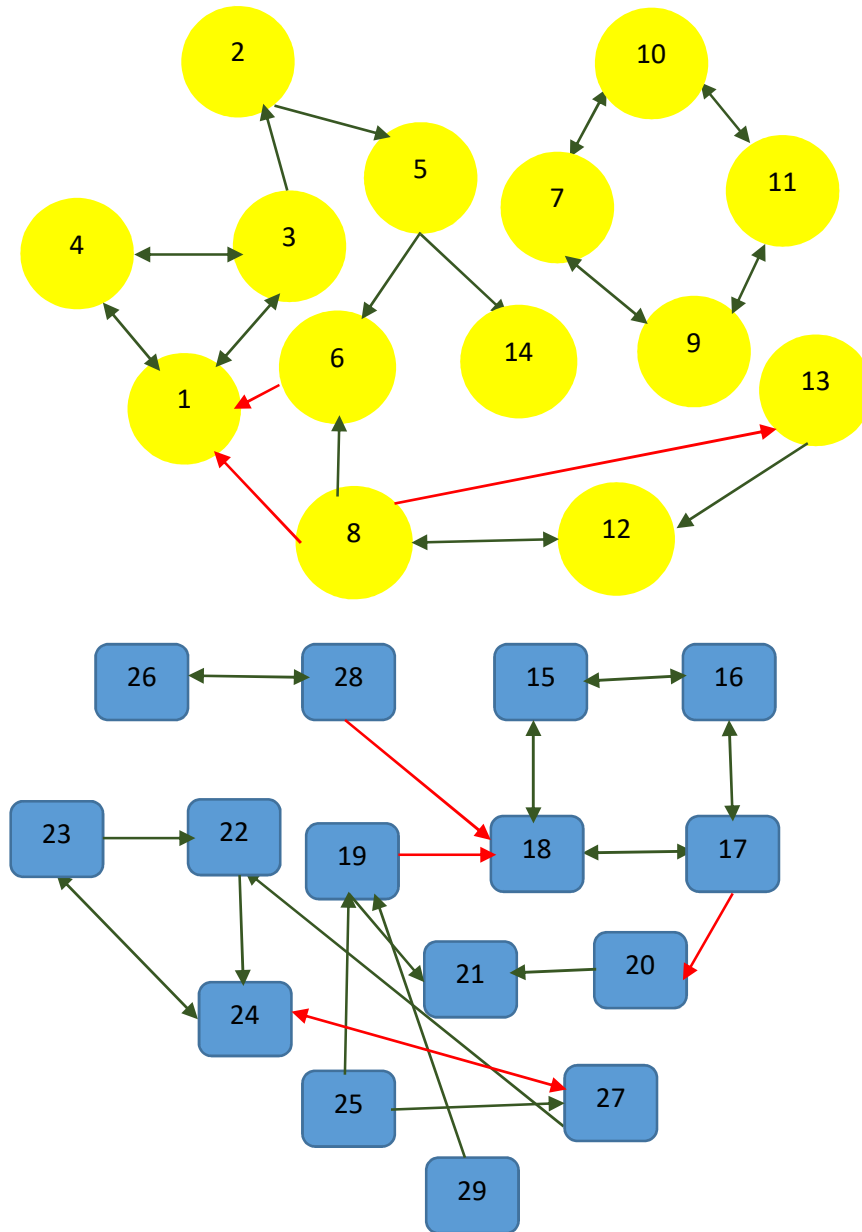


Figure 22 shows Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A. Out of 29 students 14 girls and 15 boys. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 14 are girls and 15 to 29 are boys Majority of them are included in Kattunaikka community groups. Out of 14 girls 10 belongs kattunaikka and 4

cholanaikka. From 15 boys 10 belongs kattunaikka and 5 cholanaikka. In this class there are one triangle, and two squares (foursome) choices are noted. And, two mutual choices, one from girls and one from boys. A mutual rejection also seen in between 24 and 27. The sociogram indicate that there is no interrelationship between boys and girls. And no one holds star position in this class.

Table 29

Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard VIII B

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	1	0	1	Average
2	Female	1	0	1	Average
3	Female	2	0	2	Average
4	Female	3	0	3	Popular
5	Female	2	3	-1	Rejected
6	Female	1	0	1	Average
7	Female	1	0	1	Average
8	Female	2	0	2	Average
9	Female	2	0	2	Average
10	Male	2	0	2	Average
11	Male	0	0	0	Neglected
12	Male	1	0	1	Average
13	Male	2	2	0	Neglected
14	Male	2	2	0	Neglected
15	Male	0	0	0	Neglected
16	Male	1	5	-4	Rejected
17	Male	2	0	2	Average
18	Male	2	0	2	Average
19	Male	1	2	-1	Rejected
20	Male	2	0	2	Average
21	Male	3	0	3	Popular
22	Male	3	0	3	Popular
23	Male	3	0	3	Popular
24	Male	3	0	3	Popular
25	Male	3	0	3	Popular

Table 29 indicates the possible social status of Indira Gandhi Memorial Model Residential School Nilambur standard VIII B students. There are 25 students, 9 females and 16 males. Out of 25 students 17 are popular. Number 11, 13, 14 and 15 are neglected. Number 5, 16 and 19 are rejected.

Figure: 23

Sociogram of Indira Gandhi Memorial Model Residential School standard VIII B

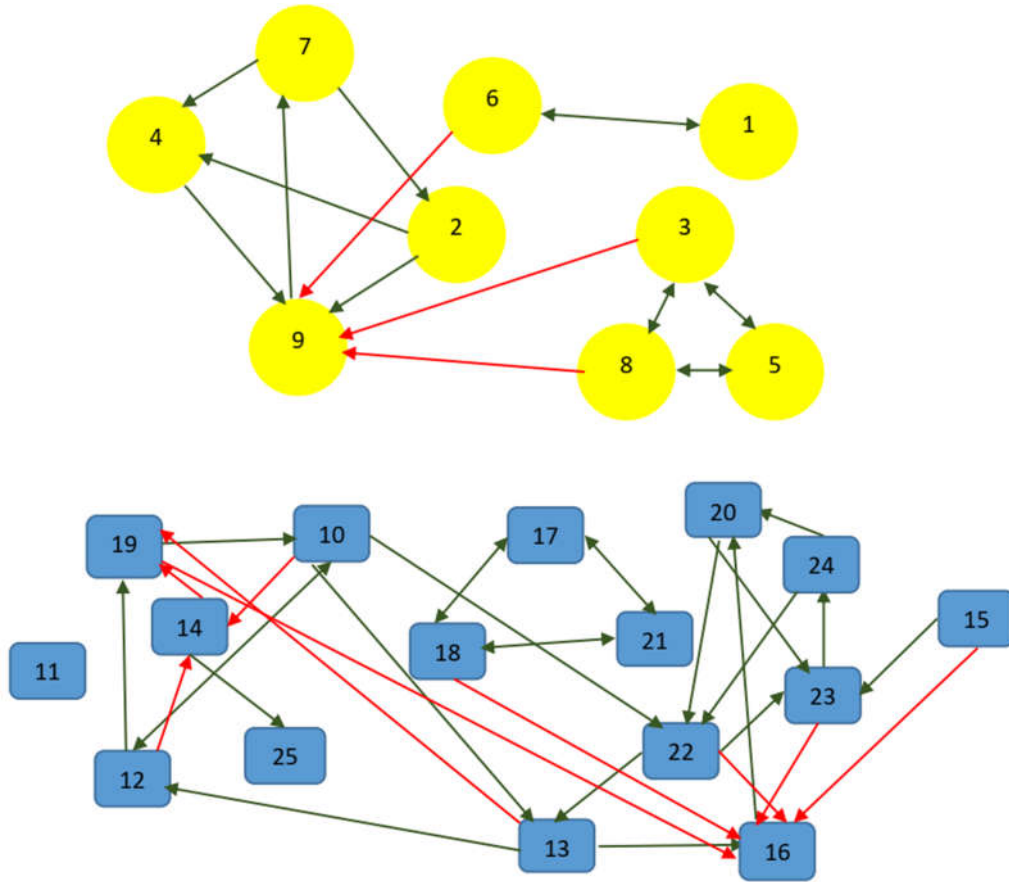


Figure 23 shows Sociogram of Indira Gandhi Memorial Model Residential School standard VIII B. In standard there are 25 students studying. Out of 25 students 9 are girls and 16 are boys. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 9 are girls and 10 to 25 are boys. Majority of them are included in Kattunaikka tribal community. 9 girls belong kattunaikka, from 16 boys 12 belongs kattunaikka and 4 cholanaikka. Sociogram indicates that there are two cliques. One from girls and one from boys. There are two mutual choices one from girls and one from boys. No one holds star position in this class. Number 16 receives largest number on negative choices. Number 15 receives no positive and no negative choices. Number 11 is the isolate in the class. 11 have received no negative or positive choices and have made no choices.

Table 30

Results of Sociometric Matrix of Indira Gandhi Memorial Model Residential School Nilambur standard IX

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	0	0	0	Neglected
2	Female	1	2	-1	Rejected
3	Female	3	0	3	Popular
4	Female	3	0	3	Popular
5	Female	2	0	2	Average
6	Female	1	0	1	Average
7	Female	2	0	2	Average
8	Female	2	0	2	Average
9	Female	3	0	3	Popular
10	Female	3	0	3	Popular
11	Female	1	0	1	Average
12	Female	1	1	0	Neglected
13	Female	1	1	0	Neglected
14	Female	2	0	2	Average
15	Female	0	5	-5	Rejected
16	Female	2	0	2	Average
17	Female	2	0	2	Average
18	Male	2	0	2	Average
19	Male	2	0	2	Average
20	Male	2	0	2	Average
21	Male	2	0	1	Average
22	Male	2	0	2	Average
23	Male	1	0	1	Average
24	Male	1	0	1	Average
25	Male	5	4	1	Controversial
26	Male	3	0	3	Popular
27	Male	0	4	-4	Rejected
28	Male	3	0	3	Popular
29	Male	0	1	-1	Rejected
30	Male	2	0	2	Average
31	Male	2	0	2	Average
32	Male	1	0	1	Average
33	Male	2	0	2	Average
34	Male	1	1	0	Neglected
35	Male	1	0	1	Average
36	Male	2	0	2	Average
37	Male	0	0	0	Neglected
38	Male	8	0	8	Popular
39	Male	1	0	1	Average
40	Male	1	0	1	Average
41	Male	2	0	2	Average

Table 30 indicates that the possible status of Indira Gandhi Memorial Model Residential School standard IX. There are 41 students. 17 female and 24 male

students. It is clearly indicating that number 2, 15, 27 and 29 are rejected students. From these student's number 15 receives high number negatives with no positive. Number 1, 12, 13, 34 and 37 are neglected students. Number 25 is controversial because of high points in both positive and negative.

Figure 24

Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard IX

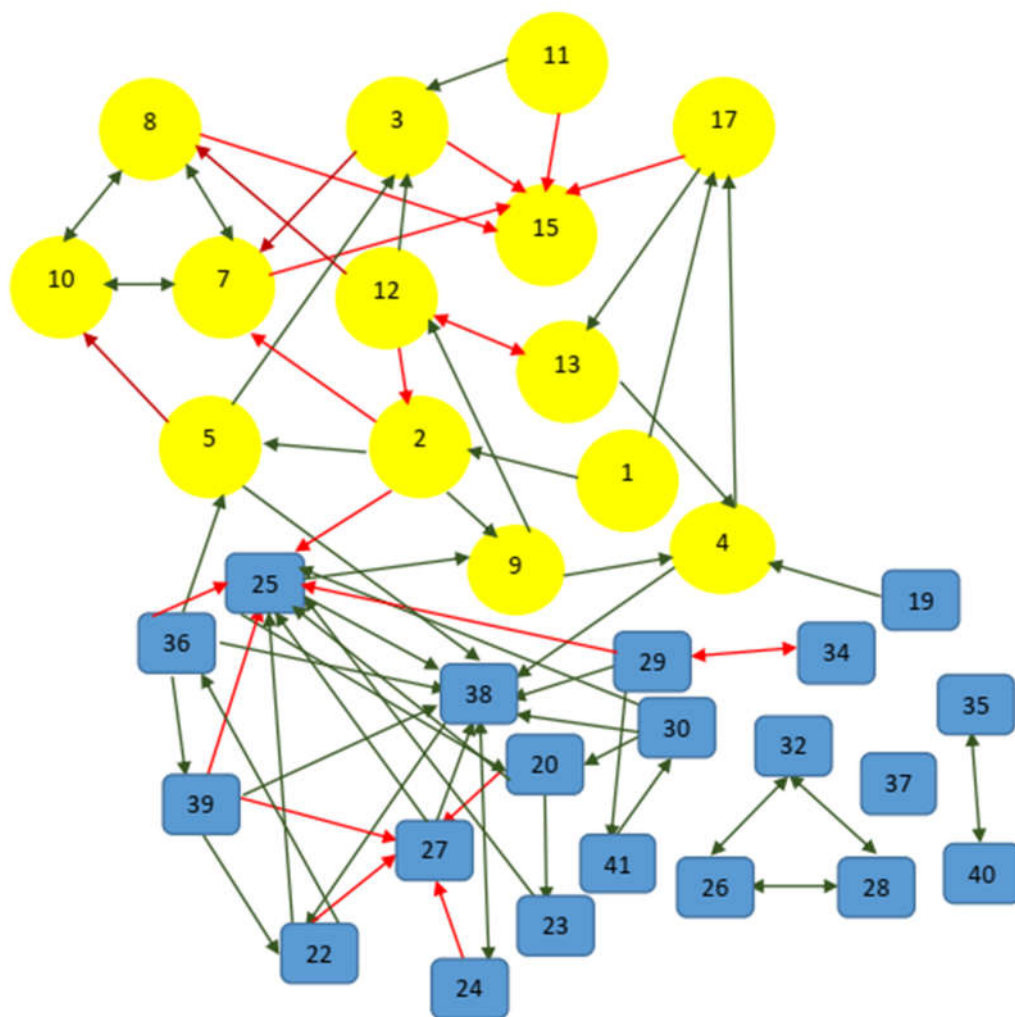


Figure 24 shows sociogram of Indira Gandhi Memorial Model Residential school Nilambur standard IX. There are 41 students studying in this class out of 41 students 17 girls and 24 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 17 are girls and 18 to

41 are boys Majority of them are included in Kattunaikka cultural groups. From 17 girls 15 belongs kattunaikka and 2 cholanaikka. From 24 boys 22 belongs kattunaikka and 2 cholanaikka. Figure indicates that there are two cliques one from boys and one from the girls. From girls' clique, they are closely integrated. But each of the three students receives red lines from the group. It is a structure of an isolated and rejected triangle (Moreno, 1934). There are two mutual rejections has seen, one from boys and one from girls. There is also a mutual choice seen from boys. In this class number 38 holds the star position. Number 15 is the Sociometric rejectees in the class. 15 received largest number of negative choices. There is an interrelationship between boys' and girls' number 36 and 38 select number 5 and 4 respectively as his friend.

Table 31

Results of Sociometric Matrix of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard VIII

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	4	0	4	Popular
3	Female	3	0	3	Popular
4	Female	1	0	1	Average
5	Female	2	2	0	Neglected
6	Female	3	1	2	Average
7	Female	1	1	0	Neglected
8	Female	2	0	2	Average
9	Female	2	0	2	Average
10	Female	5	0	5	Popular
11	Female	3	0	3	Popular
12	Female	2	0	2	Average
13	Male	1	0	1	Average
14	Male	1	2	-1	Rejected
15	Male	1	0	1	Average
16	Male	3	0	3	Popular
17	Male	3	0	3	Popular
18	Male	2	0	2	Average
19	Male	2	0	2	Average
20	Male	2	0	2	Average
21	Male	4	3	1	Controversial
22	Male	0	0	0	Neglected
23	Male	2	0	2	Average
24	Male	2	0	2	Average
25	Male	3	0	3	Popular
26	Male	2	0	2	Average

Table 31 indicates the possible social status of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard VIII. Out of 26 students, 12 females and 13 males. 21 students are popular. Number 5, 7 and 22 are neglected. Number 14 is rejected. Number 21 is controversial. He has high number of both positive and negative.

Figure: 25

Sociogram of Rajiv Gandhi Memorial Model Residential School Noolpuzha

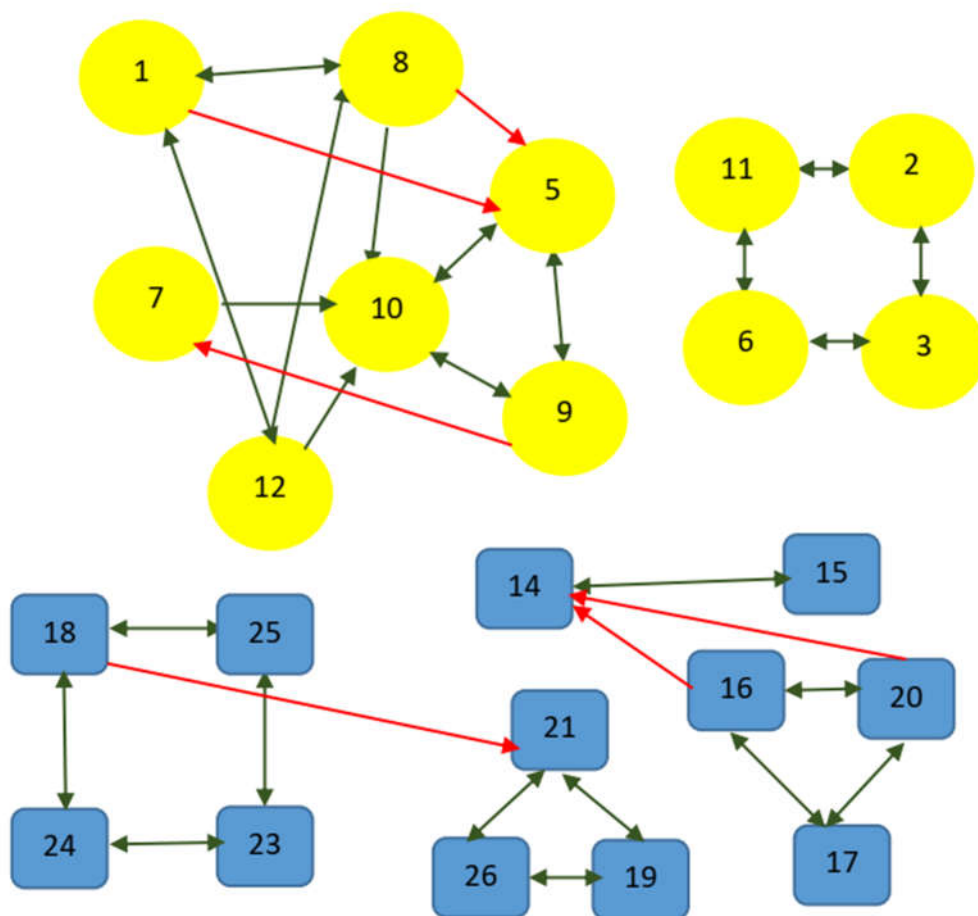


Figure 25 shows Sociogram of Rajiv Gandhi Memorial Model Residential School Standard VIII. There are 26 students studying in this class out of 26 students 12 girls and 14 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 12 are girls and 13 to 26 are boys. Majority of them are included in Kattunaikka cultural groups. Figure indicates that there are one triangle and one square or foursomes from girls and two triangles and

one foursome or squares from boys. There are two mutual choices has seen, one from boys and one from girls. There is no interrelationship between boys and girls. No one holds the star position in this classroom sociogram.

Table 32

Results of Sociometric Matrix of Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard IX

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	2	0	2	Average
3	Female	0	2	-2	Rejected
4	Female	2	0	2	Average
5	Female	4	0	4	Popular
6	Female	2	0	2	Average
7	Female	4	3	1	Controversial
8	Female	1	1	0	Neglected
9	Female	2	0	2	Average
10	Female	2	0	2	Average
11	Female	2	0	2	Average
12	Female	5	4	1	Controversial
13	Female	1	1	0	Neglected
14	Female	3	0	3	Popular
15	Male	1	0	1	Average
16	Male	1	1	0	Neglected
17	Male	2	0	2	Average
18	Male	3	0	3	Popular
19	Male	1	0	1	Average
20	Male	3	0	3	Popular
21	Male	1	0	1	Average
22	Male	1	0	1	Average
23	Male	3	0	3	Popular
24	Male	1	0	1	Average
25	Male	1	1	0	Neglected
26	Male	1	0	1	Average

Table 32 indicates the possible social status of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard IX. There are 26 students, 14 females

and 12 males. Out of 26 students 19 are popular. Number 7 and 12 are controversial. Number 3 is rejected. Number 8, 13, 16 and 25 are neglected.

Figure: 26

Sociogram of Rajiv Gandhi Memorial Model Residential School Standard IX

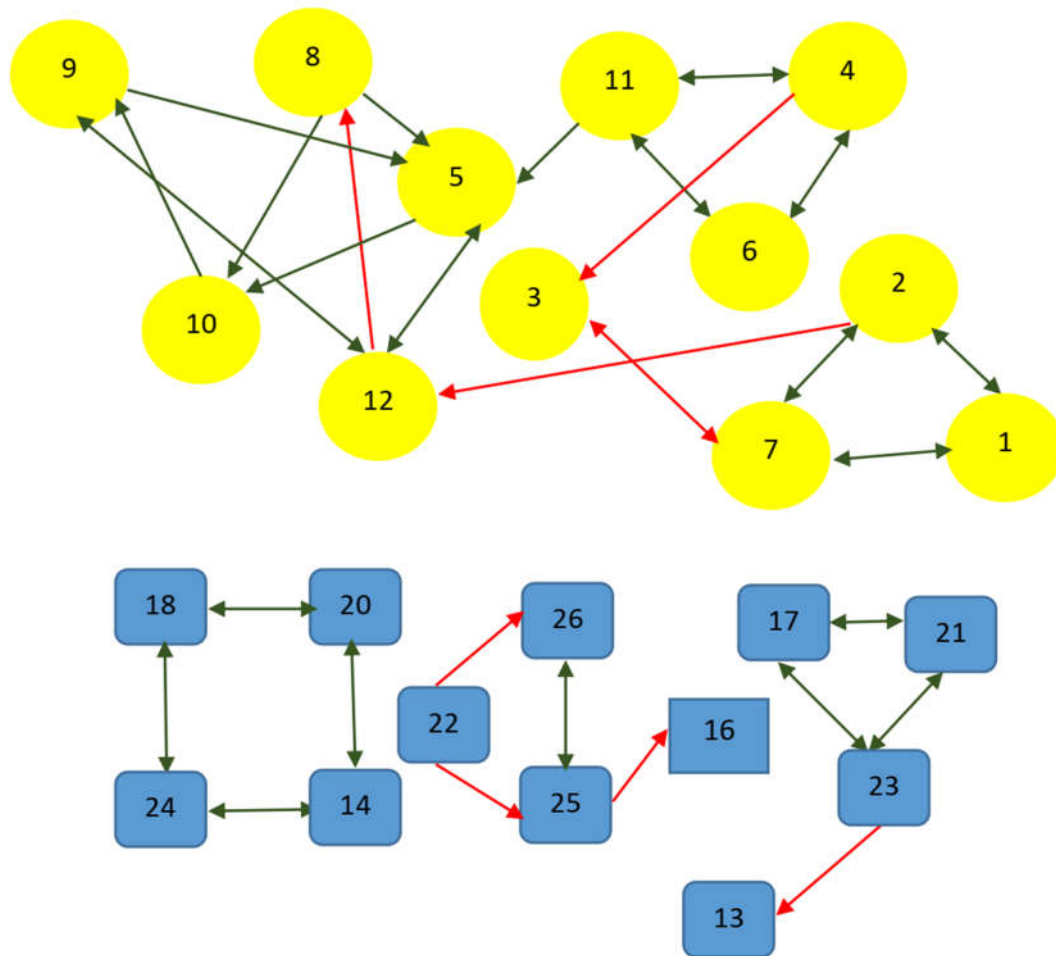


Figure 26 shows Sociogram of Rajiv Gandhi Memorial Model Residential School Standard IX. There are 26 students studying in this class out of 26 students 12 girls and 14 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 12 are girls and 13 to 26 are boys Majority of them are included in Kattunaikka cultural groups. Figure indicates that there are two triangles from girls and one triangle and one foursome or squares from boys. There are three mutual choices has seen, one from boys and two from girls. There are three mutual rejection seen between 3 and 7. There is

no interrelationship between boys and girls. No one holds the star position in this classroom sociogram.

Table 33

Results of Sociometric Matrix of Ekalavya Model Residential School Pookode VIII A

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	3	0	3	Popular
2	Female	1	0	1	Average
3	Female	1	0	1	Average
4	Female	3	0	3	Popular
5	Female	1	0	1	Average
6	Female	3	1	2	Average
7	Female	2	0	2	Average
8	Female	2	0	2	Average
9	Female	3	0	3	Popular
10	Female	1	0	1	Average
11	Female	3	1	2	Average
12	Female	2	0	2	Average
13	Female	0	0	0	Neglected
14	Female	1	5	-4	Rejected
15	Female	3	0	3	Popular
16	Female	1	0	1	Average
17	Female	0	0	0	Neglected
18	Male	3	0	3	Popular
19	Male	3	0	3	Popular
20	Male	1	0	1	Average
21	Male	1	0	1	Average
22	Male	1	0	1	Average
23	Male	1	0	1	Average
24	Male	1	0	1	Average
25	Male	0	2	-2	Rejected
26	Male	0	0	0	Neglected
27	Male	2	0	2	Average
28	Male	1	0	1	Average
29	Male	1	0	1	Average
30	Male	0	0	0	Neglected
31	Male	0	5	-5	Rejected
32	Male	1	0	1	Average
33	Male	0	0	0	Neglected

Table 33 shows the possible social status of Ekalavya Model Residential School Pookode standard VIII A students. Out of 33 students, 26 are popular.

Number 13, 17, 26, 30 and 33 are neglected. They receive no positive and no negative. Number 14 and 25 are rejected.

Figure: 27

Sociogram of Ekalavya Model Residential School Pookode VIII A

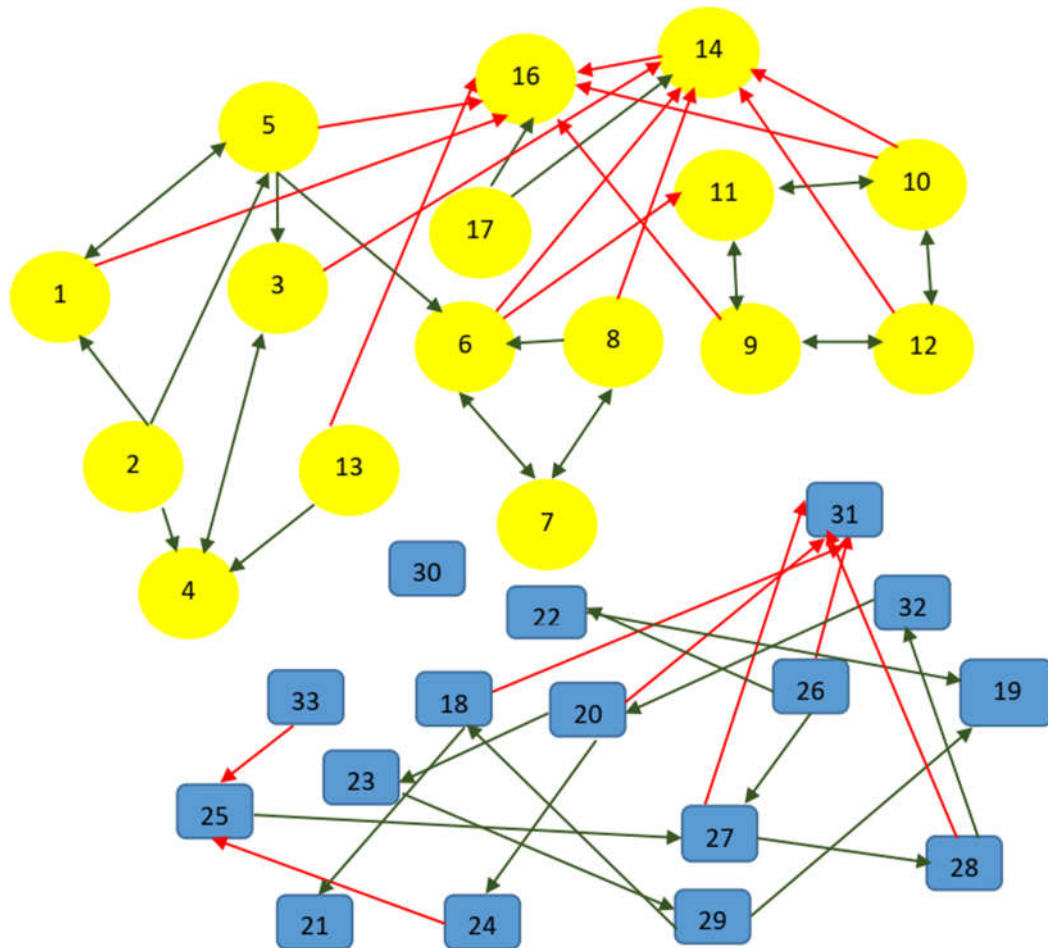


Figure 27 shows Sociogram of Ekalavya MRS Pookode Standard VIII A. There are 33 students studying in this class out of 33 students 17 girls and 16 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 17 are girls and 18 to 33 are boys. From 17 girls 5 belongs kuruma, 3 kurichya 4 paniya 1 kattunaikka 1 muthuva 1 irula 1oorali 1 adiya. From 16 boys 3 belongs kuruma 5 paniya, 4 kurichya 2 Irula 1 kattunaikka 1 adiya. Figure indicates that there are one triangle one foursomes among girls. In this class no one holds the star position. Number 31 and 16 receives the largest

number of negative choices. Number 30 is the isolate in this class. Number 25 also receives two negative choices, and he doesn't receive no positive choice. There is a mutual choice among girls. There is no interrelationship between girls and boys.

Table 34

Results of Sociometric Matrix of Ekalavya Model Residential School Pookode VIII B

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	1	0	1	Average
2	Female	1	0	1	Average
3	Female	1	0	1	Average
4	Female	1	0	1	Average
5	Female	1	0	1	Average
6	Female	2	0	2	Average
7	Female	2	0	2	Average
8	Female	2	0	2	Average
9	Female	1	0	1	Average
10	Female	2	0	2	Average
11	Female	2	0	2	Average
12	Female	2	0	2	Average
13	Female	2	0	2	Average
14	Female	1	0	1	Average
15	Female	0	8	-8	Rejected
16	Male	1	0	1	Average
17	Male	3	0	3	Popular
18	Male	2	0	2	Average
19	Male	1	0	1	Average
20	Male	2	0	2	Average
21	Male	3	0	3	Popular
22	Male	8	0	8	Popular
23	Male	0	0	0	Neglected
24	Male	2	0	2	Average
25	Male	2	0	2	Average
26	Male	3	0	3	Popular
27	Male	3	0	3	Popular
28	Male	0	0	0	Neglected
29	Male	0	6	-6	Rejected
30	Male	2	0	2	Average

Table 34 indicates the possible social status of Ekalavya Model Residential School Pookode standard VIII B. there are 30 students, 15 females and 15 males. Out of 30 students 26 are popular. Number 22 holds star position in the classroom. He receives many positives with no negative. Number 15 and 29 are rejected. Some

other observations are from these rejected students' number 27 receives high number of negative with no positive. Number 23 and 28 are neglected.

Figure: 28

Sociogram of Ekalavya MRS Pookode Standard VIII B

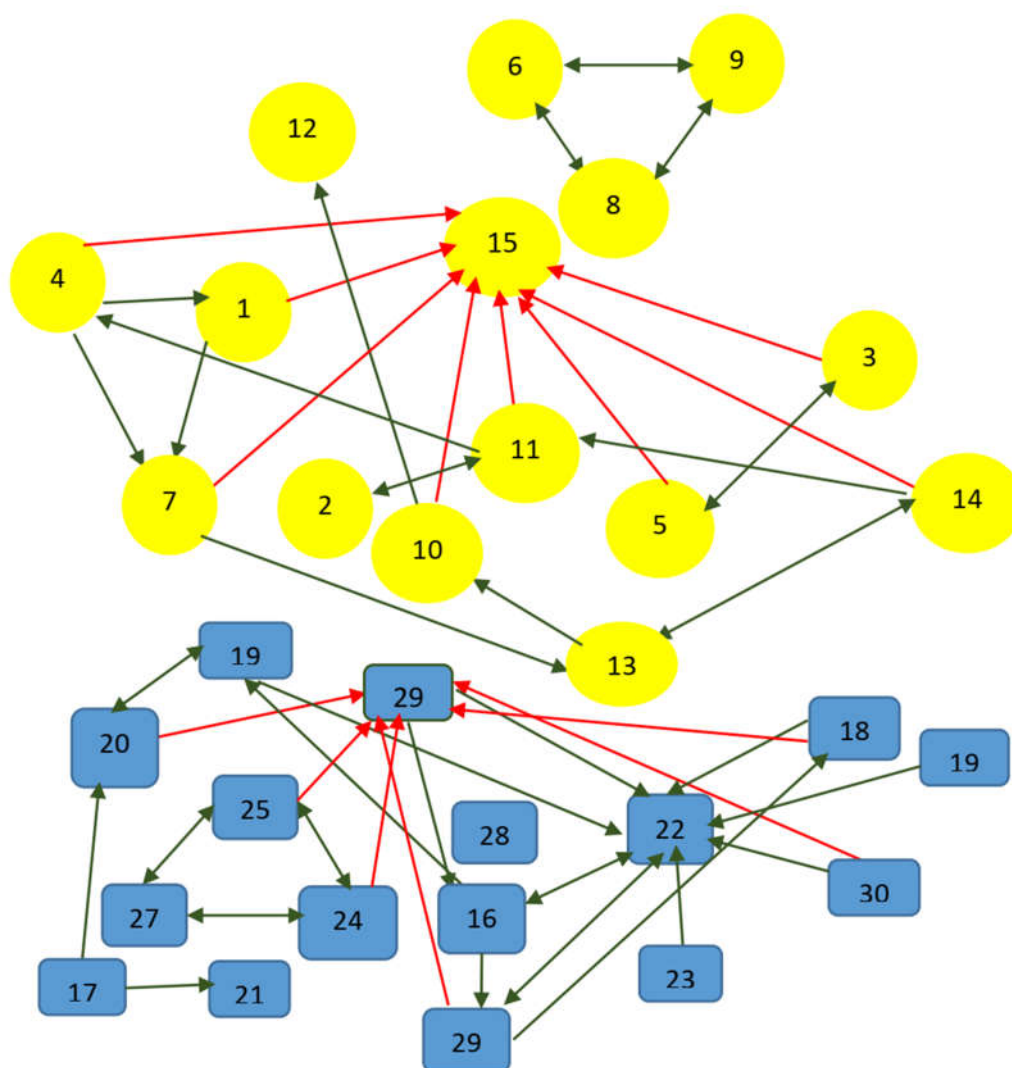


Figure 28 shows Sociogram of Ekalavya MRS Pookode Standard VIII B. There are 30 students studying in this class out of 30 students 15 girls and 15 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 15 are girls and 15 to 30 are boys. From 15 girls 5 belongs kuruma, 4 kurichya 5 paniya 1 kattunaikka. From 15 boys 2 belongs

kuruma 5 paniya, 5 kurichya 2 Irula 1 kattunaikka. Figure indicates that there are two triangles one among girls and one triangle among boys. In this class number 22 holds the star position. He receives largest number of positive choices. There is a mutual choice among girls. Number 29 and 15 is the Sociometric rejectees in the class. They received a greater number of negative choices. There are two mutual choices one among boys and one from girls. Number 28 is the isolate in the class. There is no interrelationship between boys and girls.

Table 35

Ekalavya Model Residential school Pookode standard IX A

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	1	0	1	Average
2	Female	2	0	2	Average
3	Female	4	0	4	Popular
4	Female	2	0	2	Average
5	Female	1	0	1	Average
6	Female	2	0	2	Average
7	Female	2	0	2	Average
8	Female	2	0	2	Average
9	Female	2	0	2	Average
10	Female	3	0	3	Popular
11	Female	2	0	2	Average
12	Female	3	2	1	Controversial
13	Male	10	0	10	Popular
14	Male	0	1	-1	Rejected
15	Male	1	0	1	Average
16	Male	1	0	1	Average
17	Male	2	0	2	Average
18	Male	1	0	1	Average
19	Male	1	0	1	Average
20	Male	2	6	-4	Rejected
21	Male	1	1	0	Neglected
22	Male	1	0	1	Average
23	Male	1	0	1	Average
24	Male	2	0	2	Average
25	Male	2	0	2	Average
26	Male	2	0	2	Average
27	Male	1	0	1	Average
28	Male	2	0	2	Average
29	Male	0	1	-1	Rejected
30	Male	0	0	0	Neglected

Table 35 clearly indicates the possible social status of Ekalavya Model Residential School Pookode standard IX A. there are 30 students. Some fairly indications are number 14, 20 and 29 are rejected because of high number of negative than positive. Number 21 and 30 are neglected. Out of 30 students 23 are popular.

Figure: 29

Sociogram of Ekalavya MRS Pookode Standard IX A

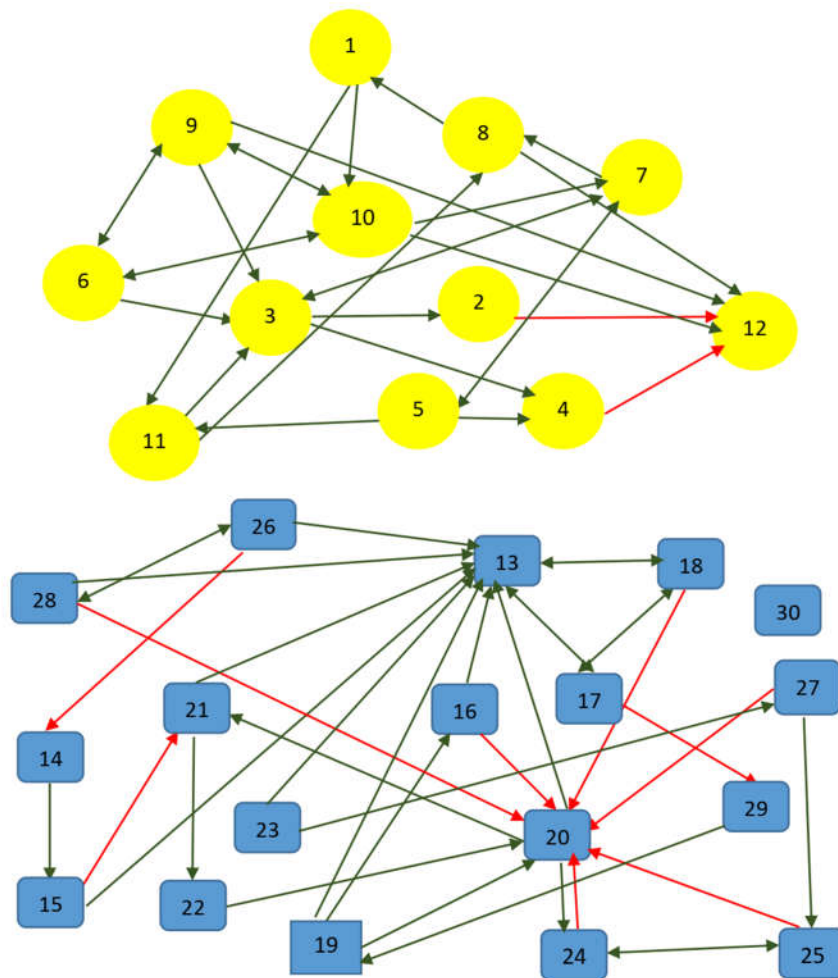


Figure 29 shows Sociogram of Ekalavya MRS Pookode Standard IX A. There are 30 students studying in this class out of 30 students 12 girls and 18 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 12 are girls and 13 to 30 are boys. From 12

girls 8 belongs kuruma, 4 kurichya. From 18 boys 5 belongs kuruma 4 paniya, 6 muthuvan, 1 kurichya 1 adiya 1 kattunaikka. Figure indicates that there are two cliques one from boys and one from the girls. In this class number 13 holds the star position. Number 20 is the Sociometric rejectees in the class. He received largest number of negative choices. There are two mutual choices among the boys. There is no interrelationship between boys and girls.

Table 36

Results of Sociometric Matrix of Ekalavya Model Residential School Pookode standard IX B

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	2	0	2	Average
3	Female	4	1	3	Popular
4	Female	2	0	2	Average
5	Female	3	0	3	Popular
6	Female	1	0	1	Average
7	Female	1	0	1	Average
8	Female	1	0	1	Average
9	Female	3	0	3	Popular
10	Female	3	0	3	Popular
11	Female	3	0	3	Popular
12	Female	1	0	1	Average
13	Male	1	0	1	Average
14	Male	1	0	1	Average
15	Male	1	0	1	Average
16	Male	1	0	1	Average
17	Male	1	0	1	Average
18	Male	2	3	-1	Rejected
19	Male	1	0	1	Average
20	Male	1	1	0	Neglected
21	Male	2	0	2	Average
22	Male	2	0	2	Average
23	Male	1	0	1	Average
24	Male	0	4	-4	Rejected
25	Male	2	0	2	Average
26	Male	2	0	2	Average
27	Male	1	0	1	Average
28	Male	3	0	3	Popular
29	Male	0	0	0	Neglected
30	Male	0	0	0	Neglected

Table 36 indicates the possible social status of Ekalavya Model Residential School Pookode standard IX B. it is clearly indicating that out of 30 students 25 are popular. Number 20, 29 and 30 are neglected. Number 18 and 24 are rejected because of high number in negative choice.

Figure: 30

Sociogram of Ekalavya Model Residential School Pookode Standard IX B

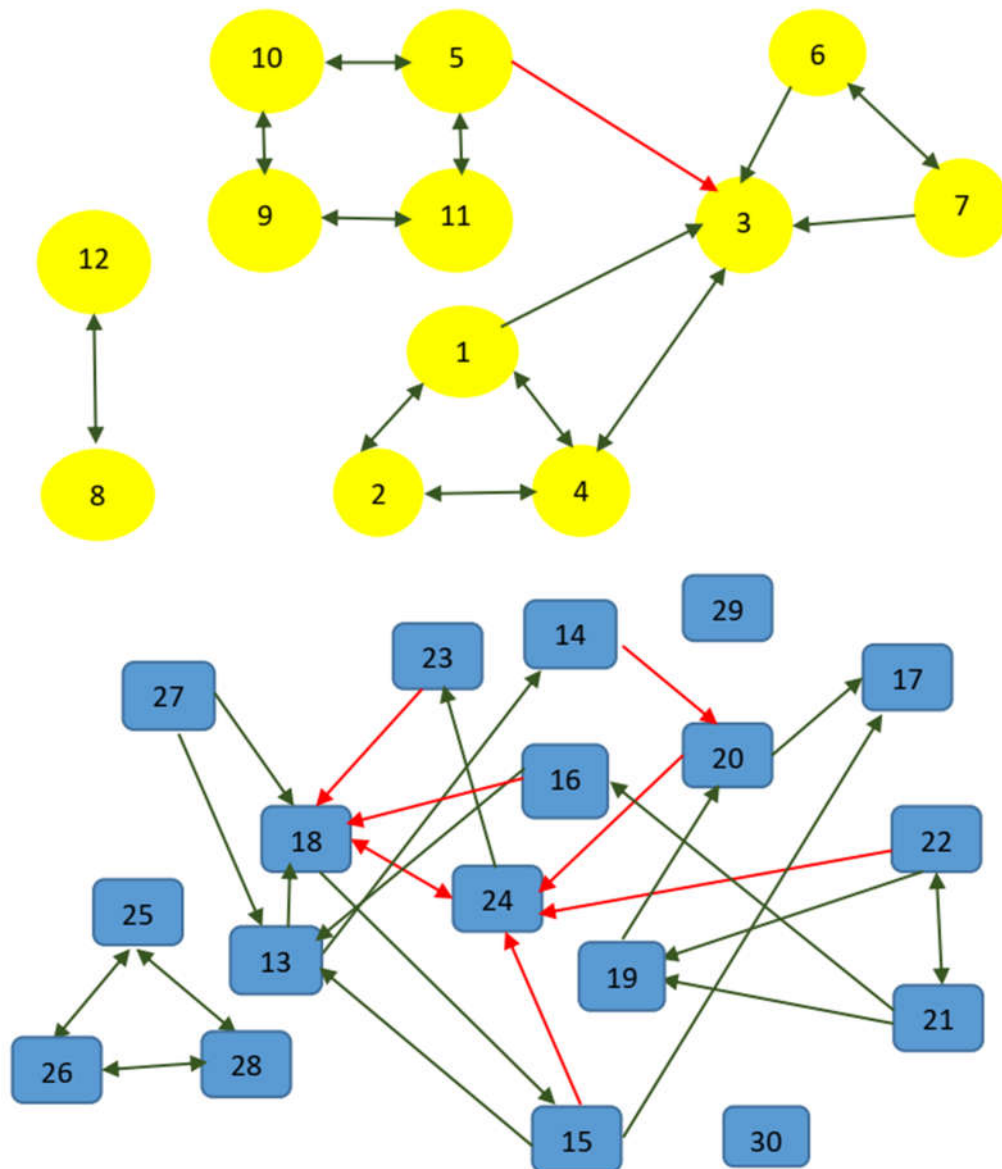


Figure 30 shows Sociogram of Ekalavya MRS Pookode Standard IX B. There are 30 students studying in this class out of 30 students 12 girls and 18 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 12 are girls and 13 to 30 are boys. From 12 girls 8 belongs kuruma, 4 kurichya. From 18 boys 5 belongs kuruma 4 paniya, 6 muthuvan 1 kurichya 1 adiya 1 kattunaikka. Figure indicates that there are one triangle and one foursome among girls and one triangle among boys. In this class no one holds the star position. Number 24 is the Sociometric rejectee in the class. There are four mutual choices one among boys and three from girls. Number 29 and 30 are the isolates in the class. There is no interrelationship between boys and girls.

Table 37

Results of Sociometric Matrix of Ashram Model Residential School Thirunelli VIII A

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	1	0	1	Average
3	Female	3	1	2	Average
4	Female	4	0	4	Popular
5	Female	1	0	1	Average
6	Female	2	2	0	Neglected
7	Female	3	1	2	Average
8	Female	1	0	1	Average
9	Female	2	0	2	Average
10	Female	1	0	1	Average
11	Female	2	0	2	Average
12	Female	3	1	2	Average
13	Female	3	0	3	Popular
14	Male	1	1	0	Neglected
15	Male	1	1	0	Neglected
16	Male	2	0	2	Average
17	Male	2	0	2	Average
18	Male	2	0	2	Average
19	Male	4	1	3	Popular
20	Male	2	2	0	Neglected
21	Male	1	1	0	Neglected
22	Male	1	0	1	Average
23	Male	3	0	3	Popular
24	Male	2	0	2	Average
25	Male	1	0	1	Average

Table 37 indicates the possible social status on Ashram Model Residential school Thirunelli standard VIII A. There are 25 students. Out of 25 there are 20 are popular. Number 6, 14, 15, 20 and 21 are neglected.

Figure 31

Sociogram of Ashram School Thirunelli VIII A

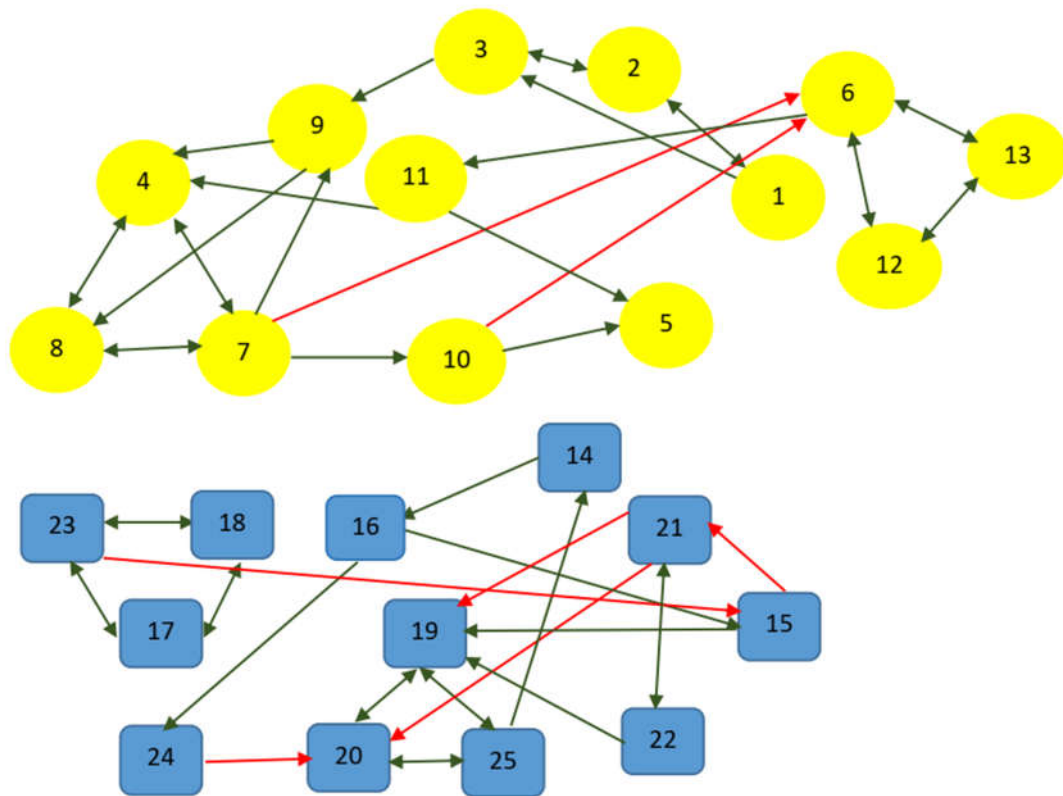


Figure shows Sociogram of Ashram Model Residential School Thirunelli standard VIII A. There are 25 students studying in this class out of 25 students 13 girls and 12 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 13 are girls and 14 to 25 are boys. From 13 girls 10 belongs paniya and 3 adiya. From 12 boys 9 belongs paniya and 3 adiya. Figure indicates that there are four triangles. From these two triangles from girls and two from boys. There are three mutual choices in between 1,2 and 2,3 from girls and 21,22 from boys. In this sociogram no one holds the star position. There is no interrelationship between girls and boys.

Table 38*Results of Sociometric Matrix of Ashram Model Residential School Thirunelli VIII B*

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	2	0	2	Average
3	Female	2	0	2	Average
4	Female	2	0	2	Average
5	Female	2	0	2	Average
6	Female	0	8	-8	Rejected
7	Female	2	0	2	Average
8	Female	2	0	2	Average
9	Female	6	0	6	Popular
10	Female	3	0	3	Popular
11	Female	3	0	3	Popular
12	Female	2	0	2	Average
13	Female	2	0	2	Average
14	Male	2	0	2	Average
15	Male	2	2	0	Neglected
16	Male	1	1	0	Neglected
17	Male	3	0	3	Popular
18	Male	2	0	2	Average
19	Male	3	1	2	Average
20	Male	3	0	3	Popular
21	Male	6	0	6	Popular
22	Male	3	0	3	Popular
23	Male	2	0	2	Average
24	Male	3	0	3	Popular
25	Male	0	0	0	Neglected
26	Male	1	1	0	Neglected

Table 38 indicates the possible social status of Ashram Model Residential School Thirunelli standard VIII B students. There are 26 students. Out of 26 there are 21 are popular. Among these popular student number 6 receives many positive with no negative. Number 6 is rejected with 8 number of negative choices with no positive. Number 14, 16, 25 and 26 are neglected.

Figure 32

Sociogram of Ashram School Thirunelli Standard VIII B

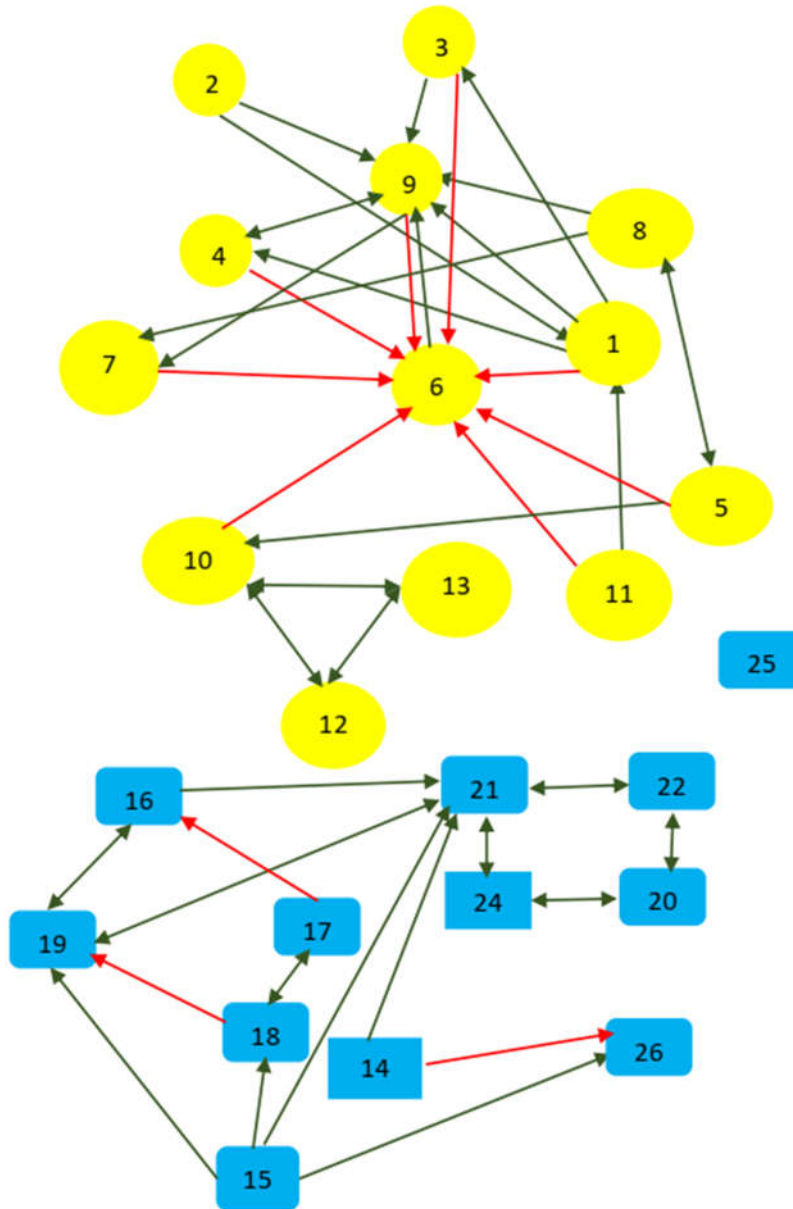


Figure 32 shows Sociogram of Ashram Model Residential School Thirunelli standard VIII B. There are 26 students studying in this class out of 26 students 13 girls and 13 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 13 are girls and 14 to 26 are boys. From 13 girls 8 belongs paniya and 5 adiya. From 13 boys 11 belongs

paniya and 2 adiya. Figure indicates that there are two cliques. From this one triangle from girls and one squares from boys. There are five mutual choices two from girls and three from boys. Number 6 received largest number of negative choices. So, she is the Sociometric rejectee in the class. Number 21 and 9 received largest number of positive choices. So, they hold the star position in the class. Number 25 receives no positive and negative choice, and he made no choice, so he is the isolate in this class. There is no interrelationship between girls and boys.

Table 39

Results of Sociometric Matrix of Ashram Model Residential School Thirunelli IX

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	1	0	1	Average
2	Female	2	0	1	Average
3	Female	2	1	2	Average
4	Female	1	4	-3	Rejected
5	Female	1	0	1	Average
6	Female	7	0	7	Popular
7	Female	2	0	2	Average
8	Female	1	0	1	Popular
9	Female	2	0	2	Average
10	Female	3	0	3	Popular
11	Female	2	0	2	Average
12	Female	2	0	2	Average
13	Female	1	0	1	Average
14	Female	3	0	3	Popular
15	Female	1	0	1	Average
16	Female	1	0	1	Average
17	Female	1	0	1	Average
18	Female	0	1	-1	Rejected
19	Male	1	0	1	Average
20	Male	2	0	2	Average
21	Male	2	0	2	Average
22	Male	2	0	2	Average
23	Male	2	0	2	Average
24	Male	2	0	2	Average
25	Male	1	0	1	Average
26	Male	2	0	2	Average
27	Male	1	2	-1	Rejected
28	Male	2	0	2	Average
29	Male	2	0	2	Average
30	Male	2	0	2	Average
31	Male	3	0	3	Popular
32	Male	3	0	3	Popular
33	Male	3	0	3	Popular
34	Male	5	4	1	Controversial

Table 39 shows the possible social status of Ashram Model Residential School Thirunelli standard IX. There are 34 students. Out of 34 there are 30 popular students. Number 4, 18 and 27 are rejected. Some other observations are that number 34 is controversial because of high numbers in both positive and negative. Number 6 received the largest number of positive choices. So, she holds the star position.

Figure: 33

Sociogram of Ashram School Thirunelli IX

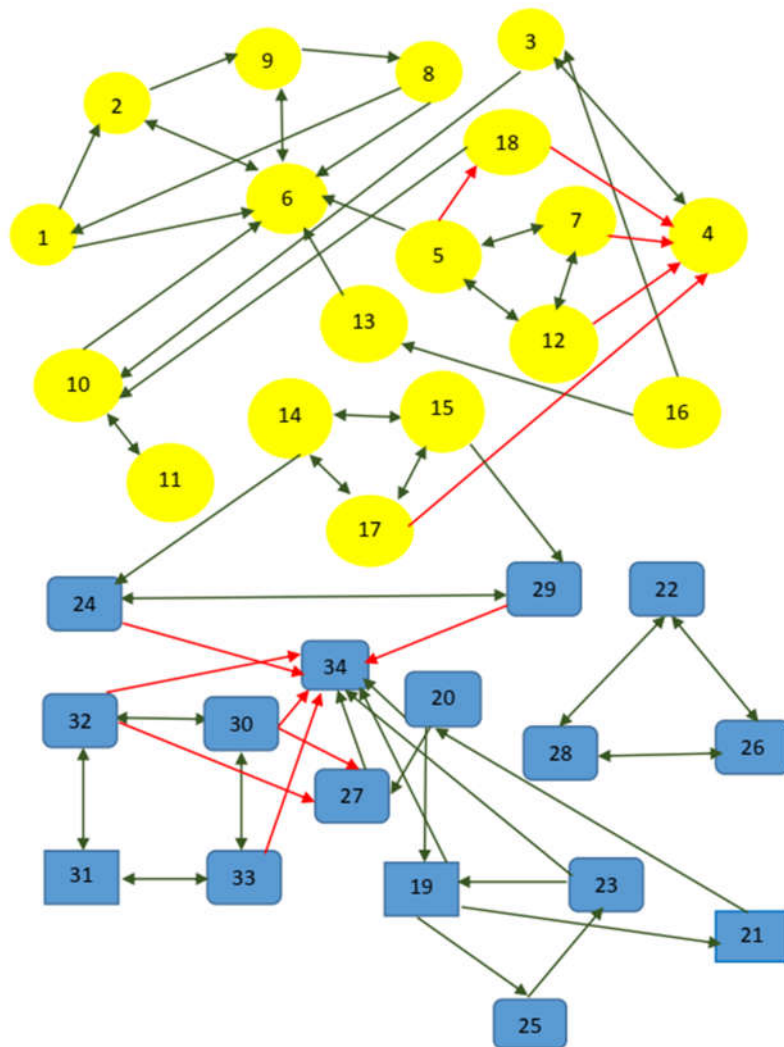


Figure 33 shows Sociogram of Ashram Model Residential School Thirunelli standard IX. There are 34 students studying in this class out of 34 students 18 girls

and 16 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 18 are girls and 19 to 34 are boys. From 18 girls 12 belongs paniya and 6 adiya. From 16 boys 10 belongs paniya and 6 adiya. Figure indicates that there are three triangles, and one squares. From these two triangles from girls and one triangle and one foursome from boys. There is a mutual choice in between 10 and 11 from girls and 24 and 29 from boys. Number 6 holds the star position. Number 27 is the Sociometric rejectees in the class. He receives no positive choice. Number 4 received largest number of negative choices. There is an interrelationship between boys' and girls' number 15 and 14 select number 29 and 24 respectively as his friend.

Table 40

Results of Sociometric Matrix of Model Residential School Chalakkudi standard VIII

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	3	0	3	Popular
2	Female	3	0	3	Popular
3	Female	3	0	3	Popular
4	Female	3	0	3	Popular
5	Female	3	0	3	Popular
6	Female	3	0	3	Popular
7	Female	3	0	3	Popular
8	Female	3	0	3	Popular
9	Female	3	0	3	Popular
10	Female	2	2	0	Neglected
11	Female	9	0	9	Popular
12	Female	3	0	3	Popular
13	Female	3	0	3	Popular
14	Female	3	0	3	Popular
15	Female	1	2	-1	Rejected
16	Female	3	0	3	Popular
17	Female	0	0	0	Neglected
18	Female	1	1	0	Neglected
19	Female	3	0	3	Popular
20	Female	3	0	3	Popular
21	Female	0	0	0	Neglected
22	Female	3	0	3	Popular
23	Female	3	0	3	Popular
24	Female	1	2	-1	Rejected
25	Female	1	1	0	Neglected
26	Female	3	0	3	Popular
27	Female	3	0	3	Popular
28	Female	1	6	-5	Rejected

Table 40 indicates the possible social status of Model Residential school Chalakkudi standard VIII. Out of 28 students 20 are popular. Some clear observation is from the popular students' number 11 receives high number of positive with no negative. Number 15, 24 and 28 are rejected. Number 10, 17, 18, 21 and 25 are neglected students.

Figure: 34

Model Residential School Thrissur Standard VIII

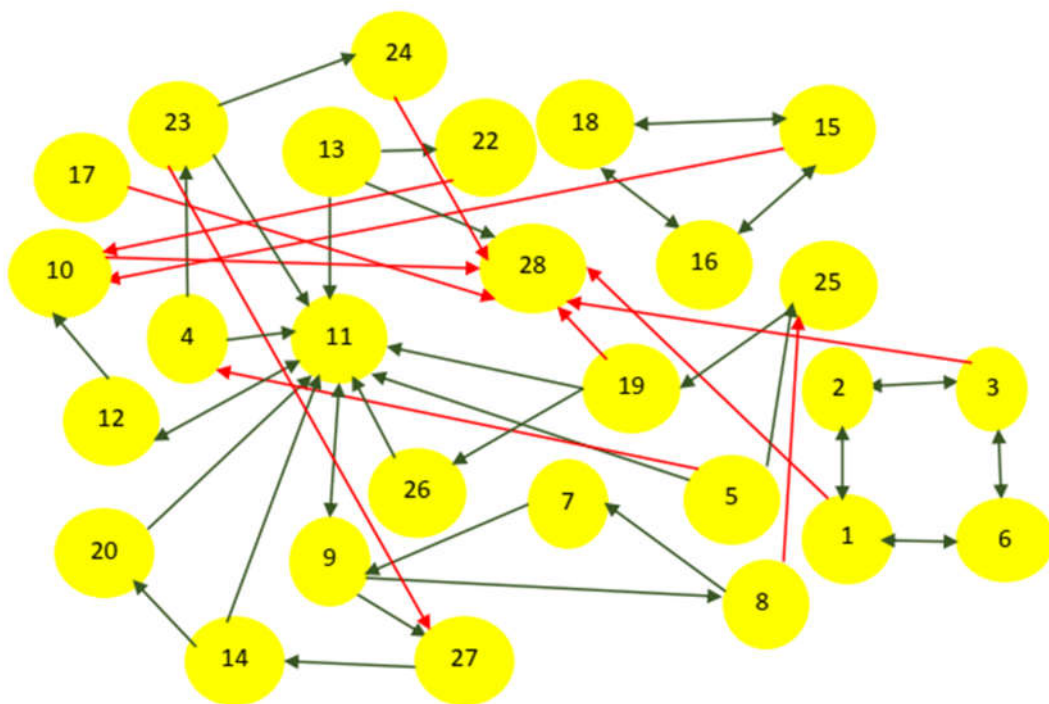


Figure 34 shows sociogram of Model Residential School Thrissur Standard VIII. In this classroom there are 28 girl students. There were different cultural groups such as Kadar (8) Muthuvan (10) kurichyar (3) ulladan (2) Malayan (4) studied in this classroom. This sociogram indicates that number 11 holds the star position in the class. Number 16 receives several numbers of rejections. In between 18, 15, 16 there is a mutual choice of three has seen in this classroom sociogram. 11, 12 and 9, 11 made mutual acceptance. 1, 2, 3 and 6 made foursome relations.

Table 41*Results of Sociometric Matrix of Model Residential School Chalakkudi standard IX*

Students	Gender	Acceptance	Rejection	Total	Possible Status
1	Female	2	0	2	Average
2	Female	1	1	1	Average
3	Female	2	0	2	Average
4	Female	1	0	1	Average
5	Female	2	2	0	Neglected
6	Female	1	0	1	Average
7	Female	3	0	3	Popular
8	Female	3	0	3	Popular
9	Female	2	0	2	Average
10	Female	3	0	3	Popular
11	Female	1	2	-1	Rejected
12	Female	3	0	3	Popular
13	Female	3	0	3	Popular
14	Female	3	0	3	Popular
15	Female	1	2	-1	Rejected
16	Female	4	3	1	Controversial
17	Female	1	0	1	Average
18	Female	3	0	3	Popular
19	Female	3	0	3	Popular
20	Female	3	0	3	Popular
21	Female	3	0	3	Popular
22	Female	2	0	2	Average
23	Female	3	0	3	Popular
24	Female	10	0	10	Popular
25	Female	3	0	3	Popular
26	Female	1	6	-5	Rejected
27	Female	1	6	-5	Rejected

The table 41 shows the possible social status of Mode Residential School Chalakkudi standard IX. There are 27 students, out of 27 there are 21 popular students. Among these popular students' number 11 receives many positive with no negative. Number 5 is neglected. Number 11, 15, 26 and 27 are rejected. From these rejected students' number 26 and 27 receives high number of negatives with one positive.

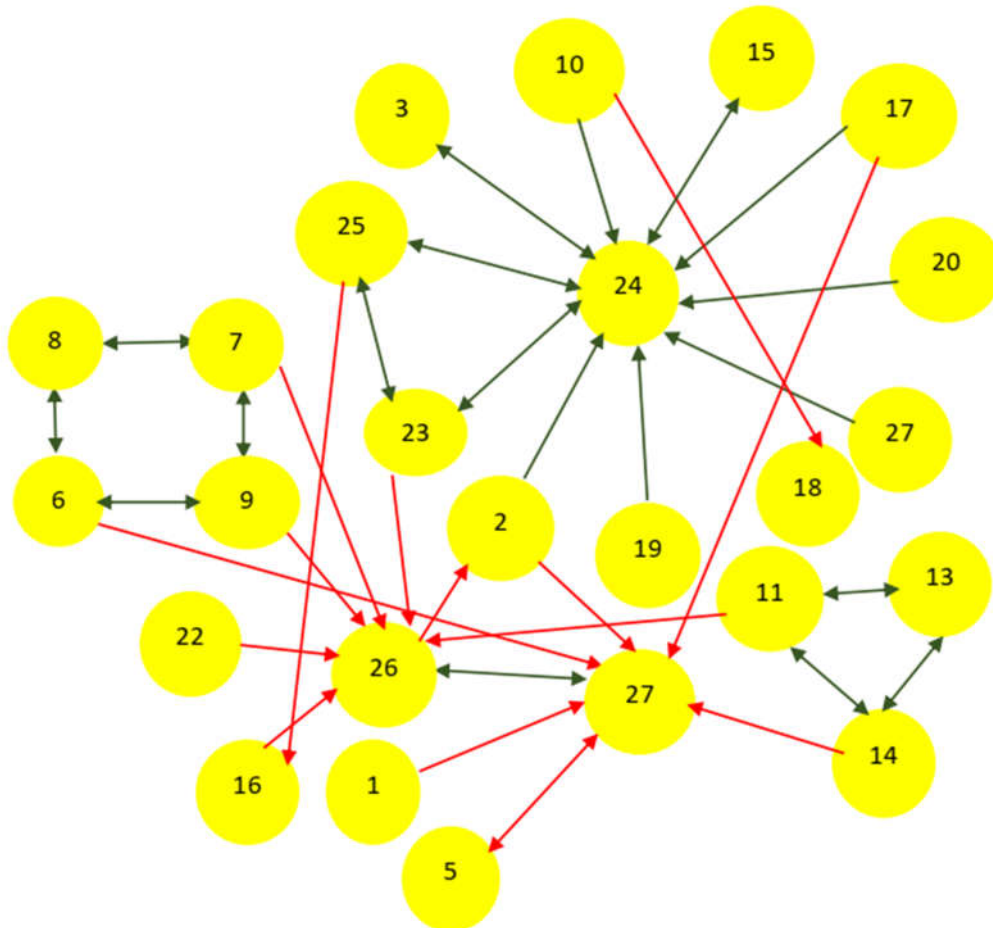
Figure 35*Sociogram of Model Residential School Chalakkudi Standard IX*

Figure 35 shows Sociogram of Model Residential School Chalakkudi Standard IX. In this classroom there are 27 girl students. There were different cultural groups such as Kadar (8) Muthuvan (10) Malayan (4) Kurichyar (3) Ulladan (2) studied in this classroom. This sociogram indicates that number 24 holds the star position in the class. Number 26 and 27 got more rejections. In between 10, 14, 13 there is a triangle choice seen in the classroom sociogram. 26 and 27 made mutual acceptance. 8, 7, 6 and 9 made foursome relations.

Table 42*Summary of Analysis of Classroom Social relations and Sociometric Analysis*

The researcher further analyzed the classroom social status with the scores of Scale on Classroom Social relations.

Sl No.	Name of School	Star		Isolate		Number of Cliques	Clique	
		Score on Classroom Social relation	Type of Community	Score on Classroom Social relation	Type of Community		Score on Classroom Social relation	Type of Community
1	MRS Attapadi VIII	276	Irular	Nil		1	270, 272, 275, 274	Mugudar
2	MRS Attapadi IX	275	Irular	Nil		3	266,266,267/ 272,269,272/ 268,272,276,271.	Kurumbar (1) Irular (2)
3	MRS Kaniambetta VIII	319	Kurichyar	266	Cholanaikkar	3	320,319,318/ 317,317,320/ 291,288,290,295	Kurichyar (2) Kurumar (1)
4	MRS Kaniambetta IX	311	Kurichyar	266	Kattunaikkar	3	313,318,316/ 311,314,311/ 289,291,295	Kurichyar (2) Kurumar (1)
5	MRS Malampuzha VIII	265	Kurumbar	256: boy 255: girl	Kurumbar Kadar	3	257,258,261 255,260,256 263,265,262,258	Kattunaikkar Kadar Kurumbar
6	MRS Malampuzha IX	Nil	-	256	Kattunaikkar	3	260,261,265 256,260,257 265,258,264,262	Kurumbar Kattunaikkar Kadar
7	RGMMRS Noolpuzha VIII	Nil	-	Nil	-	5	246,245,247 246,251,250,245/ 245.246,247 246,245,247 248,249,249,244	Kattunaikkar

8	RGMMRS Noolpuzha IX	Nil	-	Nil	-	4	244,246,247 246,245,244 248,249,247,244 248,244,244	Kattunaikkar
9	Ekalavya MRS Pookode VIII A	Nil	-	245	Kattunaikkar	2	309,307,300 266,270,268,269 309,300,299	Kurichyar Paniya Kurichyar
10	Ekalavya MRS Pookode VIII B	300	kurichyar	Nil	-	3	297,290,308 247,247,244 305,295,294	Kurichya &Kuruma Paniya Kurichyar &Kuruma
11	Ekalavya MRS Pookode IXA	305	Kurichyar	255	Kattunaikkar	3	289,277,279 305,295,285 306,300,296	Kuruma Kurichyar &Kuruma Kurichyar &Kuruma
12	Ekalavya MRS Pookode IX B	Nil	-	256 255	Adiya Kattunaikkar	4	284,294,277 277,282,286,282 258,263,260 246,238,236	Kurichyar &Kuruma Kuruma Muthuvan Paniya
13	Ashram MRS Thirunelli VIII A	Nil	-	Nil	-	4	244,249,254 233,237,241 234,241,242	Paniya Paniya Adiya
14	Ashram MRS Thirunelli VIII B	254 249	Paniya Paniya	241	Adiya	2	249,247,245 249,240,239,238 236,233,242 234,233,239	Adiya Paniya Adiya Paniya
15	Ashram MRS Thirunelli IX	254	Paniya	Nil	-	5	238,237,240,236 238,236,239 234,236,237	Adiya Paniya Paniya

16	MRS Chalakkudi VIII	286	Kurichyar	Nil	-	3	283,287,286 278,278,283 278,277,281,277 277,283,281	Malayan Muthuvan Kadar Kadar
17	MRS Chalakkudi IX	298	Kurichyar	Nil	-	3	277,286,278,286 280,288,298 216,218,221,214	Muthuvan Kurichyar Kattunaikkar
18	IGMMRS Nilambur VIII A	Nil	-	Nil	-	4	205,202,201 209,210,206,207 214,213,215	Cholanaikkar Cholanaikkar Kattunaikkar
19	IGMMRS Nilambur VIII B	Nil	-	200	Cholanaikkar	3	227,226,230 221,216,220 224,222,228,226	Kattunaikkar Kattunaikkar Kattunaikkar
20	IGMMRS Nilambur IX	247	Kattunaikkar	223	Kattunaikkar	2	226,238,236 230,230,232	Kattunaikkar Kattunaikkar

The table 42 reveals the following.

1. Model residential school Attapady, Palakkad standard VIII, indicated that there are 28 tribal girl students. They belong to different tribal communities. 5 Kurumbar, 14 Irular, 7 Mugudar and 2 Muthuvan. Among them student number 12 holds the star position, compared to the total number of students in this class she got the highest score (276) in scale on Classroom Social relations. She belongs to the Irula tribal community. There are no isolated students in this class. The sociogram also revealed that the cliques have belonged to the same tribal community and these students have approximately the same score on scale on classroom social relations.
2. Model Residential school Attapady, Palakkad standard IX, revealed that there are 31 tribal girl students. They belong to different tribal communities; 10 Kurumbar, 19 Irular and 2 Mugudar. Student number 21 holds the star position. She got a high score (275) on the scale on Classroom Social Relations. She belongs to the Irula tribal community. There were three cliques. One clique from the Kurumbar tribal community and two from Irula. Two cliques are closely integrated. The students from the three cliques belong to the same tribal community. They also secured approximately the same score on scale on Classroom Social relation.
3. Model Residential school, Kaniambetta Wayanad, standard VIII, showed that there are 36 tribal girl students. They were different tribal communities. 11 Kurichya, 6 Kuruma, 18 Kattunaikkar and 1 Cholanaikka. Number 11 holds the star position. She also got the highest score (318) in scale on Classroom Social relations. She belongs to Kurichya tribal community. Student number 36 is the isolate in the class. She has the lowest score (266) on scale on Classroom Social relations. She belongs to the Cholanaikka tribal community. There are three cliques. Two from the Kurichyar community and one from Kuruma tribal community. Each of the cliques the students belong to the same tribal community, and they also secured approximately same score on scale on Classroom Social relations.

4. Model Residential school, Kaniambetta Wayanad, standard IX indicated that there are 32 tribal girl students. They were different tribal communities. 10 Kurichyar, 10 Kuruma, 10 Kattunaikkar, and 2 Paniya. Number 5 holds the star position. She has the highest score (311) in the Scale on Classroom Social relations. She belongs to Kurichya tribal community Number 26 is the isolate in this class. She has the lowest score (266) in the scale on Classroom Social relation. She belongs to the Kattunaikkar tribal community. There are three cliques, two from the Kurichyar tribal community and one from Kuruma. The students belong to the same tribal community, and they also secured approximately the same score on Scale Classroom Social relations.
5. Ashram Model residential school Malampuzha, Palakkad standard VIII, showed that there are 40 students. 21 girls and 19 boys. Majority of them are included in the Kurumbar tribal community. 22 Kurumbar, 6 Kattunaikkar, 12 Kadar. Number 16 holds the star position in this class, when compared to the total number of students she got the highest (265) score in scale on classroom social relations. She belongs to the Kurumbar tribal community. There are three cliques, one from girls and two from boys. These three cliques are formed with the same tribal community. These cliques were formed from Kattunaikkar, Kadar and Kurumbar tribal communities. These cliques have scored approximately the same score on scale on classroom social relations. There are two isolates 12 and 27. Each of them belongs to Kurumbar and Kadar tribal community. They scored 255 and 256 on a scale of classroom social relation.
6. The sociogram of Ashram Model residential school Malampuzha, Palakkad standard IX, revealed that there are 40 students. 20 girls and 20 boys. Out of 40 students there are different tribal communities included, among 20 girls 12 Kurumbar, 4 Kadar, 4 Kattunaikkar. Among boys 13 Kurumbar, 6 Kadar, 1 Kattunaikkar. No one holds the star position. There are 4 cliques. These cliques are formed with the same tribal community, two from Kurumbar tribal community one from Kattunaikkar. They also scored approximately the same score on scale on classroom social relations. 27 is the isolate in this class. He got

the lowest score (256) on scale on classroom social relation. He belongs to the Kattunaikkar tribal community.

7. Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard VIII. Showed that there are 26 students studying. Out of 26 students 12 girls and 14 boys were studied. They Kattunaikkar tribal community. No one holds the star position. There is no isolate. There are five cliques. These cliques are scored approximately same score on scale on classroom social relations.
8. Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard IX, revealed that there are 26 students studying in this class out of 26 students 12 girls and 14 boys were studied. They belong to Kattunaikkar tribal community. No one holds the star position. There is no isolate. There are four cliques. Cliques are scored approximately same score on scale on classroom social relation.
9. Ekalavya MRS Pookode Standard VIII A indicated that there are 33 students studying. Out of 33 students 17 girls and 16 boys were studied. 8 Kuruma, 7 Kurichyar, 9 Paniya, 2 Kattunaikkar 1 Muthuva, 3 irula 1 oorali 2 adiya. No one holds the star position. Two cliques. It formed by same tribal community. One from Kurichyar and other from Paniya. They also scored approximately same score on scale on classroom social relation. Number 30 is the isolate, he belongs to Kattunaikkar tribal community. He got lowest score (245) on scale on classroom social relation.
10. Ekalavya MRS Pookode Standard VIII B showed that there are 30 students studying, out of 30 students 15 girls and 15boys. They had belonged to different tribal community. 7 Kuruma, 9 Kurichyar, 10 Paniya, 2 Kattunaikkar, 2 Irula. Number 22 holds the star position. He got highest score (300) on scale on classroom social relation. He belongs to Kurichyar tribal community. There are three cliques. Two cliques are formed between the same tribal community, one from the Kurichyar and one from Paniya tribal community. But one clique is formed between different tribal community, such as two students from Kuruma and one from Kurichyar tribal community, but this clique is not closely

integrated. The cliques are scored approximately same score on scale on classroom social relation.

11. Ekalavya MRS Pookode Standard IX A revealed that there are 30 students studying, out of 30 students, 12 girls and 18 boys. They had belonged to different tribal communities. 13 Kuruma, 5 Kurichyar, 4 Paniya, 6 Muthuvan, 1 Kattunaikka, and 1Adiya. Number 13 holds the star position. He got the highest score (305) on scale on classroom social relations. He belongs to Kurichyar tribal community. There are three cliques two cliques are formed between the different tribal communities, two students from Kuruma and one from Kurichyar, and they are closely integrated. one cliques from the same tribal community. The cliques are scored approximately the same score on scale on classroom social relations. There is one isolate, he got the lowest score (255) on scale on classroom social relations. He belongs to Kattunaikkar tribal community.
12. Ekalavya MRS Pookode Standard IX B indicated that there are 30 students studying, out of 30 students 12 girls and 18 boys. The students belong to different tribal community. 13 Kuruma, 5 Kurichyar, 4 Paniya, 6 Muthuvan, 1 Adiya, 1 Kattunaikkar. No one holds the star position. There are four cliques, among them three cliques belong to same tribal community. They are Kurichyar, Kuruma and Muthuvan. One clique is from the different tribal community. The students from the cliques scored approximately same score on scale on classroom social relation. There are two isolates, they scored lowest score (256, 255) on scale on classroom social relation. They belong to Adiya and Kattunaikkar tribal Community.
13. Model Residential School Thirunelli standard VIII A showed that there are 25 students studying, out of 25 students 13 girls and 12 boys. They belong to different tribal community. 19 Paniya, 6 Adiya. No one holds the star position. There are four cliques. The cliques are formed between the same tribal community. Three cliques from Paniya and other one from Adiya tribal community. They have also scored approximately the same score on scale on

classroom social relations. No one holds the star position. There is no isolate in this class.

14. Ashram Model Residential School Thirunelli standard VIII B revealed that there are 26 students. 13 girls and 13 boys. They belong to different tribal community. Paniya 19, Adiya 7. There are two stars one from female and one from male. From girl's student number 9 holds the star position. She belongs to Paniya tribal community. She got highest score (254) on scale on classroom social relations. From boy's student number 21 holds the star position. He belongs to Paniya tribal community. He got (249) on scale on classroom social relation. Student number 25 is the isolate he got the lowest score (235) on scale on classroom social relation. He belongs to adiya tribal community. There are two cliques, they belong to same tribal community, one from Paniya and one from Adiya tribal community. And they got approximately the same score on classroom social relation. 6 received the greatest number of rejections with no acceptance. She secured lowest score (233) on scale on classroom social relations.
15. Ashram Model Residential School Thirunelli standard IX indicated that there are 34 students. 18 girls and 16 boys. They belong to different tribal community. Paniya 22, Adiya 12. Number 6 holds the star position. She got the highest score (254) on scale on classroom social relations. She belongs to Paniya tribal community. There are 5 cliques. One clique from the boys is not closely integrated. The students from the cliques are the same tribal community. They also got the same score on scale on classroom social relation. There is no isolate. The rejected student also got the lowest score (234) on scale on classroom social relation. She belongs to Paniya tribal community.
16. Model Residential School Thrissur Standard VIII showed that there are 28 girl students. There were different tribal community, 8 students are Kadar 10 Muthuvan, 3 Kurichyar, 2 Ulladan, 4 Malayan. Number 11 holds the star position in the class. She got the highest score (286) on scale on classroom social relations. She belongs to Kurichyar tribal community. There are three cliques. They belong to same tribal community. They are Malayan, Muthuvan and Kadar

tribal community. They got the same score on scale on classroom social relation. There is no isolate.

17. Model Residential School Chalakkudi Standard IX, indicated that there are 27 girl students. There were different tribal community. 8 Kadar, 10 Muthuvan, 4 Malayan, 3 Kurichyar, 2 Ulladan. Number 24 holds the star position in the class. She secured highest score (298) in scale on classroom social relations. She belongs to Kurichyar tribal community. There are three cliques. The cliques have belonged to same tribal community. These cliques from Kadar, Muthuvan and Kurichyar tribal community. They also secured approximately same score on scale on classroom social relations. There is no isolate
18. Indira Gandhi Model Residential School Nilambur Malappuram standard VIII A revealed that there are 29 tribal students. 14 girls and 15 boys. They belong different tribal community. 20 Kattunaikkar and 9 cholanaikka. No one holds the star position. There are four cliques. The cliques are formed between the same tribal community. Two cliques from Kattunaikkar and two from Cholanaikkar tribal community. They also got approximately same score on scale on classroom social relations. There is no isolate.
19. Indira Gandhi Model Residential School Nilambur, Malappuram standard VIII B showed that there are 25 tribal students. 9 girls and 16 boys. They belong different tribal community. 21 Kattunaikka and 4 cholanaikka. No one holds the star position. There are three cliques. The cliques are formed between the same tribal community. They are Kattunaikkar tribal community. They also got approximately same score on scale on classroom social relation. There is an isolate. He got the lowest score (200) on scale on classroom social relation. He belongs to Cholanaikka tribal community.
20. Indira Gandhi Memorial Model Residential school Nilambur, Malappuram standard IX indicated that there are 41 students studying in this class out of 41 students 17 girls and 24 boys were studied. Majority of them are kattunaikka tribal community. 37 are Kattunaikkar and 4 Cholanaikka. Number 38 holds the star position. When compared to the total number of students he got the highest

score (247) on scale on classroom social relations. There are two cliques they belong to the same tribal community, these cliques from the Kattunaikkar tribal community and they also got the same score on scale on classroom social relations. Student number 37 is an isolate, he got the lowest score (223) on scale on classroom social relations. He belongs to Kattunaikkar tribal community.

Sociogram analysis helps to understand the classroom social relationships and find out the social status of each student within the classroom. Peer status has an impact on a students' ability to form friendships and be a member of peer groups. Sociometric status is a measurement that indicates the degree to which someone is liked or disliked by their peers as a group. From the sociogram analysis the researcher identifies popular, rejected, neglected controversial, dyads (pairs), triangles (grouping of three), squares (grouping of foursome), isolates and stars.

Popular

Students who are popular are those who are liked by most of their peers and disliked by a few. Popular students have a good peer relationship and are capable at interacting with others. They often demonstrate traits of cooperation, friendliness, sociability and empathy. They can be forceful without being violent, which allows them to achieve their goals without endangering others.

Rejected

Students who receive a high number of negative nominations are categorised as rejected. These students frequently perform poorly in academics and exhibit more aggressive behaviour in the classroom. Rejected students have a greater chance of delinquent behaviour. It is more common for rejected students receive diagnosis for conduct disorder, ADHD and drug misuse. They are prone to depression and tend to be alone and isolated.

Controversial

Students who are considered as controversial are those who are liked by many peers and disliked by many this group of children might have traits from both

the accepted and the rejected group. These students are frequently intolerant, violent, and aggressive. They could also be affectionate and cooperative. They frequently lead group well and are outgoing. They are often viewed by their peers as arrogant and prejudiced.

Neglected

Neglected students are those who receive few positive or negative nominations. Neglected students are usually unnoticed because their peers don't appear to think highly of them or dislike them. They might consequently isolate themselves and particularly shy away from conflict or hostile situations. These students do not tend to perform well in academics.

Average

Average students are those students who receive an average number of both positive and negative nominations. These students are liked by small group of peers and are not disliked by many groups of peers.

Cliques

Cliques are basically friendship circles, encompassing a high likelihood that member will identify each other sociometrically as mutually connected (Hallinan 1979; Hubbell 1965; Peay 1974). Cliques have a hierarchical structure, being dominated by leaders, and are exclusive, so that not all individuals who desire membership are accepted. They function as bodies of power within grades, incorporating the most popular individuals, offering the most interest and attention from classmates (Eder and Parker, 1987). As such they represent a vibrant component of the childhood experience (Adler & Adler 1995).

Cliques are not static entities; they shifted irregularly and evolved their membership as individuals moved away or were ejected from the group and others took their place (Adler and Adler 1995). Cliques were characterized by frequent group activities designed to foster some individuals' inclusion while excluding

others. They had embedded, although often unarticulated, modes of considering and accepting or rejecting potential of new members (Adler and Adler 1995).

Cliques embodied system of dominance whereby individuals with more status and power exerted control over others' lives. They accomplished this by alternatively applying the dynamics of inclusion and exclusion to various people, both within and outside the boundaries of the clique (Elkin and Handel 1989).

Star

The star or leader in the informal type of social relations which a sociometric diagram describes is a person most chosen by other members of the community or the group. Such person is usually represented at the center of an admiring group of persons who claim him as their most intimate friend (Lundberg and Steele 1938). But the star does not usually reciprocate many of these friendship choices, and his unreciprocated outgoing choices are also few (Chapin, 1950)

Discussion

The study indicates that there was a significant gender difference in the Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom social relations among secondary school tribal students at model residential schools. Girls show significantly high positive relationship between independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity with dependent variable Classroom Social relations. Among boys there is a significant positive correlation between independent variables self-Concept and Emotional maturity with dependent variable classroom social relations. But in the case of independent variables Parent- Teacher Involvement boys show a very low positive correlation between the dependent variable Classroom Social relations. Stepwise multiple regression analysis revealed that all the three predictor variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity can significantly predict classroom social relations. Among these, Emotional Maturity emerged as the most powerful predictor of Classroom Social relations. Sociogram analysis reveals stars, popular, rejected, neglected and isolated individuals within a network. Which can be

crucial for targeting communication and understanding the influence of dynamics. Most of the cliques are seen between the same tribal community. The overall observations of the study indicate that the Classroom Social relations of Secondary School Tribal Students are not healthy.

Friendships have an important role for child's development because they provide social support and serve as a stress reliever. Friendships also influence the learning environment which influences the child's motivation and sense of general self-efficacy in the classroom. Sociogram analysis is highly beneficial to identify students who require extra help and attention for in classroom interventions or suggestions beyond the classroom. By examining the overall trends in a classroom sociogram can give teachers a better understanding of the social climate of the classroom, that could help the school psychologist plan prospective classroom wide interventions.

Most of the teachers and parents would readily agree that peers play an important role in children's lives. Children interact with their peers on a regular basis, and they are also the individuals with whom a child forms friendships. At school, friendship promotes shared activities, both academic and non-academic. Within these friendships at school, children become aware of the broader social status hierarchy that exists within a school setting. Interestingly, children often hold similar opinions regarding social acceptance as their friends so, together, friends accept or reject the same students (Haselager, Hartup, Van Lieshout, & Riksen-Walraven, 1998). Thus, children who have few friends or are rejected by a more popular student are at risk for high levels of rejection from many of their classmates. Children rejected peers not only have fewer friends but increased levels of loneliness and isolation. Without friendships, the child's sense of confidence and competence is compromised, and this perception has wide-ranging consequences (Vandell & Hembree, 1994). These are the issues that affect the overall comfort and engagement for individual children (Leung and Siberling, 2006).

CHAPTER v

SUMMARY FINDINGS & CONCLUSIONS

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- Study in Retrospect
 - Major Findings of the Study
 - Tenability of Hypotheses
 - Conclusions
 - Limitations of the Study
 - Suggestions for Further Research
-

This chapter specifically reports the findings or results of this study specifically in the response to hypothesis. This chapter is organized under the following headings.

Study in Retrospect

Major Findings of the Study

Tenability of Hypotheses

Conclusions

Limitations of the Study

Suggestions for Further Research

Study in Retrospect

The key aspects of the present study, namely the Restatement of the Problem, Variables, Objectives, Hypothesis and methodology employed are provided in retrospect.

Restatement of the Problem

The present study attempted to analyze the Classroom Social relations and certain psychological factors predicting the Classroom Social relations among secondary school Tribal Students of Kerala. So, the problem of the study was restated as Parent-Teacher Involvement, Self-Concept and Emotional maturity as predictors of Classroom Social relations among Secondary School Tribal Students of Kerala

Variables of the Study

These are the independent and dependent variables selected for the study

Independent Variables

Parent-Teacher Involvement

Self-Concept

Emotional Maturity

Dependent Variable

Classroom Social Relations

Categorical Variable

Gender

Objectives of the Study

1. To find out the level of Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social Relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.
2. To study whether there exist any significant differences in the mean scores of the variables Parent-teacher involvement, Self-Concept, Emotional Maturity and Classroom Social relations among Secondary School Tribal Students for the total sample and the sub sample based on gender.
3. To find whether there exists any significant relationship between the independent variables Parent-teacher involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample and the sub sample based on gender.
4. To find out the best predictors of Classroom Social relations among the select independent variables and to determine the relative weight with which each predictor variable contributes to Classroom Social relations of Secondary School Tribal Students.
5. To analyse Classroom Social status among Secondary School Tribal Students based on Sociometry

Hypotheses of the Study

A hypothesis should be based on a sound rationale. It should derive from previous research or theory and its confirmation or disconfirmation should contribute to educational theory or practice (Gay, Mills & Airasian, 2019). Typically, hypotheses are developed from theories or from information observed while reading

relevant literature, which frequently influences the researcher's expectation of a specific outcome.

1. There will be a significant difference in the mean scores of Parent-Teacher Involvement of Secondary School Tribal Students based on gender.
2. There will be a significant difference in the mean scores of Self-Concept of Secondary School Tribal Students based on gender.
3. There will be significant difference in the mean scores of Emotional Maturity of Secondary School Tribal Students based on gender.
4. There will be significant difference in the mean scores of Classroom Social relations of Secondary School Tribal Students based on gender.
5. There will be significant relationship between the independent variables Parent -Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample.
6. There will be significant relationship between the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the subsample based on gender.
7. Classroom Social relations of secondary school tribal students can be predicted significantly with fewer number of variables selected from among the independent variables of the study.
8. There will be significant difference in classroom social status among Secondary school Tribal students based on sociogram analysis.

Methodology

The method adopted for the study was survey. The study used quantitative and qualitative techniques in its methodology.

Sample of the Study

The Secondary School Tribal students studying in Model Residential School in Kerala constitute the population of the study. In this study, a representative sample of 617 tribal students studying in standard VIII and IX of Model Residential Schools was selected from Wayanad, Palakkad and Malappuram Districts of Kerala.

Tools Used for the Study

1. Parent-Teacher Involvement Rating Scale (Sibi & Meera, 2020)
2. Scale on Self-Concept (Sibi & Meera, 2019)
3. Scale on Emotional Maturity (Sibi & Meera, 2021)
4. Scale on Classroom Social Relations (Sibi & Meera, 2021)
5. Sociometric questionnaire (Naseema & Sibi, 2017)

Statistical Techniques used for the Study

The following statistical techniques were used for the analysis of the data

- **Preliminary Analysis**
- Important Statistical Constants
- **Percentage Analysis**
- **Major Analysis**
- Test of Significance of Difference between Means
- Correlation Analysis
- Stepwise Multiple Regression Analysis
- **Sociogram Analysis**

Major Findings of the Study

Major findings of the study were summarised and executed under following headings such as findings of Percentage Analysis, Test of Significance of Difference between Means, Correlation Analysis, Stepwise Multiple Regression Analysis and Sociogram Analysis.

Findings of Percentage Analysis

- For the total sample of tribal students only 15.9% were in the high parent-Teacher Involvement 68.3% were in the Average Parent-Teacher Involvement and 15.7% were in the low Parent-Teacher Involvement.
- For the subsample girls 19.6% belongs to High Parent-Teacher Involvement, 68.9%in the Average Parent-Teacher Involvement were 17.5%in Low Parent-Teacher Involvement Among boys 9.6 % were in High Parent-Teacher Involvement 77.7% were in Average Parent-Teacher Involvement 12.7% were in Low Parent-Teacher Involvement. The level of Parent-Teacher Involvement based on gender majority of tribal students belongs to Average Parent-Teacher Involvement. The percentage of girls (62.9%) in the Parent-Teacher Involvement was Higher than that of boys (37.1%).
- For the total sample of secondary school tribal students 15.1% were in the high Self-Concept and 16% were in the low Self-Concept. 69% were in the Average Self-Concept.
- For girls 18.5% belongs to High Self-Concept, 63.9%in the Average Self-Concept, were 17.5% in Low Self-Concept. Among boys 10.9 % were in High Self-Concept 77.3% were in Average Self-Concept 11.8% were in Low Self-Concept The level of Self-Concept majority of tribal students belongs to Average Self-Concept. The percentage of girls (62.9%) in the Self-Concept was Higher than that of boys (37.1%).

- For the total sample of secondary school tribal students 16.4% were in the high Emotional Maturity 16.2% were in the low Emotional Maturity 67.5% were in the Average Emotional Maturity.
- For girls 20.4% belongs to High Emotional Maturity, 61.3% in the Average Emotional Maturity, were 18.3% in Low Emotional Maturity. For boys 11.4% were in High Emotional Maturity 75.1% were in Average Emotional Maturity 13.5% were in Low Emotional Maturity The level of Emotional Maturity majority of tribal students belongs to Average Emotional Maturity. The percentage of girls (62.9%) in the Emotional Maturity was Higher than that of boys (37.1%).
- For the total sample of tribal students 16.4% were in the high Classroom Social Relations, 16.9% were in the low Classroom Social Relations and 67.8% were in the Average Classroom Social Relations.
- For the subsample girls 20.4% belongs to High Classroom Social Relations, 61.9% in the Average Classroom Social Relations, were 17.8% in Low Classroom Social Relations. For boys 10.5% were in High Classroom Social Relations 78.1% were in Average Classroom Social Relations 11.4% were in Low Classroom Social Relations. The level of Classroom Social Relations majority of tribal students belongs to Average Classroom Social Relations. The percentage of girls (62.9%) in the Classroom Social Relations was Higher than that of boys (37.1%).

Findings of Test of Significance of Difference Between Means

The test of significance of difference between means was administrated to find out whether there was a significant difference between the mean scores of girls and boys for the variable Parent-Teacher Involvement, Self-Concept, Emotional Maturity and Classroom Social relations among secondary school tribal students at Model Residential Schools of Wayanad, Palakkad, Malappuram and Thrissur Districts of Kerala.

Gender Difference in Parent-Teacher Involvement

- There exists a significant difference in Parent-Teacher Involvement between secondary school tribal girls and boys. The Independent samples t-test showed that girls are reported higher levels of Parent-Teacher Involvement ($t=2.305$, $p<.01$) than boy respondents the higher mean scores are associated with girls. It refers that girl tribal students have higher Parent-Teacher Involvement than boy tribal students.
- For the Variable Parent-Teacher Involvement, the higher mean value is associated with girls, so it indicated the tribal girl's parent-Teacher Involvement is higher than that of boys' sample.

Gender Difference in Self-Concept

- There exists a significant difference in Self-Concept between secondary school tribal girls and boys. An Independent samples t-test showed that girls are reported higher levels of Self-Concept ($t=2.123$, $p<.01$) than boy respondents, the higher mean scores are associated with girls. It refers that girl tribal students have higher Self-Concept than boy tribal students.

Gender Difference in Emotional Maturity

- There exists a significant difference in Emotional Maturity between secondary school tribal girls and boys. An Independent samples t-test showed that tribal girls are reported higher levels of Emotional Maturity ($t=2.337$, $p<.01$) than boy respondents, the higher mean scores are associated with girls. It refers that girl tribal students have higher Emotional Maturity than boy tribal students.

Gender Difference in Classroom Social Relations

- There exists a significant difference in Classroom Social relations between secondary school tribal girls and boys. An Independent samples t-test showed that girls are reported higher levels of Classroom Social Relations

($t=2.261$, $p<.01$) than boy respondents the higher mean scores are associated with girls. It refers that girl tribal students have higher Emotional Maturity than boy tribal students.

Findings of Correlation Analysis

Multiple Correlation Analysis was used to determine the type and strength of the relationship between independent variables and the dependent variable using Pearsons Product Moment Coefficient of Correlation. The relationship of the independent variables Parent Teacher Involvement, Self-Concept and Emotional Maturity and dependent variable Classroom Social relations for the total sample and subsamples based on gender were summarised as follows.

Relationship of Parent-Teacher Involvement, Self-Concept and Emotional Maturity with Classroom Social Relation for the Total Sample

- There exists a significant positive relationship between the dependent variable Classroom Social relations and the independent variable Parent-Teacher Involvement $r=.508$, $p<.01$. The relationship between the variables Self-Concept and Classroom Social relation was positively correlated $r = .887$, $p<.01$. There is also a positive correlation between Emotional Maturity and Classroom Social relation, $r(617) = .918$, $p<.01$.

Relationship of Parent-Teacher Involvement, Self-Concept and Emotional Maturity with Classroom Social Relations for the Subsample girls

- The results of correlation analysis revealed that there was a significant positive correlation between the dependent variable Classroom Social relations and all the three independent variables Parent-Teacher Involvement, $r = .434$, $p < .01$, Self-Concept $r = .856$, $p < .01$ and Emotional Maturity $r = .929$, $p < .01$ for the subsamples girls.

Relationship of Parent-Teacher Involvement, Self-Concept and Emotional Maturity with Classroom Social Relation for the Subsample Boys

- The results of correlation analysis revealed that there was a very low positive correlation between Classroom Social relations and Parent-Teacher Involvement, $r=.249$, $p <.01$, there was a significant positive correlation between the dependent variable Classroom Social relations and independent variables, Self-Concept $r=.900$, $p<.01$ and Emotional Maturity $r=.873$, $p <.01$ for the subsamples boys.

Findings of Stepwise Multiple Regression Analysis

To identify relevant predictors and their relative efficiency (individual and combined contributions) in predicting the criterion variable Classroom Social Relations for the total sample and the subsamples based on gender, Multiple regression analysis using the stepwise was performed. Findings are summarised below.

Relative Efficiency of Predictor variables in predicting Classroom social relations for the total sample

- For the Stepwise Multiple Regression analysis, the first variable entered the regression model was Emotional Maturity. It shows the powerful predictor of Classroom Social relations. The coefficient of determination indicates that 84.3% of the observed variance of the criterion variable can be explained by the predictor variable Emotional Maturity and it was significant, $F(1, 615) = 3302.76$, $p<.01$ it implies that the Emotional Maturity significantly predicts the criterion variable Classroom Social Relations of the secondary school tribal students for the total sample.
- The second variable entered the regression model was Self-Concept, the coefficient of determination implies that 87.2% of the observed variance of the criterion variable can be explained by the predictor variable Emotional Maturity and Self-Concept and it was significant $F(2, 614) = 2099.24$,

$p < .01$. This implies that the combined contribution of Emotional Maturity and Self-Concept to the prediction of the criterion variable Classroom Social Relations was significant for the total sample.

- The third variable Parent-Teacher Involvement entered the regression model, The coefficient of determination refers to 87.4% of the observed variance of the criterion variable and it was significant $F(3,613) = 1412.28$, $p < .01$, it indicates that the combined contribution of Emotional Maturity, Self-Concept and Parent-Teacher Involvement to the prediction of the criterion variable Classroom Social Relations was significant for the total sample.
- Regression coefficient indicated that the four predictor variables Emotional Maturity ($\beta = 0.605$, $p < .01$), Self-Concept ($\beta = 0.355$, $p < .01$), and Parent-Teacher Involvement ($\beta = 0.004$, $p < .01$), individually have a significant positive impact on Classroom Social relations. Students who have high score on Parent Teacher Involvement, Self-Concept and Emotional Maturity, tend to have high Classroom Social relations.
- The regression equation developed for estimating the Classroom Social relations (CSR) of secondary school tribal students by the linear combination of significant predictors; Parent-Teacher Involvement (PTI), Self-Concept (SC), and Emotional Maturity (EM) was given by $CSR = 22.56 + .555 EM + .364 SC + .066 PTI$

Findings of Sociogram Analysis

From the analysis of sociogram of 20 classrooms in Model Residential Schools of Wayanad, Palakkad, Malappuram and Thrissur Districts, the investigator arrived the following conclusions.

- In the sociogram of Model Residential School Attapadi standard VIII students, indicated that there are 28 girls studying in this class. From the analysis of this classroom the investigator reached the following conclusions. Out of 28 students one student holds the star position. 21 are popular, 4

rejected students. 3 neglected students. From these 21 popular students eight students receives only average number of acceptances. Average students are those students who receive an average number of both positive and negative nominations. These students are liked by small group of peers and are not disliked by many groups of peers. Rejected and neglected students are few, and there is no isolate student in this class. So, it shows more integrated its friendship pattern.

- Sociogram of Model residential school Attapadi standard IX, showed that there are 31 girls' students studying in this, there are two girls' cliques, this clique is tightly integrated, as shown by the mutual choices that they make for each other. And one foursome, it is not closely integrated. In this sociogram the most part is very much interrelated and is composed of mainly a series of chains. This structure results when two are mutually attracted and one of them forms a mutual attraction with a fourth, the fourth with a fifth, etc. This structure according to Moreno (1934), "represents with in a group an uninterpreted flow of emotional transference. It is the natural route for indirect imitation, suggestions, gossip and is influential in the forming of group attitude. It is the social telephone wire" (pp 104). There is one mutual choice between 7 and 3. Number 13 got seven positive choices so 13 holds the star position in this classroom. This structure is formed if 5 or more individuals are attracted to the same individual: the latter is the centre of the red star. Number 15 got more 11 rejections. This structure is formed if 5 or more individuals are rejecting the same individual: the latter is the center of the black star. Out of 24 popular students only 3 of them receives average number of acceptances. There are 2 rejected, 4 neglected and 1 controversial student. There is no isolate in this classroom. It shows that the friendship pattern of the classroom is well integrated.
- Sociogram of Ashram Model Residential School Malampuzha Standard VIII, revealed that there are 40 students studying in standard VIII. Out of 40 students 21 girls and 19 boys were included. The shape oval represents girl

students and rounded rectangle represents boys' students. Number 1 to 21 are girls and 22 to 40 are boys. there are two triangles one from boys and one from the girls. From girls' cliques there is choices are seen from outside the group. Among boys there is a foursome choice. There are two mutual choices has seen, one from boys and one from girls. One student from girls holds the star position. Number 4 is the Sociometric rejectees in the class, 4 received largest number of negative choices. 4 rejected, 5 neglected, 1 controversial and two isolates in this class one from girls and one from boys. There is no interrelationship between boys and girls. Out of 40 students 30 students are popular, but 23 students receive average number of acceptances. So, this classroom is not considered as a perfect social unit.

- Sociogram of Ashram Model Residential school Malampuzha standard IX showed that there are 40 students (20 girls and 20 boys) were studied. Out of 40 students, 28 students were popular, among them 12 students received an average number of acceptances. From girls, four students mutually attracted each other. But these groups are interrelated by attractions to others in the group. According to Moreno, "it is an upshoot of a superstructure well integrated into the organization of the group". (pp 105). No one holds the star position in the class. 5 neglected, 5 rejected and one controversial. There is an isolate in this class. Number 3 receives largest number of rejections. There are two mutual rejections, one among girls between 9 and 3. Among boys between 25 and 35. These students are rejecting each other: they mutually desire to live apart. The sociogram also indicates that there is no interrelationship between girls and boys. So, this classroom is not considered as a perfect social unit.
- Sociogram of Government model residential school Kaniambetta standard VIII, indicates that there are 36 girl students. This sociogram indicates that one holds the star position in the class. There is one isolate, three cliques and one mutual acceptance. These two individuals form a mutually compatible pair, but both are unchosen by others. From these cliques, there is a foursome

or square relations. According to Moreno, “four individuals who are mutually attracted to at least two of the four form a square. Every closed structure as this must be looked upon suspiciously as it may signify the beginning of a gang cut off from the larger group. (pp. 105). Out of 36 students there are 26 popular among them 11 students receive average number of acceptances, 4 neglected, 2 controversial, 4 rejected and one isolate. When it considered to the total number of students this classroom shows well integrated friendship pattern.

- Sociogram of Model Residential School Kaniambetta Standard IX revealed that there are 32 students. Out of 32 students, 26 are popular students. Out of 26 popular students, 9 students receive an average number of acceptances. There are three cliques, one controversial, one isolates and one star and one mutual choice. Two students in this classroom mutually select each other. It is an isolated pair, because these two students form a mutually compatible pair, but both are unchosen by other students in the classroom. There are two mutual choices. There is one isolate in this class. Above all this classroom shows a well-integrated friendship pattern.
- Sociogram of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard VIII showed that out of 26 students, 12 females and 13 males. 21 students are popular. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 12 are girls and 13 to 26 are boys. Out of 21 popular students 14 students are received average number of acceptances. 3 neglected. 1 rejected and 1 controversial. There are five cliques are seen in this classroom, one triangle and one square or foursomes from girls and two triangles and one foursome or squares from boys. There are two mutual choices has seen, one from boys and one from girls. There is no interrelationship between boys and girls. No one holds the star position in this classroom sociogram. So, this classroom is not considered as a perfect social unit.

- Sociogram of Rajiv Gandhi Memorial Model Residential School Noolpuzha standard IX revealed that there are 26 students, 14 females and 12 males. Out of 26 students 19 are popular. Out of 19 popular students 14 students were received average number of acceptance 2 controversial, 1 rejected, 4 neglected. There are four cliques, two triangles from girls and one triangle and one foursome or squares from boys. There are three mutual choices has seen, one from boys and two from girls. From girls there is one mutual rejection seen. There is no interrelationship between boys and girls. No one holds the star position in this classroom sociogram. So, this classroom is not considered as a perfect social unit.
- Sociogram of Ekalavya MRS Pookode Standard VIII A showed that there are 33 students studying in this class out of 33 students 17 girls and 16 boys were studied. The shape oval represents girl students and rounded rectangle represents boys' students. Number 1 to 17 are girls and 18 to 33 are boys. there are one triangle one foursomes among girls. In this class no one holds the star position. 5 neglected, 2 rejected and one isolate. Out of 33 students, 26 are popular. Of these 26 popular students, 19 students receive average number of acceptances. There is a mutual choice among girls. There is no interrelationship between girls and boys. So, this classroom is not considered as a perfect social unit.
- Ekalavya Model Residential School Pookode standard VIII B, indicated that there are 30 students, 15 females and 15 males. Out of 30 students 26 are popular. Among these 26 popular students 20 students receives average number of acceptances. One student from boys holds star position in the classroom. He receives many positives with no negative. 2 rejected. Some other observations are from these rejected students' one student receives high number of negative with no positive. 2 neglected. There are two cliques one among girls and one triangle among boys. There is a mutual choice among girls. 2 Sociometric rejectees has seen in this class. They received a greater number of negative choices. There are two mutual choices one among boys

and one from girls. There is one isolate in the class. There is no interrelationship between boys and girls. So, this classroom is not considered as a perfect social unit.

- Ekalavya Model Residential School Pookode standard IX A, revealed there are 30 students. out of 30 students 12 girls and 18 boys were studied. 3 rejected 1 neglected. Out of 30 students 24 are popular. From these 24 popular students 22 were received average number of acceptances. There are two cliques one from boys and one from the girls. One student holds the star position. 3 rejected, 2 neglected and 1 controversial. There are two mutual choices among the boys. There is no interrelationship between boys and girls. So, this classroom is not considered as a perfect social unit.
- Sociogram of Ekalavya Model Residential School Pookode standard IX B, it is clearly indicating that out of 30 students 25 are popular. From these 25 popular students 19 students receives average number of acceptances. 3 neglected, 2 rejected there are one triangle and one foursome among girls and one triangle among boys. In this class no one holds the star position. There are four mutual choices one among boys and three from girls. Two isolates in the class. There is no interrelationship between boys and girls. So, this classroom is not considered as a perfect social unit.
- Sociogram of Ashram Model Residential school Thirunelli standard VIII A, showed that there are 25 students. There are 25 students studying in this class out of 25 students 13 girls and 12 boys were studied Out of 25 there are 20 are popular. From these 20 popular students 16 receives average number of acceptances. 5 neglected. There are four triangles. From these two triangles from girls and two from boys. There are three mutual choices 2 from girls and one from boys. In this sociogram no one holds the star position. There is no interrelationship between girls and boys. So, this classroom is not considered as a perfect social unit.

- Sociogram of Ashram Model Residential School Thirunelli standard VIII B revealed that there are 26 students. out of 26 students 13 girls and 13 boys were studied. Out of 26 there are 21 are popular. From these 21 popular students 13 students were received average number of acceptances. There is two star, 4 neglected, 1 isolate, 1 rejected, there are two cliques. From this one triangle from girls and one squares from boys. There are five mutual choices two from girls and three from boys. There is no interrelationship between girls and boys. So, this classroom is not considered as a perfect social unit.
- Sociogram of Ashram Model Residential School Thirunelli standard IX showed that there are 34 students out of 34 students 18 girls and 16 boys were studied. Out of 34 there are 30 are popular. From these 30 popular students 24 students were receives average number of acceptances. 3 rejected, 1 controversial. There are four cliques. From these, two triangles from girls and one triangle and one foursome from boys. There are two mutual choices one from girls and one from boys. One student holds the star position. There is an interrelationship between boys' and girls' number 15 and 14 select number 29 and 24 respectively as his friend. Considering the total number of students number of rejected students are very low. No neglected and isolated students, there is some interrelations are seen between boys and girls. So, this classroom shows well integrated friendship pattern.
- Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard VIII A indicated that there are 29 students, 14 females and 15 males. Out of 29 students 21 are popular. From these 21 popular students 5 students receives average number of acceptances.3 controversial, because of high points both positive and negative. 2 rejected, 3 cliques, And two mutual choices, one from girls and one from boys. A mutual rejection is noted. The sociogram indicate that there is no interrelationship between boys and girls. And no one holds star position in this class. This classroom shows a well-integrated friendship pattern.

- Sociogram of Indira Gandhi Memorial Model Residential School Nilambur standard VIII B students showed that there are 25 students, 9 females and 16 males. Out of 25 students 17 are popular. Out of 17 popular students 12 students receives average number of acceptances. 4 neglected, 3 rejected and 1 isolate. Sociogram shows two cliques. One from girls and one from boys. There are two mutual choices one from girls and one from boys. No one holds star position in this class. There is no interrelationship between boys and girls. So, this classroom is not considered as a perfect social unit.
- Sociogram of Indira Gandhi Memorial Model Residential School standard IX revealed that there are 41 students. 17 female and 24 male students. Out of 41 students 31 are popular. From these 31 popular students 24 students were received average number of acceptances. 4 rejected students, 5 neglected, 1 star and one controversial, there are two cliques one from boys and one from the girls. From girls' clique, they are closely integrated. But each of the three students receives red lines from the group. It is a structure of an isolated and rejected triangle (Moreno, 1934). There are two mutual rejections has seen, one from boys and one from girls. There is also a mutual choice seen from boys. There is an interrelationship between boys' and girls. So, this classroom is not considered as a perfect social unit.
- Sociogram of Model Residential School Chalakkudi Standard VIII indicated that in this classroom there are 28 girl students. Out of 28 students 20 students are popular. There are three cliques. Two are closely integrated. One star, 5 neglected, 3 rejected. There is no isolate in this classroom. So, this classroom shows well integrated friendship pattern.
- Sociogram of Mode Residential School Chalakkudi standard IX showed that there are 27 students, out of 27 there are 21 are popular. Of these 21 popular students 8 students receive an average number of acceptances. Sociogram also shows two cliques, 1 star, 1 Neglected, 4 Rejected. There is no isolate in this classroom. Considering the total number of students number of rejected and neglected students are very low. No isolated students, this

classroom shows well integrated friendship pattern. So, this classroom can be considered as a perfect social unit.

Findings of Classroom Social relations and Sociometric Analysis

The researcher further analyzed the classroom social status with the scores of Scale on Classroom Social relations. The findings are summarized below.

1. Model residential school Attapady, Palakkad standard VIII, indicated that there are 28 tribal girl students. They belong to different tribal communities. 5 Kurumbar, 14 Irular, 7 Mugudar and 2 Muthuvan. Among them student number 12 holds the star position, compared to the total number of students in this class she got the highest score (276) in scale on Classroom Social relations. She belongs to the Irula tribal community. There are no isolated students in this class. The sociogram also revealed that the cliques have belonged to the same tribal community and these students have approximately the same score on scale on classroom social relations.
2. Model Residential school Attapady, Palakkad standard IX, revealed that there are 31 tribal girl students. They belong to different tribal communities; 10 Kurumbar, 19 Irular and 2 Mugudar. Student number 21 holds the star position. She got a high score (275) on the scale on Classroom Social Relations. She belongs to the Irula tribal community. There were three cliques. One clique from the Kurumbar tribal community and two from Irula. Two cliques are closely integrated. The students from the three cliques belong to the same tribal community. They also secured approximately the same score on scale on Classroom Social relation.
3. Model Residential school, Kaniambetta Wayanad, standard VIII, showed that there are 36 tribal girl students. They were different tribal communities. 11 Kurichya, 6 Kuruma, 18 Kattunaikkar and 1 Cholanaikka. Number 11 holds the star position. She also got the highest score (318) in scale on Classroom Social relations. She belongs to Kurichya tribal community. Student number 36 is the isolate in the class. She has the lowest score (266) on scale on

Classroom Social relations. She belongs to the Cholanaikka tribal community. There are three cliques. Two from the Kurichyar community and one from Kuruma tribal community. Each of the cliques the students belong to the same tribal community, and they also secured approximately same score on scale on Classroom Social relations.

4. Model Residential school, Kaniambetta Wayanad, standard IX indicated that there are 32 tribal girl students. They were different tribal communities. 10 Kurichyar, 10 Kuruma, 10 Kattunaikkar, and 2 Paniya. Number 5 holds the star position. She has the highest score (311) in the Scale on Classroom Social relations. She belongs to Kurichya tribal community Number 26 is the isolate in this class. She has the lowest score (266) in the scale on Classroom Social relations. She belongs to the Kattunaikkar tribal community. There are three cliques, two from the Kurichyar tribal community and one from Kuruma. The students belong to the same tribal community, and they also secured approximately the same score on Scale Classroom Social relations.
5. Ashram Model residential school Malampuzha, Palakkad standard VIII, showed that there are 40 students. 21 girls and 19 boys. Majority of them are included in the Kurumbar tribal community. 22 Kurumbar, 6 Kattunaikkar, 12 Kadar. Number 16 holds the star position in this class, when compared to the total number of students she got the highest (265) score in scale on classroom social relations. She belongs to the Kurumbar tribal community. There are three cliques, one from girls and two from boys. These three cliques are formed with the same tribal community. These cliques were formed from Kattunaikkar, Kadar and Kurumbar tribal communities. These cliques have scored approximately the same score on scale on classroom social relations. There are two isolates 12 and 27. Each of them belongs to Kurumbar and Kadar tribal community. They scored 255 and 256 on a scale of classroom social relation.
6. The sociogram of Ashram Model residential school Malampuzha, Palakkad standard IX, revealed that there are 40 students. 20 girls and 20 boys. Out of

40 students there are different tribal communities included, among 20 girls 12 Kurumbar, 4 Kadar, 4 Kattunaikkar. Among boys 13 Kurumbar, 6 Kadar, 1 Kattunaikkar. No one holds the star position. There are 4 cliques. These cliques are formed with the same tribal community, two from Kurumbar tribal community one from Kattunaikkar. They also scored approximately the same score on scale on classroom social relations. 27 is the isolate in this class. He got the lowest score (256) on scale on classroom social relations. He belongs to the Kattunaikkar tribal community.

7. Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard VIII. Showed that there are 26 students studying. Out of 26 students 12 girls and 14 boys were studied. They Kattunaikkar tribal community. No one holds the star position. There is no isolate. There are five cliques. These cliques are scored approximately same score on scale on classroom social relations.
8. Rajiv Gandhi Memorial Model Residential School Noolpuzha Standard IX, revealed that there are 26 students studying in this class out of 26 students 12 girls and 14 boys were studied. They belong to Kattunaikkar tribal community. No one holds the star position. There is no isolate. There are four cliques. Cliques are scored approximately same score on scale on classroom social relations.
9. Ekalavya MRS Pookode Standard VIII A indicated that there are 33 students studying. Out of 33 students 17 girls and 16 boys were studied. 8 Kuruma, 7 Kurichyar, 9 Paniya, 2 Kattunaikkar 1 Muthuva, 3 irula 1 oorali 2 adiya. No one holds the star position. Two cliques. It formed by same tribal community. One from Kurichyar and other from Paniya. They also scored approximately same score on scale on classroom social relation. Number 30 is the isolate, he belongs to Kattunaikkar tribal community. He got lowest score (245) on scale on classroom social relations.
10. Ekalavya MRS Pookode Standard VIII B showed that there are 30 students studying, out of 30 students 15 girls and 15 boys. They had belonged to different tribal community. 7 Kuruma, 9 Kurichyar, 10 Paniya, 2

Kattunaikkar, 2 Irula. Number 22 holds the star position. He got highest score (300) on scale on classroom social relations. He belongs to Kurichyar tribal community. There are three cliques. Two cliques are formed between the same tribal community, one from the Kurichyar and one from Paniya tribal community. But one clique is formed between different tribal community, such as two students from Kuruma and one from Kurichyar tribal community, but this clique is not closely integrated. The cliques are scored approximately same score on scale on classroom social relations.

11. Ekalavya MRS Pookode Standard IX A revealed that there are 30 students studying, out of 30 students, 12 girls and 18 boys. They had belonged to different tribal communities. 13 Kuruma, 5 Kurichyar, 4 Paniya, 6 Muthuvan, 1 Kattunaikka, and 1Adiya. Number 13 holds the star position. He got the highest score (305) on scale on classroom social relations. He belongs to Kurichyar tribal community. There are three cliques two cliques are formed between the different tribal communities, two students from Kuruma and one from Kurichyar, and they are closely integrated. one cliques from the same tribal community. The cliques are scored approximately the same score on scale on classroom social relations. There is one isolate, he got the lowest score (255) on scale on classroom social relations. He belongs to Kattunaikkar tribal community.
12. Ekalavya MRS Pookode Standard IX B indicated that there are 30 students studying, out of 30 students 12 girls and 18 boys. The students belong to different tribal community. 13 Kuruma, 5 Kurichyar, 4 Paniya, 6 Muthuvan, 1 Adiya, 1 Kattunaikkar. No one holds the star position. There are four cliques, among them three cliques belong to same tribal community. They are Kurichyar, Kuruma and Muthuvan. One clique is from the different tribal community. The students from the cliques scored approximately same score on scale on classroom social relation. There are two isolates, they scored lowest score (256, 255) on scale on classroom social relations. They belong to Adiya and Kattunaikkar tribal Community.

13. Model Residential School Thirunelli standard VIII A showed that there are 25 students studying, out of 25 students 13 girls and 12 boys. They belong to different tribal community. 19 Paniya, 6 Adiya. No one holds the star position. There are four cliques. The cliques are formed between the same tribal community. Three cliques from Paniya and other one from Adiya tribal community. They have also scored approximately the same score on scale on classroom social relations. No one holds the star position. There is no isolate in this class.
14. Ashram Model Residential School Thirunelli standard VIII B revealed that there are 26 students. 13 girls and 13 boys. They belong to different tribal community. Paniya 19, Adiya 7. There are two stars one from female and one from male. From girl's student number 9 holds the star position. She belongs to Paniya tribal community. She got highest score (254) on scale on classroom social relations. From boy's student number 21 holds the star position. He belongs to Paniya tribal community. He got (249) on scale on classroom social relation. Student number 25 is the isolate he got the lowest score (235) on scale on classroom social relation. He belongs to adiya tribal community. There are two cliques, they belong to same tribal community, one from Paniya and one from Adiya tribal community. And they got approximately the same score on classroom social relation. 6 received the greatest number of rejections with no acceptance. She secured lowest score (233) on scale on classroom social relations.
15. Ashram Model Residential School Thirunelli standard IX indicated that there are 34 students. 18 girls and 16 boys. They belong to different tribal community. Paniya 22, Adiya 12. Number 6 holds the star position. She got the highest score (254) on scale on classroom social relations. She belongs to Paniya tribal community. There are 5 cliques. One clique from the boys is not closely integrated. The students from the cliques are the same tribal community. They also got the same score on scale on classroom social relation. There is no isolate. The rejected student also got the lowest score

(234) on scale on classroom social relation. She belongs to Paniya tribal community.

16. Model Residential School Thrissur Standard VIII showed that there are 28 girl students. There were different tribal community, 8 students are Kadar 10 Muthuvan, 3 Kurichyar, 2 Ulladan, 4 Malayan. Number 11 holds the star position in the class. She got the highest score (286) on scale on classroom social relations. She belongs to Kurichyar tribal community. There are three cliques. They belong to same tribal community. They are Malayan, Muthuvan and Kadar tribal community. They got the same score on scale on classroom social relation. There is no isolate.
17. Model Residential School Chalakkudi Standard IX, indicated that there are 27 girl students. There were different tribal community. 8 Kadar, 10 Muthuvan, 4 Malayan, 3 Kurichyar, 2 Ulladan. Number 24 holds the star position in the class. She secured highest score (298) in scale on classroom social relations. She belongs to Kurichyar tribal community. There are three cliques. The cliques have belonged to same tribal community. These cliques from Kadar, Muthuvan and Kurichyar tribal community. They also secured approximately same score on scale on classroom social relations. There is no isolate
18. Indira Gandhi Model Residential School Nilambur Malappuram standard VIII A revealed that there are 29 tribal students. 14 girls and 15 boys. They belong different tribal community. 20 Kattunaikkar and 9 cholanaikka. No one holds the star position. There are four cliques. The cliques are formed between the same tribal community. Two cliques from Kattunaikkar and two from Cholanaikkar tribal community. They also got approximately same score on scale on classroom social relations. There is no isolate.
19. Indira Gandhi Model Residential School Nilambur, Malappuram standard VIII B showed that there are 25 tribal students. 9 girls and 16 boys. They belong different tribal community. 21 Kattunaikka and 4 cholanaikka. No one holds the star position. There are three cliques. The cliques are formed

between the same tribal community. They are Kattunaikkar tribal community. They also got approximately same score on scale on classroom social relations. There is an isolate. He got the lowest score (200) on scale on classroom social relations. He belongs to Cholanaikka tribal community.

20. Indira Gandhi Memorial Model Residential school Nilambur, Malappuram standard IX indicated that there are 41 students studying in this class out of 41 students 17 girls and 24 boys were studied. Majority of them are kattunaikka tribal community. 37 are Kattunaikkar and 4 Cholanaikka. Number 38 holds the star position. When compared to the total number of students he got the highest score (247) on scale on classroom social relations. There are two cliques they belong to the same tribal community, these cliques from the Kattunaikkar tribal community and they also got the same score on scale on classroom social relations. Student number 37 is an isolate, he got the lowest score (223) on scale on classroom social relations. He belongs to Kattunaikkar tribal community.

Discussion

- The sociogram analysis revealed that out of 20 classrooms of MRS schools (617 students) 12 students hold the star position, 9 are girls and 3 are boys. 179 popular students; 128 girls and 51 boys. 284 average students; 173 are girls and 111 boys. 60 Neglected students; 27 are girls and 33 boys. 54 Rejected students; 36 girls and 18 boys. 16 Controversial; 10 are girls and 6 are boys. 12 isolated students; 4 girls and 8 boys.
- The sociogram analysis also revealed that out of twenty classrooms (617 students) twelve students hold the star position. Of these twelve students six students belong to Kurichyar tribal community, two students are Irula tribal community, three are Paniya tribal community and one student belongs to Kattunaikka tribal community.
- The investigator also observed that out of twenty classrooms twelve students are isolates. Among them six students belonged to Kattunaikkar tribal

community, two students are Cholanaikkar tribal community, one from Kurumbar tribal community, one from Kadar tribal community and two students belongs to Adiya tribal community.

- The investigator further examined the cliques across all the 20 classes. Detailed inspection gave rise to one general observation, most of the sociogram tended to show that majority of cliques were from the same tribal community. Only two classrooms showed the cliques from different tribal community. From the sociogram of twenty classes it was evident that most of the cliques have seen in same tribal community. These groups are tightly integrated.
- The researcher further analyzed the classroom social status with the scores of scale on Classroom Social relations. The students who belong to Star and Popular have got high scores in scale on Classroom Social relations. The students who belong to isolated and rejected have low scores.
- Sociogram analysis reveals stars, popular, rejected, neglected and isolated individuals within a network. Which can be crucial for targeting communication and understanding the influence of dynamics.
- The overall observations of the study indicate that the Classroom Social relations of Secondary School Tribal Students are not healthy.

Tenability of Hypotheses

Based on the major findings, the tenability of hypotheses set for the present study can be pointed out as follows:

1. There will be a significant difference in the mean scores of Parent-Teacher Involvement of Secondary School Tribal Students based on gender.

When it was estimated, it can be found that there exists a significant difference in the mean scores of Parental Involvement of Secondary School Tribal

Students of Kerala between the samples of girls and boys. **Hence the first hypothesis is fully accepted.**

2. There will be a significant difference in the mean scores of Self-Concept of Secondary School Tribal Students based on gender.

The findings of the study revealed that there exists a significant difference in the mean scores of Self-Concept of Secondary School Tribal Students of Kerala between the samples of girls and boys. **Hence the second hypothesis is fully accepted.**

3. There will be significant difference in the mean scores of Emotional Maturity of Secondary School Tribal Students based on gender.

It was observed that there exists a significant difference in the mean scores of Emotional Maturity of Secondary School Tribal Students of Kerala between the samples of girls and boys. **Hence the third hypothesis is fully accepted.**

4. There will be significant difference in the mean score of Classroom Social Relations of Secondary School Tribal Students based on gender.

The study revealed that there exists a significant difference in the mean score of Classroom Social Relations of Secondary School Tribal Students of Kerala between the samples of girls and boys. **Hence the fourth hypothesis is fully accepted.**

5. There will be significant relationship between the independent variables Parent -Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the total sample.

Correlation analysis revealed that there was a significant positive relationship between the independent variables (Parent Teacher Involvement, Self-Concept and Emotional Maturity) and the dependent variable (Classroom Social Relations) for the total sample. **Hence the fifth hypothesis is fully accepted.**

6. There will be significant relationship between the independent variables Parent-Teacher Involvement, Self-Concept and Emotional Maturity and the dependent variable Classroom Social relations for the subsample based on gender.

Correlation analysis for subsample girls found that there exists a significant positive relationship between the independent variables (Parent Teacher Involvement, Self-Concept and Emotional Maturity) and the dependent variable (Classroom Social Relations). The results of correlation analysis for the subsample boys revealed that there exists a significant positive relationship between the independent variables (Parent Teacher Involvement, Self-Concept and Emotional Maturity) and the dependent variable (Classroom Social Relations). **Hence the sixth hypothesis is fully accepted.**

7. Classroom Social relations of secondary school tribal students can be predicted significantly with fewer number of variables selected from among the independent variables of the study.

The results of multiple regression analysis revealed that the Classroom Social relation of secondary school tribal students can be significantly predicted by Parent Teacher Involvement, Self-Concept and Emotional Maturity for the total sample. Emotional Maturity was found to be the most significant predictor for the total sample, followed by Self-Concept and Parent-Teacher Involvement. **Hence, the seventh hypothesis is fully accepted.**

8. There will be significant difference in classroom social status among Secondary school Tribal students based on sociogram analysis

Sociogram analysis revealed that there exists a significant difference on classroom social status among secondary school tribal students subsample girls and boys based on sociogram. **Hence, the eighth hypothesis is fully accepted.**

Conclusions

The present study found that there exists a gender difference in the Parent-Teacher Involvement of secondary school tribal students of Kerala. The higher mean scores were associated with the girls. Which means that girls have higher parent-Teacher involvement than boys. The present results were supported by the results of Monisha, (2024); Sigh and Banerjee (2019). Parental Involvement reduce emotional problems and higher academic achievement for girls (Bully, Jaureguizar, Bernaras, Redondo, 2019; Operario, Tschann, Flores, Bridges, 2006).

Researchers have reported that parent- child interaction specifically stimulating and responsive parenting practices are important influence on child's academic development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). Parental Involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitude towards their child's education, school and teacher (Epstein, 1996; Grolnick & Slowiaczek, 1994; Kohl, Lengua, & McMahon, 2000). The family has been identified as a major environmental influence (Holloway and Jonas, 2016), determining school achievement of children and adolescents (Claes et al., 2003; Abbott, 2012; Bazán and Castellanos, 2015). Some studies show that parents involved in school positively influence the achievement of their children, i.e., the pupils show more commitment to school tasks and their dropout levels are lower (Jeynes, 2007; Park and Holloway, 2013).

Closeness is the degree of warmth and open communication between the student and teacher, dependency is the over-reliance on the teacher as a source of support, and conflict is the degree of friction in student-teacher interactions (Birch & Ladd, 1997). Close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school (Hughes, Gleason, & Zhang, 2005). Specifically, a close student-teacher relationship is an important predictor of a child's academic performance (Birch & Ladd, 1997; Hamre & Pianta, 2001). The combined effects of parent and teacher involvement can positively impact adolescents' academic engagement, Rickert, (2019).

Self-Concept is a powerful determinant of behavior. An individual's behaviour is greatly influenced by their self-concept, or how they see themselves. It shapes the way in which individual experiences interpret things that happen to us. The present study found that there exists a gender difference in the Self- Concept of secondary school tribal students of Kerala. Secondary school tribal students' self-concept is significantly influenced by their gender. Secondary female students have a stronger sense of self than male students. This could be because of female students instilling a strong sense of responsibility from an early age. The present results were supported by the results of Jagatheeswari and Sreelatha (2021), Kimmelmeier and Oyserman (2001), Alzyoudi (2015). This result is in contradiction with the result of Manjari (2017) Kumar,Lal (2016), Alrajhi and Aldhafri (2015); Ayeshakhan and Shah Alam (2015); Rashid, Iqbal and Khalid (2015); Lin, Cobiac and Skrzypiec (2002), which indicated no gender differences in the self-concept of students. Berman (2018), Muthuri and Arasa (2017), Gupta (2014) found that male students have higher self-concept than female students.

Emotional maturity too plays a vital role in maintaining both physical and mental well-being. An emotionally mature person tends to make healthy relationships. Life skill education would help the adolescents in developing their emotional maturity (Samhitha, Sreedevi, Devi and Rani, (2019). The present study found that there exists a gender difference in the Emotional Maturity of secondary school tribal students of Kerala. The present results were supported by the results of Anjali, (2015); Datta, Chetia and Soni (2016), Ajit (2014). Whereas some researchers found no significant difference based on gender Subbarayan and Visvanathan (2011), Manjeet (2013), Dutta, Chetia and Soni, (2013). Some study found that boys as more matured than girls Tripti and Gunthey (2017) and Rajakumar and Soundararajan (2012).

Social aspects are a crucial criterion for emotions and wellbeing at school, particularly the relationship with the teacher and social cohesion in class (Hascher & Hagenauer, 2018). Since classmates and teachers form primary sources of social support in the school context, supportive relationships with teachers and peers can

satisfy students' psychological need for relatedness (Ryan & Deci, 2017). The present study found that there exists a gender difference in the Classroom Social relation of secondary school tribal students of Kerala, as in the results of Spinard (2007), Sari (2008). The present study also found that Parent Teacher Involvement, Sel-Concept and Emotional Maturity were significant predictors in predicting Classroom social relation of secondary school tribal students of Kerala for the total sample. The present results were supported by the results of Breeman and Tick (2015), Limsy (2014).

From Sociogram analysis the researcher found the extent and nature of classroom social relationship of each student within a group. Sociometry is a technique for describing social relationships that exists between individuals in a group. It attempts to describe attractions or repulsions between individuals by asking them to indicate whom they would choose or reject in various situations. (Sidhu, 2014). The present study found the social status of each student in a classroom of secondary school tribal students of Kerala. Such as Sociometric stars, popular, rejecters, average and isolates. The present study also found the different group like dyads (pairs), triangles (grouping of threes) or cliques, squares (Foursomes) and Chains (inter-linking peoples). And found the tribal grouping among cliques these results were supported by the results of Irvine (1968).

Limitations of the Study

The present study aimed to explore Parent-Teacher Involvement, Self-Concept and Emotional maturity as predictors of Classroom Social relations and to find out classroom social status of each student in the classroom and its significance, however some limitations must be acknowledged. Future research should address these limitations by utilizing larger sample and exploring other variables to enhance the understanding of classroom social relations. The following are the limitations of the study.

1. Due to Restrictions from the authorities to collect data from the Model Residential schools the sample of the study was limited to four districts of Kerala. To collect data the investigator had to get the permission from

Director, Scheduled Tribe Development Department Thiruvananthapuram, ITDP Project officers, Tribal Development Officers, Headmasters and teachers at Government Model Residential School. It took a lot of time to get permission for data collection.

2. The researcher conducted this study only on the secondary school tribal students of MRS schools.

Suggestions for Further Research

The findings of this study provide valuable insight into present research. However, they also highlight the need for further investigation to enhance understanding and address the existing limitations. The following are the suggestions for further research.

1. A study using Participant observation can be conducted to explore Classroom Social relations among secondary school tribal students at Model Residential schools.
2. A comparative study based in certain psychological variables can be conducted among Tribal and Non-tribal students of Kerala.
3. A detailed study can be conducted to analyze the social behavior on Star, Isolate and Rejected tribal students.
4. Conduct longitudinal research to track changes in self-concept and emotional maturity over time and their impact on classroom social relations.
5. Utilize interviews or focus groups with students, parents and teachers to gain deeper insights into how these factors interact in the classroom setting.
6. Design and assess the effectiveness of intervention programs aimed at enhancing parent-teacher involvement and emotional maturity measuring their impact on classroom social relations.
7. Explore the specific cultural factors that influence parent-teacher relationships and student self-concept in tribal communities.

CHAPTER VI

RECOMMENDATIONS

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- Recommendations
 - Educational Implications
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Recommendations

Research has become a prevailing phenomenon in our civilization that all of us are impacted by it. Scholars and practitioners of various levels of sophistication in the academic disciplines and professions engage in research. Research is conducted in many settings: laboratories, classrooms, libraries, the cities, streets and foreign cultures etc. Research is done for the purpose of explaining and predicting phenomena, and in the case of educational research those that impact teaching and learning and the operation of the schools. There is an inherent assumption that educational research, by providing a better understanding of the educational process, will lead to the improvement of educational practice.

Education constitutes the most important constituent in the development of any community, particularly, in tribal areas where new developmental programs are being taken up. It is associated with the qualities of life related to production and interlinked with the promotion of social and national integration. Realizing the importance of education for a democrating country, the constitution of India enshrines certain provisions which promise equality of opportunity for education at all levels and guarantee the educational advancement of scheduled caste and scheduled tribes, because they constitute the core among the weaker sections of our country.

According to Prof. Majumdar,” A tribe is a social group with no specialization of functions, ruled by tribal officers, hereditary or otherwise united in language or dialect, recognizing social distance from tribes or castes but without any stigma attached in the case of a caste structure, following tribal traditions, belief and customs illiberal of nationalization of idea from alien sources, above all conscious of a homogeneity of ethnic and territorial integration” (Vidyarthi, 1968).

Education is not only a means for betterment of one’s position in life but is also indicative of the socioeconomic status of an individual, group or a community. The exact measure of educational development has become a critical question for the analysis of any traditional society. It is perhaps due to the fact that educational development of any society is greatly affected by cultural, social and political forces

that operate in the environment. The different subtle overt and covert mechanisms, such as race, sex and socioeconomic conditions become powerful determinants of educational attainment.

Education is a complex process. Students and teachers in schools find themselves in complex and fluctuating networks of social interaction. As Berlinger (2002) points out, there is any number of interactions operating simultaneously, such as teaching behavior interacting with students' characteristics (e.g. Motivation). Education is very much context specific, limiting the generalizability of educational research findings.

Educational Implications

The following recommendations are provided for the teachers, parents, schools, administrators and policy makers based on the findings of the study.

Recommendation for Teachers and Parents

- Teachers should act as a coordinator for ensuring peer relations. The teacher's involvement is crucial in satisfying the emotional needs of students as reliable support. So, the orientation courses should be provided to the teachers to adopt innovative group activities in the teaching learning process, which can enhance better classroom social relations among the students.
- Effective teachers encourage engaged learning by generating enthusiasm and passion for the curriculum through effective caring and classroom management although social and emotional factors have been identified as being associated with positive classroom social relation and academic achievement.
- Teacher support, caring and commitment can improve the classroom social relations among the students. Students who exhibit unhealthy relationships show significant risks for problems in later life. So co-operative learning environments in classrooms help healthy relationships among children.

- Effective strategies for managing conflicts and disagreements in the classroom can prevent disruptions and maintain a focus of learning. Teaching students conflict resolution skills can help them navigate social dynamics more effectively
- Understanding group dynamics and how different roles and relationships impact learning can help teachers design activities that leverage strength and address weakness within student groups.
- Encourage students to interrogate traditional gender roles and social outlooks through open and respectful conversations.
- Teachers have a big impact on how students think about gender issues. Eliminating negative thoughts about things, people's activities, events or ideas is necessary to cultivate a positive mindset. It results from the individuals ingrained personal beliefs and stereotypes that they have carried about since they were young.
- Teachers should create a sense of community feeling among the students through the teaching learning process and maintain a positive teacher-student relationship in classrooms. This will help the child to develop better classroom social relations.
- More opportunities for group work should be provided in all classrooms which can enhance better social relations among children.
- Positive social interactions among students foster collaboration, enhance communication skills and create a supportive learning environment. Cooperative learning activities can boost engagement and academic performance.
- Strong respectful relationships between teachers and students can improve student motivation, engagement and academic achievement. Teachers who build rapport with their students are better able to support their needs and address their concerns.

- To emphasis on instilling a positive gender attitude among educators, who serve as guiding lights for the younger generation.
- Emphasize the importance of education, while acknowledging and respecting their cultural heritage. Show how education can empower them and improve their future opportunities without undermining their cultural identity.
- Sociogram will help a teacher to identify group structure, social status and personality traits of students in classroom. This would help a teacher to give special care and attention to those students who are having poor social status in the class (e.g.: rejected, controversial, neglected and isolated). Teachers should develop strategies for improving social skills among rejected, neglected, controversial and isolated children.
- Sociogram helps in designing interventions to address issues like group dynamics or social integration. By highlighting patterns of interaction, sociogram analysis can pinpoint areas where communication might be breaking down or where conflicts are arising, leading to improved group cohesion and effectiveness.
- Parents should provide a better home environment for their children. Every child's development is greatly influenced by the involvement of parents. Parents provide affection, guidance and grant security and social skills to the child. This will help them when they are entering the world of peers. Peer interaction in turn permits children to expand their social skills.
- Parents can encourage students to participate in group activities, both inside and outside of the classroom, to build friendships. Positive peer interactions can improve social skills, self-confidence, and emotional well-being.
- Parents should take part in school events, parent teacher meetings or volunteer activities. This helps build a bridge between the tribal community and the educational institution, facilitating greater understanding and support for tribal students.

- Parents should maintain regular communication with teachers to understand the educational progress of their children and any social challenges they may be facing. Parent-teacher meetings are key to understanding the child's academic and social needs.
- Encourage open dialogue about their feelings and challenges. Create a supportive atmosphere where children can express concerns without fear of judgement. Ensure that they have a safe space to discuss any issues they encounter at school, especially related to their social relationships.

Recommendations for Policy Makers and Administrators

- Administrators should create an environment that supports unity between playing, learning, and teaching and ensure access and inclusion for all children. This involves considering human as well as material resources, and the relationship between them which can develop better social relations among the students.
- To arrange accommodation facilities for the teachers in the blocks where the students are staying. This will provide more opportunity for closer teacher-student interaction.
- Individual Care Plans (ICP) for each student need to be developed and teachers must be trained in the learning and implementation of ICP. A systematic monitoring and evaluation to assess the performance of teachers needs to be implemented.
- School authorities, Scheduled Tribe Development Department, teachers, PTAs, and government authorities, etc. can effectively take initiatives to avoid the system of gender-segregated schools for healthy cross-gender and inter-gender interactions. Single gender schools create hurdles in the socialization of the students.

- Authorities should take care to appoint counsellors from the tribal community that would help them to understand the context and culture of the tribal community.
- Better Strategies for Parent-Teacher-Student interaction need to be developed.
- Teachers and school staff should receive training to understand and respect the cultural backgrounds and traditions of tribal communities, ensuring more effective communications with students and their families.
- School should actively involve tribal leaders and community members in the education process to build trust and create a supportive network for students.
- Provide translation services or bilingual educators to bridge any language barriers between teachers and tribal parents, facilitating clearer communication.
- Offer workshop or support programs for parents that focus on how to assist their children academically, reinforcing the role of the family in the students educational journey.

Conclusion

The central and state governments in India have initiated various programs to enhance the education and development of tribals such as post-metric scholarship schemes, establishment of tribal schools and colleges, skill development programs and health and nutrition initiatives support overall well-being, indirectly benefiting educational outcomes. Despite various initiatives, their development remains a challenge. Many of them face significant barriers like inadequate infrastructure, limited access to quality education, and socioeconomic constraints. High dropout, low enrolment in higher education and insufficient vocational training opportunities hinder their progress. Additionally, cultural and language differences can lead to a disconnect between tribal students and main education system. The lack of awareness and community involvement further exacerbates these issues.

Numerous research studies have been conducted on tribals, focusing on various aspects such as education, health, socio-economic status, and cultural identity. These studies often explore the barriers to education faced by tribal students, including issues related to accessibility, curriculum relevance, and dropout rates. Research also examines the effectiveness of government policies and programs aimed at improving educational outcomes as well as the impact of socio-cultural factors on learning.

At this context the investigator studied parent-teacher involvement, self-concept, emotional maturity and classroom social relations among secondary school tribal students. Social relations play a crucial role in enriching the educational experience for tribal students. By fostering connections within their communities, students gain access to valuable educational resources, scholarships and community programs. These supportive networks not only enhance learning but also encourage students to pursue their studies, reinforcing the importance of education in their cultural context. Ultimately strong social ties empower students to thrive academically and socially, helping them build a brighter future.

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APPENDICES

Appendix A

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PARENT – TEACHER INVOLVEMENT SCALE
(DRAFT-MALAYALAM)**

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:
നിർദ്ദേശങ്ങൾ

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയും നിങ്ങളുടെ മാതാപിതാക്കളും അധ്യാപകരും എങ്ങിനെ ഇടപെടുന്നു എന്ന് സൂചിപ്പിക്കുന്നവയാണ്. അവ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. Part A, Part B എന്നീ രണ്ടുഭാഗങ്ങളായാണ് പ്രസ്താവനകൾ നൽകിയിട്ടുള്ളത്. ഓരോ പ്രസ്താവനയ്ക്കും 'എല്ലായ്പ്പോഴും', 'ചിലപ്പോഴൊക്കെ', 'ഒരിക്കലുമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയ്ക്കുമുള്ള പ്രതികരണങ്ങൾ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കണമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
PART A				
1	സ്കൂളിൽ നിങ്ങൾക്കുണ്ടാകുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ സഹായിക്കാറുണ്ടോ?			
2	നിങ്ങൾ വീട്ടിലെത്തിയാൽ സ്കൂളിലെ വിശേഷങ്ങൾ നിങ്ങൾ പറയാതെ തന്നെ മാതാപിതാക്കൾ അന്വേഷിക്കാറുണ്ടോ?			
3	നിങ്ങളുടെ കൂട്ടുകാരുമായി ഇടപെടാൻ നിങ്ങൾക്ക് എന്തെങ്കിലും ബുദ്ധിമുട്ടുകൾ ഉണ്ടോ എന്ന് മാതാപിതാക്കൾ അന്വേഷിക്കാറുണ്ടോ?			
4	സ്കൂളുമായി ബന്ധപ്പെട്ട പണപ്പിരിവുകൾ നിൽക്കാൻ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് സാധിക്കാറുണ്ടോ?			

5	അധ്യാപകർ നിങ്ങളോട് മോശമായി പെരുമാറിയാൽ അത് വീട്ടുകാരുമായി പങ്കുവെക്കാൻ സാധിക്കാറുണ്ടോ?			
6	നിങ്ങളുടെ മാതാപിതാക്കളുമായി സംസാരിച്ചിരിക്കാൻ നിങ്ങൾ ഇഷ്ടപ്പെടാറുണ്ടോ?			
7	ജീവിതത്തിൽ നിങ്ങൾ വളർത്തിയെടുക്കേണ്ട മൂല്യങ്ങളെക്കുറിച്ച് നിങ്ങളുടെ മാതാപിതാക്കൾ പറയാറുണ്ടോ?			
8	വിനോദയാത്രകൾക്ക് പണം ചിലവഴിക്കാൻ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് ഇഷ്ടമാണോ?			
9	കൂട്ടുകാരുമായി നിങ്ങൾക്കുണ്ടാകുന്ന അഭിപ്രായവ്യത്യാസങ്ങൾ പരിഹരിക്കാൻ മാതാപിതാക്കളുടെ സഹായം തേടാറുണ്ടോ?			
10	നിങ്ങളുടെ മാതാപിതാക്കളുടെ പെരുമാറ്റം നിങ്ങളെ അസ്വസ്ഥരാക്കാറുണ്ടോ?			
11	അപരിചിതരുമായി ഇടപെടുമ്പോൾ നിങ്ങൾക്കുണ്ടാകുന്ന പ്രശ്നങ്ങൾ മാതാപിതാക്കളോട് പറയാൻ സാധിക്കാറുണ്ടോ?			
12	നിങ്ങൾക്ക് ഭംഗിയുള്ള വസ്ത്രങ്ങൾ വാങ്ങിത്തരാൻ മാതാപിതാക്കൾക്ക് ആഗ്രഹമുണ്ടോ?			
13	നിങ്ങളെക്കുറിച്ചറിയാൻ നിങ്ങളുടെ മാതാപിതാക്കൾ അധ്യാപകരുമായി സംസാരിക്കാറുണ്ടോ?			
14	മാതാപിതാക്കളുടെ സ്നേഹമാണ് നിങ്ങളെ മുന്നോട്ട് നയിക്കുന്നതെന്ന് തോന്നാറുണ്ടോ?			
15	നിങ്ങളുടെ മാനസിക പിരിമുറുക്കങ്ങൾ മനസ്സിലാക്കാൻ മാതാപിതാക്കൾക്ക് സാധിക്കാറില്ല എന്നു തോന്നിയിട്ടുണ്ടോ?			
16	കൂട്ടുകാരുടെ സൗകര്യങ്ങൾ നിങ്ങൾക്ക് ഇല്ലാത്തതിനാൽ മാതാപിതാക്കളോട് സങ്കടം പറയാറുണ്ടോ?			
17	കൂട്ടുകാരുടെ മാതാപിതാക്കളുമായി നിങ്ങളുടെ മാതാപിതാക്കൾ നല്ല ബന്ധം പുലർത്താറുണ്ടോ?			
18	മാതാപിതാക്കളുടെ മുൻകോപം പലപ്പോഴും നിങ്ങളുടെ പ്രശ്നങ്ങൾ തുറന്നു പറയുന്നതിൽ നിന്നും നിങ്ങളെ പിന്തിരിപ്പിക്കാറുണ്ടോ?			
19	സമൂഹത്തിലുള്ള ആളുകളുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?			
20	മാതാപിതാക്കൾ ഇല്ലായ്മയെക്കുറിച്ച് നിങ്ങളോട് സംസാരിക്കാറുണ്ടോ?			
21	നിങ്ങളുടെ പഠനകാര്യങ്ങൾ മാതാപിതാക്കൾ ശ്രദ്ധിക്കാറുണ്ടോ?			
22	നിങ്ങളുടെ വീട്ടിൽ പലപ്പോഴും നിങ്ങൾ ഒറ്റപ്പെടുന്നതായി തോന്നാറുണ്ടോ?			
23	അയൽക്കാരുമായി നിങ്ങൾക്ക് ആരോഗ്യകരമായ ബന്ധമാണോ ഉള്ളത്?			
24	മാതാപിതാക്കൾ നേരിടുന്ന കഷ്ടതകൾ മറച്ചുവെച്ചാണ്			

	നിങ്ങളെ വളർത്തുന്നതെന്ന് തോന്നിയിട്ടുണ്ടോ?			
25	പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ നിർബന്ധിക്കാറുണ്ടോ?			
26	നിങ്ങൾ സംസാരിക്കുമ്പോൾ മാതാപിതാക്കൾ ഒഴിഞ്ഞുമാറുന്നതായി തോന്നിയിട്ടുണ്ടോ?			
27	അയൽക്കാർ നിങ്ങളുടെ മാതാപിതാക്കളോട് മോശമായാണ് ഇടപെടുന്നതെന്ന് തോന്നിയിട്ടുണ്ടോ?			
28	മാതാപിതാക്കളുടെ ജോലിയിൽ നിങ്ങൾക്ക് നാണക്കേട് തോന്നാറുണ്ടോ?			
29	സ്കൂളിലെ അന്തരീക്ഷത്തിൽ നിങ്ങൾ സംതൃപ്തർ ആണോ എന്ന് നിങ്ങളുടെ മാതാപിതാക്കൾ അന്വേഷിക്കാറുണ്ടോ?			
30	നിങ്ങളുടെ മാതാപിതാക്കൾ പലപ്പോഴും നിങ്ങളോട് നല്ല രീതിയിൽ ഇടപെടാറില്ല എന്നു തോന്നാറുണ്ടോ?			
31	നിങ്ങളുടെ മാതാപിതാക്കൾ സമൂഹത്തിൽ അവഹേളനങ്ങൾ അനുഭവിക്കുന്നതായി തോന്നിയിട്ടുണ്ടോ?			
32	മാതാപിതാക്കളുമായി സംസാരിച്ചു കഴിഞ്ഞാൽ നിങ്ങളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ കഴിയുമെന്നു തോന്നാറുണ്ടോ?			
33	നിങ്ങളുടെ ജീവിത ലക്ഷ്യത്തെക്കുറിച്ച് മനസ്സിലാക്കാൻ മാതാപിതാക്കൾ ശ്രമിക്കാറില്ല എന്ന് തോന്നാറുണ്ടോ?			
34	മറ്റുള്ളവരുമായി ഇടപെടുന്നത് കുറയ്ക്കാൻ നിങ്ങളും മാതാപിതാക്കളും ശ്രമിക്കാറുണ്ടോ?			
35	മാതാപിതാക്കളുമായി സംസാരിക്കുമ്പോൾ നിങ്ങളുടെ പ്രശ്നങ്ങൾ വർദ്ധിക്കുന്നതായി തോന്നാറുണ്ടോ?			
36	സ്നേഹമുള്ള മാതാപിതാക്കൾ ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് നിങ്ങൾ ആലോചിക്കാറുണ്ടോ?			
37	അധ്യാപകരോട് സ്നേഹത്തോടെയും ബഹുമാനത്തോടെയും ഇടപെടാൻ മാതാപിതാക്കൾ ആവശ്യപ്പെടാറുണ്ടോ?			
38	മാതാപിതാക്കളുടെ സമചിത്തതയോടെയുള്ള പെരുമാറ്റം കാരണമാണ് പലപ്പോഴും എന്റെ പ്രശ്നങ്ങൾ തുറന്നു പറയാൻ സാധിക്കുന്നത് എന്ന് തോന്നാറുണ്ടോ?			
39	പഠനവുമായി ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് എന്തെങ്കിലും ബുദ്ധിമുട്ടുകൾ ഉണ്ടോ എന്ന് മാതാപിതാക്കൾ ചോദിച്ചിയാറുണ്ടോ?			
40	മാതാപിതാക്കളാണ് പലപ്പോഴും നിങ്ങളെ പല പ്രതിസന്ധികളെയും തരണം ചെയ്യാൻ പ്രാപ്തരാക്കിയത് എന്നു തോന്നാറുണ്ടോ?			
41	എന്റെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കാൻ പലപ്പോഴും എന്റെ മാതാപിതാക്കൾക്ക് കഴിയാറില്ല എന്ന് തോന്നാറുണ്ടോ?			
42	നിങ്ങളുടെ മാതാപിതാക്കൾ നിങ്ങളുടെ നോട്ട് ബുക്കുകൾ പരിശോധിക്കുകയും ആവശ്യമായ തിരുത്തലുകൾ നിർദ്ദേശിക്കുകയും ചെയ്യാറുണ്ടോ?			
43	കാര്യങ്ങൾ വ്യക്തമായി ചോദിച്ച് അറിയാതെയാണ് പലപ്പോഴും മാതാപിതാക്കൾ നിങ്ങളെ വഴക്ക് പറയുന്നത് എന്ന് തോന്നാറുണ്ടോ?			

44	സ്വസ്ഥമായി പഠിക്കാനുള്ള പഠനമുറി ഒരുക്കി തരുവാൻ മാതാപിതാക്കൾക്ക് കഴിഞ്ഞിട്ടുണ്ടോ?			
45	വായനാശീലം വളർത്തിയെടുക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?			
46	പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ ചെയ്യുന്നതിന് മാതാപിതാക്കൾ നിങ്ങളെ സഹായിക്കാറുണ്ടോ?			
47	നിങ്ങളുടെ ഭക്ഷണകാര്യങ്ങളിൽ മാതാപിതാക്കൾ ശ്രദ്ധിക്കാറുണ്ടോ?			
48	നിങ്ങളുടെ കലാപരമായ കഴിവുകൾ വികസിപ്പിക്കാൻ മാതാപിതാക്കൾ ശ്രമിച്ചിട്ടില്ല എന്നു തോന്നിയിട്ടുണ്ടോ?			
49	മാതാപിതാക്കളുടെ വിദ്യാഭ്യാസക്കുറവ് പഠന വിഷയങ്ങളിൽ സംശയനിവാരണത്തിന് തടസ്സം സൃഷ്ടിക്കാറുണ്ടോ?			
50	പഠനകാര്യങ്ങളിൽ നിങ്ങൾ വേണ്ടത്ര മികവ് പുലർത്തിയില്ലെങ്കിൽ മാതാപിതാക്കൾ നിങ്ങളെ ശകാരിക്കാറുണ്ടോ?			
51	കുട്ടുകാരുടെ വീട്ടിലെ ആഘോഷങ്ങൾക്ക് മാതാപിതാക്കളോടൊപ്പം പങ്കെടുക്കുവാൻ നിങ്ങൾക്ക് സാധിക്കാറുണ്ടോ?			
52	വീട്ടിൽ വൈദ്യുത വിളക്കുകൾ ഇല്ലാത്തതിനാൽ മാതാപിതാക്കൾക്ക് വിഷമം ഉള്ളതായി തോന്നിയിട്ടുണ്ടോ?			
53	നിങ്ങൾക്ക് ഉണ്ടാകുന്ന മാനസിക സംഘർഷങ്ങൾ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് തിരിച്ചറിയാൻ സാധിക്കാറുണ്ടോ?			
54	സമൂഹജീവിതത്തിൽ നിങ്ങളുടെ മാതാപിതാക്കൾ മറ്റുള്ളവരെ ഭയപ്പെടുന്നതായി തോന്നാറുണ്ടോ?			
55	മാതാപിതാക്കളുടെ വിദ്യാഭ്യാസമില്ലായ്മയിൽ നിങ്ങൾ അസ്വസ്ഥരാകാറുണ്ടോ?			
PART B				
56	വ്യക്തമായ തയ്യാറെടുപ്പുകളോടെയാണ് ടീച്ചർ ക്ലാസ്സെടുക്കുന്നതെന്ന് തോന്നാറുണ്ട്.			
57	ക്ലാസ്സിൽ ഞങ്ങളുടെ ചില കുസൃതികളെ തമാശയായി കാണാൻ ടീച്ചർക്ക് കഴിയാറുണ്ട്.			
58	ഞങ്ങളുടെ ശ്രദ്ധ മാറിപ്പോകാതെ ക്ലാസ്സെടുക്കാൻ ടീച്ചർക്ക് സാധിക്കാറുണ്ട്.			
59	ടീച്ചറുമായി സമയം ചിലവഴിക്കുന്നത് എനിക്ക് വളരെ സന്തോഷമുള്ള കാര്യമാണ്.			
60	ടീച്ചർ ക്ലാസ്സിൽ സമകാലീന പ്രശ്നങ്ങൾ ചർച്ച ചെയ്യാറുണ്ട്.			
61	ശാരീരികവും മാനസികവുമായ സഹായം വേണ്ടിവരുന്ന കുട്ടികളെ ടീച്ചർ പരിഗണിക്കാറുണ്ട്.			
62	ക്ലാസ്സിൽ വളരെ സൗഹാർദ്ദപരമായ അന്തരീക്ഷം സൃഷ്ടിക്കാൻ ടീച്ചർക്ക് കഴിയാറുണ്ട്.			
63	പഠനപ്രവർത്തനങ്ങളിൽ ആവശ്യമായ സഹായ നിർദ്ദേശങ്ങൾ ടീച്ചർ നൽകാറുണ്ട്.			
64	മികച്ച രീതിയിൽ പഠിക്കാൻ ടീച്ചർ ഒരു പ്രചോദനമാണെന്ന് തോന്നാറുണ്ട്.			

65	മിക്കപ്പോഴും ആശ്രയിക്കാൻ കഴിയുന്നയാളാണ് ഞങ്ങളുടെ ടീച്ചർ എന്നു തോന്നാറുണ്ട്.			
66	ടീച്ചർ പലപ്പോഴും കുട്ടികളുടെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കി പരിഹാരമാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാറുണ്ട്.			
67	ക്ലാസ്സിലെ കുട്ടികൾ തമ്മിലുണ്ടാകുന്ന പ്രശ്നങ്ങൾ ഒത്തു തീർപ്പാക്കാൻ ടീച്ചർ ആത്മാർത്ഥതയോടെയും ശ്രദ്ധയോടെയും ശ്രമിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
68	നിങ്ങളുടെ വ്യക്തിപരമായ കാര്യങ്ങൾ ടീച്ചറോട് തുറന്ന് പറയാൻ കഴിയാറുണ്ടോ?			
69	ക്ലാസ്സിൽ ഗ്രൂപ്പുചർച്ചകൾ നടത്തുമ്പോൾ ഞങ്ങളുടെ ആശയങ്ങൾ പ്രകടിപ്പിക്കാനുള്ള അവസരം ടീച്ചർ നൽകാറുണ്ട്.			
70	സമകാലീനപ്രശ്നങ്ങളെ പറ്റി ചർച്ചചെയ്യുവാൻ ടീച്ചർ മടിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
71	ടീച്ചർ ക്ലാസ്സിലെത്തിയാൽ ഭൂരിഭാഗം സമയവും ഞങ്ങളെ ഉപദേശിക്കാൻ വേണ്ടിയാണ് ചിലവഴിക്കുന്നതെന്ന് തോന്നിയിട്ടുണ്ട്.			
72	അസൈൻമെന്റുകളും പ്രൊജക്ടുകളും ടീച്ചർ പറഞ്ഞ ദിവസം സമർപ്പിച്ചില്ലെങ്കിൽ ദേഷ്യപ്പെടാറുണ്ട്.			
73	ഒരു പ്രശ്നത്തെ പല വീക്ഷണകോണിലൂടെയും നോക്കിക്കാണണമെന്ന് ടീച്ചർ അഭിപ്രായപ്പെടാറുണ്ട്.			
74	പ്രമുഖ വ്യക്തികളുടെ ജീവിതകഥകൾ പറഞ്ഞ് അതിൽ നിന്നും ഒരു പാഠം ഉൾക്കൊള്ളാൻ ടീച്ചർ ഞങ്ങളെ പ്രാപ്തരാക്കാറുണ്ട്.			
75	ക്ലാസ്സിൽ എടുത്ത പാഠഭാഗങ്ങൾ മനസ്സിലായില്ലെങ്കിൽ വീണ്ടും വിശദീകരിച്ചുതരുവാൻ ടീച്ചറോട് ആവശ്യപ്പെടാൻ കഴിയാറുണ്ടോ?			
76	ഒരു പ്രശ്നത്തിന് പരിഹാരം നിർദ്ദേശിക്കുമ്പോൾ ഓരോ കുട്ടിയുടെയും സ്വഭാവത്തിനനുസരിച്ചുള്ള പരിഹാരമാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാൻ ടീച്ചർ ശ്രമിക്കാറുണ്ട്.			
77	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട് നടത്തേണ്ട പ്രവർത്തനങ്ങളും പരീക്ഷണങ്ങളും ടീച്ചർ പലപ്പോഴും മാറ്റിവെയ്ക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
78	വിദ്യാർത്ഥി എന്ന രീതിയിലുള്ള ഞങ്ങളുടെ സ്വാതന്ത്ര്യത്തെ തിരിച്ചറിയാത്ത വ്യക്തിയാണ് ഞങ്ങളുടെ ടീച്ചർ എന്നു തോന്നാറുണ്ട്.			
79	ടീച്ചർ ക്ലാസ്സിലെത്തിയാൽ ഒരു മൊട്ടുസൂചി വീണാൽ പോലും അറിയാവുന്ന തരത്തിലുള്ള നിശബ്ദതയാണെന്ന് തോന്നാറുണ്ട്.			
80	യുക്തിപരമായ ചിന്തകൾക്ക് ടീച്ചർ പ്രാധാന്യം നൽകാറുണ്ട് എന്ന് തോന്നിയിട്ടുണ്ട്.			
81	ക്ലാസിലെ കുറച്ചുപേർ ടീച്ചറുമായി വളരെ അടുത്ത ബന്ധം പുലർത്തുന്നതായി തോന്നാറുണ്ട്.			
82	ടീച്ചർ മിക്കപ്പോഴും ഞങ്ങളുടെ ഭാവിയിലേക്ക് ഉതകുന്ന കാര്യങ്ങളെ പറ്റി ചർച്ച ചെയ്യാറുണ്ട്.			

83	കുട്ടികളെ ഗ്രൂപ്പുകളായി തിരിച്ചുള്ള ചർച്ചകൾക്കും പ്രശ്നപരിഹാരം കണ്ടെത്തുന്നതിനു വേണ്ടിയുള്ള പ്രവർത്തനങ്ങൾക്കും ടീച്ചർ നേതൃത്വം നൽകാറുണ്ട്.			
84	ക്ലാസ്സിൽ എന്തെങ്കിലും പ്രശ്നങ്ങൾ ഉണ്ടായാൽ അത് പരിഹരിക്കാനുള്ള ഒരു ശ്രമവും ടീച്ചറുടെ ഭാഗത്തുനിന്നും ഉണ്ടാവാറില്ല.			
85	ടീച്ചർ ക്ലാസിലെത്തിയാൽ വേഗം ബെല്ലടിച്ചിരുനെങ്കിലെന്ന് തോന്നാറുണ്ട്.			
86	ക്ലാസ്സിൽ ഞങ്ങൾ എങ്ങനെ പെരുമാറണമെന്ന നിബന്ധനകൾ ടീച്ചർ വച്ചു പുലർത്തുന്നതായി തോന്നിയിട്ടുണ്ട്.			
87	പ്രായോഗികമായ ചർച്ചകൾക്ക് ടീച്ചർ പ്രാധാന്യം കൊടുക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
88	ടീച്ചർ ക്ലാസ്സിലെ ചില കുട്ടികളെ എപ്പോഴും വഴക്കുപറയുന്നതായി തോന്നാറുണ്ട്.			
89	ഞങ്ങൾക്ക് ഓരോരുത്തർക്കുമുള്ള കഴിവുകളെ പറ്റിയും ഭാവിയിൽ ഞങ്ങൾ എന്താകണമെന്നതിനെപ്പറ്റിയും സ്വയം ചിന്തിക്കണമെന്ന് ടീച്ചർ ഉപദേശിക്കാറുണ്ട്.			
90	ക്ലാസ്സിൽ മോശം പ്രകടനം കാഴ്ചവെയ്ക്കുന്ന കുട്ടികളുടെ മാതാപിതാക്കളുമായി സംസാരിച്ച് അതിനൊരു പരിഹാരം കണ്ടെത്താൻ ടീച്ചർ ശ്രമിക്കാറുണ്ട്.			
91	ക്ലാസ്സിൽ കുട്ടികളുടെ ബഹളം നിയന്ത്രിക്കാൻ ടീച്ചർക്ക് കഴിയാറില്ല എന്നു തോന്നാറുണ്ട്.			
92	ടീച്ചർ ചോദ്യം ചോദിക്കുമ്പോൾ ഉത്തരം പറയാൻ സാധിച്ചില്ലെങ്കിൽ കരച്ചിൽ വരുന്ന തരത്തിൽ ടീച്ചർ വഴക്കുപറയാറുണ്ട്.			
93	വളരെ ബുദ്ധിമുട്ടുള്ള ക്ലാസ്സ് പരീക്ഷകളാണ് ടീച്ചർ മിക്കപ്പോഴും നടത്താറുള്ളത്.			
94	ക്ലാസ്സിലെ നല്ല കുട്ടികൾ മാത്രമാണ് ടീച്ചറുടെ മാർഗ്ഗ നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് പെരുമാറുന്നതെന്ന് തോന്നിയിട്ടുണ്ട്.			
95	ടീച്ചറുടെ ക്ലാസ്സിൽ സംശയങ്ങൾ ചോദിക്കാൻ ഞങ്ങൾക്ക് ഭയമാണ്.			
96	ടീച്ചർ പ്രതീക്ഷിച്ചപോലെ ഞങ്ങൾ പെരുമാറിയില്ലെങ്കിൽ ടീച്ചർ ദേഷ്യപ്പെടാറുണ്ട്.			
97	ഞങ്ങളുടെ ലക്ഷ്യം എന്താവണമെന്നും അതു നേടാൻ ഞങ്ങൾക്കു സാധിക്കുമെന്നും ഞങ്ങളെ ബോധ്യപ്പെടുത്താൻ ടീച്ചർക്ക് സാധിക്കാറുണ്ട്.			
98	ക്ലാസ്സിലെ സമർത്ഥരായ കുട്ടികളെ ടീച്ചർ കൂടുതൽ പരിഗണിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
99	ടീച്ചർ ക്ലാസ് എടുത്തു തുടങ്ങിയാൽ ആരും സംസാരിക്കരുതെന്ന് നിർബന്ധം പറയാറുണ്ട്.			
100	ക്ലാസ്സ് മുറികളിലെ ആൺ-പെൺ ഭേദമന്യേയുള്ള സൗഹൃദങ്ങളെ ടീച്ചർ പ്രോത്സാഹിപ്പിക്കാറില്ല എന്നു തോന്നാറുണ്ട്.			

Appendix B
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PARENT-TEACHER INVOLVEMENT SCALE
(DRAFT-ENGLISH)

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Instructions

Read each of the following statements carefully. Each statement indicates how your parents and teachers interact with you. Decide how true each statement is for you. The statements are provided in two parts, Part A and Part B. For each statement three response options are given: 'Always', 'Sometimes', 'Never'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Always	Sometimes	Never
	PART A			
1	Do your parents help you solve the problems you face at school			
2	When you come home, do your parents ask about the happenings at school without you have to tell them			
3	Do your parents ask if you have any difficulties interacting with your friends			
4	Are your parents able to provide the financial contributions related to school			
5	If a teacher behaves badly towards you, are you able to share it with your family			
6	Do you like talking to your parents			
7	Do your parents talk to you about the values you should cultivate in life			
8	Do your parents like to spend money on recreational trips			
9	Do you seek your parents' help to resolve differences of opinion with your friends			

10	Does your parents' behaviour make you feel uncomfortable			
11	Are you able to talk to your parents about the problems you face when interacting with strangers			
12	Do your parents want to buy you beautiful clothes			
13	Do your parents talk to your teachers to learn more about you			
14	Do you feel that your parents' love is what drives you forward			
15	Do you feel that your parents are not able to understand your mental stress			
16	Do you express your sadness to your parents because you don't have the same conveniences as your friends			
17	Do your parents maintain a good relationship with your friends' parents			
18	Do your parents' anger often stop you from openly sharing your problems			
19	Do your parents encourage you to build good relationships with people in the community			
20	Do your parents ever talk to you about poverty			
21	Do your parents pay attention to your studies			
22	Do you often feel isolated at home			
23	Do you have a healthy relationship with your neighbours			
24	Have you ever felt that your parents raise you while hiding the struggles they face			
25	Do your parents ever force you to participate in extracurricular activities			
26	Have you ever felt that your parents ignore you when you are speaking			
27	Have you ever felt that the neighbours treat your parents badly			
28	Do you ever feel ashamed of your parents' job			
29	Do your parents ask if you are satisfied with the atmosphere at school			
30	Have you ever felt that your parents don't interact with you in a good way			

31	Have you ever felt that your parents experience discrimination in society			
32	Do you feel that talking to your parents helps you resolve your problems			
33	Do you ever feel that your parents don't try to understand your life goals			
34	Do you and your parents try to reduce interactions with others			
35	Do you feel that talking to your parents makes your problems worse			
36	Do you ever wish you had loving parents			
37	Do your parents ask you to interact with teachers with love and respect			
38	Do you feel that it is often possible for you to open about your problems because of your parents' balanced behaviour			
39	Do your parents ask if you have any difficulties related to your studies			
40	Do you often feel that it is your parents who have empowered you to overcome many challenges			
41	Do you often feel that your parents are unable to understand your problems			
42	Do your parents check your notebooks and suggest any necessary corrections			
43	Do you often feel that your parents scold you without asking things clearly			
44	Have your parents been able to provide a study room for you to study comfortably			
45	Do your parents encourage you to develop a reading habit			
46	Do your parents encourage you to engage in study-related activities			
47	Do your parents pay attention to your food habits			
48	Do you feel that your parents have not tried to develop your artistic abilities			
49	Do your parents' lack of education create obstacles in clearing doubts related to your studies			

50	Do your parents scold you if you don't perform well enough in your studies			
51	Are you able to participate in your friends' family celebrations with your parents			
52	Do you feel that your parents are upset because there are no electric lights at home			
53	Are your parents able to recognize the mental conflicts you are going through			
54	Do you feel that your parents are afraid of others in social life			
55	Do you feel uncomfortable due to your parents' lack of education			
	PART B			
56	I have felt that the teacher conducts the class with clear preparations			
57	The teacher can see some of our mischiefs as jokes in the class			
58	The teacher can conduct the class without our attention drifting away			
59	Spending time with the teacher is something that makes me very happy			
60	The teacher discusses current issues			
61	The teacher takes care of children who need physical and mental support			
62	The teacher can create a very friendly atmosphere in the class			
63	The teacher provides the necessary guidance and suggestions for learning activities			
64	I feel that the teacher is an inspiration to study well			
65	I often feel that our teacher is someone we can rely on			
66	The teacher often understands the children's problems and suggests solutions			
67	I have felt that the teacher makes sincere and attentive efforts to resolve the issues that arise between the students in class			
68	Are you able to openly share your personal matters			

	with the teacher			
69	When we have group discussions in class, the teacher gives us the opportunity to express our ideas			
70	have felt that the teacher hesitates to discuss sensitive issues			
71	I have felt that most of the time when the teacher comes to class, they spend it advising us			
72	The teacher gets angry if assignments and projects are submitted on the day they are due			
73	The teacher often encourages us to look at a problem from multiple perspectives			
74	The teacher motivates us to learn a lesson by sharing the life stories of prominent personalities			
74	Are you able to ask the teacher to explain the lesson again if you don't understand it in class			
76	The teacher tries to suggest solutions based on each student's character when proposing a solution to a problem			
77	I have felt that the teacher often postpones the activities and experiments related to the lesson			
78	I feel that our teacher is someone who doesn't recognize our freedom as students			
79	I feel that when the teacher enters the class, there is such a silence that even the fall of a pin can be heard			
80	I have felt that the teacher gives importance to logical thinking			
81	I often feel that a few students in the class share a very close relationship with the teacher			
82	The teacher often discusses matters that are relevant to our future			
83	The teacher provides leadership for group discussions and activities aimed at finding solutions to problems			
84	If any problems arise in the class, there is usually no effort from the teacher to resolve them			
85	I sometimes feel that it would be better if the teacher rang the bell quickly when entering the class			
86	I have felt that the teacher sets rules on how we			

	should behave in class			
87	I have felt that the teacher gives importance to practical discussions			
88	I have felt that the teacher always scolds certain students in the class			
89	The teacher advises us to think about our individual abilities and what we want to become in the future			
90	The teacher tries to talk to the parents of students who perform poorly in class and find a solution for it			
91	I feel that the teacher is unable to control the noise in the class			
92	I feel that when the teacher asks a question and I am unable to answer, the teacher scolds me in a way that feels embarrassing			
93	I feel that the teacher often conducts very difficult class tests			
94	I have felt that only the good students in the class behave according to the teacher's guidance			
95	We are afraid to ask doubts in the teacher's class			
96	If we don't behave as the teacher expects, the teacher gets angry			
97	The teacher can make us believe that we can achieve our goals and that we can reach them			
98	I feel that the teacher pays more attention to the more capable students in the class			
99	The teacher insists that no one should speak once the class begins			
100	I feel that the teacher does not encourage friendships in the classroom regardless of gender			

Appendix C

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PARENT – TEACHER INVOLVEMENT SCALE
(FINAL-MALAYALAM)

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പേര്:
ആൺ/പെൺ:
നിർദ്ദേശങ്ങൾ

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയും നിങ്ങളുടെ മാതാപിതാക്കളും അധ്യാപകരും എങ്ങിനെ ഇടപെടുന്നു എന്ന് സൂചിപ്പിക്കുന്നവയാണ്. അവ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. Part A, Part B എന്നീ രണ്ടുഭാഗങ്ങളായാണ് പ്രസ്താവനകൾ നൽകിയിട്ടുള്ളത്. ഓരോ പ്രസ്താവനയ്ക്കും 'എല്ലായ്പ്പോഴും', 'ചിലപ്പോഴൊക്കെ', 'ഒരിക്കലുമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയ്ക്കുമുള്ള പ്രതികരണങ്ങൾ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കണമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
PART A				
1	സ്കൂളിൽ നിങ്ങൾക്കുണ്ടാകുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ സഹായിക്കാറുണ്ടോ?			
2	നിങ്ങൾ വീട്ടിലെത്തിയാൽ സ്കൂളിലെ വിശേഷങ്ങൾ നിങ്ങൾ പറയാതെ തന്നെ മാതാപിതാക്കൾ അന്വേഷിക്കാറുണ്ടോ?			
3	സ്കൂളുമായി ബന്ധപ്പെട്ട പണപ്പിരിവുകൾ നിൽക്കാൻ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് സാധിക്കാറുണ്ടോ?			
4	ജീവിതത്തിൽ നിങ്ങൾ വളർത്തിയെടുക്കേണ്ട മൂല്യങ്ങളെ കുറിച്ച് നിങ്ങളുടെ മാതാപിതാക്കൾ പറയാറുണ്ടോ?			
5	വിനോദയാത്രകൾക്ക് പണം ചിലവഴിക്കാൻ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് ഇഷ്ടമാണോ?			

6	കുട്ടുകാരുമായി നിങ്ങൾക്കുണ്ടാകുന്ന അഭിപ്രായവ്യത്യാസങ്ങൾ പരിഹരിക്കാൻ മാതാപിതാക്കളുടെ സഹായം തേടാറുണ്ടോ?			
7	അപരിചിതരുമായി ഇടപെടുമ്പോൾ നിങ്ങൾക്കുണ്ടാകുന്ന പ്രശ്നങ്ങൾ മാതാപിതാക്കളോട് പറയാൻ സാധിക്കാറുണ്ടോ?			
8	നിങ്ങളെക്കുറിച്ചറിയാൻ നിങ്ങളുടെ മാതാപിതാക്കൾ അധ്യാപകരുമായി സംസാരിക്കാറുണ്ടോ?			
9	നിങ്ങളുടെ മാനസിക പിരിമുറുക്കങ്ങൾ മനസ്സിലാക്കാൻ മാതാപിതാക്കൾക്ക് സാധിക്കാറില്ല എന്നു തോന്നിയിട്ടുണ്ടോ?			
10	സമൂഹത്തിലുള്ള ആളുകളുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?			
11	അയൽക്കാരുമായി നിങ്ങൾക്ക് ആരോഗ്യകരമായ ബന്ധമാണോ ഉള്ളത്?			
12	പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ നിർബന്ധിക്കാറുണ്ടോ?			
13	സ്കൂളിലെ അന്തരീക്ഷത്തിൽ നിങ്ങൾ സംതൃപ്തർ ആണോ എന്ന് നിങ്ങളുടെ മാതാപിതാക്കൾ അന്വേഷിക്കാറുണ്ടോ?			
14	നിങ്ങളുടെ മാതാപിതാക്കൾ സമൂഹത്തിൽ അവഹേളനങ്ങൾ അനുഭവിക്കുന്നതായി തോന്നിയിട്ടുണ്ടോ?			
15	നിങ്ങളുടെ ജീവിത ലക്ഷ്യത്തെക്കുറിച്ച് മനസ്സിലാക്കാൻ മാതാപിതാക്കൾ ശ്രമിക്കാറില്ല എന്ന് തോന്നാറുണ്ടോ?			
16	അധ്യാപകരോട് സ്നേഹത്തോടെയും ബഹുമാനത്തോടെയും ഇടപെടാൻ മാതാപിതാക്കൾ ആവശ്യപ്പെടാറുണ്ടോ?			
17	പഠനവുമായി ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് എന്തെങ്കിലും ബുദ്ധിമുട്ടുകൾ ഉണ്ടോ എന്ന് മാതാപിതാക്കൾ ചോദിച്ചറിയാറുണ്ടോ?			
18	എന്റെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കാൻ പലപ്പോഴും എന്റെ മാതാപിതാക്കൾക്ക് കഴിയാറില്ല എന്ന് തോന്നാറുണ്ടോ?			
19	നിങ്ങളുടെ മാതാപിതാക്കൾ നിങ്ങളുടെ നോട്ട് ബുക്കുകൾ പരിശോധിക്കുകയും ആവശ്യമായ തിരുത്തലുകൾ നിർദ്ദേശിക്കുകയും ചെയ്യാറുണ്ടോ?			
20	സ്വസ്ഥമായി പഠിക്കാനുള്ള പഠനമുറി ഒരുക്കി തരുവാൻ മാതാപിതാക്കൾക്ക് കഴിഞ്ഞിട്ടുണ്ടോ?			
21	വായനാശീലം വളർത്തിയെടുക്കാൻ മാതാപിതാക്കൾ നിങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?			
22	പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ ചെയ്യുന്നതിന് മാതാപിതാക്കൾ നിങ്ങളെ സഹായിക്കാറുണ്ടോ?			
23	നിങ്ങളുടെ കലാപരമായ കഴിവുകൾ വികസിപ്പിക്കാൻ മാതാപിതാക്കൾ ശ്രമിച്ചിട്ടില്ല എന്നു തോന്നിയിട്ടുണ്ടോ?			

24	മാതാപിതാക്കളുടെ വിദ്യാഭ്യാസക്കുറവ് പഠന വിഷയങ്ങളിൽ സംശയനിവാരണത്തിന് തടസ്സം സൃഷ്ടിക്കാറുണ്ടോ?			
25	പഠനകാര്യങ്ങളിൽ നിങ്ങൾ വേണ്ടത്ര മികവ് പുലർത്തിയില്ലെങ്കിൽ മാതാപിതാക്കൾ നിങ്ങളെ ശകാരിക്കാറുണ്ടോ?			
26	നിങ്ങൾക്ക് ഉണ്ടാകുന്ന മാനസിക സംഘർഷങ്ങൾ നിങ്ങളുടെ മാതാപിതാക്കൾക്ക് തിരിച്ചറിയാൻ സാധിക്കാറുണ്ടോ?			
PART B				
27	ക്ലാസ്സിൽ ഞങ്ങളുടെ ചില കുസൃതികളെ തമാശയായി കാണാൻ ടീച്ചർക്ക് കഴിയാറുണ്ട്.			
28	ടീച്ചറുമായി സമയം ചിലവഴിക്കുന്നത് എനിക്ക് വളരെ സന്തോഷമുള്ള കാര്യമാണ്.			
29	ക്ലാസ്സിൽ വളരെ സൗഹാർദ്ദപരമായ അന്തരീക്ഷം സൃഷ്ടിക്കാൻ ടീച്ചർക്ക് കഴിയാറുണ്ട്.			
30	പഠനപ്രവർത്തനങ്ങളിൽ ആവശ്യമായ സഹായ നിർദ്ദേശങ്ങൾ ടീച്ചർ നൽകാറുണ്ട്.			
31	ക്ലാസ്സിലെ കുട്ടികൾ തമ്മിലുണ്ടാകുന്ന പ്രശ്നങ്ങൾ ഒത്തുതീർപ്പാക്കാൻ ടീച്ചർ ആത്മാർത്ഥതയോടെയും ശ്രദ്ധയോടെയും ശ്രമിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
32	നിങ്ങളുടെ വ്യക്തിപരമായ കാര്യങ്ങൾ ടീച്ചറോട് തുറന്ന് പറയാൻ കഴിയാറുണ്ടോ?			
33	ക്ലാസ്സിൽ ഗ്രൂപ്പുചർച്ചകൾ നടത്തുമ്പോൾ ഞങ്ങളുടെ ആശയങ്ങൾ പ്രകടിപ്പിക്കാനുള്ള അവസരം ടീച്ചർ നൽകാറുണ്ട്.			
34	സമകാലീനപ്രശ്നങ്ങളെ പറ്റി ചർച്ചചെയ്യുവാൻ ടീച്ചർ മടിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
35	ടീച്ചർ ക്ലാസ്സിലെത്തിയാൽ ഭൂരിഭാഗം സമയവും ഞങ്ങളെ ഉപദേശിക്കാൻ വേണ്ടിയാണ് ചിലവഴിക്കുന്നതെന്ന് തോന്നിയിട്ടുണ്ട്.			
36	അസൈൻമെന്റുകളും പ്രൊജക്ടുകളും ടീച്ചർ പറഞ്ഞ ദിവസം സമർപ്പിച്ചില്ലെങ്കിൽ ദേഷ്യപ്പെടാറുണ്ട്.			
37	പ്രമുഖ വ്യക്തികളുടെ ജീവിതകഥകൾ പറഞ്ഞ് അതിൽ നിന്നും ഒരു പാഠം ഉൾക്കൊള്ളാൻ ടീച്ചർ ഞങ്ങളെ പ്രാപ്തരാക്കാറുണ്ട്.			
38	ക്ലാസ്സിൽ എടുത്ത പാഠഭാഗങ്ങൾ മനസ്സിലായില്ലെങ്കിൽ വീണ്ടും വിശദീകരിച്ചുതരുവാൻ ടീച്ചറോട് ആവശ്യപ്പെടാൻ കഴിയാറുണ്ടോ?			
39	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട് നടത്തേണ്ട പ്രവർത്തനങ്ങളും പരീക്ഷണങ്ങളും ടീച്ചർ പലപ്പോഴും മാറ്റിവെയ്ക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
40	ടീച്ചർ ക്ലാസ്സിലെത്തിയാൽ ഒരു മൊട്ടുസൂചി വീണാൽ പോലും അറിയാവുന്ന തരത്തിലുള്ള നിശബ്ദതയാണെന്ന് തോന്നാറുണ്ട്.			
41	ക്ലാസിലെ കുറച്ചുപേർ ടീച്ചറുമായി വളരെ അടുത്ത ബന്ധം പുലർത്തുന്നതായി തോന്നാറുണ്ട്.			

42	ടീച്ചർ മിക്കപ്പോഴും ഞങ്ങളുടെ ഭാവിയിലേക്ക് ഉതകുന്ന കാര്യങ്ങളെ പറ്റി ചർച്ച ചെയ്യാറുണ്ട്.			
43	കുട്ടികളെ ഗ്രൂപ്പുകളായി തിരിച്ചുള്ള ചർച്ചകൾക്കും പ്രശ്നപരിഹാരം കണ്ടെത്തുന്നതിനു വേണ്ടിയുള്ള പ്രവർത്തനങ്ങൾക്കും ടീച്ചർ നേതൃത്വം നൽകാറുണ്ട്.			
44	ക്ലാസ്സിൽ എന്തെങ്കിലും പ്രശ്നങ്ങൾ ഉണ്ടായാൽ അത് പരിഹരിക്കാനുള്ള ഒരു ശ്രമവും ടീച്ചറുടെ ഭാഗത്തുനിന്നും ഉണ്ടാവാറില്ല.			
45	ടീച്ചർ ക്ലാസിലെത്തിയാൽ വേഗം ബെല്ലടിച്ചിരുനെങ്കിലെന്ന് തോന്നാറുണ്ട്.			
46	ടീച്ചർ ക്ലാസ്സിലെ ചില കുട്ടികളെ എപ്പോഴും വഴക്കുപറയുന്നതായി തോന്നാറുണ്ട്.			
47	ക്ലാസ്സിൽ മോശം പ്രകടനം കാഴ്ചവെയ്ക്കുന്ന കുട്ടികളുടെ മാതാപിതാക്കളുമായി സംസാരിച്ച് അതിനൊരു പരിഹാരം കണ്ടെത്താൻ ടീച്ചർ ശ്രമിക്കാറുണ്ട്.			
48	ടീച്ചർ ചോദ്യം ചോദിക്കുമ്പോൾ ഉത്തരം പറയാൻ സാധിച്ചില്ലെങ്കിൽ കരച്ചിൽ വരുന്ന തരത്തിൽ ടീച്ചർ വഴക്കുപറയാറുണ്ട്.			
49	വളരെ ബുദ്ധിമുട്ടുള്ള ക്ലാസ്സ് പരീക്ഷകളാണ് ടീച്ചർ മിക്കപ്പോഴും നടത്താറുള്ളത്.			
50	ക്ലാസ്സിലെ നല്ല കുട്ടികൾ മാത്രമാണ് ടീച്ചറുടെ മാർഗ്ഗ നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് പെരുമാറുന്നതെന്ന് തോന്നിയിട്ടുണ്ട്.			
51	ടീച്ചറുടെ ക്ലാസ്സിൽ സംശയങ്ങൾ ചോദിക്കാൻ ഞങ്ങൾക്ക് ഭയമാണ്.			
52	ടീച്ചർ പ്രതീക്ഷിച്ചപോലെ ഞങ്ങൾ പെരുമാറിയില്ലെങ്കിൽ ടീച്ചർ ദേഷ്യപ്പെടാറുണ്ട്.			
53	ക്ലാസ്സിലെ സമർത്ഥരായ കുട്ടികളെ ടീച്ചർ കൂടുതൽ പരിഗണിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.			
54	ടീച്ചർ ക്ലാസ് എടുത്തു തുടങ്ങിയാൽ ആരും സംസാരിക്കരുതെന്ന് നിർബന്ധം പറയാറുണ്ട്.			
55	ക്ലാസ്സ് മുറികളിലെ ആൺ-പെൺ ഭേദമന്യേയുള്ള സൗഹൃദങ്ങളെ ടീച്ചർ പ്രോത്സാഹിപ്പിക്കാറില്ല എന്നു തോന്നാറുണ്ട്.			

Appendix D

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PARENT-TEACHER INVOLVEMENT SCALE
(FINAL-ENGLISH)**

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Each statement indicates how your parents and teachers interact with you. Decide how true each statement is for you. The statements are provided in two parts, Part A and Part B. For each statement three response options are given: 'Always', 'Sometimes', 'Never'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Always	Sometimes	Never
	PART A			
1	Do your parents help you solve the problems you face at school			
2	When you come home, do your parents ask about the happenings at school without you have to tell them			
3	Are your parents able to provide the financial contributions related to school			
4	Do your parents talk to you about the values you should cultivate in life			
5	Do your parents like to spend money on recreational trips			
6	Do you seek your parents' help to resolve differences of opinion with your friends			

7	Are you able to talk to your parents about the problems you face when interacting with strangers			
8	Do your parents talk to your teachers to learn more about you			
9	Do you feel that your parents are not able to understand your mental stress			
10	Do your parents encourage you to build good relationships with people in the community			
11	Do you have a healthy relationship with your neighbours			
12	Do your parents ever force you to participate in extracurricular activities			
13	Do your parents ask if you are satisfied with the atmosphere at school			
14	Have you ever felt that your parents experience discrimination in society			
15	Do you ever feel that your parents don't try to understand your life goals			
16	Do your parents ask you to interact with teachers with love and respect			
17	Do your parents ask if you have any difficulties related to your studies			
18	Do you often feel that your parents are unable to understand your problems			
19	Do your parents check your notebooks and suggest any necessary corrections			
20	Have your parents been able to provide a study room for you to study comfortably			
21	Do your parents encourage you to develop a reading habit			
22	Do your parents encourage you to engage in study-related activities			
23	Do you feel that your parents have not tried to develop your artistic abilities			
24	Do your parents' lack of education create obstacles in clearing doubts related to your studies			
25	Do your parents scold you if you don't perform well enough in your studies			

26	Are your parents able to recognize the mental conflicts you are going through			
	PART B			
27	The teacher can see some of our mischiefs as jokes in the class			
28	Spending time with the teacher is something that makes me very happy			
29	The teacher can create a very friendly atmosphere in the class			
30	The teacher provides the necessary guidance and suggestions for learning activities			
31	I have felt that the teacher makes sincere and attentive efforts to resolve the issues that arise between the students in class			
32	Are you able to openly share your personal matters with the teacher			
33	When we have group discussions in class, the teacher gives us the opportunity to express our ideas			
34	have felt that the teacher hesitates to discuss sensitive issues			
35	I have felt that most of the time when the teacher comes to class, they spend it advising us			
36	The teacher gets angry if assignments and projects are submitted on the day they are due			
37	The teacher motivates us to learn a lesson by sharing the life stories of prominent personalities			
38	Are you able to ask the teacher to explain the lesson again if you don't understand it in class			
39	I have felt that the teacher often postpones the activities and experiments related to the lesson			
40	I feel that when the teacher enters the class, there is such a silence that even the fall of a pin can be heard			
41	I often feel that a few students in the class share a very close relationship with the teacher			
42	The teacher often discusses matters that are relevant to our future			
43	The teacher provides leadership for group discussions and activities aimed at finding solutions			

	to problems			
44	If any problems arise in the class, there is usually no effort from the teacher to resolve them			
45	I sometimes feel that it would be better if the teacher rang the bell quickly when entering the class			
46	I have felt that the teacher always scolds certain students in the class			
47	The teacher tries to talk to the parents of students who perform poorly in class and find a solution for it			
48	I feel that when the teacher asks a question and I am unable to answer, the teacher scolds me in a way that feels embarrassing			
49	I feel that the teacher often conducts very difficult class tests			
50	I have felt that only the good students in the class behave according to the teacher's guidance			
51	We are afraid to ask doubts in the teacher's class			
52	If we don't behave as the teacher expects, the teacher gets angry			
53	I feel that the teacher pays more attention to the more capable students in the class			
54	The teacher insists that no one should speak once the class begins			
55	I feel that the teacher does not encourage friendships in the classroom regardless of gender			

Appendix E

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
SCALE ON SELF-CONCEPT
(DRAFT MALAYALAM)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	'പൂർണ്ണമായും യോജിക്കുന്നു'	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു'	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	എനിക്ക് ആകർഷകമായ വ്യക്തിത്വം ഉണ്ട്.					
2	ഞാൻ നൂണു പറയാറില്ല.					
3	മറ്റുള്ളവരുടെ ശ്രദ്ധ പിടിച്ചുപറ്റാൻ എനിക്ക് എളുപ്പം സാധിക്കുമെന്ന് തോന്നാറുണ്ട്.					
4	എനിക്ക് സ്വന്തം നിലക്ക് തീരുമാനങ്ങളെടുക്കാൻ കഴിയാറുണ്ട്.					
5	അധ്യാപകരുമായി ഇടപഴകാൻ എനിക്ക് എളുപ്പം സാധിക്കാറുണ്ട്.					

6	ഞാൻ വളരെയധികം ഉത്തരവാദിത്വ ബോധമുള്ള വ്യക്തിയാണ്.					
7	ഞാൻ മിക്കവാറും നിസ്സാര കാര്യങ്ങളെക്കുറിച്ചോർത്ത് സങ്കടപ്പെടാറുണ്ട്.					
8	ഞാൻ എന്റെ രൂപഭംഗി ഇഷ്ടപ്പെടുന്നു.					
9	ഞാൻ മാതാപിതാക്കളെ അനുസരിക്കാറുണ്ട്.					
10	എനിക്ക് മറ്റുള്ളവരുമായി എളുപ്പം ഇടപഴകാൻ കഴിയാറുണ്ട്.					
11	എവിടെയാണെങ്കിലും ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ പറയാറുണ്ട്.					
12	കുട്ടുകാർക്ക് സാധിക്കാത്ത പല കാര്യങ്ങളും ഏറ്റെടുത്ത് ചെയ്യാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
13	എന്റെ സത്യസന്ധതയിൽ ഞാൻ അഭിമാനിക്കുന്നു.					
14	ഈ ഭൂമിയിൽനിന്നും അപ്രത്യക്ഷമായി പോയെങ്കിലെന്ന് ഞാൻ പലപ്പോഴും ചിന്തിച്ചിട്ടുണ്ട്.					
15	ഞാൻ എന്റെ നിറം ഇഷ്ടപ്പെടുന്നു.					
16	എന്റെ പ്രശ്നങ്ങൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കാറുണ്ട്.					
17	സമൂഹത്തിൽ ഞാൻ ഒന്നുമല്ല എന്നു തോന്നാറുണ്ട്.					
18	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു കരുതി ഞാൻ എന്റെ ആശയങ്ങൾ പ്രകടിപ്പിക്കാറില്ല.					
19	ഉറ്റ സുഹൃത്തുക്കൾക്കിടയിലായാലും എനിക്ക് ബോധ്യമാകാത്ത കാര്യങ്ങൾക്ക് 'ഇല്ല' എന്നു മറുപടി പറയാൻ സാധിക്കാറുണ്ട്.					
20	എന്റെ നേട്ടങ്ങളിൽ ഞാൻ സന്തോഷിക്കുന്നു.					
21	മറ്റുള്ളവർ എന്നെ എങ്ങനെ കാണുന്നു എന്ന് ആലോചിച്ച് അസ്വസ്ഥത തോന്നാറുണ്ട്.					
22	കളഞ്ഞു കിട്ടുന്ന വസ്തുക്കൾ തിരിച്ചേൽപ്പിക്കാറുണ്ട്.					
23	ആളുകളെ അഭിമുഖീകരിക്കാൻ എനിക്ക് പ്രയാസമുണ്ട്.					
24	ഒറ്റയ്ക്ക് യാത്ര ചെയ്യാൻ ഞാൻ					

	ഇഷ്ടപ്പെടുന്നു.					
25	അധ്യാപകരുമായി സംസാരിക്കേണ്ടി വരുന്ന സന്ദർഭങ്ങൾ ഞാൻ പരമാവധി ഒഴിവാക്കാറുണ്ട്.					
26	ഞാൻ ഞാനായിരിക്കാൻ ഇഷ്ടപ്പെടുന്നു.					
27	കുട്ടുകാർ എങ്ങിനെ പ്രതികരിക്കും എന്നു കരുതി എന്റെ ചിന്തകളും ആഗ്രഹങ്ങളും ഞാൻ പ്രകടിപ്പിക്കാറില്ല.					
28	എന്റെ ശരീരഭാരത്തിൽ ഞാൻ സംതൃപ്തനാണ്.					
29	മറ്റുള്ളവർക്ക് ഉപദ്രവകരമല്ലാത്ത കള്ളങ്ങൾ പറയാറുണ്ട്.					
30	ചിലയിടങ്ങളിൽ ഞാനൊരു പരിഹാസ കഥാപാത്രമായി മാറാറുണ്ട്.					
31	സ്വാതന്ത്ര്യം എന്റെ അവകാശമാണെന്ന് വിശ്വസിക്കുന്നു.					
32	വീട്ടുകാരോട് എന്റെ പ്രശ്നങ്ങൾ തുറന്നുപറയാൻ എനിക്ക് കഴിയാറില്ല.					
33	കുട്ടുകാരെ അപേക്ഷിച്ച് ഞാൻ മൂല്യമുള്ളയാളാണ് എന്നു തോന്നാറുണ്ട്.					
34	എന്റെ കുറവുകളെ ചൂണ്ടിക്കാണിക്കുമ്പോൾ എനിക്ക് അസ്വസ്ഥത ഉണ്ടാകാറുണ്ട്.					
35	എന്റെ ശബ്ദം വളരെ മോശമാണ്.					
36	എന്റെ വ്യക്തിപരമായ പ്രശ്നങ്ങൾ കുട്ടുകാരിൽനിന്ന് ഒളിച്ചുവയ്ക്കാറുണ്ട്.					
37	സാമൂഹികമായ ഉത്തരവാദിത്വങ്ങൾ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
38	എന്തു ചെയ്യണമെങ്കിലും എനിക്ക് മറ്റുള്ളവരോട് അഭിപ്രായം ചോദിക്കേണ്ടിവരാറുണ്ട്.					
39	എനിക്ക് ഒറ്റയ്ക്കിരിക്കാൻ ബുദ്ധിമുട്ടാണ്.					
40	വളരെ സങ്കീർണ്ണമായ സന്ദർഭങ്ങളിൽ സ്വയം നിയന്ത്രിക്കുവാനുള്ള കഴിവ് എനിക്ക് ഇല്ല.					
41	മറ്റുള്ളവരോട് ഞാൻ സഹായങ്ങൾ അഭ്യർത്ഥിക്കാറുണ്ട്.					
42	ഞാൻ ആരോഗ്യവാനാണ്.					

43	മറ്റുള്ളവരിൽനിന്ന് പണം അവരി യാതെ എടുക്കാൻ പറ്റിയിരുന്നെങ്കി ലെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					
44	എനിക്ക് മറ്റുള്ളവരുടെ സ്നേഹം എളുപ്പത്തിൽ പിടിച്ചുപറ്റാൻ കഴിയാ റുണ്ട്.					
45	എന്റെ തോൽവികളും സംഘർഷ ങ്ങളും അഭിമുഖീകരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
46	എന്റെ യാഥാർത്ഥ്യങ്ങൾ തുറന്നുപറ യാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
47	ഞാൻ വളരെയധികം കൃത്യനിഷ്ഠ യുള്ള വ്യക്തിയാണ്.					
48	ആരേയും ആശ്രയിക്കാൻ എനിക്കി ഷ്ടമല്ല.					
49	എനിക്ക് വേണ്ടത്ര ഉയരമുണ്ട്.					
50	എന്റെ സാന്നിധ്യത്തിൽ, മറ്റുള്ളവർ വളരെ അസ്വസ്ഥരാകുന്നുവെന്ന് എനിക്ക് തോന്നാറുണ്ട്.					
51	പഴയ അനുഭവങ്ങൾ എന്റെ ധൈര്യത്തെ ചോർത്തികളയുന്ന തായി തോന്നാറുണ്ട്.					
52	മറ്റുള്ളവർക്ക് വേണ്ടി പലപ്പോഴും ഞാൻ എന്റെ വ്യക്തിത്വത്തെ മുറി വേൽപ്പിക്കാറുണ്ട്.					
53	എന്റെ പെരുമാറ്റങ്ങളെ ഞാൻ പല പ്പോഴും ഇഴകീറി പരിശോധിക്കാറു ണ്ടുണ്ട്.					
54	ഞാൻ കായികാദ്ധ്യാനം ഇഷ്ടപ്പെടു ന്നു.					
55	ഏതെങ്കിലും കാര്യത്തിൽ ഒരു തീരു മാനമെടുക്കാൻ എനിക്ക് വളരെയ ധികം ആലോചിക്കേണ്ടിവരാറുണ്ട്.					
56	എന്റെ ധൈര്യം പല സന്ദർഭങ്ങളിലും എന്നെ മുന്നേറാൻ സഹായിച്ചിട്ടുണ്ട്.					
57	എന്റെ കഠിനാദ്ധ്യാനത്തിൽ ഞാൻ അഭിമാനം കൊള്ളുന്നു.					
58	എന്റെ ചിരി കാണാൻ നല്ല ഭംഗിയു ണ്ടുണ്ട്.					
59	അപരിചിതരോട് സംസാരിക്കു ന്മ്പോൾ എനിക്ക് വിറയൽ അനുഭവ പ്പെടാറുണ്ട്.					
60	എന്റെ തെറ്റുകളിൽ പതറിപ്പോകാതെ ശരിയിലേക്ക് മുന്നേറാൻ എനിക്ക്					

	പലപ്പോഴും സാധിക്കാറുണ്ട്.					
61	എനിക്ക് എപ്പോഴും അസുഖമാണ് എന്ന് തോന്നാറുണ്ട്.					
62	മറ്റുള്ളവരുടെ താൽപ്പര്യത്തിനനുസരിച്ച് ഞാൻ എന്റെ ഇഷ്ടങ്ങളെ മൂടി വയ്ക്കാറുണ്ട്.					
63	എനിക്ക് ശാരീരിക ക്ഷമത വളരെ കുറവാണ്.					
64	എന്റെ സാന്നിധ്യം കൊണ്ട് മറ്റുള്ളവരെ സന്തോഷിപ്പിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
65	എന്റെ സാമൂഹ്യമായ ചുറ്റുപാടുകൾ പലപ്പോഴും എന്നെ നിയന്ത്രിക്കുന്നതായി തോന്നാറുണ്ട്.					
66	ഞാൻ ശുഭാപ്തിവിശ്വാസമുള്ള ഒരാളാണ്.					
67	ആൺ/പെൺ വ്യത്യാസമില്ലാതെ കൂട്ടുകാരുമായി ഇടപഴകാൻ എനിക്ക് സാധിക്കാറില്ല.					
68	പുതിയ കാര്യങ്ങൾ പരീക്ഷിച്ചുനോക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
69	എനിക്ക് അമിതഭാരമുണ്ട്.					
70	എന്റെ ആത്മവിശ്വാസമില്ലായ്മക്കു കാരണം എന്റെ കുടുംബാന്തരീക്ഷമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
71	എനിക്ക് എപ്പോഴും പേടിയാണ്.					
72	യാത്രകളിൽ ഞാൻ നേരിടുന്ന ദുരന്ത ഭവങ്ങൾ തുറന്നുപറയാൻ എനിക്ക് മടിയാണ്.					
73	ഒന്നും നന്നായി ചെയ്യാൻ കഴിയാത്തതിനെക്കുറിച്ചോർത്ത് ഞാൻ ദുഃഖിക്കാറുണ്ട്.					
74	എന്റെ കണ്ണുകൾ മനോഹരമാണ്.					
75	എന്റെ ക്ലാസ്സിൽ എന്നോട് അപമര്യാദയായി പെരുമാറുന്നവരോട് മറുപടി പറയാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
76	എന്റെ തലമുടി മനോഹരമാണ്.					
77	ഉത്തരവാദിത്തങ്ങൾ ഏറ്റെടുക്കാൻ എനിക്ക് മടിയാണ്.					
78	എന്റെ ചുറ്റുപാടുകളെക്കുറിച്ചോർത്ത് പലപ്പോഴും എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.					
79	എന്നെ ശരിയായി മനസ്സിലാക്കാതെ					

	കുട്ടുകാർ ഒരുപാട് പുകഴ്ത്തുന്ന തായി എനിക്ക് തോന്നാറുണ്ട്.					
80	ആരും എന്നെ ഇഷ്ടപ്പെടുന്നില്ല എന്നു തോന്നാറുണ്ട്.					
81	മിക്കവാറും കാര്യങ്ങൾക്ക് ഞാൻ സുഹൃത്തുക്കളെ ആശ്രയിക്കാറുണ്ട്.					

Appendix F
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON SELF-CONCEPT
(DRAFT-ENGLISH)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

SI No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I have an attractive personality					
2	I don't lie					
3	I feel that it is easy for me to capture the attention of others					
4	I can make decisions on my own					
5	I find it easy to interact with teachers					
6	I am a person with a strong sense of responsibility					
7	I tend to get upset thinking about trivial matters					
8	I like my appearance					
9	I obey my parents					
10	I find it easy to interact with others					
11	Wherever I am, I tend to express my opinions					

12	I am able to take on and accomplish many tasks that others find difficult					
13	I take pride in my honesty					
14	I have often wondered if I would disappear from this earth					
15	I like my complexion					
16	I share my problems with my friends					
17	I often feel like I am nothing in society					
18	I don't express my thoughts, thinking about what others might think					
19	Even among close friends, I tend to say 'no' to things I am unaware of					
20	I am happy with my achievements					
21	I often feel uneasy thinking about how others perceive me					
22	I make it a point to return lost items that I find					
23	I find it difficult to face people					
24	I prefer to travel alone					
25	I try to avoid situations where I have to talk to teachers as much as possible					
26	I like to be myself					
27	I don't express my thoughts and desires, thinking about how my friends will react					
28	I am satisfied with my body weight					
29	I sometimes tell harmless lies that don't trouble others					
30	In certain situations, I tend to become the laughingstock					
31	I believe that freedom is my right					
32	I find it difficult to openly share my problems with my family					
33	I sometimes feel that I am more valuable than my friends					
34	I feel uncomfortable when my flaws are pointed out					

35	My voice is very bad					
36	I tend to hide my personal problems from my friends					
37	I enjoy social responsibilities					
38	I often feel the need to seek others' opinions before doing anything					
39	I find it difficult to be alone					
40	I do not have the ability to control myself in very complicated situations					
41	I usually ask others for help					
42	I am healthy					
43	I sometimes wish that I could secretly take money from others without them knowing					
44	I am able to easily gain the love of others					
45	I am able to face my failures and conflicts					
46	I am able to openly express my realities					
47	I am a very meticulous person					
48	I do not like to rely on anyone					
49	I have enough height					
50	I often feel that others become very uncomfortable in my presence.					
51	I often feel that past experiences drain my courage					
52	I often hurt my personality for the sake of others					
53	I often analyse my behaviour with great attention to detail					
54	I enjoy physical activities					
55	I often need to think a lot before making a decision on something					
56	My courage has helped me move forward in many situations					
57	I take pride in my hard work					
58	My smile is beautiful to see					
59	I feel nervous when speaking to strangers					

60	I am often able to move forward towards the right path without getting stuck in my mistakes					
61	I always feel like I am unwell					
62	I often hide my preferences according to the interests of others					
63	I have very little physical endurance					
64	I am able to make others happy with my presence					
65	My social surroundings often seem to control me					
66	I am a person with a belief in good fortune					
67	I find it difficult to interact with friends, regardless of gender					
68	I try to experiment with new things					
69	I am overweight					
70	I believe the reason for my lack of self-confidence is my family background					
71	I am always fearful					
72	I am reluctant to openly share the hardships I face during travels					
73	I feel sad about not being able to do anything well					
74	My eyes are beautiful					
75	I am able to respond to those who treat me disrespectfully in my class					
76	My hair is beautiful					
77	I am hesitant to take on responsibilities					
78	I often feel embarrassed when I think about my surroundings					
79	I often feel that my friends praise me without truly understanding me					
80	I often feel like no one likes me					
81	I usually rely on my friends for most things					

Appendix G

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
SCALE ON SELF-CONCEPT
(FINAL MALAYALAM)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	'പൂർണ്ണമായും യോജിക്കുന്നു'	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു'	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	എനിക്ക് ആകർഷകമായ വ്യക്തിത്വം ഉണ്ട്.					
2	ഞാൻ നുണ പറയാറില്ല.					
3	മറ്റുള്ളവരുടെ ശ്രദ്ധ പിടിച്ചുപറ്റാൻ എനിക്ക് എളുപ്പം സാധിക്കുമെന്ന് തോന്നാറുണ്ട്.					
4	എനിക്ക് സ്വന്തം നിലക്ക് തീരുമാനങ്ങളെടുക്കാൻ കഴിയാറുണ്ട്.					
5	അധ്യാപകരുമായി ഇടപഴകാൻ എനിക്ക് എളുപ്പം സാധിക്കാറുണ്ട്.					

6	ഞാൻ മിക്കവാറും നിസ്സാര കാര്യങ്ങളെക്കുറിച്ചോർത്ത് സങ്കടപ്പെടാറുണ്ട്.					
7	ഞാൻ മാതാപിതാക്കളെ അനുസരിക്കാറുണ്ട്.					
8	എനിക്ക് മറ്റുള്ളവരുമായി എളുപ്പം ഇടപഴകാൻ കഴിയാറുണ്ട്.					
9	എവിടെയാണെങ്കിലും ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ പറയാറുണ്ട്.					
10	കുട്ടുകാർക്ക് സാധിക്കാത്ത പല കാര്യങ്ങളും ഏറ്റെടുത്ത് ചെയ്യാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
11	എന്റെ സത്യസന്ധതയിൽ ഞാൻ അഭിമാനിക്കുന്നു.					
12	ഞാൻ എന്റെ നിറം ഇഷ്ടപ്പെടുന്നു.					
13	എന്റെ പ്രശ്നങ്ങൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കാറുണ്ട്.					
14	സമൂഹത്തിൽ ഞാൻ ഒന്നുമല്ല എന്നു തോന്നാറുണ്ട്.					
15	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു കരുതി ഞാൻ എന്റെ ആശയങ്ങൾ പ്രകടിപ്പിക്കാറില്ല.					
16	ഉറ്റ സുഹൃത്തുക്കൾക്കിടയിലായാലും എനിക്ക് ബോധ്യമാകാത്ത കാര്യങ്ങൾക്ക് 'ഇല്ല' എന്നു മറുപടി പറയാൻ സാധിക്കാറുണ്ട്.					
17	എന്റെ നേട്ടങ്ങളിൽ ഞാൻ സന്തോഷിക്കുന്നു.					
18	മറ്റുള്ളവർ എന്നെ എങ്ങനെ കാണുന്നു എന്ന് ആലോചിച്ച് അസ്വസ്ഥത തോന്നാറുണ്ട്.					
19	കളഞ്ഞു കിട്ടുന്ന വസ്തുക്കൾ തിരിച്ചേൽപ്പിക്കാറുണ്ട്.					
20	ആളുകളെ അഭിമുഖീകരിക്കാൻ എനിക്ക് പ്രയാസമുണ്ട്.					
21	ഒറ്റയ്ക്ക് യാത്ര ചെയ്യാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
22	അധ്യാപകരുമായി സംസാരിക്കേണ്ടി വരുന്ന സന്ദർഭങ്ങൾ ഞാൻ പരമാവധി ഒഴിവാക്കാറുണ്ട്.					
23	കുട്ടുകാർ എങ്ങിനെ പ്രതികരിക്കും എന്നു കരുതി എന്റെ ചിന്തകളും ആഗ്രഹങ്ങളും ഞാൻ പ്രകടിപ്പിക്കാറില്ല.					

24	എന്റെ ശരീരഭാരത്തിൽ ഞാൻ സംതൃപ്തനാണ്.					
25	മറ്റുള്ളവർക്ക് ഉപദ്രവകരമല്ലാത്ത കള്ളങ്ങൾ പറയാറുണ്ട്.					
26	ചിലയിടങ്ങളിൽ ഞാനൊരു പരിഹാസ കഥാപാത്രമായി മാറാറുണ്ട്.					
27	സ്വാതന്ത്ര്യം എന്റെ അവകാശമാണെന്ന് വിശ്വസിക്കുന്നു.					
28	വീട്ടുകാരോട് എന്റെ പ്രശ്നങ്ങൾ തുറന്നുപറയാൻ എനിക്ക് കഴിയാറില്ല.					
29	എന്റെ കുറവുകളെ ചൂണ്ടിക്കാണിക്കുമ്പോൾ എനിക്ക് അസ്വസ്ഥത ഉണ്ടാകാറുണ്ട്.					
30	എന്റെ ശബ്ദം വളരെ മോശമാണ്.					
31	എന്റെ വ്യക്തിപരമായ പ്രശ്നങ്ങൾ കൂട്ടുകാരിൽനിന്ന് ഒളിച്ചുവയ്ക്കാറുണ്ട്.					
32	സാമൂഹികമായ ഉത്തരവാദിത്വങ്ങൾ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
33	എന്തു ചെയ്യണമെങ്കിലും എനിക്ക് മറ്റുള്ളവരോട് അഭിപ്രായം ചോദിക്കേണ്ടി വരാറുണ്ട്.					
34	എനിക്ക് ഒറ്റയ്ക്കിരിക്കാൻ ബുദ്ധിമുട്ടാണ്.					
35	മറ്റുള്ളവരോട് ഞാൻ സഹായങ്ങൾ അഭ്യർത്ഥിക്കാറുണ്ട്.					
36	ഞാൻ ആരോഗ്യവാനാണ്.					
37	മറ്റുള്ളവരിൽനിന്ന് പണം അവരിലേക്ക് എടുക്കാൻ പറ്റിയിരുന്നെങ്കിലെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					
38	എനിക്ക് മറ്റുള്ളവരുടെ സ്നേഹം എളുപ്പത്തിൽ പിടിച്ചുപറ്റാൻ കഴിയാറുണ്ട്.					
39	എന്റെ തോൽവികളും സംഘർഷങ്ങളും അഭിമുഖീകരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
40	എന്റെ യാഥാർത്ഥ്യങ്ങൾ തുറന്നുപറയാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
41	ഞാൻ വളരെയധികം കൃത്യനിഷ്ഠയുള്ള വ്യക്തിയാണ്.					
42	ആരേയും ആശ്രയിക്കാൻ എനിക്കിഷ്ടമല്ല.					
43	എനിക്ക് വേണ്ടത്ര ഉയരമുണ്ട്.					

44	എന്റെ സാന്നിധ്യത്തിൽ, മറ്റുള്ളവർ വളരെ അസ്വസ്ഥരാകുന്നുവെന്ന് എനിക്ക് തോന്നാറുണ്ട്.					
45	മറ്റുള്ളവർക്ക് വേണ്ടി പലപ്പോഴും ഞാൻ എന്റെ വ്യക്തിത്വത്തെ മുറിവേൽപ്പിക്കാറുണ്ട്.					
46	ഞാൻ കായികാധ്വാനം ഇഷ്ടപ്പെടുന്നു.					
47	ഏതെങ്കിലും കാര്യത്തിൽ ഒരു തീരുമാനമെടുക്കാൻ എനിക്ക് വളരെയധികം ആലോചിക്കേണ്ടിവരാറുണ്ട്.					
48	എന്റെ ധൈര്യം പല സന്ദർഭങ്ങളിലും എന്നെ മുന്നേറാൻ സഹായിച്ചിട്ടുണ്ട്.					
49	എന്റെ കഠിനാധ്വാനത്തിൽ ഞാൻ അഭിമാനം കൊള്ളുന്നു.					
50	എന്റെ ചിരി കാണാൻ നല്ല ഭംഗിയുണ്ട്.					
51	അപരിചിതരോട് സംസാരിക്കുമ്പോൾ എനിക്ക് വിറയൽ അനുഭവപ്പെടാറുണ്ട്.					
52	എന്റെ തെറ്റുകളിൽ പതറിപ്പോകാതെ ശരിയിലേക്ക് മുന്നേറാൻ എനിക്ക് പലപ്പോഴും സാധിക്കാറുണ്ട്.					
53	എനിക്ക് എപ്പോഴും അസുഖമാണ് എന്ന് തോന്നാറുണ്ട്.					
54	മറ്റുള്ളവരുടെ താൽപ്പര്യത്തിനനുസരിച്ച് ഞാൻ എന്റെ ഇഷ്ടങ്ങളെ മുടിവയ്ക്കാറുണ്ട്.					
55	എനിക്ക് ശാരീരിക ക്ഷമത വളരെ കുറവാണ്.					
56	എന്റെ സാന്നിധ്യം കൊണ്ട് മറ്റുള്ളവരെ സന്തോഷിപ്പിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
57	ഞാൻ ശുഭാപ്തിവിശ്വാസമുള്ള ഒരാളാണ്.					
58	ആൺ/പെൺ വ്യത്യാസമില്ലാതെ കൂട്ടുകാരുമായി ഇടപഴകാൻ എനിക്ക് സാധിക്കാറില്ല.					
59	പുതിയ കാര്യങ്ങൾ പരീക്ഷിച്ചുനോക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
60	എന്റെ ആത്മവിശ്വാസമില്ലായ്മക്കു കാരണം എന്റെ കുടുംബാന്തരീക്ഷമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
61	എനിക്ക് എപ്പോഴും പേടിയാണ്.					

62	യാത്രകളിൽ ഞാൻ നേരിടുന്ന ദുരനുഭവങ്ങൾ തുറന്നുപറയാൻ എനിക്ക് മടിയാണ്.					
63	ഒന്നും നന്നായി ചെയ്യാൻ കഴിയാത്തതിനെക്കുറിച്ചോർത്ത് ഞാൻ ദുഃഖിക്കാറുണ്ട്.					
64	എന്റെ കണ്ണുകൾ മനോഹരമാണ്.					
65	എന്റെ ക്ലാസ്സിൽ എന്നോട് അപമര്യാദയായി പെരുമാറുന്നവരോട് മറുപടി പറയാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
66	ഉത്തരവാദിത്തങ്ങൾ ഏറ്റെടുക്കാൻ എനിക്ക് മടിയാണ്.					
67	എന്റെ ചുറ്റുപാടുകളെക്കുറിച്ചോർത്ത് പലപ്പോഴും എനിക്ക് ലജ്ജ തോന്നാറുണ്ട്.					
68	എന്നെ ശരിയായി മനസ്സിലാക്കാതെ കൂട്ടുകാർ ഒരുപാട് പുകഴ്ത്തുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.					
69	ആരും എന്നെ ഇഷ്ടപ്പെടുന്നില്ല എന്നു തോന്നാറുണ്ട്.					
70	മിക്കവാറും കാര്യങ്ങൾക്ക് ഞാൻ സുഹൃത്തുക്കളെ ആശ്രയിക്കാറുണ്ട്.					

Appendix H
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON SELF-CONCEPT
(FINAL-ENGLISH)

SIBI K. B
 Research Scholar
 Department of Education

Dr. K. P. MEERA
 Professor
 Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I have an attractive personality					
2	I don't lie					
3	I feel that it is easy for me to capture the attention of others					
4	I can make decisions on my own					
5	I find it easy to interact with teachers					
6	I tend to get upset thinking about trivial matters					
7	I obey my parents					
8	I find it easy to interact with others					
9	Wherever I am, I tend to express my opinions					
10	I am able to take on and accomplish many tasks that others find difficult					
11	I take pride in my honesty					
12	I like my complexion					

13	I share my problems with my friends					
14	I often feel like I am nothing in society					
15	I don't express my thoughts, thinking about what others might think					
16	Even among close friends, I tend to say 'no' to things I am unaware of					
17	I am happy with my achievements					
18	I often feel uneasy thinking about how others perceive me					
19	I make it a point to return lost items that I find					
20	I find it difficult to face people					
21	I prefer to travel alone					
22	I try to avoid situations where I have to talk to teachers as much as possible					
23	I don't express my thoughts and desires, thinking about how my friends will react					
24	I am satisfied with my body weight					
25	I sometimes tell harmless lies that don't trouble others					
26	In certain situations, I tend to become the laughingstock					
27	I believe that freedom is my right					
28	I find it difficult to openly share my problems with my family					
29	I feel uncomfortable when my flaws are pointed out					
30	My voice is very bad					
31	I tend to hide my personal problems from my friends					
32	I enjoy social responsibilities					
33	I often feel the need to seek others' opinions before doing anything					
34	I find it difficult to be alone					
35	I usually ask others for help					
36	I am healthy					

37	I sometimes wish that I could secretly take money from others without them knowing					
38	I am able to easily gain the love of others					
39	I am able to face my failures and conflicts					
40	I am able to openly express my realities					
41	I am a very meticulous person					
42	I do not like to rely on anyone					
43	I have enough height					
44	I often feel that others become very uncomfortable in my presence.					
45	I often hurt my personality for the sake of others					
46	I enjoy physical activities					
47	I often need to think a lot before making a decision on something					
48	My courage has helped me move forward in many situations					
49	I take pride in my hard work					
50	My smile is beautiful to see					
51	I feel nervous when speaking to strangers					
52	I am often able to move forward towards the right path without getting stuck in my mistakes					
53	I always feel like I am unwell					
54	I often hide my preferences according to the interests of others					
55	I have very little physical endurance					
56	I am able to make others happy with my presence					
57	I am a person with a belief in good fortune					
58	I find it difficult to interact with friends, regardless of gender					
59	I try to experiment with new things					
60	I believe the reason for my lack of self-confidence is my family background					

61	I am always fearful					
62	I am reluctant to openly share the hardships I face during travels					
63	I feel sad about not being able to do anything well					
64	My eyes are beautiful					
65	I am able to respond to those who treat me disrespectfully in my class					
66	I am hesitant to take on responsibilities					
67	I often feel embarrassed when I think about my surroundings					
68	I often feel that my friends praise me without truly understanding me					
69	I often feel like no one likes me					
70	I usually rely on my friends for most things					

Appendix I

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON EMOTIONAL MATURITY
(DRAFT-MALAYALAM)**

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

നിർദ്ദേശങ്ങൾ

താഴെക്കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	എനിക്ക് എന്റെ അധ്യാപകരോടും സുഹൃത്തുക്കളോടും നല്ല രീതിയിൽ ഇടപെടാൻ സാധിക്കാറുണ്ട്.					
2	എന്റെ കഴിവുകളെയും പരിമിതികളെയും കുറിച്ച് എനിക്ക് നല്ല ബോധ്യമുണ്ട്.					
3	എന്റെ ഉത്തരവാദിത്തങ്ങളെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.					
4	മറ്റുള്ളവരെ വിലയിരുത്തുന്നതിനു മുമ്പ് ഞാൻ നന്നായി ആലോചിക്കാറുണ്ട്.					
5	എന്നെ കുറിച്ച് എനിക്ക് നല്ല മതിപ്പാണ്.					

6	എനിക്ക് ഉപകാരപ്രദമായ രീതിയിലേക്ക് എന്റെ സ്വഭാവത്തിൽ ഭേദഗതി വരുത്താൻ ഞാൻ ശ്രമിക്കുന്നുണ്ട്.					
7	വ്യത്യസ്തമായ സാഹചര്യങ്ങളോടും വ്യക്തികളോടും സമചിത്തതയോടെ പെരുമാറാൻ എനിക്ക് കഴിയാറുണ്ട്.					
8	എന്നെക്കുറിച്ചും ഞാൻ എങ്ങനെയാണ് ഈ ലോകത്തെ കാണുന്നത് എന്നതിനെ പറ്റിയും എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.					
9	മറ്റുള്ളവരെ വിമർശിക്കുന്നതിൽ എനിക്ക് കുറ്റബോധം തോന്നാറുണ്ട്.					
10	പുതിയ കാര്യങ്ങൾക്കുവേണ്ടി പരിശ്രമിക്കാൻ എനിക്ക് ഭയമാണ്.					
11	എനിക്ക് മറ്റുള്ളവരോട് സ്നേഹവും അനുകമ്പയും തോന്നാറുണ്ട്.					
12	കയ്പേറിയ മുൻകാല ജീവിതാനുഭവങ്ങളിലേക്ക് ഞാൻ പലപ്പോഴും തിരിഞ്ഞു നോക്കാറുണ്ട്.					
13	ഞാൻ ലക്ഷ്യബോധമുള്ള വ്യക്തിയാണ്.					
14	ഞാൻ എങ്ങനെയാണോ അതിൽ ഞാൻ സംതൃപ്തയാണ്.					
15	ക്ലാസുമായി ബന്ധപ്പെട്ട ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ എങ്ങനെ ഇടപെടണമെന്നതിനെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയില്ല.					
16	എനിക്ക് ഇഷ്ടപ്പെടാത്ത കാര്യങ്ങൾ വളരെ ശ്രദ്ധയോടെയും കൃത്യതയോടെയും ചെയ്യാൻ എനിക്ക് സാധിക്കാറില്ല.					
17	എന്റെ ദുശ്ശീലങ്ങൾ ഉപേക്ഷിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
18	ഞാൻ പല അവസരങ്ങളിലും ഉചിതമല്ലാതെ പെരുമാറാറുണ്ട്.					
19	മോശമായ കാര്യങ്ങളാണെങ്കിലും രസകരമാണെങ്കിൽ ഞാൻ അത് ചെയ്യാറുണ്ട്.					
20	പലപ്പോഴും എനിക്കെന്നെ നിയന്ത്രിക്കാൻ കഴിയാറില്ല.					
21	രാവിലെ നേരത്തെ എഴുന്നേൽക്കുന്നത് എന്നെ സംബന്ധിച്ച് വളരെ ബുദ്ധിമുട്ടുള്ള കാര്യമാണ്.					
22	ആരോടും പറ്റില്ല എന്നു പറയാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
23	എന്റെ മനസ്സിലുള്ളതെല്ലാം ഞാൻ തുറന്ന് പറയാറുണ്ട്.					

24	എനിക്ക് മോശമാണെന്ന് തോന്നുന്ന കാര്യങ്ങൾ ഞാൻ ഒഴിവാക്കാറുണ്ട്.					
25	സമയക്രമം പാലിച്ച് കാര്യങ്ങൾ ചെയ്തു തീർക്കാൻ എനിക്ക് കഴിയാറില്ല.					
26	എന്തും വൃത്തിയായി സൂക്ഷിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
27	ചില സമയങ്ങളിൽ ഞാൻ സ്വയം സംതൃപ്ത/സംതൃപ്തനാണ്.					
28	എനിക്ക് കുറച്ചുകൂടി അച്ചടക്കം ഉണ്ടായിരുന്നുവെങ്കിലെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					
29	മിക്കപ്പോഴും ഞാൻ എന്റെതായ ആഗ്രഹങ്ങളിൽ നിന്നും അകന്നുപോകാറുണ്ട്.					
30	എനിക്ക് രഹസ്യങ്ങൾ സൂക്ഷിക്കാൻ കഴിയാറില്ല.					
31	എന്റെ മാതാപിതാക്കൾ സന്തോഷത്തിലാണെങ്കിൽ എനിக்கும் സന്തോഷം തോന്നാറുണ്ട്.					
32	സിനിമയിലെ ദുഃഖകരമായ രംഗങ്ങൾ കാണുമ്പോൾ എനിക്ക് എന്റെ സങ്കടം നിയന്ത്രിക്കാൻ സാധിക്കാറില്ല.					
33	എന്റെ കൂട്ടുകാർ വിഷമിച്ചിരിക്കുന്നതുകണ്ടാൽ എനിக்கும் വിഷമം തോന്നാറുണ്ട്.					
34	രണ്ടു വ്യക്തികൾ വഴക്കുകൂടുന്നത് കണ്ടാൽ എനിക്ക് മാനസികമായി ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.					
35	എന്റെ കൂട്ടുകാർ ആരെങ്കിലും ദേഷ്യപ്പെട്ടിരിക്കുന്നത് കണ്ടാൽ അത് എന്തിനാണെന്നറിയാനുള്ള പ്രവണത എനിക്കുണ്ട്.					
36	എന്റെ സുഹൃത്ത് സങ്കടപ്പെട്ടിരിക്കുന്നതുകണ്ടാൽ ഞാൻ ആശ്വസിപ്പിക്കാൻ ശ്രമിക്കാറുണ്ട്.					
37	എന്റെ സുഹൃത്ത് അവന്റെ അഭിപ്രായത്തിനുവേണ്ടി ശക്തമായി വാദിക്കുന്നുണ്ടെങ്കിൽ ഞാൻ അവനെ പിന്തുണയ്ക്കാൻ ശ്രമിക്കാറുണ്ട്.					
38	എന്റെ കൂട്ടുകാർ ആരെങ്കിലും വിഷമിച്ചിരിക്കുന്നതുകണ്ടാൽ അവരെ സന്തോഷത്തിലാക്കാൻ എന്റെ കഴിവിന്റെ പരമാവധി ഞാൻ ശ്രമിക്കാറുണ്ട്.					
39	എനിക്ക് അംഗീകരിക്കാൻ പറ്റാത്തതാണെങ്കിലും മറ്റുള്ളവരുടെ കാഴ്ചപ്പാടുകളെ ഞാൻ വിലമതിക്കാറുണ്ട്.					

40	എന്റെ സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങൾ കേൾക്കുമ്പോൾ ഞാൻ വികാരാധീനനാവാറുണ്ട്.					
41	എന്റെ വാക്കുകൾ മറ്റുള്ളവരിൽ വിഷമം ഉണ്ടാക്കുന്നതോർത്ത് ഞാൻ സങ്കടപ്പെടാറുണ്ട്.					
42	കുടുംബ ബന്ധങ്ങളെയും സുഹൃത്തുക്കളെയും പരിഗണിച്ച് ജീവിക്കുക എന്നുള്ളത് എന്നെ സംബന്ധിച്ച് ബുദ്ധിമുട്ടുള്ള കാര്യമാണ്.					
43	മറ്റുള്ളവരുമായി സംസാരിക്കുമ്പോൾ ഞാൻ പറയുന്നതിനപ്പുറം അവർ പറയുന്നത് കേൾക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
44	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു നോക്കാതെ തീരുമാനങ്ങളെടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
45	മനപൂർവ്വമല്ലെങ്കിലും മറ്റുള്ളവർ മോശമായി പെരുമാറുമ്പോൾ ഞാൻ പൊട്ടിത്തെറിക്കാറുണ്ട്.					
46	മറ്റുള്ളവർ കരയുന്നതു കണ്ടാൽ എനിക്ക് കരച്ചിൽ വരാറില്ല.					
47	എന്റെ കൂട്ടുകാർക്ക് എന്തെങ്കിലും അപകടം സംഭവിച്ചാൽ ആ സന്ദർഭത്തോട് പൊരുത്തപ്പെടാനോ വേണ്ട വിധം അവരെ സഹായിക്കാനോ എനിക്ക് കഴിയില്ല എന്നു തോന്നാറുണ്ട്.					
48	എന്റെ പരിമിതികളെക്കുറിച്ച് എനിക്ക് നല്ല ബോധ്യമുണ്ട്.					
49	എന്റെ ജീവിതത്തിലുണ്ടാകുന്ന പ്രശ്നങ്ങൾക്കു കാരണം മറ്റുള്ളവരാണെന്ന് തോന്നാറുണ്ട്.					
50	ഇപ്പോഴുള്ളതിനേക്കാൾ മെച്ചപ്പെട്ട സാഹചര്യത്തിലാണ് ഞാൻ ജീവിച്ചിരുന്നതെങ്കിൽ എന്ന് ഞാൻ പലപ്പോഴും ആഗ്രഹിക്കാറുണ്ട്.					
51	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ എന്തെങ്കിലും പ്രശ്നങ്ങൾ നേരിട്ടാൽ അതിന്റെ ഉത്തവാദിത്തം ഏറ്റെടുക്കാൻ ഞാൻ മടി കാണിക്കാറില്ല.					
52	എന്റെ കഴിവില്ലായ്മയ്ക്ക് ഒരിക്കലും ഞാൻ സാഹചര്യങ്ങളെ കുറ്റപ്പെടുത്താറില്ല.					
53	വീട്ടിലും സ്കൂളിലും എന്നെക്കൊണ്ട് ചെയ്യാൻ സാധിക്കുന്ന കാര്യങ്ങൾ					

	മാത്രമേ ഞാൻ ഏറ്റെടുക്കാറുള്ളൂ.					
54	വിനോദയാത്രകൾക്ക് പണം ചെലവഴിക്കേണ്ടി വരുമ്പോൾ എന്റെ വീട്ടിലെ സാഹചര്യം മനസ്സിലാക്കി യാത്രകൾ ഉപേക്ഷിക്കാൻ എനിക്ക് മടി തോന്നാറില്ല.					
55	എന്റെ കുട്ടുകാരുടെ പക്കൽ വിലപിടിപ്പുള്ള വസ്തുക്കൾ കാണുമ്പോൾ അത് വാങ്ങണമെന്ന് എനിക്കും തോന്നാറുണ്ട്.					
56	സാഹചര്യത്തിനനുസരിച്ച് പെരുമാറാൻ എനിക്ക് കഴിയാറുണ്ട്.					
57	ഉത്തരവാദിത്തങ്ങളിൽ നിന്ന് ഒഴിഞ്ഞുമാറാൻ ഞാൻ പലപ്പോഴും ശ്രമിക്കാറുണ്ട്.					
58	സാഹചര്യം എന്തു തന്നെയായാലും എന്റെ ഇഷ്ടങ്ങൾ സാധിച്ചു കിട്ടുന്നതിനു വേണ്ടി ഏതറ്റം വരെ പോകാനും എനിക്ക് മടിയില്ല.					
59	എനിക്ക് ക്ലാസ്സിലെ കുട്ടികളുമായി കൂട്ടുകൂടാൻ എളുപ്പം സാധിക്കാറില്ല.					
60	ക്ലാസ്സിലെ ശ്രദ്ധാകേന്ദ്രമാകാൻ ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					
61	പല സന്ദർഭങ്ങളിലും ഞാൻ എങ്ങനെ പെരുമാറുമെന്ന് പറയാൻ സാധിക്കാറില്ല.					
62	അൽപക്കക്കാരുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
63	വീട്ടിൽ വരുന്ന അതിഥികളോട് സംസാരിക്കാതെ ഒഴിഞ്ഞു മാറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
64	എന്റെ ക്ലാസിലേതല്ലാത്ത മറ്റു കുട്ടികളുമായി സംസാരിക്കാനോ സൗഹൃദം സ്ഥാപിക്കാനോ എനിക്ക് മടിയില്ല.					
65	എന്റെ കലാപരമായ കഴിവുകൾ സഹോദരങ്ങളുടെയും മാതാപിതാക്കളുടെയും മുൻപിൽ അവതരിപ്പിക്കാൻ എനിക്ക് നാണക്കേട് തോന്നാറുണ്ട്.					
66	സ്കൂളിലെ വിശേഷങ്ങൾ വീട്ടുകാരുമായി പങ്കുവയ്ക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.					
67	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു കരുതി ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ തുറന്ന് പറയാറില്ല.					
68	പ്രായഭേദമന്യേ ആരുമായും വളരെ വേഗം സൗഹൃദത്തിലാകാൻ എനിക്ക് കഴിയാറുണ്ട്.					
69	ആൾക്കൂട്ടത്തിന് നടുവിലായാലും ഒറ്റപ്പെടുന്നു എന്ന തോന്നൽ എനിക്കുണ്ട്.					

70	ക്ലാസ്സിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ പലപ്പോഴും ഞാൻ ഒറ്റപ്പെടുന്നതായി തോന്നുന്നു.					
71	വീട്ടിലെത്തിയാൽ എന്റെ മുറിയിൽ തനിച്ചിരിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
72	എന്റെ സുഹൃത്ത് അവധിയായ ദിവസം എനിക്ക് മടുപ്പ് അനുഭവപ്പെടാറുണ്ട്.					
73	വീട്ടുകാരോടൊപ്പം വിരുന്ന് സത്ക്കാരങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപര്യമാണ്.					
74	അധ്യാപകരുമായി ഇടപെടാൻ എനിക്ക് യാതൊരു ബുദ്ധിമുട്ടും അനുഭവപ്പെടാറില്ല.					
75	സ്കൂളുമായി ബന്ധപ്പെട്ട കലാകായിക മത്സരങ്ങളിൽ പങ്കെടുക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					

Appendix J
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON EMOTIONAL MATURITY
(DRAFT-ENGLISH)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am able to interact with my teachers and friends in a good manner					
2	I have a clear awareness of my strengths and limitations					
3	I am aware of my responsibilities					
4	Before judging others, I usually think carefully					
5	I have a good sense of self-respect					
6	I try to make changes in my personality in a way that is beneficial					
7	I am able to deal with different situations and individuals with equanimity					
8	I have a clear understanding of myself and how I perceive the world					
9	I feel guilty when I criticize others					

10	I am afraid to strive for new things					
11	I often feel love and compassion towards others					
12	I often look back at the painful past life experiences					
13	I am a goal-oriented person					
14	I am satisfied with who I am					
15	I don't have a clear understanding of how to engage in group activities related to class					
16	I find it difficult to do things I don't like with attention and precision					
17	I find it difficult to let go of my bad habits					
18	I often behave inappropriately in many situations					
19	Even if something is bad, I tend to do it if it is amusing					
20	Often, I find it difficult to control myself					
21	Waking up early in the morning is a difficult task for me					
22	I find it difficult to say no to anyone					
23	I tend to express everything that is on my mind					
24	I tend to avoid things that I feel are bad					
25	I find it difficult to complete tasks on time and stick to a schedule					
26	I am able to keep everything neat and organized					
27	At times, I am self- satisfied					
28	I wish I had a bit more discipline					
29	Most of the time, I tend to drift away from my own desires					
30	I find it difficult to keep secrets					
31	When my parents are happy, I also feel happy					
32	When I watch sad scenes in movies, I find it difficult to control my emotions					

33	When I see my friends upset, I also feel distressed					
34	When I witness two people arguing, I feel mentally disturbed					
35	When I see any of my friends upset, I have a tendency to want to know the reason behind it					
36	When I see my friend feeling sad, I try to comfort them					
37	When my friend is strongly arguing for their opinion, I try to support them					
38	When I see any of my friends upset, I try my best to make them happy					
39	Even if I find it hard to accept, I respect other people's perspectives					
40	When I hear about my friends' problems, I become emotionally affected					
41	I feel upset when my words cause distress to others					
42	Living with consideration for family relationships and friendships is a difficult task for me					
43	When talking to others, I try to listen to what they say rather than just focusing on what I want to say					
44	I am able to make decisions without worrying about what others might think					
45	Although it's not intentional, I tend to lose my temper when others behave badly					
46	I don't feel emotional when I see others crying					
47	When something bad happens to my friends, I feel like I am unable to cope with the situation or help them properly					
48	I have a clear awareness of my limitations					
49	I often feel that the problems in my life are caused by others					
50	I often wish I were living in better					

	circumstances than I am now					
51	I don't hesitate to take responsibility if any issues arise in group activities					
52	I never blame circumstances for my lack of ability					
53	I only take on tasks that I am capable of handling, both at home and at school					
54	When it comes to spending money on leisure trips, I have no hesitation in giving up the trips, considering the financial situation at home					
55	When I see valuable items with my friends, I often feel like buying them too					
56	I am able to act according to the circumstances					
57	I often try to avoid taking on responsibilities					
58	Regardless of the circumstances, I am not afraid to go to any extent to fulfill my desires					
59	I find it difficult to connect with the other students in class					
60	I often desire to be the center of attention in class					
61	In many situations, I find it difficult to predict how I will behave					
62	I find it difficult to establish a good relationship with my neighbors					
63	I try to avoid interacting with guests at home and often move away without speaking to them					
64	I have no hesitation in talking to or making friends with students who are not in my class					
65	I feel shy to showcase my artistic abilities in front of my siblings and parents					
66	I enjoy sharing school happenings with my family					
67	I don't openly express my opinions, thinking about what others might think					
68	I find it difficult to quickly make friends with					

	anyone, regardless of age					
69	I often feel isolated even when I'm in the middle of a group					
70	I often feel isolated in group activities in class					
71	When I get home, I prefer to be alone in my room					
72	I feel lazy on my friend's day off					
73	I am interested in participating in family gatherings and hospitality activities					
74	I have no difficulty interacting with my teachers					
75	I enjoy participating in school-related cultural and sports competitions					

Appendix K

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON EMOTIONAL MATURITY
(FINAL-MALAYALAM)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അല്പപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അല്പപ്രായമില്ല	വിയോജിക്കുന്നു	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	എനിക്ക് എന്റെ അധ്യാപകരോടും സുഹൃത്തുക്കളോടും നല്ല രീതിയിൽ ഇടപെടാൻ സാധിക്കാറുണ്ട്.					
2	എന്റെ കഴിവുകളെയും പരിമിതികളെയും കുറിച്ച് എനിക്ക് നല്ല ബോധ്യമുണ്ട്.					
3	എന്റെ ഉത്തരവാദിത്തങ്ങളെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.					
4	മറ്റുള്ളവരെ വിലയിരുത്തുന്നതിനു മുമ്പ് ഞാൻ നന്നായി ആലോചിക്കാറുണ്ട്.					
5	എനിക്ക് ഉപകാരപ്രദമായ രീതിയിലേക്ക് എന്റെ സ്വഭാവത്തിൽ ഭേദഗതി വരു					

	ഞാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
6	വ്യത്യസ്തമായ സാഹചര്യങ്ങളോടും വ്യക്തികളോടും സമചിത്തതയോടെ പെരുമാറാൻ എനിക്ക് കഴിയാറുണ്ട്.					
7	എന്നെക്കുറിച്ചും ഞാൻ എങ്ങനെയാണ് ഈ ലോകത്തെ കാണുന്നത് എന്നതിനെ പറ്റിയും എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.					
8	പുതിയ കാര്യങ്ങൾക്കുവേണ്ടി പരിശ്രമിക്കാൻ എനിക്ക് ഭയമാണ്.					
9	എനിക്ക് മറ്റുള്ളവരോട് സ്നേഹവും അനുകമ്പയും തോന്നാറുണ്ട്.					
10	ഞാൻ ലക്ഷ്യബോധമുള്ള വ്യക്തിയാണ്.					
11	ഞാൻ എങ്ങനെയാണോ അതിൽ ഞാൻ സംതൃപ്തയാണ്.					
12	ക്ലാസുമായി ബന്ധപ്പെട്ട ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ എങ്ങനെ ഇടപെടണമെന്നതിനെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയില്ല.					
13	എനിക്ക് ഇഷ്ടപ്പെടാത്ത കാര്യങ്ങൾ വളരെ ശ്രദ്ധയോടെയും കൃത്യതയോടെയും ചെയ്യാൻ എനിക്ക് സാധിക്കാറില്ല.					
14	എന്റെ ദുശ്ശീലങ്ങൾ ഉപേക്ഷിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
15	ഞാൻ പല അവസരങ്ങളിലും ഉചിതമല്ലാതെ പെരുമാറാറുണ്ട്.					
16	പലപ്പോഴും എനിക്കെന്നെ നിയന്ത്രിക്കാൻ കഴിയാറില്ല.					
17	രാവിലെ നേരത്തെ എഴുന്നേൽക്കുന്നത് എന്നെ സംബന്ധിച്ച് വളരെ ബുദ്ധിമുട്ടുള്ള കാര്യമാണ്.					
18	ആരോടും പറ്റില്ല എന്നു പറയാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
19	എന്റെ മനസ്സിലുള്ളതെല്ലാം ഞാൻ തുറന്ന് പറയാറുണ്ട്.					
20	എനിക്ക് മോശമാണെന്ന് തോന്നുന്ന കാര്യങ്ങൾ ഞാൻ ഒഴിവാക്കാറുണ്ട്.					
21	സമയക്രമം പാലിച്ച് കാര്യങ്ങൾ ചെയ്തു തീർക്കാൻ എനിക്ക് കഴിയാറില്ല.					
22	എന്തും വൃത്തിയായി സൂക്ഷിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
23	എനിക്ക് കുറച്ചുകൂടി അച്ചടക്കം ഉണ്ടായിരുന്നുവെങ്കിലെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					

24	മിക്കപ്പോഴും ഞാൻ എന്റെതായ ആഗ്രഹങ്ങളിൽ നിന്നും അകന്നുപോകാറുണ്ട്.					
25	എനിക്ക് രഹസ്യങ്ങൾ സൂക്ഷിക്കാൻ കഴിയാറില്ല.					
26	എന്റെ മാതാപിതാക്കൾ സന്തോഷത്തിലാണെങ്കിൽ എനിക്കും സന്തോഷം തോന്നാറുണ്ട്.					
27	സിനിമയിലെ ദുഃഖകരമായ രംഗങ്ങൾ കാണുമ്പോൾ എനിക്ക് എന്റെ സങ്കടം നിയന്ത്രിക്കാൻ സാധിക്കാറില്ല.					
28	എന്റെ കുട്ടുകാർ വിഷമിച്ചിരിക്കുന്നത് കണ്ടാൽ എനിക്കും വിഷമം തോന്നാറുണ്ട്.					
29	എന്റെ കുട്ടുകാർ ആരെങ്കിലും ദേഷ്യപ്പെട്ടിരിക്കുന്നത് കണ്ടാൽ അത് എന്തിനാണെന്നറിയാനുള്ള പ്രവണത എനിക്കുണ്ട്.					
30	എന്റെ സുഹൃത്ത് അവന്റെ അഭിപ്രായത്തിനുവേണ്ടി ശക്തമായി വാദിക്കുന്നുണ്ടെങ്കിൽ ഞാൻ അവനെ പിന്തുണയ്ക്കാൻ ശ്രമിക്കാറുണ്ട്.					
31	എന്റെ കുട്ടുകാർ ആരെങ്കിലും വിഷമിച്ചിരിക്കുന്നത് കണ്ടാൽ അവരെ സന്തോഷത്തിലാക്കാൻ എന്റെ കഴിവിന്റെ പരമാവധി ഞാൻ ശ്രമിക്കാറുണ്ട്.					
32	എനിക്ക് അംഗീകരിക്കാൻ പറ്റാത്തതാണെങ്കിലും മറ്റുള്ളവരുടെ കാഴ്ചപ്പാടുകളെ ഞാൻ വിലമതിക്കാറുണ്ട്.					
33	എന്റെ സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങൾ കേൾക്കുമ്പോൾ ഞാൻ വികാരാധീനനാവാറുണ്ട്.					
34	എന്റെ വാക്കുകൾ മറ്റുള്ളവരിൽ വിഷമം ഉണ്ടാക്കുന്നതോർത്ത് ഞാൻ സങ്കടപ്പെടാറുണ്ട്.					
35	മറ്റുള്ളവരുമായി സംസാരിക്കുമ്പോൾ ഞാൻ പറയുന്നതിനപ്പുറം അവർ പറയുന്നത് കേൾക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
36	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു നോക്കാതെ തീരുമാനങ്ങളെടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
37	മനപൂർവ്വമല്ലെങ്കിലും മറ്റുള്ളവർ മോശമായി പെരുമാറുമ്പോൾ ഞാൻ പൊട്ടിത്തെറിക്കാറുണ്ട്.					
38	മറ്റുള്ളവർ കരയുന്നത് കണ്ടാൽ എനിക്ക് കരച്ചിൽ വരാറില്ല.					

39	എന്റെ കൂട്ടുകാർക്ക് എന്തെങ്കിലും അപകടം സംഭവിച്ചാൽ ആ സന്ദർഭത്തോട് പൊരുത്തപ്പെടാനോ വേണ്ട വിധം അവരെ സഹായിക്കാനോ എനിക്ക് കഴിയില്ല എന്നു തോന്നാറുണ്ട്.					
40	എന്റെ പരിമിതികളെക്കുറിച്ച് എനിക്ക് നല്ല ബോധ്യമുണ്ട്.					
41	എന്റെ ജീവിതത്തിലുണ്ടാകുന്ന പ്രശ്നങ്ങൾക്കു കാരണം മറ്റുള്ളവരാണെന്ന് തോന്നാറുണ്ട്.					
42	ഇപ്പോഴുള്ളതിനേക്കാൾ മെച്ചപ്പെട്ട സാഹചര്യത്തിലാണ് ഞാൻ ജീവിച്ചിരുന്നതെങ്കിൽ എന്ന് ഞാൻ പലപ്പോഴും ആഗ്രഹിക്കാറുണ്ട്.					
43	എന്റെ കഴിവില്ലായ്മയ്ക്ക് ഒരിക്കലും ഞാൻ സാഹചര്യങ്ങളെ കുറ്റപ്പെടുത്താറില്ല.					
44	വീട്ടിലും സ്കൂളിലും എന്തെങ്കിലും ചെയ്യാൻ സാധിക്കുന്ന കാര്യങ്ങൾ മാത്രമേ ഞാൻ ഏറ്റെടുക്കാറുള്ളൂ.					
45	വിനോദയാത്രകൾക്ക് പണം ചെലവഴിക്കേണ്ടി വരുമ്പോൾ എന്റെ വീട്ടിലെ സാഹചര്യം മനസ്സിലാക്കി യാത്രകൾ ഉപേക്ഷിക്കാൻ എനിക്ക് മടി തോന്നാറില്ല.					
46	എന്റെ കൂട്ടുകാരുടെ പക്കൽ വിലപിടിപ്പുള്ള വസ്തുക്കൾ കാണുമ്പോൾ അത് വാങ്ങണമെന്ന് എനിക്കും തോന്നാറുണ്ട്.					
47	സാഹചര്യത്തിനനുസരിച്ച് പെരുമാറാൻ എനിക്ക് കഴിയാറുണ്ട്.					
48	ഉത്തരവാദിത്തങ്ങളിൽ നിന്ന് ഒഴിഞ്ഞുമാരാൻ ഞാൻ പലപ്പോഴും ശ്രമിക്കാറുണ്ട്.					
49	സാഹചര്യം എന്തു തന്നെയായാലും എന്റെ ഇഷ്ടങ്ങൾ സാധിച്ചു കിട്ടുന്നതിനുവേണ്ടി ഏതറ്റം വരെ പോകാനും എനിക്ക് മടിയില്ല.					
50	എനിക്ക് ക്ലാസ്സിലെ കുട്ടികളുമായി കൂട്ടുകൂടാൻ എളുപ്പം സാധിക്കാറില്ല.					
51	ക്ലാസ്സിലെ ശ്രദ്ധാകേന്ദ്രമാകാൻ ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.					
52	പല സന്ദർഭങ്ങളിലും ഞാൻ എങ്ങനെ പെരുമാറുമെന്ന് പറയാൻ സാധിക്കാറില്ല.					
53	അൽപക്കക്കാരുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
54	വീട്ടിൽ വരുന്ന അതിഥികളോട് സംസാരി					

	ക്കാതെ ഒഴിഞ്ഞു മാറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
55	എന്റെ ക്ലാസിലേതല്ലാത്ത മറ്റു കുട്ടികളുമായി സംസാരിക്കാനോ സൗഹൃദം സ്ഥാപിക്കാനോ എനിക്ക് മടിയില്ല.					
56	എന്റെ കലാപരമായ കഴിവുകൾ സഹോദരങ്ങളുടെയും മാതാപിതാക്കളുടെയും മുൻപിൽ അവതരിപ്പിക്കാൻ എനിക്ക് നാണക്കേട് തോന്നാറുണ്ട്.					
57	സ്കൂളിലെ വിശേഷങ്ങൾ വീട്ടുകാരുമായി പങ്കുവയ്ക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.					
58	മറ്റുള്ളവർ എന്തു വിചാരിക്കും എന്നു കരുതി ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ തുറന്ന് പറയാറില്ല.					
59	പ്രായഭേദമന്യേ ആരുമായും വളരെ വേഗം സൗഹൃദത്തിലാകാൻ എനിക്ക് കഴിയാറുണ്ട്.					
60	ക്ലാസ്സിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ പലപ്പോഴും ഞാൻ ഒറ്റപ്പെടുന്നതായി തോന്നാറുണ്ട്.					
61	വീട്ടിലെത്തിയാൽ എന്റെ മുറിയിൽ തനിച്ചിരിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
62	എന്റെ സുഹൃത്ത് അവധിയായ ദിവസം എനിക്ക് മടുപ്പ് അനുഭവപ്പെടാറുണ്ട്.					
63	വീട്ടുകാരോടൊപ്പം വിരുന്ന് സൽക്കാരങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപര്യമാണ്.					
64	അധ്യാപകരുമായി ഇടപെടാൻ എനിക്ക് യാതൊരു ബുദ്ധിമുട്ടും അനുഭവപ്പെടാറില്ല.					
65	സ്കൂളുമായി ബന്ധപ്പെട്ട കലാകായിക മത്സരങ്ങളിൽ പങ്കെടുക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					

Appendix L

**DEPARMENT OF EDUCATION
UNIVERISTY OF CALICUT
SCALE ON EMOTIONAL MATURITY
(FINAL-ENGLISH)**

SIBI K. B

Research Scholar

Department of Education

Dr. K. P. MEERA

Professor

Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am able to interact with my teachers and friends in a good manner					
2	I have a clear awareness of my strengths and limitations					
3	I am aware of my responsibilities					
4	Before judging others, I usually think carefully					
5	I try to make changes in my personality in a way that is beneficial					
6	I am able to deal with different situations and individuals with equanimity					
7	I have a clear understanding of myself and how I perceive the world					
8	I am afraid to strive for new things					

9	I often feel love and compassion towards others					
10	I am a goal-oriented person					
11	I am satisfied with who I am					
12	I don't have a clear understanding of how to engage in group activities related to class					
13	I find it difficult to do things I don't like with attention and precision					
14	I find it difficult to let go of my bad habits					
15	I often behave inappropriately in many situations					
16	Often, I find it difficult to control myself					
17	Waking up early in the morning is a difficult task for me					
18	I find it difficult to say no to anyone					
19	I tend to express everything that is on my mind					
20	I tend to avoid things that I feel are bad					
21	I find it difficult to complete tasks on time and stick to a schedule					
22	I am able to keep everything neat and organized					
23	I wish I had a bit more discipline					
24	Most of the time, I tend to drift away from my own desires					
25	I find it difficult to keep secrets					
26	When my parents are happy, I also feel happy					
27	When I watch sad scenes in movies, I find it difficult to control my emotions					
28	When I see my friends upset, I also feel distressed					
29	When I see any of my friends upset, I have a tendency to want to know the reason behind it					
30	When my friend is strongly arguing for their opinion, I try to support them					

31	When I see any of my friends upset, I try my best to make them happy					
32	Even if I find it hard to accept, I respect other people's perspectives					
33	When I hear about my friends' problems, I become emotionally affected					
34	I feel upset when my words cause distress to others					
35	When talking to others, I try to listen to what they say rather than just focusing on what I want to say					
36	I am able to make decisions without worrying about what others might think					
37	Although it's not intentional, I tend to lose my temper when others behave badly					
38	I don't feel emotional when I see others crying					
39	When something bad happens to my friends, I feel like I am unable to cope with the situation or help them properly					
40	I have a clear awareness of my limitations					
41	I often feel that the problems in my life are caused by others					
42	I often wish I were living in better circumstances than I am now					
43	I never blame circumstances for my lack of ability					
44	I only take on tasks that I am capable of handling, both at home and at school					
45	When it comes to spending money on leisure trips, I have no hesitation in giving up the trips, considering the financial situation at home					
46	When I see valuable items with my friends, I often feel like buying them too					
47	I am able to act according to the circumstances					
48	I often try to avoid taking on responsibilities					

49	Regardless of the circumstances, I am not afraid to go to any extent to fulfil my desires					
50	I find it difficult to connect with the other students in class					
51	I often desire to be the center of attention in class					
52	In many situations, I find it difficult to predict how I will behave					
53	I find it difficult to establish a good relationship with my neighbours					
54	I try to avoid interacting with guests at home and often move away without speaking to them					
55	I have no hesitation in talking to or making friends with students who are not in my class					
56	I feel shy to showcase my artistic abilities in front of my siblings and parents					
57	I enjoy sharing school happenings with my family					
58	I don't openly express my opinions, thinking about what others might think					
59	I find it difficult to quickly make friends with anyone, regardless of age					
60	I often feel isolated in group activities in class					
61	When I get home, I prefer to be alone in my room					
62	I feel lazy on my friend's day off					
63	I am interested in participating in family gatherings and hospitality activities					
64	I have no difficulty interacting with my teachers					
65	I enjoy participating in school-related cultural and sports competitions					

Appendix M

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON CLASSROOM SOCIAL RELATIONS
(DRAFT-MALAYALAM)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:
നിർദ്ദേശങ്ങൾ

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അല്പപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അല്പപ്രായമില്ല	വിയോജിക്കുന്നു	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	സ്കൂളിലെത്തിയാൽ പരമാവധി സമയം എന്റെ സുഹൃത്തുക്കളോടൊപ്പം ചിലവഴിക്കാനാണ് ഞാനിഷ്ടപ്പെടുന്നത്.					
2	എന്റെ ഏറ്റവും അടുത്ത സുഹൃത്ത് അവധിയാകുന്ന ദിവസം ഞാൻ വളരെയധികം സങ്കടപ്പെടാറുണ്ട്.					
3	കുട്ടുകാരോടൊപ്പം വിനോദയാത്രകളിൽ പങ്കെടുക്കുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
4	അവധി ദിവസങ്ങളിൽ വീട്ടിലേക്ക് പോകുമ്പോൾ എന്റെ കുട്ടുകാർ കൂടെയില്ലല്ലോ എന്നോർത്ത് ഞാൻ സങ്കടപ്പെടാറുണ്ട്.					
5	വീട്ടിൽ ഒറ്റപ്പെടുന്ന സന്ദർഭങ്ങളിൽ കുട്ടുകാർ എന്റെ അടുത്തുണ്ടായിരുന്നെങ്കിലെന്ന്					

	തോന്നാറുണ്ട്.					
6	എന്റെ സുഹൃത്തുക്കൾ വീട്ടിലേക്ക് വരുന്നത് എനിക്ക് ഇഷ്ടമാണ്.					
7	കുട്ടുകാരോടൊപ്പം ചിലവഴിക്കുന്ന നിമിഷങ്ങളാണ് ഞാൻ ഏറ്റവും സന്തോഷിക്കുന്നതെന്ന് തോന്നാറുണ്ട്.					
8	ഉച്ചഭക്ഷണം കുട്ടുകാർക്കൊപ്പം പങ്കുവെച്ചുകഴിക്കാൻ ഞാനിഷ്ടപ്പെടുന്നു.					
9	ഒഴിവു സമയങ്ങളിൽ കുട്ടുകാരോടൊപ്പം കളികളിലേർപ്പെടുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
10	പരീക്ഷകളിൽ എന്റെ സുഹൃത്തുക്കൾക്ക് മാർക്ക് കുറയുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.					
11	എന്റെ സങ്കടങ്ങളും സന്തോഷങ്ങളും കുട്ടുകാരുമായി പങ്കുവെയ്ക്കുവാൻ ഞാനിഷ്ടപ്പെടുന്നു.					
12	ഒരേപോലെയുള്ള ഒന്നിലധികം വസ്തുക്കൾ സമ്മാനമായി ലഭിച്ചാൽ ഞാൻ അത് എന്റെ അടുത്ത സുഹൃത്തിന് നൽകാറുണ്ട്.					
13	സ്കൂളിലെത്തിയാൽ മിക്കവാറും സമയങ്ങളിൽ ഞാൻ ഒറ്റയ്ക്കിരിക്കുവാനാണ് താൽപര്യപ്പെടുന്നത്.					
14	എന്റെ ഏറ്റവും അടുത്ത സുഹൃത്ത് ക്ലാസ്സിൽ വരാത്ത ദിവസങ്ങളിൽ സ്കൂളിൽ പോകാൻ എനിക്ക് യാതൊരു ബുദ്ധിമുട്ടും തോന്നാറില്ല.					
15	എനിക്ക് സ്വന്തമായുള്ള വസ്തുക്കൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കുവാൻ എനിക്ക് ഇഷ്ടമല്ല.					
16	സുഹൃത്തുക്കൾ വീട്ടിലേക്ക് വരുന്നത് എനിക്ക് ഇഷ്ടമല്ല.					
17	ഭക്ഷണപദാർത്ഥങ്ങൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കാൻ എനിക്ക് ഇഷ്ടമല്ല.					
18	പരീക്ഷകളിൽ കുട്ടുകാരേക്കാൾ കൂടുതൽ മാർക്ക് കിട്ടുന്നത് ഞാൻ വളരെയധികം ഇഷ്ടപ്പെടുന്നു.					
19	എന്തും തുറന്നു പറയാൻ കഴിയുന്ന ഒരു സുഹൃത്ത് എനിക്ക് ഇല്ല എന്നു തോന്നാറുണ്ട്.					
20	ഞാൻ എന്റെ സുഹൃത്തിനെ വളരെയധികം ഇഷ്ടപ്പെടുന്നു.					
21	ഞാൻ എന്റെ സുഹൃത്തിന്റെ ഒട്ടുമിക്ക കാര്യങ്ങളിലും ഇടപെടാറുണ്ട്.					
22	എന്റെ സുഹൃത്ത് ചെയ്തത് തെറ്റാണെന്ന് മറ്റുള്ളവർ ആരോപിക്കുമ്പോൾ ഞാൻ അവന്റെ പക്ഷം കേൾക്കാൻ ശ്രമിക്കാറുണ്ട്.					
23	എനിക്ക് എന്റെ സുഹൃത്തിനെ വിഷമഘട്ടങ്ങളിൽ					

	ളിൽ സമാധാനിപ്പിക്കാൻ കഴിയാറുണ്ട്.					
24	ഞാൻ ചെയ്യുന്ന നല്ല പ്രവൃത്തികളെ സൂഹൃത്ത് അഭിനന്ദിക്കാറുണ്ട്.					
25	എനിക്ക് ചെയ്തുതീർക്കാൻ സാധിക്കാത്ത കാര്യങ്ങൾ പൂർത്തീകരിക്കുവാൻ സൂഹൃത്തുക്കൾ സഹായിക്കാറുണ്ട്.					
26	ഞാൻ വിഷമിച്ചിരിക്കുന്ന സന്ദർഭങ്ങളിൽ അത് തിരിച്ചറിയുവാൻ എന്റെ സൂഹൃത്തിന് സാധിക്കാറുണ്ട്.					
27	എന്റെ കുട്ടുകാരുടെ കൈയിലുള്ള വസ്തുക്കൾ ചോദിക്കാതെ തന്നെ എടുക്കുവാനുള്ള സ്വാതന്ത്ര്യം എനിക്കുണ്ട് എന്ന് തോന്നിയിട്ടുണ്ട്.					
28	എന്റെ വീട്ടിലെ കാര്യങ്ങൾ സൂഹൃത്തുക്കളുമായി പങ്കുവെയ്ക്കുവാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
29	ഞാൻ അസ്വസ്ഥനാകുമ്പോൾ എന്നെ ഊർജ്ജസ്വലനാക്കുവാൻ എന്റെ സൂഹൃത്തിന് സാധിക്കാറുണ്ട്.					
30	വളരെ ചെറിയ കാര്യങ്ങൾ പോലും കുട്ടുകാരുമായി സംസാരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
31	എനിക്കുണ്ടാകുന്ന ചെറിയ മാറ്റങ്ങൾ പോലും തിരിച്ചറിയുവാൻ എന്റെ സൂഹൃത്തുക്കൾക്ക് സാധിക്കാറുണ്ട്.					
32	ഞാൻ എത്ര ദേഷ്യപ്പെട്ടാലും എന്റെ അവസ്ഥ മനസ്സിലാക്കി പെരുമാറാൻ എന്റെ സൂഹൃത്തിന് കഴിയാറുണ്ട്.					
33	ഒട്ടുമിക്ക സന്ദർഭങ്ങളിലും എന്റെ സൂഹൃത്തിനെ പരിഗണിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.					
34	പ്രശ്നത്തിൽപ്പെട്ടിരിക്കുന്ന സൂഹൃത്തിനെ ആശ്വസിപ്പിക്കാൻ കഴിയാറില്ല എന്നു തോന്നാറുണ്ട്.					
35	എന്റെ സൂഹൃത്തിന്റെ നല്ല പ്രവൃത്തികളെ അഭിനന്ദിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
36	വേണ്ടസമയത്ത് എന്റെ സൂഹൃത്തിനെ സഹായിക്കാൻ കഴിയാറില്ല എന്നു തോന്നാറുണ്ട്.					
37	എന്റെ കൈവശമുള്ള വസ്തുക്കൾ സൂഹൃത്ത് ചോദിക്കാതെ എടുക്കുന്നത് എനിക്ക് ഇഷ്ടമല്ല.					
38	എന്റെ അവസ്ഥകളെ മനസ്സിലാക്കി പെരുമാറാൻ എന്റെ സൂഹൃത്തിന് കഴിയാറില്ല എന്നു തോന്നാറുണ്ട്.					
39	എന്റെ പോരായ്മകൾ പറഞ്ഞുതരുന്ന സൂഹൃ					

	ത്തിന്റെ വ്യക്തിത്വം ഞാനിഷ്ടപ്പെടുന്നു.					
40	സുഹൃത്തുക്കൾ തമ്മിലുള്ള പ്രശ്നങ്ങൾ ഒത്തു തീർപ്പാക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
41	ഞാൻ സംസാരിക്കുമ്പോൾ എന്റെ സുഹൃത്തുക്കൾ വളരെ താത്പര്യപൂർവ്വം കേൾക്കുന്നതായി തോന്നാറുണ്ട്.					
42	പഠനവുമായി ബന്ധപ്പെട്ട പ്രോജക്ടുകളോ മറ്റു പ്രവർത്തനങ്ങളോ ചെയ്യുമ്പോൾ ഞാൻ ഗ്രൂപ്പിലേക്ക് വരാൻ കുട്ടികൾ ഇഷ്ടപ്പെടുന്നതായി തോന്നാറുണ്ട്.					
43	മിക്ക അവസരങ്ങളിലും എന്റെ സുഹൃത്തുക്കൾ എന്നെ കളിയാക്കുന്നതായി തോന്നാറുണ്ട്.					
44	ഞാൻ സംസാരിക്കുമ്പോൾ സുഹൃത്തുക്കൾ താത്പര്യത്തോടെ കേൾക്കുന്നതായി തോന്നാറില്ല.					
45	എന്റെ സുഹൃത്തുക്കൾക്ക് എന്തെങ്കിലും സഹായം വേണ്ടി വരുമ്പോൾ മുന്നോട്ട് ചെന്ന് സഹായിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
46	എന്റെ ക്ലാസ്സിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ ഒറ്റപ്പെടുന്നതായി തോന്നാറുണ്ട്.					
47	സുഹൃത്തുക്കൾക്ക് സഹായം ആവശ്യമായി വരുന്ന സന്ദർഭങ്ങളിൽ അത് ചെയ്തുകൊടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
48	ക്ലാസ്സിൽ ഒറ്റപ്പെട്ടിരിക്കുന്നവരെ കണ്ടാൽ അവർക്കുവേണ്ടി ഞാൻ സമയം ചിലവഴിക്കാറുണ്ട്.					
49	എനിക്ക് കിട്ടുന്ന നല്ല അവസരങ്ങൾ സുഹൃത്തുക്കളുമായി പങ്കുവെയ്ക്കാറുണ്ട്.					
50	സുഹൃത്ത് അവധിയാകുന്ന ദിവസങ്ങളിൽ ക്ലാസ്സിൽ എടുക്കുന്ന പാഠഭാഗങ്ങൾ പറഞ്ഞു മനസ്സിലാക്കി കൊടുക്കുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
51	കൂട്ടുകാർക്കുണ്ടാകുന്ന സാമ്പത്തിക ബുദ്ധിമുട്ടുകളിൽ എന്നാലാവും വിധം സഹായിക്കാൻ ശ്രമിക്കാറുണ്ട്.					
52	ക്ലാസ്സിൽ അബദ്ധവശാൽ സുഹൃത്തിന്റെ കൈയിൽ നിന്നും വീഴുന്ന വസ്തുക്കൾ ഞാൻ എടുത്തു കൊടുക്കാറുണ്ട്.					
53	എന്റെ സുഹൃത്തിന് അദ്ധ്യാപകനിൽ നിന്നും വഴക്ക് കേൾക്കേണ്ടി വരുമ്പോൾ അവരെ ആശ്വസിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
54	സുഹൃത്തുക്കളെ സഹായിക്കുമ്പോൾ അതിനു പകരമായി ഞാൻ ഒന്നും പ്രതീക്ഷിക്കാറില്ല.					
55	എന്റെ ബുദ്ധിമുട്ടുകൾ വകവെയ്ക്കാതെ ഞാൻ സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങളിൽ ഇടപെടാറുണ്ട്.					

	ണ്ട്.					
56	എന്റെ പ്രവൃത്തികൾ മൂലം മറ്റുള്ളവർക്ക് ബുദ്ധിമുട്ടുകൾ ഉണ്ടാകാതിരിക്കാൻ ഞാൻ പരമാവധി ശ്രദ്ധിക്കാറുണ്ട്.					
57	മാനസികമായി വിഷമിച്ചിരിക്കുന്ന സുഹൃത്തിനെ ആശ്വസിപ്പിക്കാൻ ഞാൻ പലപ്പോഴും ശ്രമിക്കാറില്ല.					
58	നോട്ടുബുക്കുകളോ മറ്റു പഠനസാമഗ്രികളോ സുഹൃത്തിന് നൽകാൻ എനിക്ക് ഇഷ്ടമല്ല.					
59	ഇരട്ടപ്പേരുകൾ വിളിച്ച് സുഹൃത്തിനെ കളിയാക്കുന്നതിൽ സന്തോഷം കണ്ടെത്താറുണ്ട്.					
60	എന്നെ ഉപദ്രവിക്കുന്ന കുട്ടികളെ ഞാൻ തിരിച്ചും ഉപദ്രവിക്കാറുണ്ട്.					
61	ഞാൻ പെട്ടെന്ന് ദേഷ്യപ്പെടുകയും അതുപോലെ തന്നെ ശാന്തമാകുകയും ചെയ്യുന്ന പ്രകൃതമാണ്.					
62	എനിക്ക് എന്റെ ദേഷ്യം നിയന്ത്രിക്കാൻ കഴിയാറില്ല.					
63	മറ്റുള്ളവർ എന്നെ കളിയാക്കി ചിരിക്കുന്നതായി തോന്നാറുണ്ട്.					
64	ടീച്ചർ ക്ലാസ്സെടുക്കുന്ന സമയത്ത് എന്റെ അടുത്തിരിക്കുന്ന കുട്ടികളെ ഞാൻ ശല്യപ്പെടുത്താറുണ്ട്.					
65	ഞാൻ വാദപ്രതിവാദങ്ങൾ നടത്താറുണ്ടെന്ന് എന്റെ സുഹൃത്തുക്കൾ ആരോപിക്കാറുണ്ട്.					
66	എനിക്ക് ദേഷ്യം വരുമ്പോൾ വസ്തുക്കൾ എറിഞ്ഞുടയ്ക്കാറുണ്ട്.					
67	എനിക്ക് ആരോടെങ്കിലും ദേഷ്യം തോന്നിയാൽ അയാളെ ഉപദ്രവിക്കാൻ കിട്ടുന്ന ഒരവസരവും ഞാൻ പാഴാക്കാറില്ല.					
68	ക്ലാസ്സിൽ ഞാൻ ഒരു ഉപദ്രവകാരിയാണെന്ന് പല കുട്ടികളും അദ്ധ്യാപകരോട് പരാതി പറയാറുണ്ട്.					
69	ഞാൻ എന്തെങ്കിലും തെറ്റ് ചെയ്താൽ അത് തെറ്റാണെന്ന് സമ്മതിച്ചുകൊടുക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
70	എന്റെ സുഹൃത്തിന് പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞാൽ ഞാൻ അവനെ കളിയാക്കാറുണ്ട്.					
71	എന്റെ ആഗ്രഹങ്ങൾ സാധിച്ചുകിട്ടുന്നതിനുവേണ്ടി പട്ടിണി കിടക്കാനും എനിക്ക് മടിയില്ല.					
72	വിനോദയാത്രകൾ പോകുമ്പോൾ എന്റെ ഇഷ്ടത്തിനനുസരിച്ച് കാര്യങ്ങൾ നടന്നില്ലെങ്കിൽ ഞാൻ അസ്വസ്ഥനാകാറുണ്ട്.					

Appendix N
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON CLASSROOM SOCIAL RELATIONS
(DRAFT-ENGLISH)

SIBI K. B
 Research Scholar
 Department of Education

Dr. K. P. MEERA
 Professor
 Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	When I reach school, I like to spend as much time as possible with my friends					
2	I get very upset on the days my closest friend is off.					
3	I like to participate in recreational trips with my friends					
4	I feel sad thinking that my friends won't be with me when I go home on holidays					
5	In moments of loneliness at home. I often feel that my friends were nearby					
6	I like it when my friends come over to my house					
7	I feel that the moments spent with my friends are the ones that bring me the most happiness.					
8	I enjoy having lunch with my friends and sharing it with them					
9	I enjoy participating in games with my					

	friends during free time					
10	I feel upset when my friends' marks decrease in exams					
11	I like to share my sorrows and joys with my friends					
12	When I receive multiple identical items as gifts, I usually give one to my closest friend					
13	Most of the time I reach school, I prefer to be alone					
14	I don't feel any difficulty going to school on those days my closest friend is absent from class					
15	I don't like sharing my personal belongings with my friends					
16	I don't like it when my friends come over to my house					
17	I don't like sharing food with my friends					
18	I really like getting more marks than my friends in exams					
19	I feel like I don't have a friend with whom I can openly share everything					
20	I like my friends a very much					
21	I tend to interfere in most of my friends matters					
22	When others blame my friend for something wrong. I try to listen to his side of the story					
23	I can comfort my friend during difficult times.					
24	My friend appreciates the good deeds I do					
25	My friends help me complete tasks that I am unable to finish on my own					
26	My friend can recognize when I am upset					
27	I feel that I have the freedom to take my friends' belongings without asking					
28	I can share matters related to my home with my friends					

29	When I feel down, my friend can energize me					
30	I can talk about even the smallest things with my friends					
31	My friends can notice even the smallest changes in me					
32	No matter how angry I am, my friend can understand my situation and act accordingly					
33	In most situations, I find difficult to act considering my friends feelings					
34	I feel that I am unable to comfort a friend who is in trouble					
35	I find it difficult to praise my friends' good deeds					
36	I feel that I am unable to help my friend at the right time					
37	I don't like it when my friend takes my belongings without asking					
38	I feel that my friend is unable to understand my situation and act accordingly					
39	I like the personality of the friend who points out my weakness					
40	I am able to resolve conflicts between friends					
41	I feel that my friends listen to me with great interest when I speak					
42	I feel that when it comes to study related projects or other activities, the kids prefer to be in the group with me					
43	I often feel that my friends tease me in most situations					
44	I don't feel that my friends listen to me with interest when I speak					
45	I find it difficult to step forward and help my friends when they need assistance					
46	I often feel isolated in the group activities					

	in my class					
47	I can help my friends when they need assistance					
48	When I see someone isolated in class, I spend time with them					
49	I share the good opportunities I get with my friends					
50	When my friend is absent. I try to explain and help them understand the lessons taught in class					
51	I try to help my friends as much as I can when they face financial difficulties					
52	In class, when my friends' belongings accidentally fall, I pick them up and hand them back					
53	When my friend gets scolded by the teacher, I try to comfort them					
54	When I help my friends, I don't expect anything in return					
55	Despite of my own difficulties, I tend to get involved in my friends' problems					
56	I try my best to ensure that my actions do not cause any difficulties for others					
57	I often don't try to comfort a friend who is mentally upset					
58	I don't like giving my notebooks or study materials to my friend					
59	I sometimes find joy in teasing my friend by calling them by nick names					
60	I tend to retaliate and trouble the kids who disturb me					
61	I have a nature where I get angry quickly but also calm down just as fast					
62	I find it difficult to control my anger					
63	I often feel that others are laughing at me					
64	I tend to distract the kids sitting near me when the teacher takes the class					
65	My friends often accuse me of getting into					

	arguments and debates					
66	When I get angry, I tend to throw things					
67	When I feel angry with someone, I don't miss any opportunity to trouble them					
68	Many students' complaints to the teacher that I am a troublemaker in class					
69	I feel it difficult to admit when I have made a mistake					
70	When my friend gets low marks in an exam, I tease him					
71	I am not afraid to endure hardships, even go hungry, to achieve my desires					
72	When going on a trip, I get upset if things don't go according to my preferences					

Appendix O

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON CLASSROOM SOCIAL RELATIONS
(FINAL-MALAYALAM)

SIBI K. B
Research Scholar
Department of Education

Dr. K. P. MEERA
Professor
Department of Education

പേര്:
ആൺ/പെൺ:

സ്കൂളിന്റെ പേര്:
ക്ലാസ്സ്:

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'പൂർണ്ണമായും യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായും വിയോജിക്കുന്നു' എന്നിങ്ങനെ അഞ്ചുപ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങൾക്ക് അനുയോജ്യമെന്നു തോന്നുന്ന പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കുനേരെ ശരി (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	'പൂർണ്ണമായും വിയോജിക്കുന്നു'
1	സ്കൂളിലെത്തിയാൽ പരമാവധി സമയം എന്റെ സുഹൃത്തുക്കളോടൊപ്പം ചിലവഴിക്കാനാണ് ഞാനിഷ്ടപ്പെടുന്നത്.					
2	എന്റെ ഏറ്റവും അടുത്ത സുഹൃത്ത് അവധിയാകുന്ന ദിവസം ഞാൻ വളരെയധികം സങ്കടപ്പെടാറുണ്ട്.					
3	കൂട്ടുകാരോടൊപ്പം വിനോദയാത്രകളിൽ പങ്കെടുക്കുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
4	വീട്ടിൽ ഒറ്റപ്പെടുന്ന സന്ദർഭങ്ങളിൽ കൂട്ടുകാർ എന്റെ അടുത്തുണ്ടായിരുണെങ്കിലെന്ന് തോന്നാറുണ്ട്.					
5	എന്റെ സുഹൃത്തുക്കൾ വീട്ടിലേക്ക് വരുന്നത്					

	എനിക്ക് ഇഷ്ടമാണ്.					
6	കുട്ടുകാരോടൊപ്പം ചിലവഴിക്കുന്ന നിമിഷങ്ങളാണ് ഞാൻ ഏറ്റവും സന്തോഷിക്കുന്നതെന്ന് തോന്നാറുണ്ട്.					
7	ഉച്ചഭക്ഷണം കുട്ടുകാർക്കൊപ്പം പങ്കുവെച്ചുകഴിക്കാൻ ഞാനിഷ്ടപ്പെടുന്നു.					
8	ഒഴിവു സമയങ്ങളിൽ കുട്ടുകാരോടൊപ്പം കളികളിലേർപ്പെടുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
9	പരീക്ഷകളിൽ എന്റെ സുഹൃത്തുക്കൾക്ക് മാർക്ക് കുറയുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.					
10	എന്റെ സങ്കടങ്ങളും സന്തോഷങ്ങളും കുട്ടുകാരുമായി പങ്കുവെയ്ക്കുവാൻ ഞാനിഷ്ടപ്പെടുന്നു.					
11	ഒരേപോലെയുള്ള ഒന്നിലധികം വസ്തുക്കൾ സമ്മാനമായി ലഭിച്ചാൽ ഞാൻ അത് എന്റെ അടുത്ത സുഹൃത്തിന് നൽകാറുണ്ട്.					
12	സ്കൂളിലെത്തിയാൽ മിക്കവാറും സമയങ്ങളിൽ ഞാൻ ഒറ്റയ്ക്കിരിക്കുവാനാണ് താൽപര്യപ്പെടുന്നത്.					
13	എന്റെ ഏറ്റവും അടുത്ത സുഹൃത്ത് ക്ലാസ്സിൽ വരാത്ത ദിവസങ്ങളിൽ സ്കൂളിൽ പോകാൻ എനിക്ക് യാതൊരു ബുദ്ധിമുട്ടും തോന്നാറില്ല.					
14	എനിക്ക് സ്വന്തമായുള്ള വസ്തുക്കൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കുവാൻ എനിക്ക് ഇഷ്ടമല്ല.					
15	ഭക്ഷണപദാർത്ഥങ്ങൾ കുട്ടുകാരുമായി പങ്കുവെയ്ക്കാൻ എനിക്ക് ഇഷ്ടമല്ല.					
16	പരീക്ഷകളിൽ കുട്ടുകാരേക്കാൾ കൂടുതൽ മാർക്ക് കിട്ടുന്നത് ഞാൻ വളരെയധികം ഇഷ്ടപ്പെടുന്നു.					
17	എന്തും തുറന്നു പറയാൻ കഴിയുന്ന ഒരു സുഹൃത്ത് എനിക്ക് ഇല്ല എന്നു തോന്നാറുണ്ട്.					
18	ഞാൻ എന്റെ സുഹൃത്തിനെ വളരെയധികം ഇഷ്ടപ്പെടുന്നു.					
19	ഞാൻ എന്റെ സുഹൃത്തിന്റെ ഒട്ടുമിക്ക കാര്യങ്ങളിലും ഇടപെടാറുണ്ട്.					
20	എന്റെ സുഹൃത്ത് ചെയ്തത് തെറ്റാണെന്ന് മറ്റുള്ളവർ ആരോപിക്കുമ്പോൾ ഞാൻ അവന്റെ പക്ഷം കേൾക്കാൻ ശ്രമിക്കാറുണ്ട്.					
21	എനിക്ക് എന്റെ സുഹൃത്തിനെ വിഷമഘട്ടങ്ങളിൽ സമാധാനിപ്പിക്കാൻ കഴിയാറുണ്ട്.					
22	ഞാൻ ചെയ്യുന്ന നല്ല പ്രവൃത്തികളെ സുഹൃത്ത് അഭിനന്ദിക്കാറുണ്ട്.					
23	എനിക്ക് ചെയ്തുതീർക്കാൻ സാധിക്കാത്ത കാര്യങ്ങൾ പൂർത്തീകരിക്കുവാൻ സുഹൃത്തുക്കൾ സഹായിക്കാറുണ്ട്.					

24	ഞാൻ വിഷമിച്ചിരിക്കുന്ന സന്ദർഭങ്ങളിൽ അത് തിരിച്ചറിയുവാൻ എന്റെ സുഹൃത്തിന് സാധിക്കാറുണ്ട്.					
25	എന്റെ കൂട്ടുകാരുടെ കൈയിലുള്ള വസ്തുക്കൾ ചോദിക്കാതെ തന്നെ എടുക്കുവാനുള്ള സ്വാതന്ത്ര്യം എനിക്കുണ്ട് എന്ന് തോന്നിയിട്ടുണ്ട്.					
26	എന്റെ വീട്ടിലെ കാര്യങ്ങൾ സുഹൃത്തുക്കളുമായി പങ്കുവെയ്ക്കുവാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
27	ഞാൻ അസ്വസ്ഥനാകുമ്പോൾ എന്നെ ഊർജ്ജസ്വലനാക്കുവാൻ എന്റെ സുഹൃത്തിന് സാധിക്കാറുണ്ട്.					
28	വളരെ ചെറിയ കാര്യങ്ങൾ പോലും കൂട്ടുകാരുമായി സംസാരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
29	എനിക്കുണ്ടാകുന്ന ചെറിയ മാറ്റങ്ങൾ പോലും തിരിച്ചറിയുവാൻ എന്റെ സുഹൃത്തുക്കൾക്ക് സാധിക്കാറുണ്ട്.					
30	ഞാൻ എത്ര ദേഷ്യപ്പെട്ടാലും എന്റെ അവസ്ഥ മനസ്സിലാക്കി പെരുമാറാൻ എന്റെ സുഹൃത്തിന് കഴിയാറുണ്ട്.					
31	ഒട്ടുമിക്ക സന്ദർഭങ്ങളിലും എന്റെ സുഹൃത്തിനെ പരിഗണിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.					
32	എന്റെ സുഹൃത്തിന്റെ നല്ല പ്രവൃത്തികളെ അഭിനന്ദിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
33	എന്റെ കൈവശമുള്ള വസ്തുക്കൾ സുഹൃത്ത് ചോദിക്കാതെ എടുക്കുന്നത് എനിക്ക് ഇഷ്ടമല്ല.					
34	എന്റെ അവസ്ഥകളെ മനസ്സിലാക്കി പെരുമാറാൻ എന്റെ സുഹൃത്തിന് കഴിയാറില്ല എന്നു തോന്നാറുണ്ട്.					
35	എന്റെ പോരായ്മകൾ പറഞ്ഞുതരുന്ന സുഹൃത്തിന്റെ വ്യക്തിത്വം ഞാനിഷ്ടപ്പെടുന്നു.					
36	സുഹൃത്തുക്കൾ തമ്മിലുള്ള പ്രശ്നങ്ങൾ ഒത്തുതീർപ്പാക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
37	ഞാൻ സംസാരിക്കുമ്പോൾ എന്റെ സുഹൃത്തുക്കൾ വളരെ താത്പര്യപൂർവ്വം കേൾക്കുന്നതായി തോന്നാറുണ്ട്.					
38	പഠനവുമായി ബന്ധപ്പെട്ട പ്രോജക്ടുകളോ മറ്റു പ്രവർത്തനങ്ങളോ ചെയ്യുമ്പോൾ ഞാൻ ഗ്രൂപ്പിലേക്ക് വരാൻ കുട്ടികൾ ഇഷ്ടപ്പെടുന്നതായി തോന്നാറുണ്ട്.					
39	മിക്ക അവസരങ്ങളിലും എന്റെ സുഹൃത്തുക്കൾ എന്നെ കളിയാക്കുന്നതായി തോന്നാറുണ്ട്.					
40	ഞാൻ സംസാരിക്കുമ്പോൾ സുഹൃത്തുക്കൾ താത്പര്യത്തോടെ കേൾക്കുന്നതായി തോന്നാറില്ല.					

	ല്ല.					
41	എന്റെ ക്ലാസ്സിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ ഒറ്റപ്പെടുന്നതായി തോന്നാറുണ്ട്.					
42	സുഹൃത്തുക്കൾക്ക് സഹായം ആവശ്യമായി വരുന്ന സന്ദർഭങ്ങളിൽ അത് ചെയ്തുകൊടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.					
43	ക്ലാസ്സിൽ ഒറ്റപ്പെട്ടിരിക്കുന്നവരെ കണ്ടാൽ അവർക്കുവേണ്ടി ഞാൻ സമയം ചിലവഴിക്കാറുണ്ട്.					
44	സുഹൃത്ത് അവധിയാകുന്ന ദിവസങ്ങളിൽ ക്ലാസ്സിൽ എടുക്കുന്ന പാഠഭാഗങ്ങൾ പഠിത്തമനസ്സിലാക്കി കൊടുക്കുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
45	കുട്ടുകാർക്കുണ്ടാകുന്ന സാമ്പത്തിക ബുദ്ധിമുട്ടുകളിൽ എന്നാലാവും വിധം സഹായിക്കാൻ ശ്രമിക്കാറുണ്ട്.					
46	ക്ലാസ്സിൽ അബദ്ധവശാൽ സുഹൃത്തിന്റെ കൈയിൽ നിന്നും വീഴുന്ന വസ്തുക്കൾ ഞാൻ എടുത്തു കൊടുക്കാറുണ്ട്.					
47	എന്റെ സുഹൃത്തിന് അദ്ധ്യാപകനിൽ നിന്നും വഴക്ക് കേൾക്കേണ്ടി വരുമ്പോൾ അവരെ ആശ്വസിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
48	സുഹൃത്തുക്കളെ സഹായിക്കുമ്പോൾ അതിനുപകരമായി ഞാൻ ഒന്നും പ്രതീക്ഷിക്കാറില്ല.					
49	എന്റെ ബുദ്ധിമുട്ടുകൾ വകവയ്ക്കാതെ ഞാൻ സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങളിൽ ഇടപെടാറുണ്ട്.					
50	എന്റെ പ്രവൃത്തികൾ മൂലം മറ്റുള്ളവർക്ക് ബുദ്ധിമുട്ടുകൾ ഉണ്ടാകാതിരിക്കാൻ ഞാൻ പരമാവധി ശ്രമിക്കാറുണ്ട്.					
51	മാനസികമായി വിഷമിച്ചിരിക്കുന്ന സുഹൃത്തിനെ ആശ്വസിപ്പിക്കാൻ ഞാൻ പലപ്പോഴും ശ്രമിക്കാറില്ല.					
52	നോട്ടുബുക്കുകളോ മറ്റു പഠനസാമഗ്രികളോ സുഹൃത്തിന് നൽകാൻ എനിക്ക് ഇഷ്ടമല്ല.					
53	ഇരട്ടപ്പേരുകൾ വിളിച്ച് സുഹൃത്തിനെ കളിയാക്കുന്നതിൽ സന്തോഷം കണ്ടെത്താറുണ്ട്.					
54	എന്നെ ഉപദ്രവിക്കുന്ന കുട്ടികളെ ഞാൻ തിരിച്ചും ഉപദ്രവിക്കാറുണ്ട്.					
55	ഞാൻ പെട്ടെന്ന് ദേഷ്യപ്പെടുകയും അതുപോലെ തന്നെ ശാന്തമാകുകയും ചെയ്യുന്ന പ്രകൃതമാണ്.					
56	എനിക്ക് എന്റെ ദേഷ്യം നിയന്ത്രിക്കാൻ കഴിയാറില്ല.					
57	മറ്റുള്ളവർ എന്ന കളിയാക്കി ചിരിക്കുന്നതായി തോന്നാറുണ്ട്.					

58	ടീച്ചർ ക്ലാസ്സെടുക്കുന്ന സമയത്ത് എന്റെ അടുത്തിരിക്കുന്ന കുട്ടികളെ ഞാൻ ശല്യപ്പെടുത്താറുണ്ട്.					
59	ഞാൻ വാദപ്രതിവാദങ്ങൾ നടത്താറുണ്ടെന്ന് എന്റെ സുഹൃത്തുക്കൾ ആരോപിക്കാറുണ്ട്.					
60	എനിക്ക് ദേഷ്യം വരുമ്പോൾ വസ്തുക്കൾ എറിഞ്ഞുടയ്ക്കാറുണ്ട്.					
61	എനിക്ക് ആരോടെങ്കിലും ദേഷ്യം തോന്നിയാൽ അയാളെ ഉപദ്രവിക്കാൻ കിട്ടുന്ന ഒരവസരവും ഞാൻ പാഴാക്കാറില്ല.					
62	ക്ലാസ്സിൽ ഞാൻ ഒരു ഉപദ്രവകാരിയാണെന്ന് പല കുട്ടികളും അധ്യാപകരോട് പരാതി പറയാറുണ്ട്.					
63	ഞാൻ എന്തെങ്കിലും തെറ്റ് ചെയ്താൽ അത് തെറ്റാണെന്ന് സമ്മതിച്ചുകൊടുക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.					
64	എന്റെ ആഗ്രഹങ്ങൾ സാധിച്ചുകിട്ടുന്നതിനു വേണ്ടി പട്ടിണി കിടക്കാനും എനിക്ക് മടിയില്ല.					
65	വിനോദയാത്രകൾ പോകുമ്പോൾ എന്റെ ഇഷ്ടത്തിനനുസരിച്ച് കാര്യങ്ങൾ നടന്നില്ലെങ്കിൽ ഞാൻ അസ്വസ്ഥനാകാറുണ്ട്.					

Appendix P

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON CLASSROOM SOCIAL RELATIONS
(FINAL-ENGLISH)**

SIBI K. B

Research Scholar
Department of Education

Dr. K. P. MEERA

Professor
Department of Education

Name:

Name of School:

Male/ Female:

Class:

Instructions

Read each of the following statements carefully. Decide how true each statement is about you. For each statement five response options are given: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Put a tick mark (✓) against your response. Please ensure you respond to every statement. It is assured that the information obtained will be kept confidential and used only for research purposes.

Sl No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	When I reach school, I like to spend as much time as possible with my friends					
2	I get very upset on the days my closest friend is off.					
3	I like to participate in recreational trips with my friends					
4	In moments of loneliness at home. I often feel that my friends were nearby					
5	I like it when my friends come over to my house					
6	I feel that the moments spent with my friends are the ones that bring me the most happiness.					
7	I enjoy having lunch with my friends and sharing it with them					
8	I enjoy participating in games with my friends during free time					
9	I feel upset when my friends' marks decrease in exams					

10	I like to share my sorrows and joys with my friends					
11	When I receive multiple identical items as gifts, I usually give one to my closest friend					
12	Most of the time I reach school, I prefer to be alone					
13	I don't feel any difficulty going to school on those days my closest friend is absent from class					
14	I don't like sharing my personal belongings with my friends					
15	I don't like sharing food with my friends					
16	I really like getting more marks than my friends in exams					
17	I feel like I don't have a friend with whom I can openly share everything					
18	I like my friend very much					
19	I tend to interfere in most of my friends matters					
20	When others blame my friend for something wrong. I try to listen to his side of the story					
21	I can comfort my friend during difficult times.					
22	My friend appreciates the good deeds I do					
23	My friends help me complete tasks that I am unable to finish on my own					
24	My friend can recognize when I am upset					
25	I feel that I have the freedom to take my friends' belongings without asking					
26	I can share matters related to my home with my friends					
27	When I feel down, my friend can energize me					
28	I can talk about even the smallest things with my friends					
29	My friends can notice even the smallest changes in me					
30	No matter how angry I am, my friend can understand my situation and act accordingly					
31	In most situations, I find difficult to act					

	considering my friends feelings					
32	I find it difficult to praise my friends' good deeds					
33	I don't like it when my friend takes my belongings without asking					
34	I feel that my friend is unable to understand my situation and act accordingly					
35	I like the personality of the friend who points out my weakness					
36	I am able to resolve conflicts between friends					
37	I feel that my friends listen to me with great interest when I speak					
38	I feel that when it comes to study related projects or other activities, the kids prefer to be in the group with me					
39	I often feel that my friends tease me in most situations					
40	I don't feel that my friends listen to me with interest when I speak					
41	I often feel isolated in the group activities in my class					
42	I can help my friends when they need assistance					
43	When I see someone isolated in class, I spend time with them					
44	When my friend is absent. I try to explain and help them understand the lessons taught in class					
45	I try to help my friends as much as I can when they face financial difficulties					
46	In class, when my friends' belongings accidentally fall, I pick them up and hand them back					
47	When my friend gets scolded by the teacher, I try to comfort them					
48	When I help my friends, I don't expect anything in return					
49	Despite of my own difficulties, I tend to get involved in my friends' problems					
50	I try my best to ensure that my actions do not cause any difficulties for others					

51	I often don't try to comfort a friend who is mentally upset					
52	I don't like giving my notebooks or study materials to my friend					
53	I sometimes find joy in teasing my friend by calling them by nick names					
54	I tend to retaliate and trouble the kids who disturb me					
55	I have a nature where I get angry quickly but also calm down just as fast					
56	I find it difficult to control my anger					
57	I often feel that others are laughing at me					
58	I tend to distract the kids sitting near me when the teacher takes the class					
59	My friends often accuse me of getting into arguments and debates					
60	When I get angry, I tend to throw things					
61	When I feel angry with someone, I don't miss any opportunity to trouble them					
62	Many students' complaints to the teacher that I am a troublemaker in class					
63	I feel it difficult to admit when I have made a mistake					
64	I am not afraid to endure hardships, even go hungry, to achieve my desires					
65	When going on a trip, I get upset if things don't go according to my preferences					

Appendix Q
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIOMETRIC QUESTIONNAIRE

Dr. C. NASEEMA
Professor of Education

SIBI K.B.
M. Phil Student

നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്കനുസരിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തുക. പ്രതികരണങ്ങൾ പ്രത്യേകം തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ ഓരോ ചോദ്യത്തിനുംനേരെ രേഖപ്പെടുത്തുക.

1. ഈ ക്ലാസ്സിലെ കുട്ടികളിൽ നിങ്ങളുടെ ഏറ്റവും അടുത്ത മൂന്നു കൂട്ടുകാർ ആരൊക്കെയാണ്?
2. നിങ്ങൾ മാതൃകയാക്കാൻ ആഗ്രഹിക്കുന്ന മൂന്നു കുട്ടികൾ ആരൊക്കെയാണ്?
3. സ്കൂളിൽനിന്നും വിനോദയാത്ര പോകുമ്പോൾ ക്ലാസ്സിലെ ആരുടെ കൂടെ പോകാനാണ് നിങ്ങൾക്ക് ഏറ്റവും ഇഷ്ടപ്പെടുന്നത്?
4. ആരുടെ കൂടെ ഭക്ഷണം കഴിക്കാനാണ് നിങ്ങൾക്ക് കൂടുതൽ ഇഷ്ടം?
5. ക്ലാസ്സിലെ ഇടവേളകളിൽ ആരുടെയൊപ്പം ചിലവഴിക്കാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുന്നത്.
6. നിങ്ങളുടെ സഹപാഠികളിൽ നിങ്ങൾക്ക് തീരെ ഇഷ്ടമില്ലാത്തത് ആരാണ്?
7. ക്ലാസ്സിൽ സംഘമായി പഠനപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ നിങ്ങൾ നിങ്ങളുടെ സഹപാഠികളിൽ ആരെയൊക്കെയാണ് തിരഞ്ഞെടുക്കുക?
8. ഒരുമിച്ചിരുന്നു പഠിക്കാൻ നിങ്ങളുടെ ക്ലാസ്സിലെ ആരാണ് തിരഞ്ഞെടുക്കുക?
9. പാഠഭാഗവുമായി ബന്ധപ്പെട്ട സംശയങ്ങൾ തീർക്കാൻ ക്ലാസ്സിലെ ഏതു കുട്ടിയെയാണ് നിങ്ങൾ സമീപിക്കുക?
10. നിങ്ങളുടെ സഹപാഠികളിൽ ആരാണ് ഏറ്റവും കൂടുതൽ അംഗീകരിക്കപ്പെട്ടതായി നിങ്ങൾക്ക് തോന്നുന്നത്?
11. സങ്കടങ്ങൾ പങ്കുവയ്ക്കാൻ നിങ്ങൾ നിങ്ങളുടെ സഹപാഠികളിൽ ആരാണ് തിരഞ്ഞെടുക്കുക?
12. നിങ്ങളുടെ സഹപാഠികളിൽ ആരുടെ സാമീപ്യമാണ് നിങ്ങൾ ഏറ്റവും വെറുക്കുന്നത്?
13. നിങ്ങളുടെ സഹപാഠികളിൽ നിങ്ങളെ ഉപദ്രവിക്കുന്നവർ ആരൊക്കെയാണ്?
14. നിങ്ങളുടെ സന്തോഷങ്ങൾ നിങ്ങളുടെ സഹപാഠികളിൽ ആരുമായി പങ്കുവെയ്ക്കാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുന്നത്?
15. നിങ്ങളുടെ ജന്മദിനം നിങ്ങളുടെ സഹപാഠികളിൽ ആരുടെകൂടെ ആഘോഷിക്കാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുന്നത്?

16. ഒഴിവുദിവസങ്ങൾ നിങ്ങളുടെ സഹപാഠികളിൽ ആരുടെ കൂടെ ചിലവഴിക്കാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുന്നത്?
17. നിങ്ങളുടെ ക്ലാസ്സിലെ സഹപാഠികളിൽ ആരുടെയുടെ വിനോദങ്ങളിൽ ഏർപ്പെടാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുന്നത്?
18. നിങ്ങൾക്ക് നിങ്ങളുടെ സഹപാഠികളിൽ ആരുടെ അടുത്തിരിക്കാനാണ് ഇഷ്ടം?
19. നിങ്ങൾ ഒരു സൽക്കാരം നടത്തുകയാണെങ്കിൽ നിങ്ങളുടെ സഹപാഠികളിൽ ആരെയാണ് ക്ഷണിക്കുക?
20. നിങ്ങളുടെ സഹപാഠികളിൽ ആരുടെ അടുത്തിരിക്കാനാണ് തീരെ ഇഷ്ടമില്ലാത്തത്?
21. നിങ്ങളുടെ സഹപാഠികളിൽ ആരാണ് നിങ്ങളെ എപ്പോഴും സഹായിക്കാനുള്ളത്?
22. നിങ്ങളുടെ സഹപാഠികളിൽ ആരോട് സംസാരിക്കാനാണ് നിങ്ങൾക്ക് ഇഷ്ടമില്ലാത്തത്?
23. നിങ്ങളുടെ സഹപാഠികളിൽ എപ്പോഴും വിഷമിച്ചിരിക്കാനുള്ളത് ആരാണ്?
24. നിങ്ങളുടെ ക്ലാസ്സിൽ ലീഡറെ തിരഞ്ഞെടുക്കുമ്പോൾ നിങ്ങൾ ആരുടെ പേരാണ് നിർദ്ദേശിക്കുക?
25. നിങ്ങളുടെ സഹപാഠികളിൽ എപ്പോഴും സന്തോഷത്തോടെ കാണുന്നവർ ആരെക്കൊരാളാണ്?
26. നിങ്ങളുടെ സഹപാഠികളിൽ സുഹൃത്തുക്കളോടും പഠനപ്രവർത്തനങ്ങളിലും തീരെ താല്പര്യമില്ലാത്തവർ ആരെക്കൊരാളാണ്?
27. നിങ്ങൾക്ക് നിങ്ങളുടെ സഹപാഠികളിൽ ഏറ്റവും നന്നായി അറിയുന്നത് ആരെയാണ്?
28. നിങ്ങളുടെ സഹപാഠികളിൽ ആരുമായി സംസാരിക്കാനാണ് നിങ്ങൾ വളരെയധികം ഇഷ്ടപ്പെടുന്നത്?
29. നിങ്ങളുടെ സഹപാഠികളിൽ ആരെക്കുറിച്ചാണ് നിങ്ങൾക്ക് ഒന്നും അറിയാത്തത്?
30. നിങ്ങളുടെ സഹപാഠികളിൽ ആരെപ്പോലെ ആകണമെന്നാണ് പലപ്പോഴും നിങ്ങൾക്ക് തോന്നിയിട്ടുള്ളത്?

Appendix R
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIOMETRIC QUESTIONNAIRE

Dr. C. NASEEMA
Professor of Education

SIBI K.B.
M. Phil Student

Instructions

Write your responses to each question below. Responses shall be marked on the separate sheet provided.

1. The name of three of your best friends in the class.
2. Name three of your classmates you would like to choose as role models.
3. Whom would you make your companion on a school excursion?
4. With whom would you like to have lunch with?
5. With whom would you like to spend time during interval?
6. Who among your classmates do you dislike most?
7. Whom would you pick as your teammates while during a combined classroom activity?
8. Who would you select as companion for combined study?
9. Whom would you approach for help in case of a doubt about a topic?
10. Who among your classmates do you think is most accepted by all?
11. With whom would you like to share your worries?
12. Who among your classmates you hate most?
13. Who among your classmates hurts you?
14. With whom among your classmates would you like to share your happiness with?
15. With whom among your classmates would you like to celebrate your birthday?
16. Among your classmates, with whom would you like to spend your holidays?
17. Among your classmates with whom would you like to engage in entertainment?
18. Among your classmates with whom would you like to sit?
19. Among your classmates, whom would you invite for a party?
20. Among your classmates with whom you wouldn't like to sit?
21. Who among your classmates helps you often?

22. Among your classmates with whom would you hate to speak?
23. Who among your classmates always stay sad?
24. Whom would you nominate for the post of class leader?
25. Who among your classmates is always happy?
26. Is there anyone in your class who is not interested in friends and learning activities?
27. Who among your classmates do you know the best about?
28. Among your classmates with whom would you like to speak much?
29. About whom among your classmates do you have no information about?
30. Whom among your classmates would you accept as your role model?

Appendix S
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIOMETRIC QUESTIONNAIRE

RESPONSE SHEET

Name of the Student:..... Class.....

Name of School : Male/Female

Sl. No.	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Sl. No.	Answer
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	

Appendix T
PERMISSION FOR DATA COLLECTION



'ഭരണഭാഷ-മാതൃഭാഷ'

പട്ടികവർഗ്ഗ വികസന വകുപ്പ് ഡയറക്ടറുടെ കാര്യാലയം
നാലാം നില, വികാസ് ഭവൻ, തിരുവനന്തപുരം - 695 033
ഫോൺ : 0471-2304594 , 0471-2303229
ഇ-മെയിൽ : keralatribes@gmail.com

നമ്പർ. B/B2/5618/2022/STDD(1)

തീയതി: 28/11/2022

ഡയറക്ടർ

സിബി .കെ .ബി
ഗവേഷക
വിദ്യാഭ്യാസ വിഭാഗം
കാലിക്കറ്റ് സർവകലാശാല

മാധ്യം,

വിഷയം:- പട്ടികവർഗ്ഗ വികസനം- സിബി .കെ .ബി യ്ക്ക് വിവരശേഖരണത്തിന് അനുമതി നൽകുന്നത് സംബന്ധിച്ച്

സൂചന:- 1.താങ്കളുടെ 17 -10 -2022 ലെ കത്ത്
2 .16 -11 -2022 ന് ചേർന്ന സൂട്ടനി കമ്മിറ്റി യോഗ തീരുമാനം

സൂചനയിലേക്ക് താങ്കളുടെ ശ്രദ്ധ ക്ഷണിക്കുന്നു.ഗവേഷണ പഠനത്തിന്റെ ഭാഗമായി "PARENT TEACHER INVOLVEMENT,SELF CONCEPT AND EMOTIONAL MTURITY AS PREDICTORS OF CLASSROOM SOCIAL RELATIONS AMONG SECONDARY SCHOOL TRIBAL STUDENTS OF KERALA" എന്ന വിഷയത്തിൽ വിവരശേഖരണം നടത്തുന്നതിന് താഴെപ്പറയുന്ന നിർദ്ദേശങ്ങൾ പാലിച്ചുകൊണ്ട് 05-12-2022 മുതൽ 04-06-2023 വരെ ഇടുക്കി,പാലക്കാട് തൃശൂർ,മലപ്പുറം,വയനാട് ജില്ലകളിലെ മോഡൽ റെസിഡൻഷ്യൽസ്കൂളുകൾസന്ദർശിക്കുവാൻഅനുമതിനൽകുന്നു.

1. ഈ സന്ദർശനാനുമതി വിവരശേഖരണത്തിന് മാത്രമുള്ളതും, ശേഖരിക്കുന്ന വിവരങ്ങൾ മറ്റ് ആവശ്യങ്ങൾക്ക് വേണ്ടി ഉപയോഗിക്കാൻ പാടില്ലാത്തതുമാണ്.
- 2.സന്ദർശനം അടിമാലി,പാലക്കാട് ,ചാലക്കുടി ,സുൽത്താൻ ബത്തേരി,മാനന്തവാടി ട്രൈബൽ ഡെവലപ്മെന്റ് ഓഫീസർമാർ, ഇടുക്കി,കല്ലറ്റ,അട്ടപ്പാടി,നിലമ്പൂർപ്രൊജക്ട് ഓഫീസർമാർ എന്നിവരുടെ അറിവോടെആയിരിക്കണം.
- 3.സന്ദർശനം വിദ്യാർത്ഥികളുടെ സാംസ്കാരിക പാരമ്പര്യ ശീലങ്ങളെ പ്രതികൂലമായി ബാധിക്കുന്നതാകരുത്. അവരുടെ അനുമതിയില്ലാതെ ഫോട്ടോ വീഡിയോ എന്നിവ എടുക്കുവാൻ പാടുള്ളതല്ല.വിദ്യാർത്ഥികളുടെ

വ്യക്തിത്വത്തെ പറന്നിറങ്ങി രീതിയിലുള്ള ചോദ്യങ്ങൾ ചോദിക്കുവാൻ പാടുള്ളതല്ല.

4.മുകളിൽ പറഞ്ഞ വ്യവസ്ഥകൾ അംഗീകരിച്ചുകൊണ്ട് അടിമാലി, പാലക്കാട്, ചാലക്കുടി, സുൽത്താൻബത്തേരി, മാനന്തവാടി ട്രൈബൽ ഡെവലപ്മെന്റ് ഓഫീസർമാർ, ഇടുക്കി, കല്ലറ്റ, അട്ടപ്പാടി, നിലമ്പൂർ പൊജെക്ട് ഓഫീസർമാർ എന്നിവരുമായി സന്ദർശനത്തിനുള്ള കരാർ വെക്കേണ്ടതാണ്.

5.വിദ്യാർത്ഥികളുടെ അവകാശങ്ങളിലേക്കുള്ള ഏതുതരത്തിലുള്ള കടന്നു കയറ്റവും 1989 ലെ അതിക്രമ തടയൽ നിയമം അനുസരിച്ച് ശിക്ഷാർഹമായിരിക്കും.

6.വിവരശേഖരണം നടത്തുന്നതിന് ഏതെങ്കിലും തരത്തിലുള്ള തടസ്സങ്ങൾ ഉണ്ടായാൽ സന്ദർശനം നിർത്തിവെച്ച് വിവരം ഡയറക്ടറേയും അടിമാലി, പാലക്കാട്, ചാലക്കുടി, സുൽത്താൻ ബത്തേരി, മാനന്തവാടി ട്രൈബൽ ഡെവലപ്മെന്റ് ഓഫീസർമാർ, ഇടുക്കി, കല്ലറ്റ, അട്ടപ്പാടി, നിലമ്പൂർ, പൊജെക്ട് ഓഫീസർമാർ എന്നിവരേയും അറിയിക്കേണ്ടതുമാണ്.

7.കരാർപ്രകാരമുള്ള വ്യവസ്ഥകൾ പാലിച്ചില്ലെങ്കിൽ സന്ദർശനാനുമതി അടിമാലി, പാലക്കാട്, ചാലക്കുടി, സുൽത്താൻ ബത്തേരി, മാനന്തവാടി ട്രൈബൽ ഡെവലപ്മെന്റ് ഓഫീസർമാർ, ഇടുക്കി, കല്ലറ്റ, അട്ടപ്പാടി, നിലമ്പൂർ പൊജെക്ട് ഓഫീസർമാർ എന്നിവരുടെ രേഖാമൂലമുള്ള അറിയിപ്പോടെ ഒരു ചെയ്യുന്നതാണ്.

8. 4.30 PM ന് ശേഷം സ്ഥാപനത്തിൽ തങ്ങളുടേത് അനുവദനീയമല്ല.

9.ഗവേഷണ പ്രബന്ധത്തിന്റെ പകർപ്പ് പട്ടികവർഗ്ഗ വികസനവകുപ്പ് ഡയറക്ടർ നാലാംനില ,വികാസ് ഭവൻ , തിരുവനന്തപുരം 695 033 എന്ന വിലാസത്തിൽ ലഭ്യമാക്കേണ്ടതാണ്.പഠന റിപ്പോർട്ട് ലഭ്യമാകാത്ത പക്ഷം കാലിക്കുട്ട് സർവകലാശാലയിൽ നിന്നും ഗവേഷണ അനുമതിക്കായി തുടർന്ന് ലഭിക്കുന്ന അപേക്ഷകൾ പരിഗണിക്കുന്നതല്ല .

സന്ദർശിക്കുവാൻ അനുമതി നൽകുന്ന സ്ഥാപനങ്ങൾ :-
വയനാട്

- ഗവൺമെന്റ് മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,കണിയാമ്പറ്റ
- ഏകലവ്യ മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ പൂക്കോട്
- അംബേദ്കർ മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,നല്ലൂർനാട്
- ഗവൺമെന്റ് ആശ്രമം സ്കൂൾ ,തിരുനെല്ലി
- .രാജീവ് ഗാന്ധി മെമ്മോറിയൽ ആശ്രമം മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,നൂൽപ്പുഴ

മലപ്പുറം

- ശ്രീമതി .ഇന്ദിരാഗാന്ധി മെമ്മോറിയൽ ആശ്രമം സ്കൂൾ ,നിലമ്പൂർ ,ജവഹർ കോളനി

പാലക്കാട്

- ആശ്രമം മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,മലമ്പുഴ ,പാലക്കാട്
- മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,മുക്കാലി ,അട്ടപ്പാടി

തൃശ്ശൂർ

- മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ , ചാലക്കുടി

ഇടുക്കി

- ഏകലവ്യ മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,ഇടുക്കി
- മോഡൽ റെസിഡൻഷ്യൽ സ്കൂൾ ,മൂന്നാർ

