

**INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON
SELF-PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATIONS
OF UNDERGRADUATE TRIBAL STUDENTS**

Thesis
Submitted for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

By
AJITHLAL V

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

2024

DECLARATION

I hereby declare that the work presented in the thesis entitled “**INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON SELF-PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATIONS OF UNDERGRADUATE TRIBAL STUDENTS**” is based on the original work done by me under the guidance of **Dr. C. Naseema**, Senior Professor, Department of Education and has not been included in any other thesis submitted previously for the award of any Degree, Diploma, Title or Recognition before. 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.



AJITHLAL V.
(Research Scholar)



Dr. C. NASEEMA
(Supervising Teacher)

Place: C.U. Campus

Date: 10.10.2024




Dr. C. NASEEMA
Senior Professor
Department of Education
University of Calicut

Certificate

This is to certify that the thesis entitled **INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON SELF-PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATIONS OF UNDERGRADUATE TRIBAL STUDENTS** is a record of bonafide study and research carried out by **Mr. AJITHLAL V.** under my guidance and supervision and is submitted to the Department of Education, University of Calicut for the degree of Doctor of Philosophy in Education. No changes have been made to this thesis as the adjudicators do not recommend any corrections/suggestions after evaluation. It is also certify that the contents in the hardcopy and the soft copy of the thesis are one and the same.

Place: C.U. Campus
Date : 02.04.2025


Dr. C. NASEEMA
(Supervising Teacher)



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Place: C.U. Campus

AJITHLAL V.

Date:

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Abstract

Influence of Self Esteem and Socio-Emotional Adjustment on Self-Perceived Identity and Educational Aspirations of Undergraduate Tribal Students

Sr. Prof: (Dr.) C. Naseema
Supervising Teacher

Ajithlal. V
Research Scholar

It is believed that tribes were the original natives and had been long settled in different parts of India before the Indo-Aryans entered and settled down in the Indus Valley. The illiteracy, economic crisis and superstitions have put them at a very backward state - at a level much below the standard maintained by the average. Due to their adherence to customs, symbiotic life and worldviews, the Tribes are disproportionately affected by the colonial culture that still influences the land laws, health care system, and educational system.

Studies indicate that sociological and psychological variables influence the academic and life aspiration and hence achievement of tribes. So, the study was conducted on the influence of Self Esteem and Socio-Emotional Adjustment on Self-Perceived Identity and Educational Aspirations of undergraduate tribal students of Kerala. The study was conducted on a total sample of 295 undergraduate tribal students of different districts of Kerala. Random sampling method was used to select the sample giving due representation to gender, type of residence, stream of education and management category of institutions. The tools used for the study were Scale of Self-Perceived Identity, Scale of Educational Aspiration, Scale of Socio-Emotional Adjustment and Self Esteem Inventory. Comparison of Means-Test of significance of difference between means, Correlation Analysis-Pearson's Product moment Co-efficient of Correlation, Comparison of Correlations, Multiple Regression were the statistical techniques used for the study.

The study revealed that there is no significant difference between the mean scores of Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels, Tribal Students in different schemes of education and Tribal Students in Government and Private Institutions in their Self Esteem and Socio-Emotional Adjustment. There is significant difference is observed between the mean scores of Tribal Students residing in Post Matric Hostels and College Hostels in their Educational Aspirations and in the case of Self-Perceived Identity there is significant difference between the mean scores of Tribal Students in Management and Humanities Stream of education. For Educational Aspirations, a significant difference at the level of 0.01 is observed between the tribals students in Science and Humanities Stream of education, Language and Humanities Stream of education. The results of the study showed that there is no significant difference between the mean scores of Tribal Students in Government and Private Institutions in their Self-Perceived Identity and Educational Aspirations.

The correlation analysis indicates that only for the total sample, for the Tribal Boys, Tribal Students residing at Post Matric Hostels, Tribal Students studying in Humanities Stream and Tribal Students studying in Private Institution the relationship among Self Esteem and Self-Perceived Identity are significant at 0.01 level of significance. The findings indicate that all the correlation coefficients, obtained for the relationship among Self Esteem and Educational Aspirations for the total sample, for the Tribal Girls, Tribal Students residing at Post Matric Hostels, Tribal Students studying in Humanities, Management, Science Streams of education and Tribal Students studying in Government Institutions are significant at 0.01 level of significance and for Tribal Boys and Tribal Students residing at College Hostels are significant at 0.05 level. The findings shows that all the correlation coefficients, obtained for the relationship among Socio-Emotional Adjustment and Self-Perceived Identity for the total sample, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels, Tribal Students studying in Humanities, Language, Management and Science Streams of education and Tribal Students studying in Government and

Private Institutions, a significant relationship is not observed between Socio-Emotional Adjustment and Self-Perceived Identity. In the correlational analysis, the study revealed that all the correlation coefficients, obtained for the relationship among Socio-Emotional Adjustment and Educational Aspirations for total sample, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels, Tribal Students studying in Humanities, Language, Management and Science Streams of education and Tribal Students studying in Government and Private Institutions are significant at 0.01 level of significance.

The findings based on the test of significance for difference between the correlations for relevant subsamples revealed that there exists no significant difference in the relationship between Self Esteem and Self-Perceived Identity for the subsample based on gender, type of residence, stream of education and management category of institution. Similarly there exists no significant difference in the relationship between Self Esteem and Educational Aspirations for the subsample based on gender, type of residence, stream of education and management category of institution. The study revealed that there exists no significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the subsample based on gender, type of residence, stream of education and management category of institution. The study revealed that there exists no significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the Tribal Students in Humanities and Language Stream of education, Humanities and Management Stream of education, Language and Management Stream of education, Language and Science Stream of education, Science and Management Stream of education and students in Government and Private institutions. But there exists significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels and Tribal Students studying in Humanities and Science Stream of education.

The multiple regression analysis reveals that, in the case of Tribal Boys, Tribal Students residing in Post Matric Hostels and Tribal Students in Private institution, the variables Self Esteem and Socio-Emotional Adjustment are capable to predict the variability Self-Perceived Identity. But in the case of Tribal Girls, Tribal Students residing in College Hostels, Tribal Students in all streams of education and Tribal Students studying in Government institution, the variables Self Esteem and Socio-Emotional Adjustment are not capable to predict the variability in Self-Perceived Identity.

The results based on the multiple regression analysis shows that for the total Sample, 45.5 percent of the Educational Aspirations of the tribals students could be determined by the regression equations using the predictors Self Esteem and Socio-Emotional Adjustment. In the case of Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels, Tribal Students in all streams of education and Tribal Students studying in Government and Private institution, the variables Self Esteem and Socio-Emotional Adjustment are capable to predict the variability in Educational Aspirations.

The findings revealed that a sound Self Esteem and Socio-Emotional Adjustment are capable to provide a better Self-Perceived Identity and consequently higher level of Educational Aspirations to the undergraduate Tribal Students.

The study suggests a higher level of social support is essential to attain a better Self Esteem to the Tribal Students and it is essential to encourage cultural awareness and cultural sensitivity among teachers and administrative official in the field of education. The study proposes the importance of culturally relevant programs, vocational training and coaching can improve retention rates of tribal students in higher education.

Key words: Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity, Educational Aspirations, Undergraduate, Tribal Students of Kerala.

സംക്ഷിപ്തം

അണ്ടർഗ്രാഡ്യൂറ്റ് ഗോത്രവിദ്യാർത്ഥികളുടെ ആത്മാഭിമാനത്തിന്റെയും സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിന്റെയും സ്വയംതിരിച്ചറിയുന്ന സ്വത്വത്തിലും വിദ്യാഭ്യാസ അഭിലാഷത്തിലുമുള്ള സ്വാധീനം

ഡോ. സി. നസീമ
മാർഗദർശക

അജിത്ലാൽ. വി
ഗവേഷക വിദ്യാർത്ഥി

ഇന്ത്യൻ ജനസംഖ്യയുടെ ഗണ്യമായ തദ്ദേശീയ ന്യൂനപക്ഷമായ പട്ടികവർഗവിഭാഗങ്ങൾ പൊതുവെ ആദിവാസികൾ എന്ന് വിളിക്കപ്പെടുന്നു. ഇന്തോ-ആര്യന്മാർ സിന്ധുനദീതടത്തിൽ പ്രവേശിച്ച് സ്ഥിരതാമസമാക്കുന്നതിന് മുമ്പ് അവർ ആദിമ തദ്ദേശീയരായിരുന്നുവെന്നും ഇന്ത്യയുടെ വിവിധ ഭാഗങ്ങളിൽ വളരെക്കാലം സ്ഥിരതാമസമാക്കിയിരുന്നുവെന്നും വിശ്വസിക്കപ്പെടുന്നു. നിരക്ഷരത, സാമ്പത്തിക പ്രതിസന്ധി, അന്ധവിശ്വാസങ്ങൾ എന്നിവ ഇന്ത്യൻ സമൂഹത്തിന്റെ ശരാശരി ആളുകൾ നിലനിർത്തുന്ന നിലവാരത്തേക്കാൾ ആദിവാസി വിഭാഗങ്ങളുടെ ജീവിതസാഹചര്യങ്ങളെ വളരെ പിന്നാക്കാവസ്ഥയിലാക്കി. ഭൂനിയമങ്ങൾ, ആരോഗ്യ പരിപാലന സംവിധാനം, വിദ്യാഭ്യാസ സമ്പ്രദായം എന്നിവയെ ഇപ്പോഴും സ്വാധീനിക്കുന്ന കൊളോണിയൽ സംസ്കാരം, ആചാരങ്ങൾ, സഹവർത്തിത്വ ജീവിതം, ലോകവീക്ഷണങ്ങൾ എന്നിവയോടു കൂടുതൽ ഉൾച്ചേർന്നു ജീവിക്കുന്ന ഗോത്രവിഭാഗങ്ങളെ അനുപാതമില്ലാതെ ബാധിക്കുന്ന വിധമാണ് ഇന്ത്യൻ സാഹചര്യങ്ങൾ ഇന്നും നിലനിൽക്കുന്നത്.

സാമൂഹ്യശാസ്ത്രപരവും മനഃശാസ്ത്രപരവുമായ വ്യതിയാനങ്ങൾ ആദിവാസിവിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികളുടെ അക്കാദമികവും ജീവിതപരവുമായ അഭിലാഷങ്ങളെയും അതുവഴി നേട്ടങ്ങളെയും സ്വാധീനിക്കുന്നുവെന്ന് പഠനങ്ങൾ സൂചിപ്പിക്കുന്നു. അതിനാൽ, കേരളത്തിലെ അണ്ടർഗ്രാഡ്യൂറ്റ് ആദിവാസി വിദ്യാർത്ഥികളുടെ സ്വയം-ഗ്രഹിച്ച ഐഡന്റിറ്റിയിലും വിദ്യാഭ്യാസ അഭിലാഷങ്ങളിലും ആത്മാഭിമാനത്തിന്റെയും സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിന്റെയും സ്വാധീനത്തെക്കുറിച്ചാണ് പഠനം നടത്തിയത്. കേരളത്തിലെ വിവിധ ജില്ലകളിലെ 295 അണ്ടർഗ്രാഡ്യൂറ്റ് ആദിവാസി വിദ്യാർത്ഥികളുടെ ആകെ സാമ്പിളിലാണ് പഠനം നടത്തിയത്. ലിംഗഭേദം, താമസസ്ഥലം, പഠനവിഭാഗം, സ്ഥാപനങ്ങളുടെ മാനേജ്മെന്റ് വിഭാഗം എന്നിവയ്ക്ക് അർഹമായ പ്രാതിനിധ്യം നൽകുന്ന സാമ്പിൾ തിരഞ്ഞെടുക്കാൻ റാൻഡം സാംപ്ലിങ് രീതിയാണ് ഉപയോഗിച്ചിട്ടുള്ളത്. സ്വയം-ഗ്രഹിച്ച ഐഡന്റിറ്റിയുടെ സ്കെയിൽ, വിദ്യാഭ്യാസ അഭിലാഷത്തിന്റെ സ്കെയിൽ, സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിന്റെ സ്കെയിൽ, ആത്മാഭിമാന ഇൻവെന്ററി എന്നിവയായിരുന്നു പഠനത്തിനായി ഉപയോഗിച്ച ഉപകരണങ്ങൾ. കംപാരിസൻ ഓഫ് മീൻ, കോറിലേഷൻ അനാലിസിസ്, കംപാരിസൻ ഓഫ് കോറിലേഷൻ, മൾട്ടിപിൾ റിഗ്രഷൻ എന്നിവയാണ് പഠനത്തിനായി ഉപയോഗിച്ച സ്റ്റാറ്റിസ്റ്റിക്കൽ സാങ്കേതിക വിദ്യകൾ.

ആദിവാസിവിഭാഗങ്ങളിലെ ആൺകുട്ടികൾ-പെൺകുട്ടികൾ, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിലും കോളേജ് ഹോസ്റ്റലുകളിലും താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, വിവിധ പഠനവിഭാഗങ്ങളിലെ ആദിവാസി വിദ്യാർത്ഥികൾ, സർക്കാർ, സ്വകാര്യ സ്ഥാപനങ്ങളിലെ ആദിവാസി വിദ്യാർത്ഥികൾ എന്നിവരുടെ ആത്മാഭിമാനത്തിലും സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിലും കാര്യമായ വ്യത്യാസമില്ലെന്ന് പഠനം വെളിപ്പെടുത്തുന്നു. പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിലും കോളേജ് ഹോസ്റ്റലുകളിലും താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികളുടെ ശരാശരി സ്റ്റോറുകൾക്കിടയിൽ അവരുടെ വിദ്യാഭ്യാസ അഭിലാഷങ്ങളിൽ കാര്യമായ വ്യത്യാസമുണ്ട്, സ്വയം തിരിച്ചറിയുന്ന ഐഡന്റിറ്റിയുടെ കാര്യത്തിൽ മാനേജ്മെന്റ് സ്ത്രീകളും മാനവിക വിദ്യാഭ്യാസത്തിലും ഉള്ള ആദിവാസി വിദ്യാർത്ഥികളുടെ ശരാശരി സ്റ്റോറുകൾ തമ്മിൽ കാര്യമായ വ്യത്യാസമുണ്ട്. വിദ്യാഭ്യാസ അഭിലാഷങ്ങളെ സംബന്ധിച്ചിടത്തോളം, ശാസ്ത്ര, മാനവിക വിദ്യാഭ്യാസ മേഖലകളിലും, ഭാഷ, മാനവിക വിദ്യാഭ്യാസ മേഖലകളിലും പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കിടയിൽ 0.01 എന്ന തലത്തിൽ കാര്യമായ വ്യത്യാസം കാണപ്പെടുന്നു. ഗവൺമെന്റ്, സ്വകാര്യ സ്ഥാപനങ്ങളിലെ ആദിവാസി വിദ്യാർത്ഥികളുടെ സ്വയം തിരിച്ചറിയുന്ന ഐഡന്റിറ്റിയിലും വിദ്യാഭ്യാസ അഭിലാഷങ്ങളിലും അവരുടെ ശരാശരി സ്റ്റോറുകൾ തമ്മിൽ കാര്യമായ വ്യത്യാസമില്ലെന്ന് പഠന ഫലങ്ങൾ കാണിച്ചുതരുന്നു.

പരസ്പരബന്ധ വിശകലനം (കോറിലേഷൻ അനാലിസിസ്) പ്രകാരം, ആദിവാസി വിദ്യാർത്ഥികളുടെ മുഴുവൻ സാമ്പിൾ, ആദിവാസി ആൺകുട്ടികൾ, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിൽ താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, ഹ്യൂമാനിറ്റീസ് സ്ത്രീകൾ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, സ്വകാര്യ സ്ഥാപനങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ എന്നിവർക്ക്, ആത്മാഭിമാനവും സ്വയം തിരിച്ചറിയുന്ന സ്വത്വവും തമ്മിലുള്ള ബന്ധം 0.01 ലെവലിൽ പ്രാധാന്യമുള്ളതാണെന്ന് തിരിച്ചറിയുന്നു. ആദിവാസി പെൺകുട്ടികൾ, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിൽ താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, മാനവിക, മാനേജ്മെന്റ്, സയൻസ് വിദ്യാഭ്യാസ മേഖലകളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, സർക്കാർ സ്ഥാപനങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ എന്നിവരുടെ ആത്മാഭിമാനവും വിദ്യാഭ്യാസ അഭിലാഷങ്ങളും തമ്മിലുള്ള

ബന്ധത്തിനായി ലഭിച്ച എല്ലാ പരസ്പരബന്ധ ഗുണകങ്ങളും 0.01 ലെവലിൽ പ്രാധാന്യമുള്ളതാണെന്നും ആദിവാസി ആൺകുട്ടികൾക്കും കോളേജ് ഹോസ്റ്റലുകളിൽ താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും 0.05 ലെവലിൽ പരസ്പരബന്ധഗുണകങ്ങൾ പ്രാധാന്യമുള്ളതാണെന്നും കണ്ടെത്തലുകൾ സൂചിപ്പിക്കുന്നു. ആദിവാസി ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിലും കോളേജ് ഹോസ്റ്റലുകളിലും താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, മാനവിക, ഭാഷ, മാനേജ്മെന്റ്, സയൻസ് എന്നീ മേഖലകളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, സർക്കാർ, സ്വകാര്യ സ്ഥാപനങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിനും സ്വയം-ഗ്രഹിച്ച സ്വത്വത്തിനും ഇടയിലുള്ള ബന്ധത്തിനായി ലഭിച്ച എല്ലാ പരസ്പരബന്ധ ഗുണകങ്ങളും പ്രാധാന്യമുള്ളതായി കാണുന്നില്ല. മൊത്തം സാമ്പിളിലും, ആദിവാസി ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിലും കോളേജ് ഹോസ്റ്റലുകളിലും താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, മാനവിക, ഭാഷ, മാനേജ്മെന്റ്, സയൻസ് എന്നീ മേഖലകളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, സർക്കാർ, സ്വകാര്യ സ്ഥാപനങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, സാമൂഹിക-വൈകാരിക ക്രമീകരണത്തിനും വിദ്യാഭ്യാസ അഭിലാഷങ്ങൾക്കും ഇടയിലുള്ള ബന്ധത്തിനായി ലഭിച്ച എല്ലാ പരസ്പരബന്ധ ഗുണകങ്ങളും 0.01 ലെവലിൽ പ്രാധാന്യമുള്ളതാണെന്ന് കണ്ടെത്തലുകൾ കാണിക്കുന്നു.

ഉപസാമ്പിളുകളുടെ പരസ്പരബന്ധങ്ങൾ (കോറിലേഷൻ) തമ്മിലുള്ള വ്യത്യാസം പഠനവിധേയമാക്കിയതിന്റെ അടിസ്ഥാനത്തിൽ ലിംഗഭേദം, താമസസ്ഥലം, വിദ്യാഭ്യാസ വിഭാഗം, സ്ഥാപനത്തിന്റെ മാനേജ്മെന്റ് വിഭാഗം എന്നിവയെ അടിസ്ഥാനമാക്കിയുള്ള ഉപസാമ്പിളുകളിൽ ആത്മാഭിമാനവും സ്വയം-ഗ്രഹിച്ച സ്വത്വവും തമ്മിലുള്ള ബന്ധത്തിൽ കാര്യമായ വ്യത്യാസമില്ലെന്ന് മനസ്സിലാക്കുന്നു. അതുപോലെ, ലിംഗഭേദം, താമസത്തിന്റെ തരം, വിദ്യാഭ്യാസ വിഭാഗം, സ്ഥാപനത്തിന്റെ മാനേജ്മെന്റ് വിഭാഗം എന്നിവയെ അടിസ്ഥാനമാക്കിയുള്ള ഉപസാമ്പിളുകളിൽ ആത്മാഭിമാനവും വിദ്യാഭ്യാസ അഭിലാഷങ്ങളും തമ്മിലുള്ള ബന്ധത്തിൽ കാര്യമായ വ്യത്യാസമില്ല. ലിംഗഭേദം, താമസത്തിന്റെ തരം, വിദ്യാഭ്യാസ വിഭാഗം, സ്ഥാപനത്തിന്റെ മാനേജ്മെന്റ് വിഭാഗം എന്നിവയെ അടിസ്ഥാനമാക്കിയുള്ള ഉപസാമ്പിളുകളിൽ സാമൂഹിക-വൈകാരിക ക്രമീകരണവും സ്വയം-ഗ്രഹിച്ച സ്വത്വവും തമ്മിലുള്ള ബന്ധത്തിൽ കാര്യമായ വ്യത്യാസമില്ലെന്ന് പഠനം വെളിപ്പെടുത്തുന്നു. മാനവിക-ഭാഷാ വിഭാഗത്തിലെ ആദിവാസി വിദ്യാർത്ഥികൾക്കുള്ള സാമൂഹിക-വൈകാരിക ക്രമീകരണവും സ്വയം-ഗ്രഹിച്ച ഐഡന്റിറ്റിയും, മാനവിക-മാനേജ്മെന്റ് വിഭാഗം, ഭാഷ-മാനേജ്മെന്റ് വിഭാഗം, ഭാഷ-ശാസ്ത്ര വിഭാഗം, ശാസ്ത്ര-മാനേജ്മെന്റ് വിഭാഗം, സർക്കാർ-സ്വകാര്യ സ്ഥാപനങ്ങളിലെ വിദ്യാർത്ഥികളും തമ്മിലുള്ള ബന്ധത്തിൽ കാര്യമായ വ്യത്യാസമില്ലെന്ന് പഠനം വെളിപ്പെടുത്തുന്നു. എന്നാൽ ആദിവാസി ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിലും കോളേജ് ഹോസ്റ്റലുകളിലും താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും, മാനവിക ശാസ്ത്ര വിഭാഗങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾക്കും സാമൂഹിക-വൈകാരിക ക്രമീകരണവും സ്വയം-ഗ്രഹിച്ച സ്വത്വവും തമ്മിലുള്ള ബന്ധത്തിൽ കാര്യമായ വ്യത്യാസമുണ്ട്.

മൾട്ടിപ്പിൾ റിഗ്രഷൻ വിശകലനപഠനം പ്രകാരം, ആദിവാസി ആൺകുട്ടികൾ, പോസ്റ്റ് മെട്രിക് ഹോസ്റ്റലുകളിൽ താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, സ്വകാര്യ സ്ഥാപനങ്ങളിലെ ആദിവാസി വിദ്യാർത്ഥികൾ എന്നിവരുടെ കാര്യത്തിൽ, ആത്മാഭിമാനം, സാമൂഹിക-വൈകാരിക ക്രമീകരണം എന്നീ വേരിയബിളുകൾക്ക് സ്വയം തിരിച്ചറിയൽ സ്വത്വത്തിൽ ഉണ്ടാകുന്ന വ്യതിയാനം പ്രവചിക്കാൻ കഴിയും എന്നാണ് മനസ്സിലാക്കുന്നത്. എന്നാൽ ആദിവാസി പെൺകുട്ടികൾ, കോളേജ് ഹോസ്റ്റലുകളിൽ താമസിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ, എല്ലാ വിദ്യാഭ്യാസ മേഖലകളിലുമുള്ള ആദിവാസി വിദ്യാർത്ഥികൾ, സർക്കാർ സ്ഥാപനങ്ങളിൽ പഠിക്കുന്ന ആദിവാസി വിദ്യാർത്ഥികൾ എന്നിവരുടെ കാര്യത്തിൽ, ആത്മാഭിമാനം, സാമൂഹിക-വൈകാരിക ക്രമീകരണം എന്നീ വേരിയബിളുകൾക്ക് സ്വയം തിരിച്ചറിയൽ സ്വത്വത്തിൽ ഉണ്ടാകുന്ന വ്യതിയാനം പ്രവചിക്കാൻ കഴിയില്ല.

മികച്ച ആത്മാഭിമാനവും സാമൂഹിക-വൈകാരിക ക്രമീകരണവും അണ്ടർഗ്രാഡ്യൂറ്റ് ആദിവാസി വിദ്യാർത്ഥികൾക്ക് മികച്ച സ്വയം തിരിച്ചറിവ് നൽകുന്നതിനും അതുവഴി ഉയർന്ന തലത്തിലുള്ള വിദ്യാഭ്യാസ അഭിലാഷങ്ങൾ രൂപപ്പെടുത്തിയെടുക്കുന്നതിനും പ്രാപ്തമാണെന്ന് പഠനത്തിന്റെ കണ്ടെത്തലുകൾ വെളിപ്പെടുത്തുന്നു.

ആദിവാസി വിദ്യാർത്ഥികൾക്ക് മികച്ച ആത്മാഭിമാനം നേടുന്നതിന് ഉയർന്ന തലത്തിലുള്ള സാമൂഹിക പിന്തുണ അനിവാര്യമാണെന്നും വിദ്യാഭ്യാസ മേഖലയിലെ അധ്യാപകരിലും ഭരണകർത്താക്കളിലും സാംസ്കാരിക അവബോധവും സാംസ്കാരിക സംവേദനക്ഷമതയും പ്രോത്സാഹിപ്പിക്കേണ്ടത് അത്യാവശ്യമാണെന്നും പഠനം സൂചിപ്പിക്കുന്നു. സാംസ്കാരികമായി പ്രസക്തമായ പരിപാടികളുടെ പ്രാധാന്യം, തൊഴിലധിഷ്ഠിത പരിശീലനം എന്നിവ ഉന്നത വിദ്യാഭ്യാസമേഖലയിലേക്ക് ആദിവാസി വിദ്യാർത്ഥികളുടെ പ്രവേശന നിരക്ക് മെച്ചപ്പെടുത്തുമെന്ന് പഠനം നിർദ്ദേശിക്കുന്നു.

പ്രധാന വാക്കുകൾ: ആത്മാഭിമാനം, സാമൂഹിക-വൈകാരിക ക്രമീകരണം, സ്വയം തിരിച്ചറിയുന്ന സ്വത്വം, വിദ്യാഭ്യാസ അഭിലാഷങ്ങൾ, കേരളത്തിലെ ആദിവാസി വിദ്യാർത്ഥികൾ.

INTRODUCTION

- ▣ *Need and Significance of the Study*
- ▣ *Title of the Study*
- ▣ *Definition of the Key Terms*
- ▣ *Variable Selected for the Study*
- ▣ *Objectives of the Study*
- ▣ *Hypotheses of the Study*
- ▣ *Methodology*
- ▣ *Scope and Limitations of the Study*
- ▣ *Organization of the Report*

INTRODUCTION

“In the Indian context the term tribe has never been defined precisely and satisfactorily. It was used, at one time, to denote a bewildering variety of social categories that were neither analogous nor comparable. The Rajput and the Jat as well as the aboriginals, for example, were categorized as tribes... At no stage, however, did we have a set of clear indicators of tribalness”.

- Dube (1977)

Social modernization in Indian context encompasses a complex interplay of cultural, political, technological and economic transformations that have unfolded since the Indian independence in 1947. Domestic policies, global trends, and historical legacies have collectively influenced alterations to social structures, norms, and values during this period. India's cultural landscape has passed through significant changes in the context of modernization. Rapid urbanisation, migration, and globalisation have resulted in the formation of hybrid cultural identities and consumption patterns (Chakrabarti, 2018). As part of the cultural transformations, traditional social structures and hierarchies are being renegotiated, especially in terms of gender roles and caste dynamics (Jodhka, 2012). The transition from an agrarian to a service-oriented economy, the emergence of urban centres, special economic zones and the expansion of industries such as information technology, biotechnology and biomedicines marks the developments in the Indian economy. Social movements that support marginalised people have challenged entrenched inequality and helped to the democratisation process of the Indian society. In the course of social modernization, the threats of social justice issues also come as persistent disparities along lines of religion, class, caste and gender and affirmative

2 INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON.....

action policies and empowerment programmes, remain essential for inclusive development of the nation (Yadav, 2015). Even though there is pertinent digital divide exist among the different social groups, the advents of the technological innovations have a markable role in Indian social modernization (Sengupta, 2019).

The Constitution of Indian, adopted in 1950, is the foundation of India's social modernization efforts. The framers intended to guide the nation towards growth, equality, and justice, and it displays a dedication to social transformation and inclusivity. The key feature of Indian Constitution that ensure the social modernization are

- **Fundamental Rights.** The Constitution of India assures fundamental rights to all citizens of the nation, including the right to equality, freedom of speech and expression, and the right to life and liberty. These rights establish the framework for individual empowerment and promote a culture of respect and humanity.
- **Directive Principles of State Policy (DPSP).** The DPSPs contained in the Constitution serve as a framework for the state to move towards socioeconomic justice and wellbeing. The DPSPs emphasis a fair distribution of resources, eradicating poverty, and the advancement of education, health, and social security.
- **Social Justice.** The Constitution emphasises the significance of social justice through affirmative action policies including education and job reservations for marginalised people including Scheduled Castes, Scheduled Tribes, and Other Backward Classes. The provisions and guidelines are intended to rectify historical injustices and promote social inclusion.

- Constitutional Amendments. The Constitution has been changed over time to reflect changing social conditions and to react to new challenges. Amendments addressing land reform, education, and reservation policy demonstrate the Constitution's responsiveness to evolving socioeconomic requirements.
- Judicial Activism. The judiciary is responsible for the interpretation and enforcement of constitutional principles. Courts have broadened the scope of fundamental rights, endorsed social justice measures, and served to defend the rights of disadvantaged populations (Upadhyay, 2018).

The different perspectives of the term Social Modernization are mainly appraised over the insightful analysis of the nation's vision to establish a welfare society. To establish the development, it is very important to consider the distinctive demographic, ecological, economic, political, historical and socio-cultural milieu of the inhabitants of the nation. As India is known for its versatility and diversity in the way life practices, here it should have to address the most privileged communities and the people of the marginalized communities deprived of social evils.

The term 'tribe' dates back to Greek and early Roman times. The Latin term "tribus" now refers to a community of individuals who claim descent from a common ancestor (Fried, 1975). But the popular notions of tribe emerged only with the expansion of colonialism and subsequent emergence of racist stereotypes related to the people of Africa and Asia. After British rule the term tribe became a name for administrative matters of the marginalized people who live like primitives in forest areas. In India, tribes have different names such as *vanyajathi*, *adivasi*, *vanavasi*, *pahariya*, *adimajati*, *janajati*, *anusuchit-jati* and *scheduled tribes* - all of which mean the 'aboriginal'. India stands second in terms of tribal population after Africa

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in the world. According to the 2011 census, the total population of the tribals is 104 million, and accounts for 8.6% of the country's population. There are about 705 scheduled tribes speaking about 105 languages and 225 subsidiary languages notified in 30 States/Union Territories of the nation. India is the mother land for about 350 main tribal communities and they inhabit almost all the states and union territories. The Constitution of India has defined "Scheduled Tribes" as such tribes or tribal communities or parts of or groups within such tribes or tribal communities are deemed under Articles 342 to be the Scheduled Tribes for the purpose of the constitution. The concept of Scheduled Tribe has now become an objective one. The term Scheduled Tribe as conceived by administrators is different from that of Anthropologists and Sociologists. Today the administrative machinery recognize a tribe by list of Scheduled Tribes declared by the Government of India. Tribes are ordinarily known as Adivasis, i.e. aboriginals, means substantial indigenous minority of the population of India. It is believed that they were the original natives and had been long settled in different parts of India before the Indo-Aryans entered and settled down in the Indus Valley.

The concept of tribe is something that every human being loves talking about and attempting to refine or update verbally, but just a handful actually perform with it practically while retaining the primary principle behind framing the law of the country. Our country's indigenous people face numerous issues. Poverty and crisis are widespread among them. Most of them live below the poverty line. Education and health remain important considerations. Illiteracy, economic crises, and superstitions have pushed them well behind the average. Indian within a colonial backdrop, the Tribes are still perceived as "backward" by the mainstream Kerala culture, modern development notions, and the massive administrative apparatus established in the name of "developing" Tribes.

Development maintains strong colonial roots, and some academics argue that the transition from colonialism to the concept of "development" is a shift in emphasis rather than switching from one project to another. The colonial culture is still present in our school system, health care system, and land laws, and it has a greater impact on the Tribes since they hold on to their worldviews and traditions. Although the Renaissance and Enlightenment movements laid the groundwork for modernity, the concept of modernity came to be defined as the process of transitioning to western economic, social, and political systems that believe in the superiority of rational and scientific control of the physical and social environment, as well as the use of technology for development.

The constitutional provisions related to Tribes in India can be mainly classified as below

Social Rights of Tribes in India

- Article 15(1) of the India Constitution prohibits discrimination against any citizen of the state in the ground of religion, race, caste, sex or place of birth.
- Article 23 of the India Constitution forbids bonded labour, human trafficking, and forced labour. Violation of this provision is a criminal offence.
- Article 24 prohibits children under the age of 14 from working in factories, mines, or hazardous industries.

Educational and Cultural Rights of Tribes in India

- Article 15(4) offers specific provisions for the educational advancement of Scheduled Tribes.

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- Article 21 A emphasizes that the Right to Education that all children between the age group 6-14 have the right to get free and compulsory education.
- Article 46 empowers the state to promote the educational and economic interests of Scheduled Castes and Tribes in addition to protecting them from social injustice and exploitation.
- Article 350 guarantees the right to preserve distinctive languages, scripts, or civilizations.

Service Safeguards for Tribes in India

- Article 16(4) authorises states to adopt rules for the reserve of appointments or posts for any backward class to ensure sufficient representation.
- Article 16(4A) authorises governments to make provisions for reservations in promotions for SC/STs if they are not adequately represented in state services.

Economic Rights of Tribes in India

- Article 244(1) binds the Fifth Schedule provisions to the administration and control of Scheduled Areas and Scheduled Tribes in states other than Assam, Meghalaya, Mizoram, and Tripura, which are subject to the Sixth Schedule.
- Article 275 gives grants-in-aid to designated states (STs and SCs) listed in the Fifth and Sixth Schedules. (Government of India, 2023; The Constitutional Provisions, n.d)

In 2015, leaders from around the globe pledged to provide inclusive and equitable quality education and promote lifelong learning opportunities for all by

2030. The first aim of this education Sustainable Development Goal is to ensure that all children, regardless of gender or birth circumstances, enjoy a free, equitable, and high-quality primary and secondary education. As education has a great role in envisaging the development of the human community, the goal has a crucial role in policy making and in the stage of administration. The Commonwealth Heads of Government Meeting (CHOGM) in April 2018 reaffirmed the importance of 12 years of quality education for all, including marginalised populations such as impoverished girls (Gordon, et al., 2019).

The concept of identity is perhaps the most misused concepts in the contemporary times. There has been a complex trajectory of the identity studies from psychology to anthropology, from individual to collective, and from self to communal. In common parlance and everyday life, the term 'identity' is conveniently used without often being aware of its nuances and implications. According to the Oxford Dictionary of English, the word "identity" has its origin in the late sixteenth century from the Latin word "idem" which means "same." The term states the "fact of being who or what a person or thing is," and it also stands for "a close similarity or affinity". Identity is a collective aspect of a set of characteristics that define a person or a thing (Burns, 1979).

The term "self" refers to a person's perception, consciousness, and comprehension of their own existence, identity, and personality. It has psychological, philosophical, and sociological components and influences human behaviour, cognition, and social interactions. Self-awareness, self-concept, self-identity, self esteem, self-regulation, social self and development of self are the major aspects of the concept self. Understanding the concept of self is critical for understanding human behaviour, cognition, and interpersonal dynamics. It reveals

how people perceive themselves, negotiate their social settings, and form their identities throughout time (Gergen, 2011).

There are several aspects that contribute to one's identity. Geographic territory, social organisation, economic organisation, collective history, political structure, religious organisation, tribal worldview, art and literature, linguistic identity and constitutional recognition are all variables that contribute to tribal identity. Recent studies reveals that the tribal communities across the globe are going through a process of crisis due to various economic and historical trends.

A crisis in identity takes place when the projected identity fails to get one identified by the other or when multiple identities create confusion and fails to project a coherent picture of a person. These notions of identity crisis are particularly appropriate for the tribal environment. From colonial times onwards, it can be traced that tribes have been given different names rather than their ethnic names. As a result, they have been forced to accept an external identity. During this procedure, they experienced a crisis. The imposed identity differed significantly from what they perceived themselves to be or acquired from within.

Need and Significance of the Study

The current decade, 2015-2024, has been named the third International Decade of the World's Indigenous People, and as a result, it is expected that this decade will be far more evolved and developed than the first decade (1995-2004) and the second decade (2005-2014). According to the 2011 Census, India's population includes approximately 104 million Scheduled Tribes. Tribes are the most disadvantaged and marginalised members of society, living in abject poverty with high rates of illiteracy, sickness, and early mortality etc.

There is already a considerable volume of research works devoted to determining the causes of tribal groups' backwardness, as well as the success of government policies and initiatives aimed at promoting tribal development. Many research on the Tribal identity issue have found that knowing the Tribes' worldview and recognising their cultural differences is the key to resolve the crisis. Because land is fundamental to their identity, steps should be initiated to ensure that their land remains with them and that scheduled area regulations and other tribal rights legislation are strictly enforced. Efforts should be made to promote their languages and to implement measures to provide opportunities for them. Many of the research findings indicate that the numerous development plans and programmes established for Tribes in the state failed because the Tribes' worldviews and epistemologies were overlooked during the planning phase. Thus, before addressing corruption, mismanagement, and non-implementation of projects, it is necessary to assess how much each programme resonates with Tribes' worldviews. According to research findings, one's identity plays an important role in representing life objectives and developing life goals.

In the proposed study, the investigator considered educational fairness and access, with the goal of ensuring that the most disadvantaged Tribes have the same chances as others, with a focus on higher education. The investigator has also studied the educated Tribes' access to common social resources, as well as their identity dilemma. The investigator chose this topic because, when we look at Tribes' livelihood issues and development scenarios, the administrative machinery and the dominant 'mainstream' society try to hegemony the Tribes' minds in order to maintain their inferior position and powerlessness, as the Tribes' hamlets are internal

colonies to exploit as cheap labour. Nowadays, Tribes with access to common social capital in educational institutions, workplaces, and cultural spaces face 'identity issues' and feelings of inferiority when expressing Educational Aspirations. As a result, the study addressing the difficulties confronting educated Tribes in relation to their common social capital is highly relevant and significant today.

In the reviews of related literature, the investigator could not find adequate studies which examined the cross over studies of Self-Perceived Identity and Educational Aspirations with special emphasis to higher education in the Tribal communities of Kerala. Lack of such studies is evident from the review of literature. This inspired the investigator to study the relationship of select psychosocial factors on Self-Perceived Identity and Educational Aspirations with special emphasis to undergraduate Tribal Students of Kerala.

Title of the Study

The problem under study is entitled as **“INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON SELF-PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATIONS OF UNDERGRADUATE TRIBAL STUDENTS”**.

Operational Definition of Key Terms Used

The key terms that appear in the title of the presented study stands for the following:

1. Self Esteem

In the present study, Self Esteem refers to how a student worth and perceive himself/herself. It is built on views and beliefs about themselves, which can seem tough to change.

2. Socio-Emotional Adjustment

Social adjustment is the ability to develop pleasant relationships with others, whereas emotional adjustment is the personal acceptance of circumstances, which may include shaping one's attitudes and feelings accordingly.

3. Self-Perceived Identity

Self-Perceived Identity refers to an individual's cognitively, emotionally, and behaviorally consistent assessment of himself/herself, their environment, and all aspects of their existence that is both specific and socially acceptable. In the present study, Self-perception is described as an individual's ability to act in ways that differ from his own behaviour as created through social contact. It is the image of one's Self-concept and Self Esteem.

4. Educational Aspirations

In the present study, Educational Aspirations is a variable which can be considered as part of motivation for academic success and focusing on the desire to succeed in forming academic goals, achieve success in education, in certain fields of study or to attain certain Degree.

5. Undergraduate

An undergraduate is a student at a college or university who is not a graduate. Undergraduate students are students at universities and colleges who have graduated high school and been accepted to college but have not yet completed their degree.

6. 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 of interests. In the present study it means all the scheduled tribe students notified by the Government of Kerala.

Variables Selected for the Study

The independent and dependent variables selected for the study are the following:

I) Independent Variable

- i) Self Esteem
- ii) Socio-Emotional adjustment

II) Dependent Variables

- i) Self-Perceived Identity
- ii) Educational Aspirations

Objectives of the Study

Major objective of the study was to identify the tribal identity related difficulties in achieving the educational aspirations of the undergraduate Tribal Students and to check the predictive effects of Self Esteem and Socio-Emotional on the Self-Perceived Identity of the Tribal Students, in improving their Educational Aspirations

The specific objectives of the present study are as follows:

1. To find out the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.

2. To find out the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
3. To find out whether there exists any significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
4. To find out whether there exists any significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
5. To estimate the extent of relationship among Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
6. To estimate the extent of relationship among Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
7. To estimate the extent of relationship among Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

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8. To estimate the extent of relationship among Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
9. To compare the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. To compare the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
11. To compare the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
12. To compare the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
13. To study whether Self-Perceived Identity of undergraduate Tribal Student can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

14. To study whether Educational Aspirations of undergraduate Tribal Students can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

Hypotheses of the Study

This study is designed to test the following hypotheses regarding the predictive effects of Self Esteem and Socio-Emotional Adjustments on Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students. Thus, the 12 specific hypotheses presented are

1. There will be significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
2. There will be significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
3. There will be significant relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
4. There will be significant relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total

sample and subsamples based on gender, type of residence, stream of education and management category of institution.

5. There will be significant relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
6. There will be significant relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
7. There will be significant difference in the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
8. There will be significant difference in the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
9. There will be significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. There will be significant difference in the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate

Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.

11. Self-Perceived Identity can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

12. Educational Aspirations can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

Methodology

The methodology opted of the present study is briefly described under the following headings.

Design of the Study

The present study was designed in a quantitative approach. Survey method was employed in collection of data and quantitative statistical techniques were used for analysis.

Sample Used for the Study

Survey was carried out on a representative sample of 295 undergraduate Tribal Students studying in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala. Random Sampling technique was followed in the data collection by giving proper representation to criteria such as gender, type of residence, stream of education and management category of institution.

Tools Used for the Study

For the present study, the investigator has used the following tools for the collection of data.

1. Scale of Self-Perceived Identity (Ajithlal &Naseema, 2021).
2. Scale of Educational Aspirations (Ajithlal &Naseema, 2021).
3. Scale of Socio-Emotional Adjustment (Ajithlal &Naseema, 2022).
4. Self Esteem Inventory (Ajithlal &Naseema, 2022).

Statistical Techniques Used

The following statistical techniques were used for the present study

1. Descriptive statistical techniques like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis - Preliminary analysis
2. Test of significance of difference between the means of large independent samples
3. Pearson's Product Moment Coefficient of Correlation
4. Comparison of the coefficient of correlation for the subsamples
5. Multiple Regression Analysis

Scope and Limitations of the Study

This study was intended to find out whether there exists an empirical predictive relationship between the Self-Perceived Identity and Educational Aspirations with the Socio-Emotional Adjustment and Self Esteem of Tribal Students who were bound to experience an educational environment in the educational institutions totally different from their symbiotic background. Hence the study was intended to put forward some suggestions to establish an equitable access to the higher education fields.

The study has been restricted on a representative group of undergraduate Tribal Students attending standard XI to Graduation, randomly selected from the institutions situated in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala. The students were selected from the categories, where due representation was given to gender of the students (Male and Female), type of residence (Post Matric Hostels and College Hostels), stream of education (Humanities, Language, Management and Science) and management category of institution (Government and Private). All the selected variable were measured using the standardized tests. Tools of established validity and reliability were used to collect the data. Therefore, the findings of the study will be valid and generalizable to the population up to a great extent.

Organization of the Report

Chapter I of this report provides a transitory introduction of the problem identified, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypotheses, methodology and scope and limitation.

Chapter II contains a summary of the reviewed related studies and contemporary educational interventions.

Chapter III describes the study's methodology, including variables, tools employed, sample selection, data collecting and scoring procedure, and statistical techniques used for analysis.

Chapter IV details the statistical analysis of the data and discussion of the results.

Chapter V presents a summary of the procedure, major findings and tenability of hypotheses and educational implications of the study.

Chapter VI elucidates the recommendations and suggestions for further research.

REVIEW OF RELATED LITERATURE

- ▣ *Theoretical Overview of the Study*
 - ❖ *Scheduled Tribes of Kerala*
 - ❖ *Sustainable Development Goals and Tribal Development*
 - ❖ *National Education Policy 2020 and Tribal Education*
 - ❖ *Existing Theories related to the variables selected*
- ▣ *Related Studies*
- ▣ *Conclusion*

REVIEW OF RELATED LITERATURE

The chapter attempts to review the related literature in the area of Tribal Self-Concept, Identity, Tribal Education and to present the rationale and objectives of the study. The scope of this chapter is limited to educational background of Tribal Students and the attempt is not to review the vast literature on tribal development discourses. The chapter seeks to clarify specific themes that help grasp and explain the research problem. Different perspectives on core concepts such as Scheduled Tribes in Kerala, Self-Perceived Identity, Educational Aspirations, Self Esteem, Socio-Emotional adjustment and Tribal development are investigated. The chapter comprises the theoretical overview of Scheduled Tribe, Self-Perceived Identity, Educational Aspirations, Self Esteem, Socio-Emotional adjustment and research studies related to the selected areas as well in two broad sections namely.

1. Theoretical Overview of the Study
2. Review of Related Studies

Theoretical Overview of the Study

This section broadly covers the 1). Tribal prospective-demographic factors, Sustainable Development Goals and National Education Policy-2020 and 2) theoretical background of Self-Perceived Identity, Educational Aspirations, Self Esteem, Socio-Emotional adjustment. This review was carried out with the knowledge that the term "tribe" has several connotations in relation to empowerment and development of the Scheduled Tribes through education.

Scheduled Tribes of Kerala

“India, like other under-developed countries of the world, is a poor country. The majority of the people are underfed. They lack proper housing, clothing, sanitation and the like. Living under these uncongenial conditions, they have almost lost the faculty of clear thinking. It will indeed be wastage of efforts if we try to teach people about proper dietary requirements when they do not have the means to procure even one good meal a day. There seems to be no use in trying to teach them what an ideal home should be like or what should be the proper sanitary measures when they are hungry and without adequate clothing or shelter. The basic requirements must be supplied first before we think of educating them”

- Aryanayakam (1963)

Despite the promises of equality and growth enshrined in the Indian Constitution, the backwardness of tribal communities in post-independence India has been a complicated and multifaceted issue. Many tribal groups of the country have continued to undergo historical marginalization due to cultural and economic challenges, development disparities and political and administrative issues. In India, there have been 705 tribal groups identified as Scheduled Tribe and among them 75 tribes are recorded as primitive tribal groups (PTGs) (Census of India-2011). The PTG classification is done based on the criteria of their poor level of education, stagnant population growth and lower economy. Now the primitive tribal groups are notified as Particularly Vulnerable Tribal Group (PVTG) (Ministry of Tribal Affairs, Govt. of India).

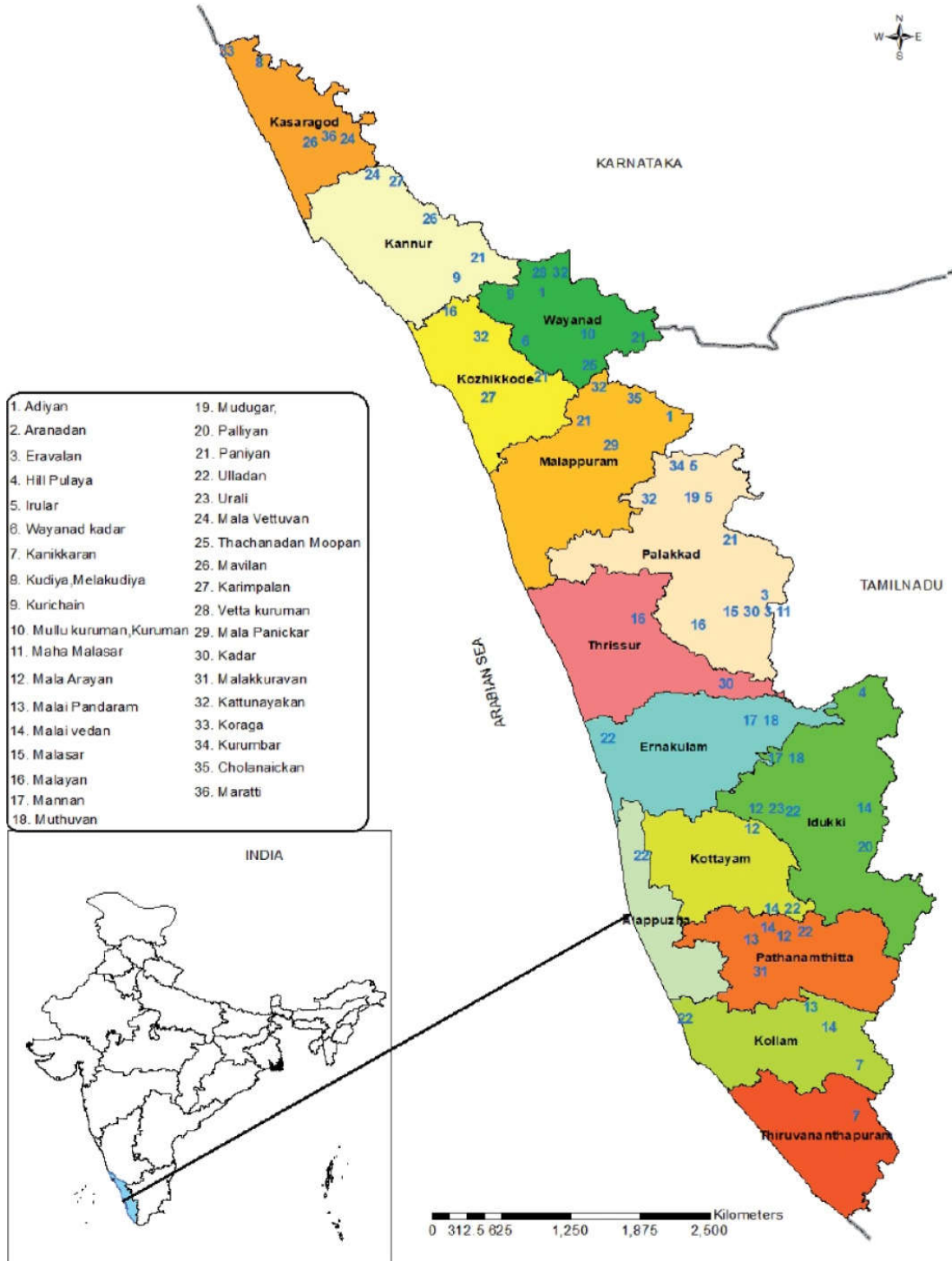
In Kerala, the Scheduled Tribe communities are mainly settled in Wayanad, Idukki, Palakkad and Kasargod districts. According to the 2011 Census, there are

1,19,788 tribal households in the state and the tribal population of Kerala is estimated as 4,84,839. The total tribal population of the state comprise of 2,38,203 men and 2,46,636 women. The overall sex ratio among tribal communities of Kerala is 1035 and in the case of tribal children, the sex ratio is 949. As of the constitutional amendment in 2002, there is 35 Scheduled Tribal communities are recognized in Kerala. But the Marathi community, which was enlisted to Scheduled Tribe by the constitutional provision in 2013, have not been considered by the Census 2011. As per Census 2001, the Marathi population in Kerala was 27,824. In Kerala, five tribal communities are notified as Particularly Vulnerable Tribal Group (PVTG). The five communities are Koraga community of Kasaragod district, Cholanaikkan of Nilambur valley, Malappuram district, Kurumbar from Attappady, Palakkad district, Kadar community of Parambikulam, Palakkad and Thrissur districts, Kattunayakan community of Wayanad, Kozhikode, Malappuram, and Palakkad districts. (KIRTADS, 2017).

District wise percent distribution of tribal communities in Kerala is presented in Figure 1 and the distribution of settlements (Oorus) of Scheduled Tribes in Kerala is presented in Figure 2

Figure 1

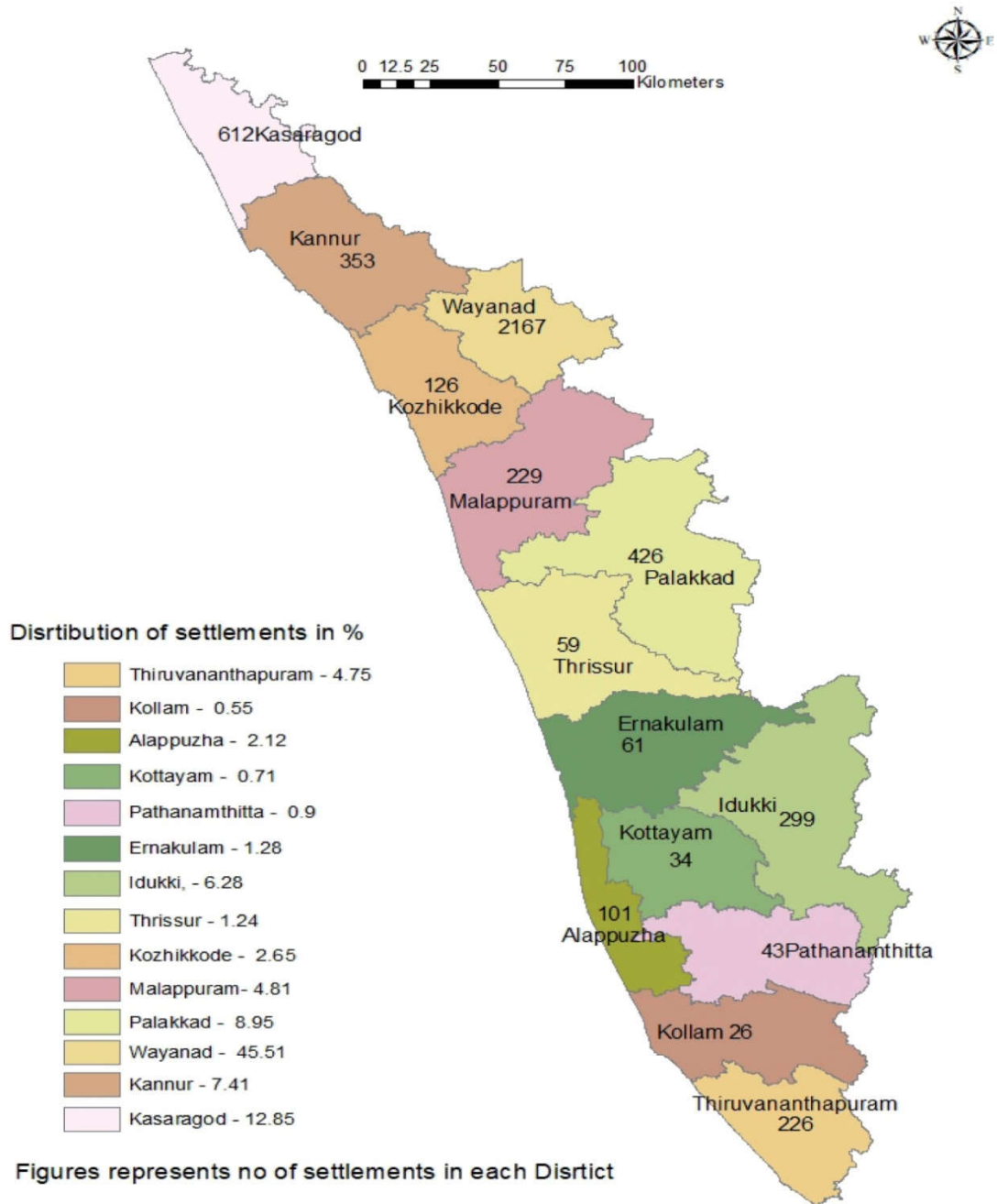
Distribution of Scheduled Tribes in Kerala



(Source: KIRTADS Achieves)

Figure 2

Distribution of Settlements (Oorus) Scheduled Tribes in Kerala



(Source: KIRTADS Achieves)

The significant gap in the literacy rate of general public and Scheduled Tribes of Kerala for the last Census periods is detailed in Table 1

Table 1

Literacy Rate of General Public and Scheduled Tribes of Kerala for the Last Census Periods

Year	1961	1971	1981	1991	2001	2011
General Literacy Rate	55.08	69.75	78.55	89.81	90.92	93.91
ST Literacy Rate	17.26	25.72	31.79	57.22	64.35	75.81
Gap in Literacy Rate	37.82	44.03	47.06	32.59	26.57	18.10

Source: Census of India, (1961 - 2011)

The number of Scheduled Tribe students enrolled for degree and postgraduate degree courses in arts and science colleges of Kerala in 2017-18 is 6,601. The enrolment of Scheduled Tribe students in degree and post graduate courses is 4,977 and 1,624 respectively (State Planning Board, 2018). Course wise details of Scheduled Tribe students enrolled for different degree programmes is presented in Table 2.

Table 2

Enrolment Status of ST Students in Higher Education

Name of Course	Total Students	ST Students	% of ST Students
B.A	92,753	3,209	3.46
B. Sc.	1,02,134	972	0.95
B.Com	44,723	796	1.78
Total	2,39,610	4,977	2.08
M.A	14,756	828	5.61
M.Sc.	18,083	561	3.10
M.Com	6,056	235	3.88
Total	38,895	1,624	4.18
Grand Total	2,78,505	6,601	2.37

Source: Kerala Economic Review 2018 – 19

As per the All India Survey on Higher Education 2021-22, there has been a 41.6 percentage increase in the number of ST students enrolled from 2017-18, while the overall growth rate of ST students enrollment was 65.2 percentage from 2014-15. The number of Scheduled Tribe girl students enrolled has increased from 12.21 lakh in the academic year 2020-21 to 13.46 lakh in the academic year 2021-22. Substantial increase of 47.6 percentage in ST female enrolment is observed during last 5 years and 80 percentage increase since 2014-15. Social Group-wise Enrolment of students to higher education during last 5 years in the country and in the state Kerala are presented in Tables 3 and 4.

Table 3*Social Group-wise Enrolment during Last 5 Years of India*

States/ UTs	All Categories			Scheduled Caste			Scheduled Tribe			Other Backward Classes		
	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both
2021-22	22576389	20691792	43268181	3451649	3171274	6622923	1364524	1346154	2710678	8517847	7818613	16336460
2020-21	21237910	20142803	41380713	2993521	2901179	5894700	1191037	1221032	2412069	7533866	7287671	14821537
2019-20	19643747	18892612	38536359	2854313	2803359	5657672	1072646	1083463	2156109	7202109	7047005	14249114
2018-19	19209888	18189500	37399388	2835663	2731415	5567078	1052121	1015627	2067748	6909174	6682820	13591994
2017-18	19204675	17437703	36642378	2774933	2505428	5280361	1001989	911875	1913864	6688668	6144337	12833005

Source: AISHE 2021-22

Table 4*Social Group-wise Enrolment during Last 5 Years of Kerala*

States/ UTs	All Categories			Scheduled Caste			Scheduled Tribe			Other Backward Classes		
	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both
2021-22	554572	749873	1304445	29991	50960	80951	5914	8352	14266	218765	318522	537287
2020-21	559625	804911	1364536	34488	62108	96596	5702	8712	14414	270266	426085	696351
2019-20	484849	653004	1137853	25434	46838	72272	4360	6877	11237	194158	295290	489448
2018-19	458200	637642	1095842	24464	44947	69411	4272	6455	10727	185095	274967	460062
2017-18	480178	602739	1082917	24246	43518	67764	3986	6103	10089	183691	263978	447669

Source: AISHE 2021-22

Sustainable Development Goals and Tribal Development

The Sustainable Development Goals (SDGs), adopted by all United Nations member states in 2015, provide a comprehensive framework for addressing global challenges, including poverty, inequality, and environmental degradation (United Nations, n.d.). Several SDGs are particularly relevant to tribal development. Some of the major goals in tribal perspectives are:

1. ***Sustainable Development Goal 1***. No Poverty - Because tribal communities are excluded from mainstream economic activities, poverty is pervasive among them. To increase their access to resources, land rights, and sustainable means of subsistence, targeted interventions are required.
2. ***Sustainable Development Goal 2***. Zero Hunger - Traditional agriculture and forest resources are major sources of food for tribes. Ensuring food security and promoting sustainable agricultural practices are essential to their well-being.
3. ***Sustainable Development Goal 3***. Good Health and Well-Being - Tribal communities frequently have limited access to healthcare. Their health results can be improved by addressing malnutrition, implementing traditional medical practices, and upgrading the healthcare system.
4. ***Sustainable Development Goal 4***. Quality Education - Education is a vital instrument for empowering people. That being said, tribal communities have lower rates of literacy than the national average. Education plans that are specifically designed for them and honor their language and cultural heritage are crucial.

5. ***Sustainable Development Goal 5***. Gender Equality - Tribal women experience discrimination on two fronts. as women and as tribe members. Encouraging women via economic, medical, and educational avenues is essential for attaining gender parity in tribal communities.
6. ***Sustainable Development Goal 6***. Clean Water and Sanitation - Tribal areas frequently lack access to clean water and sanitary facilities. For the sake of their health and wellbeing, it is imperative to provide clean, safe drinking water.
7. ***Sustainable Development Goal 13***. Climate Action - Because they depend so heavily on natural resources, tribal communities are especially susceptible to the effects of climate change. It is crucial to uphold their rights and strengthen their resistance to climate change.

The SDGs and the Obstacles to Tribal Development

By 2030, the 17 Sustainable Development Goals (SDGs) of the UN are supposed to have brought about decent lives for all people on a healthy planet. Despite the importance of SDGs to tribal development, several challenges persist in the current scenario (Xaxa 2014). Some of the major challenges are:

1. **Lack of Participation:** Tribes frequently miss out on life-altering decision-making opportunities. Involving them in planning and execution is essential for development to be sustainable.
2. **Land and Resource Rights:** One of the biggest problems facing tribal communities has been the taking of their land and resources. Their survival and development depend on the protection of their rights to land, forests, and water.

3. **Cultural Erosion:** Tribal cultures can be destroyed by development projects that disregard their cultural background. An essential component of development initiatives ought to be the promotion and preservation of their cultural heritage.
4. **Access to Services:** It can be challenging for many tribal communities to get essential services like markets, healthcare, and education due to their remote locations. It will take creative thinking to get past these obstacles.

Strategies for Integrating SDGs in Tribal Development

International Work Group for Indigenous Affairs, put forward some strategies for the effective integration of Sustainable Development Goals in to tribal development (International Work Group for Indigenous Affairs, 2020). They are:

1. **Community-Led Development:** Giving tribal communities the authority to direct their own development guarantees that projects are both sustainable and suitable for the local culture. More successful results can produce from participatory methods that involve tribes in the decision-making process.
2. **Sustainable Livelihoods:** Tribal communities can benefit economically and ecologically from the promotion of sustainable livelihoods that are in line with their traditional ways of living.
3. **Education and Capacity Building:** Tailoring educational programmes to tribal communities' requirements, such as adult literacy and vocational training, can help them engage in and profit from development processes.
4. **Policy and Legal Frameworks:** Improving policies and legal frameworks that protect indigenous groups' rights, particularly those related to land and resources, is critical for their development.

5. Partnerships and Collaboration: Working with Non-Government Organisations, civil society, and the commercial sector can provide extra resources and knowledge for tribal development. Multi-stakeholder collaborations can be very helpful in addressing difficult issues.

National Education Policy 2020 and Tribal Education

After the country's independence, the government was confronted from the very beginning with the impact of illiteracy on the pace of development. To address the educational backwardness of the country, the government has formulated and implemented various types of programmes, policies and committees. The major committees established by the Union Government to study the educational situation in the country and formulate proposals for the modernization of the country were the Commission on University Education (1948-1949), the Commission on Secondary Education (1952-1953), the Kothari Commission (1964-1966) and the University Grants Commission (November 1956). On the basis of the reports of the committees and educational surveys, the Government of India formulated the National Policy on Education. In the evolution of India, the education system that we can see the influence of the first National Policy on Education 1968, Second National Policy on Education in the year 1986, revision in the Second National Policy on Education in the year 1992 and 2005 (Kaurav et al., 2020).

Education policies have played its relevant role in achieving national integration and high cultural and economic development of the nation. In the Platinum Era of National Foundation Day, introduction of The National Education Policy (NEP, 2020) can be considered as a very important change that contributes to the development of the country.

Salient Features of NEP 2020 and Tribal Education

1. Vision

NEP 2020 aims to create an education system that is the best in the world, rooted in Indian culture and making India a global knowledge superpower. As a national effort, serious problems that have plagued the Indian education system in the past decades are inevitably addressed by NEP 2020. Thus, according to the vision, the policy aims to take into account the diversity of indigenous cultures in the country.

2. Agenda for Sustainable Development Goals

India has endorsed the Sustainable Development Goals (SDGs) of the 2030 Agenda for Global Change, which aim for the provision of equitable and inclusive quality education and the promotion of opportunities for lifelong learning for all. In order to achieve this holistic goal, which is part of the 2030 Agenda's Sustainable Development Goals (SDGs), the entire educational system will have to be redesigned to support and foster the educational process. Here the opportunity factor and quality of education delivering to the indigenous communities of the nation.

3. Lifelong learning opportunity

In the educational scenario, the time boundedness is really a challenge to the marginalized communities and indigenous people of the nation proceeding with their symbiotic life. With the flexibility of the course structure offered by NEP 2020, for those who choose to quit the course in the middle, there will be a variety of access and departure points to continue the learning. The Academic Bank of Credits will transfer their credits.

4. E-courses in Regional Languages

By the vision of NEP 2020, Education, training, evaluation, teacher, school and student education will all be activated with technology. In accordance with the new policy, electronic content and electronic books will be available in regional language, starting with 8 major ones. With the help of technology, textbook content will be made available in tribal languages. Teaching in regional/tribal languages will ensure progress in higher learning of the tribal communities.

5. More Holistic and Multidisciplinary Education

According to NEP 2020, the policy proposed to create a holistic multidisciplinary education that tries to develop all human potentials including morality, intelligence and aesthetic sense for the social, physical and emotional well-being of the individual. By 2030, NEP 2020 is planning to establish sufficient number of multidisciplinary high education institutions (HEI) in each district of the nation. This approach caters to the educational aspirations of the marginalized sections living in the underdeveloped villages and towns of the country.

6. Revolution in Teacher Education and Teacher Training

The policy envisages the gradual incorporation of teacher education in multidisciplinary colleges and Universities by 2030. Multidisciplinary higher education institutions offering integrated four-year bachelor of education programmes will be transformed to provide blended modes of education and distance learning to students from distant locations. The Policy guaranteed a minimum of 50 hours of in-service training per teacher/year for the renewal of teacher skills. The reform of the teacher training system will benefit Tribal Students and help produce more teachers from tribal communities. Teachers from the tribal

communities can be the best option to cater Educational Aspirations of the fellow beings with a we-feel in dealing the students and provide better opportunities to their higher education needs.

7. Integrating Vocational Education at all Levels

Many of the studies concluded with the inference that the provision of vocation education is essential for the development of the tribal communities. The objective of this policy is that by 2025, 50 percentage of learners benefit from better vocational training. To achieve this objective, courses will be offered in open and distance learning mode. This policy is intended to ensure the financial security of students once enrolled in the programme.

Theories Related to the Variables Selected

1. Theoretical Frame Work of Self-Perceived Identity

a) Identity Crisis – Concept by Erik Erikson

Erik Erikson's developed the concept of "identity crisis" on the implication of the eight-stage life span frame. The identity discussion is explained as a recurring life process in personality formation because it occurs in each growth phase of life beginning from early childhood to late adulthood. Therefore, it has become an integral part of the human identity development process Erikson (1982). The theory describes eight developmental phases, that people go through from birth to adulthood, each of which is distinguished by a major conflict. While failing to resolve these conflicts can lead to problems later in life, successful resolution of these conflicts promotes healthy psychological development. The eight stages of Development can be explored by the key conflicts and the key questions associated with it. They are:

1. Trust vs. Mistrust (Infancy: 0–1 year)

Key Question. "Can I trust the world?"

Developmental Task: The ability of their caregivers to consistently show them love and care is how infants determine whether or not the world is safe and trustworthy. Infants learn to trust their caregivers if they are attentive; if they are unresponsive or inconsistent, mistrust may grow.

2. Autonomy vs. Shame and Doubt (Early Childhood: 1–3 years)

Key Question. "Can I do things myself or must I always rely on others?"

Developmental Task. Toddlers gain autonomy as they learn to walk, talk, and carry out tasks on their own. While overly controlling caregivers may cause feelings of shame and self-doubt, supportive caregivers enable their children to explore and develop confidence.

3. Initiative vs. Guilt (Preschool: 3–6 years)

Key Question. "Is it okay for me to do things, move, and act?"

Developmental Task. Kids start to show more initiative when it comes to interacting with peers, exploring their surroundings, and taking charge of their lives. Achievement fosters initiative, but overly controlling or disapproving reactions can make one feel guilty about attempting new things.

4. Industry vs. Inferiority (School Age: 6–12 years)

Key Question. "Can I make it in the world of people and things?"

Developmental Task: As children enter school, they are required to acquire knowledge and skills. Instructors and parents who provide positive reinforcement help students feel competent, but excessive criticism or failure can make them feel inferior.

5. Identity vs. Role Confusion (Adolescence: 12–18 years)

Key Question. "Who am I and where am I going?"

Developmental Task. Adolescents investigate a variety of roles, ideologies, and concepts in order to develop a sense of self. A strong sense of self and direction are the results of success, whereas uncertainty about one's place in society results from a lack of identity.

6. Intimacy vs. Isolation (Young Adulthood: 18–40 years)

Key Question. "Can I love and be loved?"

Developmental Task: Young adults build close-knit, affectionate bonds with other people. If these ties are formed successfully, one feels connected; if not, one may feel alone and emotionally detached.

7. Generativity vs. Stagnation (Middle Adulthood: 40–65 years)

Key Question. "Can I make my life count?"

Developmental Task: By raising children or achieving professional goals, middle-aged adults strive to better society and provide for the next generation. Achievement breeds feelings of purpose and productivity (generativity), while disengagement can lead to stagnation.

8. Integrity vs. Despair (Late Adulthood: 65+ years)

Key Question. "Is it okay to have been me?"

Developmental Task: People reflect their lives at this last stage. They experience integrity and wisdom if they are content with their achievements. They could feel hopeless and resentful if they feel like their life was wasted (Erikson, 1950).

This theoretical perspective applies to tribal social identity and the conflicts in the common living space since Erikson viewed the crisis from two perspectives: individual identity crisis and social or communal crisis. In Erikson's ideology, unity is formed between the individual and society with a mutual coalition. The social institutions act as pre-conditions of the individuals' development and society act as an essential matrix to provide and prohibit social cues in behavioural development (Kroger & Marcia, 2011).

b) Identity Orientations – Four Dimensions

Identity orientation is the peoples' tendency to concentrate more attentiveness on both the internal and external environment interpreting the individual identity. The identity orientation of an individual can be grouped into four dimensions. The personal identity (PI) orientation is reflected when defining the self as a unique individual, a relational identity (RI) orientation is viewed when defining the self as a member of an interpersonal relationship, a collective identity (CI) orientation is showed when defining the self as a member of collective activity, and the social identity (SI) orientation is reflected when being part of a social group (Flynn, 2005). The correlation of different forms of social exchange and identity orientations is explained in Table 5.

Table 5*Identity Orientations and Forms of Social Exchange*

Identity Orientation	Basis of Evaluation	Frame of Reference	Goal/Motive	Preferred Exchange Form	Direct /Indirect Reciprocation	Implicit/Explicit Discussion of Exchange Terms
Personal	Individual characteristics	Self-other comparison	Solely self-interest	Negotiated	Direct	Explicit
Relational	Consideration of role-appropriate behaviour	Fulfilment of role appropriate behaviour	Self-interest as well as other's interest	Reciprocal	Direct	Implicit
Collective	Embodiment of group characteristics	Group-group comparison	Group interest	Generalized	Indirect	Implicit
Social	Social interactions	Social appreciation	Communal/Social interest	Generalized	Indirect	Implicit

Source: (Flynn, 2005)

c) Theory of Self-Perception

Self-Perception is defined as the capacity of an individual to act differently to his own behaviour formed on the basis of the social interaction. It is the image we have about our self-concept and self esteem (Bem, 1967).

The Self-Perception Theory was developed by the Darly J. Bem on the human attitude formation and its dynamics. According to the theory, the human being develops its own attitudes by observing their own behaviour. The theory argues that people can learn about their attitude and personality traits by paying attention to how they behave. The mostly occurs when we do not know how we feel about something and therefore ascribe our attitude or belief to some insight into our actions. Inferring someone else's opinions and personalities based on their conduct is very similar to that. The Self Perception theory suggests that people develop

attitude without accessing the internal cognition. The theory is counterintuitive in nature as it goes against accepted belief that attitude drives human behaviours. Normally a person bases their actions on their feelings and opinions about a situation. Based on the Self Perception theory this is not true. According to Self-Perception theory individuals create their attitudes by evaluating their own conduct and drawing conclusions about the probable origins of their perceptions. Using this logic, people draw conclusions about someone's feeling based on what they do and how they behave (Bem's Self-Perception Theory | Self-Perception Examples - Video & Lesson Transcript | Study.Com, n.d.).

The Self-Perception Theory is developed as a counter to the traditional common cognitive theories of human attitude formation. Key tenets of Self-Perception Theory are:

1. Behaviour as a Basis for Attitude Formation. Bem asserts that people frequently infer their internal states-such as attitudes and feelings-from the way they behave. For instance, if someone observes that they are routinely doing something (e.g. participating in protests), they may come to the conclusion that they have strong feelings for environmental issues. This method stands against the conventional wisdom, which holds that behaviour is determined by internal cognitive processes (thoughts or feelings). In Self-Perception Theory, an individual considers their behaviour in order to infer their attitudes.

2. External Context and Cues. The way one perceives oneself is shaped by the outside world. Individuals are less likely to attribute behaviour to internal motivations when it is evidently prompted by external rewards or pressures (a phenomenon known as the over justification effect). When someone is paid to complete a task, for example, they might justify their participation in the activity based more on the financial benefit than on their own interest or satisfaction.

3. No Pre-existing Attitude Required. Bem's theory asserts that people don't always have strong pre-existing attitudes, in contrast to cognitive dissonance theory, which contends that discomfort resulting from behaviour that contradicts preexisting beliefs drives attitude change. Rather, they frequently develop attitudes without first taking a position based on actions they have already taken (Bem,1972).

d) Theory of Social Identity

Henri Tajfel and John Turner are the peoples developed the Social Identity Theory (SIT) in 1970s and 1980s to explain how individuals develop their sense of self-worth and identity from the social groups they are a part of. Key concepts of Social Identity Theory are:

1. Social Categorization. Individuals instinctively divide the world into social categories according to factors like nationality, religion, gender, or occupation. People can arrange their social surroundings with the aid of these categories. As part of this process, individuals and groups are categorized as "in-groups" (those to which they belong) and "out-groups" (those to which they do not belong). Stereotyping can result from this mental categorization, which makes the social world simpler.

2. Social Identification. Following categorization, people internalize the norms, values, and behaviours of the group they place themselves in by taking on the identity of the group to which they belong. People define themselves in terms of the social groups they belong to (e.g., "I am a teacher" or "I am a member of a sports team"), which is a component of social identity and self-concept.

3. Social Comparison. People who have identified with a group often compare their group (the in-group) to other groups (the out-groups). To keep a

positive self-concept, people are driven to view their in-group favorably. This results in prejudice against other groups and occasionally in-group favoritism.

4. Positive Distinctiveness. A primary driving force behind Social Identity Theory is individuals' actions is their aspiration to attain and preserve positive distinctiveness for their in-group. This implies that individuals work to set their group apart in a way that makes them seem superior to out-groups, which raises their sense of self-worth. Group-based biases, such as the idea that members of one's own group are morally superior to others or more intelligent than others, may arise from this (Tajfel & Turner 1979).

Social Identity Theory is a classical psychological theory that formulated the concept of social identity. This theory is developed on the phenomenon of ingroup and outgroup interactions of the man in society. According to the theory the people construct their own identities in relation to social group and these affiliations serve to support and defend individual identities. As a result of group based self-definitions, the theory tries to explain intergroup conflict. Social Identity Theory provides crucial insights into the social identity underpinning of prejudice, discrimination and intergroup conflict by identifying these phenomena as being caused by group based categorization and self-enhancement incentives (Trepte, 2013).

2. Theoretical Frame Work of Self Esteem

Self Esteem is a concept that has been extensively studied in psychology, which is explained as a person's overall assessment of their own value. It expresses how self-assured, capable, and valuable a person feels in different facets of life. Many psychologists have studied and developed the self esteem theory; researchers like Morris Rosenberg, Abraham Maslow and Nathaniel Branden have made some of the most significant contributions.

a) Maslow's Hierarchy of Needs

Abraham Maslow created Maslow's Hierarchy of Needs in 1943, which is a fundamental psychological theory that arranges human needs into a hierarchy. The theory is commonly portrayed as a five-level pyramid, wherein individuals must attend to the needs at the base of the pyramid before concentrating on those at the top. Maslow's Hierarchy of Needs from the bottom to top of the pyramid comprise the following stages:

1. **Physiological Needs.** These include things like food, water, shelter, and rest, which are necessities for life.
2. **Safety Needs.** Physical safety, stability, security, and protection from danger are all part of one's needs for safety.
3. **Needs for Love and Belonging.** This level includes social ties, emotional ties, affection, and a sense of belonging.
4. **Esteem Needs.** There are two categories in this level
 - a. **Self Esteem.** Internal elements such as accomplishment, competence, independence, and self-respect.
 - b. **Esteem from Others.** Acknowledgment, prestige, esteem, and appreciation from others are examples of external validation.
5. **Self-Actualization.** The highest level, known as self-actualization, is centered on reaching one's own objectives, using creativity and problem-solving skills to realize one's own potential, and finding fulfillment (Maslow, 1943).

The Role of Self Esteem in Maslow's Theory. The fourth level of Maslow's hierarchy, the Esteem Needs category, is critical to psychological health and motivation in individuals. According to Maslow, people look to satisfy their esteem needs after their basic and social needs are satisfied. Having a healthy sense of self-

worth entails feeling capable, appreciated, and self-assured. Stable self-worth and motivation to reach personal objectives are facilitated by high self esteem. Maslow distinguishes between external (esteem from others) and internal (esteem of oneself). While external self esteem is correlated with being respected and acknowledged by peers and society, internal self esteem is derived from feelings of mastery and achievement. When these needs for esteem are sufficiently satisfied, people feel successful and are inspired to pursue self-actualization (Maslow, A. H. 1954).

b) Self Esteem Theory by Rosenberg

The widely used Rosenberg Self Esteem Scale (RSES), created by famed psychologist Morris Rosenberg, is a tool for the measure of self esteem. Self Esteem, according to Rosenberg, can be either positive or negative in relation to oneself. It was his contention that social interactions and other people's opinions are what really mold one's sense of self esteem. self esteem, according to Rosenberg, is a steady sense of one's own value or acceptance of oneself that results from one's experiences in the social world as well as one's perception of oneself in connection to others (Rosenberg, 1965).

The foundation of Rosenberg's Self Esteem Theory is the idea that psychological health depends critically on one's sense of Self Esteem. The following are the key concepts of Rosenberg's Self Esteem Theory:

1. Global Self Esteem. Rosenberg considered Self Esteem not as a measure specific to one domain (eg., relationships or academics) but as a general, overall assessment of oneself. It expresses how people view themselves overall rather than how they evaluate their skills in particular domains. This means that a person's behaviour and perspective on life can be influenced by having a high or low sense of self-worth, which is defined as perceiving oneself favorably or unfavorably overall.

2. Positive and Negative Self-Evaluation. Rosenberg contends that a healthy balance between positive and negative self-evaluations is the source of self esteem. Individuals who possess high Self Esteem tend to place greater emphasis on their strengths and accomplishments, while those who lack self esteem tend to focus more on their perceived flaws and shortcomings. These assessments are influenced by interpersonal relationships, other people's opinions and individual experiences.

3. The Role of Social Influences. Rosenberg emphasized how socialization shapes one's sense of self. People are shaped by their relationships with family, friends, teachers and the larger expectations of society starting in early childhood. While negative interactions and criticism can result in low Self Esteem, supportive environments, positive reinforcement, and social approval all contribute to higher self esteem. People's internalization of social feedback can cause their Self Esteem to change depending on how other people react to them.

4. Self Esteem as a Stable Trait. Rosenberg argued that although self esteem can fluctuate depending on life circumstances, it is generally stable throughout time, especially as an adult. This consistency shows that early experiences and socialization cause self esteem to become deeply embedded in one's self-concept (Rosenberg, 1979).

c) Theory of Self Esteem by Nathaniel Branden

The importance of self esteem as a basic human need was highlighted by prominent figure in the field of self esteem psychology, Nathaniel Branden. Branden defined Self Esteem as "the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness." According to Branden's Theory, the two essential elements make up self esteem are,

a) Self-efficacy. The conviction that one is capable of reasoning, making choices, and overcoming obstacles in life.

b) Self-respect. The conviction that one is deserving of joy, dignity, and the opportunity to lead a happy and meaningful life.

Because it supports traits like assertiveness, resilience, and the pursuit of meaningful goals, Branden claimed that Self Esteem is crucial for mental health and personal development (Branden, 1994).

In order to create and preserve a healthy sense of self esteem, individual's need to adopt the six fundamental behaviours that Branden listed. The "Six Pillars" of Self Esteem are:

1. *The Practice of Living Consciously.* This entails accepting reality as it is, responding thoughtfully to life's challenges, and being present and aware of both the internal and external world. Intellectual integrity, self-awareness, and mindfulness are all crucial, according to Branden. Living intentionally enables people to gain a better understanding of their feelings, drives and actions, which enhances their self-worth and empowers them to make wiser decisions.

2. *The Practice of Self-Acceptance.* Accepting and embracing oneself - strengths and weaknesses included - without self-rejection or denial is what it means to be self-acceptant. It entails having compassion for oneself and accepting accountability for one's ideas, feelings and deeds. According to Branden, self-worth cannot develop unless we have a deep acceptance of who we are.

3. *The Practice of Self-Responsibility.* This principle highlights how important it is to accept accountability for one's decisions, actions and overall wellbeing. According to Branden, in order to have self esteem, people must accept that they are the creators of their own lives and that they are responsible for their own growth and achievement. Instead of blaming others for their circumstances, people with high self esteem take proactive measures to make their circumstances better.

4. *The Practice of Self-Assertiveness.* The ability to advocate for oneself, communicate one's ideas and emotions and work toward one's objectives without undue concern for other people's opinions is known as self-assertiveness. It requires the guts to be genuine and to live by one's moral principles. According to Branden, assertiveness is a crucial aspect of self esteem since it shows that one believes in their own value and potential.

5. *The Practice of Living Purposefully.* Setting meaningful goals, making plans to reach them, and acting to bring those plans to fruition are all components of living purposefully. Building self esteem, in Branden's opinion, requires having a sense of purpose because it provides people with direction and makes them feel like they are making a difference in the world. Moreover, time management, self-control, and an emphasis on long-term results rather than short-term satisfaction are components of purposeful living.

6. *The Practice of Personal Integrity.* Living in accordance with one's beliefs and ideals is a necessary component of personal integrity. According to Branden, acting in a way that is in line with one's values boosts one's self-esteem, but acting dishonestly lowers it. Being truthful with oneself and others, as well as refraining from acts that incite guilt or internal conflict, are essential components of integrity.

Building Self Esteem, according to Branden, is a continuous process rather than a fixed quality. It is something that people have to actively work to consistently develop via practice and deliberate effort (Branden, 1969).

d) Sociometer Theory

The Sociometer Theory, developed by Mark Leary and Roy Baumeister, is another significant perspective of self esteem. It asserts that social acceptance is psychologically measured by self esteem. The theory contends that one's sense of worth and acceptance from others is reflected in their level of self esteem. Self

Esteem increases when someone believes they are attractive or accepted by society; Self Esteem decreases when someone believes they are rejected or unpopular (Leary & Baumeister, 2000).

3. Theoretical Frame Work of Educational Aspirations

The concept of aspiration is used in many disciplines, such as education, psychology, philosophy and sociology. In general, it describes a strong desire or ambition to accomplish something, usually a specific objective or degree of success. Understanding how these desires arise, what drives them, and how they affect actions and results is part of the theoretical foundation of aspiration. The theoretical framework of aspiration can be established in different prospectives.

A. Psychological Perspective

a) Self-Determination Theory (SDT). The theory was developed by Deci and Ryan (1985) which holds that aspiration and intrinsic motivation are closely related. According to Self Determination Theory, people pursue objectives that meet their basic psychological needs, which are relatedness, autonomy and competence. Aspiration may be innate (e.g. relationships and personal development) or extrinsic (e.g. fame and fortune). Higher well-being is typically linked to intrinsic aspirations.

According to Self Determination Theory, in order for people to flourish and feel self-motivated, their three basic psychological needs - autonomy, competence, and relatedness - must be met. Self Determination Theory is frequently used in educational settings to improve the performance, motivation and engagement of students. Teachers can encourage intrinsic motivation and deeper learning by supporting students' autonomy (e.g., by giving them choices in learning activities), competence (e.g., by giving positive feedback), and relatedness (e.g., by creating a supportive classroom environment) (Ryan & Deci, 2000).

b) Goal-Setting Theory. The theory was formulated by Locke and Latham (1990). According to the theory, aspirations are objectives that people set for themselves. In order to fulfill aspirations, the theory highlights the significance of goal specificity, challenge, and feedback. Performance improves when goals are challenging and specific. Clarity of goals, challenges, commitment to the goal, accepting feedback and task complexity are the key aspects of the theory.

The goal-setting theory is widely applied in the fields of education, business, and personal growth. It is used by educators and managers to establish precise, well-defined goals for their teams in order to guarantee alignment with corporate objectives. To keep trainees or students focused, educators create learning objectives for them. Even in personal development, people use objectives related to their career, finances, or health to direct their efforts (Locke & Latham 2002).

B. Educational Perspective

a) Social Cognitive Theory. Bandura (1986) posited that self-efficacy, or belief in one's ability to succeed in specific situations, plays a critical role in forming aspirations. Higher self-efficacy leads to higher aspirations and cause more persistent effort towards achieving the goal.

The key concepts of Social Cognitive Theory are:

1. Reciprocal Determinism. This is the fundamental idea of Social Cognitive Theory, which contends that there is a reciprocal influence between environment, cognition and personal factors such as emotions and behaviour. That means, a person's behaviour can be influenced by their beliefs, and behaviour can then have an impact on their surroundings.

2. Observational Learning. Observing others can help individuals pick up new behaviours. Another name for this is modeling. When someone sees what other

people do and how those actions turn out, they may choose to mimic those same behaviours if they think the results will be pleasing. A child might pick up puzzle solving skills, for instance, by observing a parent do it.

3. *Self-Efficacy.* Self-efficacy was emphasized by Bandura as a crucial component of Social Cognitive Theory. It speaks to the confidence in one's ability to plan and carry out the actions necessary to handle future circumstances. Greater confidence in acting is correlated with higher levels of self-efficacy, whereas avoidance behaviours may result from lower levels of self-efficacy.

4. *Behavioral Capability.* This is the actual capacity of an individual to carry out a behaviour using their knowledge and abilities. Regardless of motivation or environmental cues, an individual cannot perform the desired behaviour if they lack the necessary knowledge or abilities.

5. *Reinforcement.* Reinforcements, whether positive or negative, can influence whether a behaviour is repeated. Reinforcements can be internal (satisfaction, pride or guilt) or external (prizes or punishment from others) and they can affect a person's motivation to start or stop a behaviour.

6. *Outcome Expectations.* This is a reference to an individual's expectations regarding the results of particular actions. Individuals who anticipate favorable consequences from carrying out a specific action are more inclined to participate in it. However, if they expect bad outcomes, they might refrain from engaging in the behaviour.

Social Cognitive Theory has been used in a number of domains, including organizational behaviour, education, and health promotion. Social Cognitive Theory emphasizes how crucial it is for educators to give pupils the chance to see and be reinforced for successful behaviour (Bandura, 1977).

b) Expectancy-Value Theory. This theory was presented by Wigfield and Eccles (2000) and explains how students' expectations of success and their value on the task affect their aspirations. Students are more likely to strive for success if they feel they can succeed and the task has value.

The key components of Expectancy-Value Theory are:

1. Expectancy. This is the idea that one's efforts will be rewarded with a favorable result. An individual is more likely to be motivated to attempt a task if they anticipate success. A student with a high expectation of passing a math test, for instance, will study harder in order to meet that expectation.

2. Value. This is a reference to how significant or appealing the result is thought to be. A person will be more driven to complete the task if they place a high value on the outcome.

This theory formulated the concept of motivation and hence aspirations as

$$\text{Motivation} = \text{Expectancy} \times \text{Value}.$$

The theory explains students may concentrate more in areas where they feel they have a high chance of success (high expectancy) and where they find valuable for their long-term objectives (high utility value) (Eccles & Wigfield, 2002).

C. Sociological Perspective

a) Cultural Capital Theory. According to the theory developed by Pierre Bourdieu (1977), aspirations are influenced by cultural capital, such as education, intelligence, speech pattern and attire that people pick up from their social surroundings. Because they have access to different resources and forms of capital, people from different social classes have different goals in life.

Cultural capital can be used in educational settings to explain differences in academic achievement between students from various social backgrounds. Having

higher socioeconomic background, the students typically have greater access to cultural resources (books, extracurricular activities, language proficiency), which makes it easier for them to succeed in the educational system. The idea is also used to comprehend workplace dynamics, social mobility and how people rise to different professional and cultural positions (Bourdieu, 1984, 1986).

4. Theoretical Frame Work of Social Adjustment

The process through which people modify their conduct, attitudes and feelings to blend in with their social surroundings is acknowledged as "social adjustment". It involves the capacity of individual to establish and sustain relationships, carry out social roles and deal with social challenges. It is an essential component of psychological and social functioning of an individual as part of the society. The theoretical background of social adjustment has its roots in developmental, psychological and sociological theories.

A. Psychological Perspective

a) Social Learning Theory. The importance of modeling, imitation and observational learning in social adjustment is highlighted by Albert Bandura's Social Learning Theory (Bandura, 1977). People pick up acceptable social behaviours through watching others, particularly important role models like parents, teachers, and peers.

The key concepts of Social Learning Theory are:

1. Observational Learning (Modeling). In accordance with Bandura, people - especially kids - can pick up behaviours by watching others, or models, in real life, on television, or in other media. When someone observes another person's behaviour and the results of that behaviour, they can learn from it and decide whether to mimic the behaviour or not. The behaviour can be learned and executed later; it is not

necessary for the learner to carry out observational learning right away. When someone mimics the actions of a role model, that is called imitation. The process through which a person internalizes and takes on the behaviours, attitudes, or beliefs of a model out of respect or a sense of shared identity is referred to as identification.

2. Attention. The learner needs to focus on the actions of the model. A model's attractiveness, relevance, or resemblance to the observer can all affect attention. The observer is more likely to concentrate on the behaviour, if the model is personable or well-respected.

3. Retention. The learner needs to be able to recall what they saw after witnessing a behaviour. This entails committing the seen behaviour to memory for later application.

4. Reproduction. The student needs to be able to mimic the actions that they see. The observer needs to be able to perform the behaviour either physically or cognitively, even if it is learned.

5. Motivation. In order to carry out the behaviour, the observer must be driven. The model's experiences with rewards and penalties have an impact on motivation.

6. Imitation and Identification. When someone mimics the actions of a role model, that is called imitation. The process through which a person internalises and takes on the behaviours, attitudes, or beliefs of a model out of respect or a sense of shared identity is referred to as identification.

7. Vicarious Reinforcement and Punishment. Individuals pick up knowledge not just from watching other people behave, but also from seeing how that behaviour affects them. Rewarding a model for a behaviour increases the likelihood that observers will copy that behaviour. Vicarious reinforcement is the

term used for this. Conversely, observers are less likely to copy the behaviour, vicarious punishment, if the model receives a penalty.

8. *Self-Efficacy.* Bandura also highlighted the idea of self-efficacy, which is the conviction that one can accomplish a task or succeed in a given circumstance. When a model performs a task successfully, it can boost the observer's self-efficacy and encourage them to try out similar tasks. High self-efficacy increases a person's confidence in their capacity to repeat the behaviour, which can improve learning.

9. *Reciprocal Determinism.* The concept of reciprocal determinism, which Bandura first presented in Social Learning Theory, holds that an individual's behaviour, surroundings, and internal cognitive factors—such as attitudes and beliefs – all interact and have an impact on one another. A child may pick up aggressive behaviour, for instance, from being in a violent environment, but their unique temperament may also have an impact on how they behave and how others react to them (Bandura et al., 1961).

b) Attachment Theory. According to Bowlby's (1969) Attachment Theory and Mary Ainsworth's (1976) expansion of the theory, early relationships with caregivers lay the groundwork for later social adjustment. People who are securely attached tend to have positive self- and other-images, which helps them build relationships and adapt to social situations.

The key concepts of Attachment Theory are:

- 1. *Attachment Bonds.*** In order to assure their survival and security, humans are innately inclined to develop emotional ties (attachments) with their close-knit people, especially caregivers.
- 2. *Internal Working Models.*** These are mental images that are formed during early attachment relationships, both of oneself and other people. They

influence relationships and interpersonal behaviours by forming expectations about how others will react to us in the future.

3. **Attachment Styles.** Individuals have unique attachment styles that last into adulthood and are influenced by their early caregiver interactions. These attachment styles frequently affect parenting, friendships, and romantic relationships. Based on research, Ainsworth et al. (2015), distinguished three primary attachment styles in children.

1. *Secure Attachment.* Children with a secure attachment and trust that their caregiver will take care of them feel secure. These people typically build wholesome, trustworthy relationships as adults.

2. *Anxious-Ambivalent Attachment.* Children with anxious-ambivalent attachment are clingy and anxious because they don't know if their caregiver will meet their needs. As adults, they frequently pursue intense closeness and validation, occasionally becoming unduly reliant.

3. *Avoidant Attachment.* When a child learns to self-soothe or when their caregiver is unresponsive on a regular basis, they exhibit emotional detachment. Adults who exhibit this attachment style frequently shy away from intimate relationships and repress their feelings.

B. Sociological Perspective

a) **Role Theory.** According to this theory, which was developed by sociologists such as Linton (1936) and Mead (1934), assimilating and learning the roles that are expected of oneself in society is a necessary part of social adjustment. People have to get used to playing the parts of spouse, employee, student and so forth in order to carry out their duties in society.

The theory categorised the types of Roles associated with each individual in to two. They are:

1. *Ascribed Roles.* Roles that people are born into or are assigned without their choice include gender, ethnicity and royal status.

2. *Achieved Roles.* Achieved roles are those that people become by their deeds, decisions, or accomplishments. Examples of these roles include parent, lawyer, or athlete.

Role Theory provides an explanation to the institutions and social structures in which individuals perform roles that uphold social stability. Identity formation, role transitions, and personality development can all be explained by Role Theory. There are roots to investigate how people adjust to new roles in life, such as changing from adolescence to adulthood or retiring (Biddle, 1986).

b) *Social Control Theory.* The theory was developed by Hirschi in 1969. This theory holds that a person's ability to adjust socially depends on how strongly bonded they are to society. Better social adjustment and reduced deviance are correlated with strong family ties, adherence to social norms, participation in traditional activities and belief in societal rules (Hirschi, 1969).

The key concepts of Social Control Theory are:

1. *Social Bonds.* Hirschi proposed that the main element influencing whether a person adheres to or departs from social norms is the degree of their connection to society. According to the theory, the four essential components of social bonds distinguished are attachment, commitment, involvement and belief.

2. *Deviance as Natural.* The premise of Social Control Theory is that deviant behaviour is an innate tendency. According to this theory, the strength of a person's social bonds provides the explanation for why they do not commit crimes.

3. *Focus on Conformity.* What stops deviant behaviour is the main focus of social control theory. Hirschi places special emphasis on the control mechanisms -

attachments to institutions, family and the community - that prevent people from acting in a deviant manner.

4. Formal and Informal Social Control. Formal social control is the term for institutional controls on behaviour, such as laws. Beyond the direct involvement of formal institutions, behaviour is governed by norms, expectations, and the socialization process, which is known as informal social control (Gottfredson & Hirschi, 1990).

C. Developmental Perspective

a) Ecological Systems Theory. The theory developed by Bronfenbrenner (1979) emphasizes the various ways in which the environment affects social adjustment at different levels. People's adjustment is influenced by their interactions within the microsystem (eg. family, peers), the macrosystem (cultural values), the mesosystem (connections between microsystems), the exosystem (indirect environmental influences) and the chronosystem (changes over time).

D. Educational Perspective

a) School Adjustment. This area of study looks at how students adjust to the classroom setting, including interactions with teachers and peers, the demands of the curriculum and the overall school climate. Good academic results and social development are associated with successful school adjustment. Theories such as the Ecological Systems Theory developed by Bronfenbrenner (1979) frequently used to analyze how different school adjustment factors (community, school and family) interact.

b) Peer Influence. During adolescence in particular, peer relationships are crucial for social adjustment. According to theories like the Peer Cluster Theory, Peer groups have an impact on behaviour, attitudes and identity formation, all of which are critical for social adjustment (Oetting & Beauvais, 1986).

5. Theoretical Frame Work of Emotional Adjustment

The process through which people preserve emotional stability and deal with life's obstacles in a healthy way is referred to as emotional adjustment. This concept is essential to comprehend adaptation, mental health and overall wellbeing of the individual. Theories of emotional adjustment concentrate mainly on how people control their emotions, adjust to change and maintain psychological equilibrium in various life circumstances.

A. Stress and Coping Theory by Lazarus and Folkman

The Stress and Coping Theory developed by Richard Lazarus and Susan Folkman is a fundamental theory in the study of emotional adjustment. Stress, in the opinion of Lazarus and Folkman, is a transactional process that results from an individual's interaction with their environment rather than an intrinsic feature of outside events. When a person believes that the demands of the environment are greater than their ability to meet those demands, stress results (Lazarus & Folkman 1984). This theory states that emotional adjustment is primarily determined by an individual's assessment of stressors and coping strategies. This model describes two types of coping:

a) Problem-Focused Coping. Techniques like planning, problem-solving or asking for assistance that are directed at the issue that is causing the stress.

b) Emotion-Focused Coping. Coping mechanisms that control emotional reactions to stress, like reaching out to others for support, getting distracted or changing one's perspective.

The following succinctly describes the stress and coping process in Lazarus and Folkman's theory:

- ***Event/Stimulus.*** An individual comes across a scenario or event that could be stressful.

- **Primary Appraisal.** The person evaluates if the experience was traumatic, unimportant or constructive.
- **Secondary Appraisal.** In the event that the event is deemed stressful, the person assesses their options and resources for coping.
- **Coping.** To deal with the stressor, the person uses emotion or problem-focused coping mechanisms.
- **Reappraisal.** The person assesses the results of their coping mechanisms and makes any required adjustments.

A balance between these coping mechanisms is necessary for effective emotional adjustment, enabling people to control their emotional responses as well as the stressor (Lazarus, 1991).

B) Psychosocial Development Theory by Erikson

Erik Erikson's theory of psychosocial development, in particular the life stages characterized by emotional crises (e.g. trust vs. mistrust, intimacy vs. isolation), sheds light on how people adjust emotionally throughout their lives. Erikson contends that while unresolved crises can result in emotional instability and problems in later life, successfully resolving these crises promotes healthy emotional development and adjustment.

Review of Related Studies

Reviewed Studies Related to Self Esteem

One of the most crucial things for everyone, but especially for students, is having a high sense of self-worth. It enhances their academic performance and boosts their self-confidence. According to a latest exploratory study on Self Esteem and Academic Achievement of Undergraduates, undergraduate students' academic achievement and their level of Self Esteem are significantly positively correlated.

The respondents with high levels of Self Esteem also performed well academically (Anjali et al., 2024).

In order to examine the impact of motivation and self-worth on university students' academic engagement, which in turn would affect their academic performance, 243 students were polled as part of a quantitative study conducted by (Acosta, 2023). The findings demonstrate the relationship between emotional and behavioral disengagement and Self Esteem. Academic engagement is more impacted by motivation, and metacognitive engagement is a predictor of students' academic success. Thus, encouraging metacognitive techniques that teach students how to organize, track and manage their own learning will improve their performance.

The correlational study of Self Esteem and its Impact on Academic Performance among Undergraduate Nursing Students of Khyber Pukhtunkhwa, Pakistan shows that students with higher Self Esteem are more confident, have less stress and are energetic and good at solving problems. The Self Esteem of senior students is higher compared to other students in the class (Khan et al., 2022).

Ranjan et al. (2021) investigated whether Self Esteem is important for adolescent wellness and depression in their study entitled "Self Esteem and well-being among tribal and non-tribal adolescent girls". Teenage girls with and without tribal ancestry had their general well-being and sense of self-worth assessed in the study. Result of the study shows that teenage girls of tribal ethnicity were found to have lower Self Esteem and to be depressed when compared to girls of non-tribal ethnicity. However, it was discovered that 32.9 percent of tribal adolescent girls and 13.3 percent of non-tribal teenage girls, respectively, had depressive dimensions.

The study entitled "A Longitudinal Study of Relations Among Adolescents' Self Esteem, General Self-Efficacy, Career Adaptability and Life Satisfaction" by

Marcionetti and Rossier (2021) indicated that self-efficacy and career adaptability were correlated, and that Self Esteem had a one-way impact on life satisfaction over time. Overall, the findings indicated that greater career adaptability may support higher general self-efficacy levels in adolescents and that higher levels of Self Esteem may lead to higher life satisfaction levels.

Feroz (2018) looked into the connection between academic success and Self Esteem in the study “Correlating Self Esteem and Academic Outcome”. The study sought to determine whether students' academic success was impacted in any way by their sense of Self Esteem. The descriptive survey method was used in the study. Participants in the study were six hundred undergraduate students of University of Swat. The instrument used to gauge the respondents' level of Self Esteem was Rosenberg's Self Esteem scale. The study's findings showed a favourable relationship between academic success and Self Esteem.

A study titled "Psychological well-being: A Comparative Study of Tribal and Non-Tribal College Students" was conducted by Suvera (2016). The study's objective was to ascertain how college students' psychological wellbeing was impacted by their gender, type of student body and faculty type. The findings showed a significant difference in the psychological well-being of tribal and non-tribal college students. Compared to tribal college students, Non-Tribal Students have better psychological health. Male college students have better psychological health than female students do. Students studying science have better psychological health than students studying arts subjects.

According to a study of Douglass and Duffy (2015) entitled “Strengths use and life satisfaction: A moderated mediation approach”, students with low to moderate levels of Self Esteem have a stronger relationship between life satisfaction and the application of character strengths.

A study on university students' Self Esteem and academic performance was conducted by Arshad et al. (2015) in the title “Self Esteem & Academic Performance among University students”. The purpose of the study was to evaluate university students' academic performance and sense of self. Purposive sampling and a descriptive survey were used in the study. The findings showed a substantial difference in academic achievement and Self Esteem between male and female students.

According to research entitled “Low and decreasing Self Esteem during adolescence predict adult depression two decades later” by Steiger et al. (2014), depression in adults is predicted by low and declining Self Esteem in adolescence. The data showed that adult depression is predicted by changes in Self Esteem as well as by its level twenty years later. Those with low Self Esteem in adolescents showed signs of depression in their adulthood.

A study titled “Self Esteem and depression of the tribal and non-Tribal Students: It's role on academic achievement need” was carried out by Ghosh (2013). The purpose of the study was to evaluate the depression, academic achievement needs, and Self Esteem levels of tribal and non-Tribal Students enrolled in higher secondary schools in Tripura. The relationships between depression, the requirement for academic success, and Self Esteem were also investigated in the study. The findings indicated that there were significant differences between tribal and non-Tribal Students' needs for academic success, depression and Self Esteem. When compared to non-Tribal Students, Tribal Students exhibit higher levels of depression, lower levels of self-worth and lower needs for academic attainment.

Aryana (2010) looked into the connection between pre-university students' academic success and Self Esteem in the study “Relationship between Self Esteem and academic achievement amongst pre-university students”. The purpose

of the study was to determine the connection between pre-university students' academic success and Self Esteem. The findings imply that having a high sense of self-worth is crucial and enhances the ability to predict students' academic success.

The Self Esteem of Chennai-based professional course students were studied by Ponni et al. in the study "Self Esteem of Professional course students in Chennai". 211 professional course students from various colleges in Chennai who were randomly selected made up the sample of the study. The main conclusions were that, of course, students' mean Self Esteem is high across all domains, including professional ones. The degree of Self Esteem among students enrolled in professional courses, as well as between male and female students, does not significantly differ. However, there was a notable distinction between rural and urban students' levels of Self Esteem in each of its four domains (Ponni et al. 2007).

When Paradise and Kernis (2002) looked at how psychological well-being is affected by high and low Self Esteem in the study entitled "Self Esteem and psychological well-being: Implications of fragile Self Esteem ", they discovered that while low Self Esteem has a detrimental effect on well-being, high Self Esteem is linked to greater well-being.

Diener and Diener (1995) investigated the cross-cultural correlates of Self Esteem and life satisfaction in college students from thirty-one different countries in the study entitled "Cross-cultural correlates of life satisfaction and Self Esteem". The study result shows that life satisfaction and Self Esteem were positively correlated across the board in the sample. In the study the Societal and national individualism acted as a moderator of the correlation.

An investigation into the relationship between college students' Self Esteem and role-defining characteristics was carried out by Mitchell and Fandt in the study "Examining the relationship between role-defining characteristics and Self Esteem of college students". There was a sample of both male and female college students. The findings showed that while Self Esteem levels varied depending on a student's caste and socioeconomic background, there was no discernible difference in Self Esteem between male and female students (Mitchell & Fandt, 1995).

It was discovered a positive correlation between academic achievement and Self Esteem in the study entitled "The relationship of Self Esteem to grades, achievement scores and other factors critical to school success". The researchers discovered that students' grade point averages increased significantly in the second year of the study if they scored fifteen or more points higher on a Self Esteem inventory during the first year of the study. This bolsters the idea that improvements in academic achievement and improvements in Self Esteem are positively connected (Wiggins, et al.,1994).

The studies discussed here give a view to the divergent relationship of Self Esteem in framing different behaviour patterns of human being. According to the research discussed in this section, social skills that are less successful are linked to low Self Esteem. Further there is an interpretation that individuals with low Self Esteem frequently experience social anxiety, self-consciousness, and increased susceptibility to rejection. Conversely, people with high Self Esteem want and expect to be noticed positively, which makes them more outspoken in social situations.

Reviewed Studies related to Socio-Emotional Adjustment

While examining the connection between social skills and secondary school students' social adjustment, the study of Kumari and Jyoti entitled “A Study of Social Skills in Relation to Social Adjustment of Secondary School Students” inferred as an individual's social behaviour is influenced by their social skills. For better adjustment, one can act in accordance with societal norms. The ability to behave socially and adapt to one's surroundings is known as social skill. (Kumari & Jyoti, 2023).

Mohanta describes in the study entitled “Social Adjustment: Human Need to Survive in the Society”, the way a person views social issues is determined by their social attitudes. Individual attitudes that become extremely stable and typical within the group due to significant group interactions are referred to as collective attitudes. The capacity to adapt to changes in one's social, professional, and physical surroundings is referred to as adjustment. Because of the stronger reaction the individual receives from society and its members, the better and more comfortable our social existence becomes (Mohanta, 2023).

According to the study entitled “Social Adjustment and Emotional Maturity of B.Ed. Trainees”, an individual's attempt to fit in with the norms, values and requirements of a society in order to gain acceptance is known as social adjustment. It can be described as a mental procedure. It entails adapting to new norms and values. Adjustment is the technical term used in psychology to describe "getting along with the members of society as best one can." Therefore, appropriate emotional control - that is, neither repression nor violent expression - is a prerequisite for emotional maturity (Anand & Annadurai, 2018).

Gul (2015) carried out research entitled “Impact of Socio-Emotional Adjustment on Academic Achievement of Adolescent Girls in Jammu and Kashmir” to determine the impact of socio-emotional adjustment on teenage girls' academic performance. In this study, the descriptive survey method was applied and two hundred fifty individuals were chosen to serve as examples. The researcher updated and applied the Najam and Simeen Social-Emotional Adjustment Scale. The study's findings showed a strong and positive correlation between girls' academic success and their socio-emotional development. There is also a noteworthy correlation between these two variables. The socio-emotional adaptations of teenage girls living in rural and urban areas differ significantly.

The study set out by Jayesh (2015), titled “Ego strength and emotional adjustment among youth thirteen plus”, to determine the degree of emotional adjustment and ego strength in young people. A total of sixty youths - thirty boys and thirty girls - were chosen to make up the sample. For the data analysis, statistical methods like the mean standard deviation t-test were used. The outcome showed that there were significant differences in the readings of emotional adjustment and ego strength.

Nema and Bansal (2015) looked into the relationships between home health and social-emotional adjustment in adolescent girls in the study entitled “Correlates of Home Health Social and Emotional Adjustment among Adolescence Girls”. The findings showed that these factors had a highly significant impact on the social-emotional, home and health adjustment of adolescent students.

A study entitled “Social and emotional adjustment among tribal school students of west Tripura District” by Choudhury and Talukdar (2021) look into the social and emotional adjustment of West Tripura District tribal school students.

Thirty male and thirty female students made up the total sample of sixty. The pupils, who were chosen from groups with roughly comparable socioeconomic backgrounds, range in age from 15 to 18. The emotional and social adjustments differ significantly, according to the results.

The study conducted in 2014 by Jain and Pasrija in the title “Emotional maturity and adjustment of senior secondary school students”, sought to determine the emotional development and adjustment level of secondary school students in relation to gender and school type (private versus public). Regarding the types of schools (private and public) and gender (boys and girls), no discernible differences were observed in the emotional development and adjustment level of senior secondary school students. Therefore, the study concluded that boys and girls have comparable emotional maturity and adjustment levels, and students in government and private schools have similar emotional maturities (Jain & Pasrija, 2014).

The socio-emotional adjustment levels of preschool students to peer relationships were investigated by Gulay and Onder (2013) in the study entitled “A study of social–emotional adjustment levels of preschool children in relation to peer relationships”. Aggression levels, exclusion by peers, fear/anxiety toward peers, hyperactivity/distractibility and peer victimization are some of the peer relation variables used in the study. The study's conclusions showed that certain peer relationship factors, like peer victimization and exclusion are influenced by preschoolers' socio emotional adjustments. Youngsters who have not made enough socio emotional adjustments behave very aggressively toward their peers.

A study by Deepshika and Bhanot (2011) entitled “Role of family environment on socio-emotional adjustment of adolescent girls in rural areas of

eastern Uttar Pradesh” evaluated how teenage girls' family environments affected their socio emotional development. The Family Environment Scale and Singh and Sinha's Adjustment Inventory were the study's tools. The results of the study showed that the socio emotional and academic adjustment of teenage girls has a significant impact on all eight factors, including expressiveness, cohesion, acceptance and caring, conflict, independence, active recreational orientation, organization and control.

According to Al-Qaisy (2010), female students are more likely than male students to encounter adjustment issues. According to the research entitled “Adjustment of College Freshman: The Importance of Gender and Place of Residence”, male students have greater overall adjustment on campus than female students.

Hurlock (2010) notes that social adjustment is one of the most challenging developmental tasks of adolescence. In order to fulfill the objectives of adult socialization patterns, adolescents must adjust to people outside of their home environment. This requires them to make numerous new adjustments. Hurlock (2010) has proposed a number of social adjustment factors, such as: genuine appearance, group adaptation, social attitude, personal satisfaction for the individual in the adolescent period.

According to the findings of the study by Randoll and Bohnet (2009) entitled “Activity Involvement, Depressive Symptoms, and Social Adjustment in Adolescents” teenagers who participated in organized activities for a longer period of time also expressed less loneliness. Adolescents who participated in organized activities at a high level showed diminishing returns; those who participated at a low

or excessive level reported the highest levels of depressive symptoms. On the other hand, research shows that adolescents with the lowest levels of depressive symptoms were those who engaged in a narrow or wide range of activity contexts. The association between participation in organized activities and adjustment may vary among teenagers from different socioeconomic and ethnic backgrounds. The results of this study also highlight how crucial it is to take into account a variety of activity involvement indices when evaluating its relationship to adjustment.

A study on the social interaction and adjustment of residential school students was carried out by Prasad (2004). The study takes into account home, social, educational and emotional adjustment factors. The primary aim of the research was to investigate the correlation between students' social integration and adjustment from various residential schools. The social integration scale and adjustment inventory were the instruments utilized to gather data. According to the study, there is a significant and positive correlation between home, social and emotional adjustment and significant integration.

According to research on Self Esteem, people's self-perceptions affect how they adjust socially, academically and emotionally (DuBois et al., 1998). Psychological factors, including anxiety, social self-efficacy, and Self Esteem, have been shown to impact social adjustment.

The reviewed literature indicated a positive correlation between social and individual interaction in framing the social and emotional well-adjusted individual. However, very few studies have been found in this area due to the lack of research. So, it is advised to conduct additional research to delve deeper understanding with special reference to tribal background.

Reviewed Studies Related to Educational Aspirations

Beniwal and Dhull (2019) investigated the connection between secondary school students' aspirations for education and their academic performance in the study entitled “Academic achievement of secondary school students in relation to their Educational Aspirations”. In the study, the descriptive survey method was applied. The results of the study showed that academic achievement and secondary school students' aspirations for an education were significantly correlated, with differing levels of aspiration for male and female students.

In order to determine the relationship between academic achievement and Educational Aspirations among scheduled tribe students and non-scheduled tribe students with regard to gender of students from Bhopal, Naqvi and Khan undertook a study entitled “Level of Educational Aspirations and its predictors: A study of Tribal and Non-Tribal Students of Government Schools”. For the study, the descriptive survey method was employed. The findings indicated that, with regard to gender, there was a significant and positive correlation between the degree of Educational Aspirations and academic accomplishments of scheduled tribe students and non-scheduled tribe students (Naqvi & Khan, 2018).

High school students' Educational Aspirations were examined by Raja and Pandian (2018) in connection to a number of personal and demographic factors in the study entitled “Educational Aspirations of High School students”. The findings indicate a noteworthy variation in the Educational Aspirations of high school students concerning their gender, class of study, medium of instruction, residential location, family type, and mother's occupation.

Gupta and Bashir (2017) observed in their study entitled “Educational Aspirations of Secondary School Students: Influence of School Environment and

Parental Encouragement” that parental encouragement and School environment are performing as a significant predictor of Educational Aspirations of the secondary school students.

A comparative study entitled "Study on Educational Aspirations of tribal and non-tribal higher secondary students in Sonitpur district of Assam" carried out by Saikia (2017) shows that 66.67 percent of non-Tribal Students and 60 percent of Tribal Students had high levels of aspiration. 30 percent non-tribal and 30 percent tribal had average levels of Educational Aspirations, while 7.5 percent tribal and 3.33 percent non-tribal had low levels of Educational Aspirations. Additionally, the results indicated that there was no discernible difference between the Educational Aspirations of non-tribal and Tribal Students.

In a study of Paliwal and Rathi (2016) entitled “Academic Performance as a Function of Level of Aspiration and Gender – A Comparative Study amongst Different Streams of Education” the investigators evaluated students' aspirations and looked into how they affected their academic achievement. The outcome showed that there is no discernible relationship between academic performance and aspiration level. Girls outperform boys in the management and legal education streams in terms of academic performance.

Bora (2016) investigated the career and Educational Aspirations of secondary school students in the South Kamrup area of Assam in in the study entitled “Educational and Occupational Aspiration in Relation to School Environment of the Secondary School Students of South Kamrup Area of Assam- A Study”. The main goal of the study was to determine secondary school students' aspirations for their education and careers in relation to their learning environment. The statistical result demonstrated a significant correlation between the Educational

Aspirations and career aspirations of secondary school students of South Kamrup with the school environment.

Behera and Samal (2015) looked at the Educational Aspirations of Tribal and Non-Tribal Students in relation to gender, locality and category in their study on secondary school students in Balasore and Mayurbhanja, the two districts in Odisha in the study entitled “Category (Tribe and Non-Tribe) as a factor in Educational Aspirations of secondary school students: An Investigation”. For the study, a descriptive and analytical approach was adopted. The data analysis showed that there were notable differences between the Educational Aspirations of tribal and non-Tribal Students with regard to gender and location (rural versus urban). It also showed that, in comparison to non-Tribal Students, Tribal Students had lower levels of Educational Aspirations.

In the study entitled “Level of aspiration among higher secondary students of Coimbatore district”, Senthilselvam and Subramonian (2015) sought to determine the degree of Educational Aspirations among students in higher secondary schools with respect to their gender, location, type of family, subject specialization, monthly income and parents' educational backgrounds. The results indicate that students studying in the arts stream and enrolled in NCC have higher levels of Educational Aspirations than students in science stream and NSS. Additionally, it was discovered that students with literate parents exhibit higher levels of aspiration than students with illiterate parents. Nonetheless, there was no discernible correlation between the Educational Aspirations and living in an urban or rural area, or in a nuclear or mixed family.

Higher secondary and secondary school students' levels of Educational Aspirations were compared by Kumar and Gupta (2014) and Alam (2018) in their

study. The results showed a noteworthy distinction in the degree of aspiration between higher secondary school students attending government and non-government institutions. Regarding the level of aspiration, there was no discernible difference between secondary school students in rural and urban areas.

A comparative study of rural youth's educational and occupational aspirations from farming families in Kerala and Rajasthan was published in the title “Comparison of Educational and Occupational Aspirations of Rural Youth from Farming Families of Kerala and Rajasthan” (Hari et al., 2013). The research used the ex post facto survey approach. The findings demonstrated that in these two states, a relatively small percentage of youth were engaged in agriculture and related industries. Furthermore, the study discovered that the respondents' goals for their education and careers were impacted by socio cultural variables.

Kaur (2013) looked into how parents' encouragement affected their children's academic performance and Educational Aspirations in the study entitled “Parental encouragement as a predictor of academic achievement of college students”. The findings suggest that children who receive insufficient parental encouragement perform poorly in academic activities, while children who receive adequate parental encouragement perform better. The study indicates that positive family dynamics and parental support foster a positive academic self-schema.

Yadav (2011) studied the aspiration and academic performance of students in government and non-government schools. The study's goal was to compare the academic performance of eleventh-grade students attending government and non-government schools. The study employed the aspiration scale developed by Sharma and Gupta. The findings showed that while academic achievement was higher in

non-government schools than in government schools, students in non-government schools had lower aspiration levels.

Kour (1999) conducted research on the Educational Aspirations of students from various socioeconomic locales of Jammu division in 1999. The investigation's goal was: 1. to analyze the factors connected to the Educational Aspirations. 2. to contrast the range of Educational Aspirations that boys and girls have for their education. The results were as follows: 1. Social class, geography, and gender all had an impact on the Educational Aspirations. 2. High professional degrees were highly desired by urban students, whereas high academic degrees were more common among rural students.

Mavi (1997) investigated the nature of the relationships between tribal high school students' aspirations, self-concept, intelligence quotient, personality, adjustment and academic achievement. In the study, descriptive, causal, comparative and correlational research methods were used. The main findings of the study were A). Academic success is significantly correlated with intelligence, self-concept, personality adjustment, and aspiration level positively. B). There is no significant relationship between academic achievement and intelligence, self-concept, personality adjustment, or aspiration level. C). There is no discernible difference in the academic achievement of the male and female Tribal Students.

The aforementioned studies examined the variables influencing students' academic success and Educational Aspirations. It also discussed the impact of psychological elements such as stress, imagination, goals, adjustment and locus of control, as well as the dynamics of the classroom, underachievers and achievement motivation. A great deal of research was published, but the results revealed inconsistent and ambiguous conclusions, requiring more investigation.

Reviewed Studies Related to Self-Perception and Identity

The research study of Hassan et al. (2021) examines academic self-perceptions and course satisfaction among university students and associated factors during virtual classes. Results shows a linear positive association between perceptions of workload and low technical support with negative academic self-perceptions and an inverse relationship with positive academic self-perceptions. The multiple regression analysis demonstrated that the perceptions of workload and technical support explain 62 percentage variances in negative academic self-perceptions and 41 percentage variances in positive academic self-perceptions. These findings underscore the importance of balancing workload during online studies in higher education and provision of adequate technical support to reduce the negative academic self-perceptions which are associated with lower levels of course satisfaction. Students' academic self-perceptions and course satisfaction during virtual studies are important factors to retain students' motivation in learning and academic performance.

The study entitled "Gender, Physical Self-Perception and Overall Physical Fitness in Secondary School Students: A Multiple Mediation Model" by Ruiz-Montero et al. (2020) contribute to comprehend the relationship that exists between gender and adolescent students' overall physical fitness (OPF) and how OPF and physical self-perception mediate it. According to the study, girls are at risk because they report having psychological disorders and low physical self-confidence along with their corresponding feelings of insecurity. Therefore, it is imperative to acknowledge the significance of personal physical self-perception as a social cognitive perspective in promoting appropriate mental health in children and adolescents.

The study (Göbel & Preusche, 2020) entitled “Emotional school engagement among minority youth: The relevance of cultural identity, perceived discrimination and perceived support” indicate that cultural self-identification, family-level cultural capital and students' perceptions of peer and teacher support are all significant factors in their emotional involvement in the classroom.

Identity can broadly be defined as how a person understands his or her relationship to the world, how that relationship is structured across time and space and how the person understands possibilities for the future (Norton, 2013).

Dimitrova et al. (2013) studied psychological well-being, acculturation orientations and ethnic identity in a sample of Turkish-Bulgarian teenagers who belonged to an ethnic minority and had lived in Bulgaria for centuries. Studies have demonstrated a positive correlation between ethnic identity and psychological adjustment. The results also demonstrate that there is a positive correlation between ethnic identity, psychological well-being and adaptation, and that this relationship can be found in many parts of the world, including Africa, North Korea and others.

Research has shown that ethnic identity plays a significant role in improving life quality, Self Esteem, and self-efficacy when making career decisions. (Gushue & Whitson, 2006; Schwartz et al., 2007).

Identity development is a confusing time that includes an identity crisis phase during which the person undergoes change, confusion and a decline in self-worth (Schaffer, 2006).

According to Erikson's theory, teenage peer relationships play a crucial role in the identity formation process of teenagers because they offer potential identities and associated consequences that are more likely to be age-related, assisting teenagers in forging their own identities (Parker et al., 2006).

According to the study entitled “A new identity for identity research: Recommendations for expanding and refocusing the identity literature” by Schwartz (2005), the development of one's identity and adjustment are seen as complementary and mutually influential processes in emerging adulthood.

Even though adult learners can develop a strong identity on campus, how they view younger students has an impact on the identity formation (Kasworm, 2005). Through meaningful interactions with the younger students and an understanding of the distinctions between their own experience and the younger students', they were able to form their own identity.

The way that people construct, experience and negotiate various educational opportunities and routes is influenced by the inextricable link between social class inequality and the concept of learner identity (Archer & Leathwood, 2005). Nevertheless, this does not imply that identity should be understood in terms of deficits when it comes to students from underprivileged backgrounds.

Adolescents in a state of identity diffusion exhibit the highest level of psychological and interpersonal issues. This condition can result in the adolescent feeling alone, having trouble, forming close relationships, having concerns about their sexuality, being overly self-conscious, having trouble with work and achievement-related activities, being overly identified with their peer group, or even committing suicide (Steinberg, 1993, 2002).

A study on ST students' self-perception and academic achievement in Wayanad District secondary schools was carried out by Manisha (2001). The following findings were derived from the study: (1) tribal secondary school students' academic achievement and self-concept have a strong positive relationship. (2) Academic achievements of Tribal Students are positively correlated with

multiple aspects of their self-concept, including their physical, social, temperamental and educational aspects.

Stability and commitment are two essential components of identity, according to Bosma and Kunnen (2001); changes in either of these two crucial areas are likely to result in a reformulation of identity. According to their model, there is conflict when there is a mismatch between the individual and the context, but commitment is strengthened when there is a fit. Assimilation is the initial response to this mismatch, where the new experience is integrated into the self with the preexisting units. A successful integration validates promises. When assimilation fails, accommodations arise that imply identity adjustment. A successful accommodation arouse identity and commitment. Identity transformations result from inadequate accommodation. The ability to adapt and assimilate in a way that balances changing oneself and the environment leads to personal development. According to this model, an individual's identity must be preserved and updated throughout adulthood.

Sen (1998) remarked about the concept of social identity that "Social identity has a major impact on how people behave. It's also hard to deny the notion that each of us needs a sense of camaraderie and community since it strongly connects to how we view social identity. Understanding human life requires an understanding of community and social identity in a number of ways, including behavioral influence. The people we identify and associate with, as well as the community, have a significant impact on how we understand the world and how we develop our morals and ethical standards. Social identity is therefore essential to human existence."

There are two ways to analyse the subject of tribal identity: subjectively and objectively. Characters unique to a group that distinguishes one community of

people from the others make up the objective level. The group realizes its own identity and distinctiveness at the subjective level (Lourduswamy, 1997). According to this perspective, an ethnic group's foundation is its objective characteristic, but its boundary is determined by how its members' subjective consciousness changes over time.

Individuals can choose between three identity orientations: relational, collective, or personal, according to Brewer and Gardner (1996). The central character's self-definition is the primary distinction between these three. Identifying oneself as a distinct individual represents a personal identity orientation; identifying oneself as a participant in a social group represents a collective identity orientation; and defining oneself as a member of an interpersonal relationship represents a relational identity orientation. These identity orientations are all different from one another, with their own frames of reference, fundamental social motivations and bases for self-evaluation.

According to Erikson (1993), identity development is a process that occurs when an internal structure is reconfigured after a psycho-social crisis. Identity development requires a person to overcome emotional upheaval through the synthesis of learned behaviours and convictions supported by cognitive and motivational resources. According to him, identity is the culmination of one's own and important people's perceptions of oneself. It entails a mutual process of informing close friends and family members about the development of a synthesis of skills and talents, and they in turn inform the individual. Identity includes both "continuity or sameness" and "change". It is therefore distinguished by opposing concepts of fluidity and stability.

Conclusion

From the foregoing review of literature, it is clear that researches concerned with tribal identity related with development of tribes, educational opportunities of the tribes are not sparse. There is already a large volume of work dedicated to measure the reason of backwardness of the tribal communities, effectiveness of government policies and schemes to foster the development of tribal community. Many of the studies on the identity crisis of the Adivasis, pointed out that the solution to Tribal identity crisis lies in the understanding of the worldview of the Adivasis and respecting their cultural difference. Care should be taken so that their languages are promoted and measures be adopted to create opportunities for them. Many of the research findings pointed out that the various development policies and programmes implemented for Adivasis in the state failed as the Adivasi world views and epistemologies have been ignored in the process of planning. Thus, before addressing corruption, mismanagement and non-implementation of the programmes, there is need to check how much each programme resonates with Adivasi groups. But the searching of literature studies revealed that studies concerned with whether Self Esteem and Socio-Emotional Adjustment which affect the Educational Aspirations of the Tribal Students are rare.

In the reviews of related literature, the investigator could not find adequate studies which examined the cross over studies of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students with their Self Esteem and Socio-Emotional Adjustment. Lack of such studies is evident from the review of Literature. This inspired the investigator to study the influence of Self-Perceived Identity and Educational Aspirations on Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students of Kerala.

METHODOLOGY

- ▣ *Design of the Study*
- ▣ *Variables of the Study*
- ▣ *Tools used for the Study*
- ▣ *Sample selected for the Study*
- ▣ *Statistical Techniques used for Analysis*

METHODOLOGY

Research methodology is the way of explaining the specific procedures adopted by the investigator to identify and select a topic, proceed and process with the information collected and analyses and interprets the ideas formulated on the specific topic. The methodology used in research projects varies depending on the objective and strategy adopted, but it is usually scientific and follows a systematic process to address a research topic. In order to investigate the scientific solutions to the problems and verify the hypotheses stated in Chapter I, the next step was to formulate a scientific methodology to obtain the empirical evidences in favour or against the postulates.

Design of the Study

Research design refers to the framework of the research methodologies and procedures a researcher selects to undertake a study. The design enables to fine-tune the research techniques appropriate for the topic matter and set up the studies for success. A design is a plan for employing empirical data to address the research issue. A good research design makes choices on the overall research objectives and methodology is necessary when developing a research design. The present study aims to find out the influence of Self Esteem and Socio-Emotional Adjustment on Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students in Kerala. The investigator chose a quantitative research approach and a survey as the data gathering strategy after taking the nature of the research problem into consideration.

The methodological steps followed in the present investigation are discussed under the following categories.

- Variables of the study.
- Tools used for Collecting Data.
- Sample used for the Study.
- Data Collection Procedure.
- Scoring and Consolidation of Data.
- Statistical techniques used for analysis.

This chapter presents a detailed description of variables, objectives, hypotheses, tools employed, selection of sample, data collection procedure and consolidation of data and statistical techniques used for analysis.

Variables of the Study

The study has been designed with the following variables:

I) Independent Variable

- a) Self Esteem
- b). Socio-Emotional Adjustment

II) Dependent Variables

- a) Self-Perceived Identity
- b) Educational Aspirations

Tools Employed in Collecting Data

The selection of appropriate devices or tools for the collection of data is very important in the investigation. For the present investigation, following tools were used for investigation of the independent and dependent variable.

1. Scale of Self-Perceived Identity (Ajithlal & Naseema, 2021).
2. Scale of Educational Aspirations (Ajithlal & Naseema, 2021).

3. Scale of Socio-Emotional Adjustment (Ajithlal & Naseema, 2022).
4. Self Esteem Inventory (Ajithlal & Naseema, 2022).

Detailed description of each of these tools is given below.

1. Scale of Self-Perceived Identity (Ajithlal & Naseema, 2021)

The Scale was developed to understand the nature of Self-Perceived Identity of undergraduate Tribal Students. The investigator developed the tool with the help of supervising teacher. Based on the suggestions from the supervising teacher and other experts and also based on the concept of “identity orientation” and “identity crisis” the scale was developed with scoring procedure of 5-points. Suggestions of the experts in the field of study were collected in identifying and writing the items of the scale. The initial form of the scale thus consists of 38 items. The dimensions of the scale are described in the four-identity dimensions.

1. Personal Identity

The personal identity (PI) orientation is viewed when defining the self as a unique individual. Here comes the private cognitions and interactions of the individual. This orientation of identity contributes an individual’s traits, values and abilities for developing the individual for a livelihood. The cognition of a person about himself/herself was tried to address under this identity dimension. Personal aspirations and standards are the self-regards under this orientation.

Example. Initiations to establish personal relationships with students under various cultural backgrounds.

2. *Relational Identity*

The Relational identity (RI) orientation is reflected when defining the self as a member of an interpersonal relationship. This is the intimate identity orientation describes other people with whom we have direct personal contact. The optimal adaptation of the individual in establishing relationship with the fellow beings were emphasised under this identity orientation. Mutual regard; pride in and validation from intimate others are the basis of self-regard under this orientation.

Example. Cultural and gender inequalities among the students and its consequences

3. *Collective Identity*

The Collective identity (CI) orientation is reflected when defining the self as a member of collective activity. This orientation defines inter personal relationships. The performance of the individual for bridging bondages in a collective community, here the institutions, were tried to address under this identity dimension. Social role and reputation are coming under this orientation. Public recognition; praise from others is the base of self-regard under this orientation.

Example. Social environment of the institution being studied

4. *Social Identity*

The Social identity (SI) orientation is showed when being part of a social group. Communal aspects of social relations are coming under this identity orientation. The abilities and responsibilities of the individual for being part of the society to which he/she belongs to were studied under this dimension of identity. Social categories to which the individual belongs to is emphasised under this

orientation. Ethnic pride; pride in one's social groups are basis of self-regard under this orientation of Identity.

Example. Opportunities to embrace and understand the diversity in lifestyle and outlook

Identification of the Components of Draft Scale. For developing the scale, the investigator went through related literature of identity theories and practical studies. From the review of literature, the investigator identified that the self-perceived identity can be assessed with the help of four identity orientations. The investigator identified 38 statements to address the self-perceived identity under the four identity orientations. The statements were rephrased on a five-point scale with 20 positive and 18 negative items. The number of questions coming under each identity orientation are detailed in Table 6.

Table 6

Items of the Draft Scale under the Identity Orientation

Sl No	Identity Orientation	Item No	Positive Statements	Negative Statements	Total Number of Items
1	Personal	4, 9, 11, 12, 13, 21, 22, 34, 35	5	4	9
2	Relational	5, 6, 7, 8, 17, 26, 31, 32, 33, 37, 38	6	5	11
3	Collective	1, 2, 3, 10, 14, 18, 20, 23, 28	4	5	9
4	Social	15, 16, 19, 24, 25, 27, 29, 30, 36	5	4	9
Total					38

Mode of Responses. For the 38 items of the scale there were five modes of responses. They are

- A. It is not difficult to cope up with
- B. It is slightly difficult to cope up with
- C. Not matching/Not responding
- D. It is difficult to cope up with
- E. It is extremely difficult to cope up with

The subjects were provided with separate response sheet to mark tick (✓) sign in the appropriate column of the response sheet.

Scoring Procedure. A scoring procedure of 5-points was adopted for the scoring of responses. These five options from high to low depicted the degree of self-perceived identity of the individual. The Scoring procedure is mentioned in Table 7.

Table 7

Method of Scoring of the Draft Scale of Self-Perceived Identity

Types of Statements	Responses				
	A	B	C	D	E
a. Positive	5	4	3	2	1
b. Negative	1	2	3	4	5

Try Out. A pilot scale was prepared for screening out discrepancies happened in the construction, assembling of test items, in the instruction given, and also detecting the ambiguity of the distracters. The tool was administrated to 100 Tribal Students randomly selected from the Post Matric Hostel for Boys and Girls belonging to Scheduled Tribe category at Trivandrum. Besides the written directions in the scale, oral instructions were also given to the students. They were provided with separate response sheets.

Item Analysis

The draft scale of self-perceived identity was administered to the representative sample of 100 Tribal Students. As part of the statistical analysis, to know the relevance of the items of the scale, the investigator arranged the answer sheets in the order of magnitude and selected 27% of the answer sheets both from the bottom and top of this arrangement. Every statement is taken separately and scores of 5, 4, 3, 2 or 1 is given to each positive response. Negative responses are assigned with the score in the reverse order. The top group with higher scores and the bottom group with lower scores is scored thus. The 't' value of each item in the higher and lower group was calculated using the formula

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\frac{\sigma_H^2}{n_H}\right) + \left(\frac{\sigma_L^2}{n_L}\right)}}$$

If $n_H = n_L = n$, the formula can be written as

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

Where

\bar{X}_H	The mean score on a given statement for the high group
\bar{X}_L	The mean score on a given statement for the low group
X_H	Score of the individual item in the high group
X_L	Score of the individual item in the low group
σ_H^2	The variance of the distribution of the response of the upper group
σ_L^2	The variance of the distribution of the response of the lower group
n_H	The number of students in the upper group
n_L	The number of students in the lower group
n	Size of the Sample

The 't' value of each item of the scale are presented in Table 8. The items with a 't' value greater than 1.96 were retained in the tool and those items with 't' value less than 1.96 was discarded.

Table 8

Data and Results of Item Analysis - Scale of Self-Perceived Identity

Item No	't' value	Result	Item No	't' value	Result
1	3.31	Accepted	20	3.54	Accepted
2	1.23	Rejected	21	4.63	Accepted
3	1.18	Rejected	22	4.16	Accepted
4	3.00	Accepted	23	2.15	Accepted
5	3.89	Accepted	24	3.84	Accepted
6	2.55	Accepted	25	2.84	Accepted
7	4.01	Accepted	26	5.05	Accepted
8	2.28	Accepted	27	4.59	Accepted
9	2.52	Accepted	28	5.21	Accepted
10	5.66	Accepted	29	3.56	Accepted
11	4.32	Accepted	30	2.35	Accepted
12	3.23	Accepted	31	2.46	Accepted
13	4.15	Accepted	32	4.67	Accepted
14	3.87	Accepted	33	4.34	Accepted
15	2.19	Accepted	34	3.88	Accepted
16	5.91	Accepted	35	1.35	Rejected
17	4.62	Accepted	36	2.42	Accepted
18	3.65	Accepted	37	3.60	Accepted
19	2.25	Accepted	38	2.89	Accepted

Thus, the final version of the scale has 35 items. The corresponding items falling under the four identity orientations are shown in Table 9.

Table 9*Items of the Final Scale - Self-Perceived Identity Under the Four-Identity Orientation*

Sl No	Identity Orientation	Item No	Positive Statements	Negative Statements	Total Number of Items
1	Personal	2, 7, 9, 10, 11, 19, 20, 32	4	4	8
2	Relational	3, 4, 5, 6, 15, 24, 29, 30, 31, 34, 35	6	5	11
3	Collective	13, 14, 17, 22, 23, 25, 27, 28, 33	2	5	7
4	Social	1, 8, 12, 16, 18, 21, 26	5	4	9
Total					35

Validity and Reliability

Content Validity. Regarding the research tool, validity represents the extent to which a tool capable to measure what it is intended to measure. The final version of the scale was examined by experts and all are satisfied with the content of the scale. The scale covers all relevant parts of the subject it aims to address and measure. The usages and format are identified as apt to measure the variable. Hence the scale claims a proper content validity.

Reliability (Test Re-test Method). The reliability of the tool was assessed by the test re-test method. The scale was administered to a group of students (N=30) after one month. The two sets of scores were then correlated using Pearson's product moment correlation. 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

ΣX = Sum of the obtained scores of variable X

ΣY = Sum of the obtained scores of variable Y

ΣXY = Sum of the product of the scores of variable X and Y

ΣX^2 = Sum of the squares of the obtained scores of variable X.

ΣY^2 = Sum of the squares of the obtained scores of variable Y.

The obtained correlation coefficient was 0.785. Hence the scale has high reliability.

The Draft Scale of Self-Perceived Identity (Malayalam Version) is attached as appendix II, Final Scale of Self-Perceived Identity (Malayalam Version) is attached as appendix III, Final Scale of Self-Perceived Identity (English Version) is attached as appendix IV and score sheet as appendix V.

2. Scale of Educational Aspirations (Ajithlal & Naseema, 2021)

Scale of Educational Aspirations was developed by the investigator with the help of the supervising teacher. It was developed to know about the education goals or desires of the Tribal Students in their life. The tool was developed based on the reviewed literature particularly on the theory of level of aspiration. Statements for each dimension were written by the investigator and experts' suggestions were obtained on it. The draft scale thus consisted of 44 items. The Scale of Educational Aspirations has six dimensions derived on the concept of aspiration as described below.

They are

1. Individual Preference
2. Educational awareness

3. Educational planning
4. Career awareness
5. Family background
6. Influence of guidance

1. Individual Preference

In the present study it is the personal selection about the educational and career options. Here the individual aspiration is investigated as an expression of desire to achieve and improve. Each individual has an idea or preference for achieving the educational and career goals. Under this section, individual preferences were tried to address.

Example. After school, I have been given the opportunity to study a subject of my interest

2. Educational Awareness

The term educational awareness in the present study means that the individual's awareness about the educational opportunities available to choose for higher studies. The communal backwardness and breakthrough of awareness to progress in education were attended under this dimension. The awareness and information attained by an individual for framing the educational goal coming under this section.

Example. I have realised the need for education even during my school days

3. Educational Planning

A plan of action for the provision of quality education shall be drawn up by fixing goals and targets for the study, as well as defining how best they can be

achieved in due course. The design or path to be followed for achieving the educational goals are assessed under this section.

Example. I share my learning goals with my parents

4. Career Awareness

Career awareness is the understanding of possible rang of occupations and opportunities. Career interventions designed to enhance the constructive attitude and behaviors play an active role in Educational Aspirations. The individuals understanding of the available opportunities and ideas to tackle the path to the career goals are emphasised under this section. The awareness programmes organised by the institutions and the programmes attended by the students come under this section.

Example. Getting a job is my main study goal

5. Family Background

Familial factors like education, feeling and beliefs of parents and relatives plays a vital role in facilitating the students educational and career advancement. Family as the first school, it has a major role in defining the aspirations of the individual. Educational and social back ground of the parents plays an important role in framing the ambitions of the children and act as a motivation factor in designing the future plan of education.

Example. My parents are educated

6. Influence of Guidance

In the present study the term influence of guidance stands for advice or information aimed at a meaningful selection of courses and career. According to the constructionist approach, knowledge is solely an invented understanding of actual

events in the world and guidance has a prominent role in designing the Educational Aspirations. Guidance and counselling have an important role in providing the motivation to the students to mold their life goals by planning and identifying their area of interest for future studies and career.

Example. I am getting guidance from the college on how to pursue higher education

Identification of the Components of draft scale

For developing the scale, the investigator went through related literature of theories of aspiration and practical studies. From the review of literature, the investigator identified six dimensions of Educational Aspirations. The investigator identified 44 statements to assess the Educational Aspirations under the six dimensions. The statements were rephrased on a three-point scale. All the items are stated in the positive format. The number of items coming under each dimension is detailed in Table 10.

Table 10

Items of the Draft Scale Educational Aspirations

Sl No	Dimension	Item No	Total Number of Items
1	Individual Preference	9, 22, 29, 31, 33, 35, 38	7
2	Educational awareness	1, 14, 15, 23, 24, 30, 34, 39, 41	9
3	Educational planning	8, 10, 19, 20, 28, 32, 37, 40, 42	9
4	Career awareness	16, 17, 18, 26, 27, 36, 43	7
5	Family background	2, 3, 4, 5, 6, 7	6
6	Influence of guidance	11, 12, 13, 21, 25, 44	6
Total			44

Mode of Responses

For the 44 items of the scale there were three options to represent the responses. They are

- A. Yes
- B. Uncertain/Not responding
- C. No

The subjects were provided with separate response sheet to mark tick sign in the appropriate column in the response sheet.

Scoring Procedure

Three points scoring was followed for the rating of the responses. The three options designed from high to low depicted the degree of educational aspirations of the individual. The Scoring procedure is mentioned in Table 11.

Table 11

Method of Scoring of the Draft Scale of Educational Aspirations

Type of Statements	Responses		
	A	B	C
Positive	2	1	0

Try Out

A Pilot study was conducted for screening out discrepancies happened in the construction, assembling of test items, in the instruction given, and also detecting the ambiguity of the distracters. A pilot scale was developed and administrated to 100 Tribal Students randomly selected from the Post Matric Hostel for Boys and Girls belonging to Scheduled Tribe category at Trivandrum. A written instruction is given along with the tool and instructions were orally given to the students for better understanding. They were provided with separate response sheets.

Item Analysis

The draft scale of Educational Aspirations was administered to the representative sample of 100 Tribal Students. As part of the statistical analysis, the investigator arranged the answer sheets in the order of magnitude and selected 27% of the answer sheets both from the bottom and top of this arrangement. Every statement is taken separately and score of 2, 1 or 0 is given to each positive response. The top group with higher scores and the bottom group with lower scores are scored thus. The 't' value of each item in the higher and lower group was calculated using the formula

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\frac{\sigma_H^2}{n_H}\right) + \left(\frac{\sigma_L^2}{n_L}\right)}}$$

If $n_H = n_L = n$, the formula can be written as

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

Where

\bar{X}_H	The mean score on a given statement for the high group
\bar{X}_L	The mean score on a given statement for the low group
X_H	Score of the individual item in the high group
X_L	Score of the individual item in the low group
σ_H^2	The variance of the distribution of the response of the upper group
σ_L^2	The variance of the distribution of the response of the lower group
n_H	The number of students in the upper group
n_L	The number of students in the lower group
n	Size of the Sample

The 't' value of each item of the scale are presented in Table 12. The items with a 't' value greater than 1.96 were retained in the tool and those items with 't' value less than 1.96 was discarded.

Table 12

Data and Results of Item Analysis - Scale of Educational Aspirations

Item No	't' value	Result	Item No	't' value	Result
1	2.24	Accepted	23	3.54	Accepted
2	1.13	Rejected	24	4.63	Accepted
3	1.42	Rejected	25	4.16	Accepted
4	3.42	Accepted	26	2.15	Accepted
5	2.22	Accepted	27	4.43	Accepted
6	2.91	Accepted	28	2.84	Accepted
7	1.01	Accepted	29	4.70	Accepted
8	2.45	Accepted	30	4.11	Accepted
9	2.00	Accepted	31	3.44	Accepted
10	3.86	Accepted	32	3.43	Accepted
11	5.51	Accepted	33	4.35	Accepted
12	2.24	Accepted	34	2.65	Accepted
13	4.55	Accepted	35	4.12	Accepted
14	2.34	Accepted	36	5.50	Accepted
15	2.86	Accepted	37	2.54	Accepted
16	4.63	Accepted	38	3.54	Rejected
17	3.47	Accepted	39	2.72	Accepted
18	3.11	Accepted	40	4.62	Accepted
19	3.34	Accepted	41	2.43	Accepted
20	4.01	Accepted	42	2.97	Accepted
21	3.38	Accepted	43	3.56	Accepted
22	2.78	Accepted	44	1.48	Rejected

Thus, the final version of the scale has 40 items. The corresponding items falling under the six dimensions are shown in Table 13.

Table 13*Items of the Final Scale - Educational Aspirations Under the Six Dimensions*

Sl No	Dimension	Item No	Total Number of Items
1	Individual Preference	6, 19, 26, 28, 30, 32, 35	7
2	Educational awareness	1, 11, 12, 20, 21, 27, 31, 36, 38	9
3	Educational planning	5, 7, 16, 17, 25, 29, 34, 37, 39	9
4	Career awareness	13, 14, 15, 23, 24, 33, 40	7
5	Family background	2, 3, 4	3
6	Influence of guidance	8, 9, 10, 18, 22	5
Total			40

Establishing Validity and Reliability

Face Validity. The tool measures what it claims to assess and the results closely corresponds to real-time values are considered as valid. In respect of the Scale developed, validity represents the extent to which the scale capable to measure what it is intended to measure. The final version of the scale was examined by experts and all are satisfied with the usages, language and format of the scale. Hence the scale established a proper face validity.

Reliability (Test Re-test Method). The reliability of the tool was assessed by the test re-test method. The scale was administered to a group of students (N=30) after one month of the first administration. Thus, the two sets of scores obtained. The two sets of scores were then correlated using Pearson's product moment correlation. The obtained correlation coefficient of the scale was 0.73. Hence the scale has high reliability.

The Draft Scale of Educational Aspirations (Malayalam Version) is attached as appendix VI, Final Scale of Educational Aspirations (Malayalam Version) is

attached as appendix VII, Final Scale Educational Aspirations(English Version)is attached as appendix VIII and score sheet as appendix IX.

3. Scale of Socio-Emotional Adjustment (Ajithlal & Naseema, 2022)

Scale of Socio-Emotional Adjustment for the undergraduate Tribal Students was developed by the investigator with the help of the supervising teacher. The scale is a modified version of the Socio-Emotional Adjustment Scale developed by Usha and Bindu (2006). It was developed to know the adjustment difficulties and related issues faced by the Tribal Students in the institutional environment. The tool was developed based on the reviewed literature and aspects related to Social Adjustment and Emotional Adjustment are classified separately. Statements for each dimension were written by the investigator and experts' suggestion were obtained on it. The draft scale thus consisted of 39 items. The Scale of Socio-Emotional Adjustment have ten dimensions derived from the aspects of Social Adjustment and Emotional Adjustment. They are

1. Adjustment to teachers and institution
2. Adjustment to colleagues
3. Family and Community Relationship
4. Shame
5. Jealousy
6. Anxiety
7. Anger
8. Joy
9. Compassion
10. Affection

For developing the scale, the investigator went through related literature of theories of social interactions, emotional adjustments and practical studies. From the review of literature, the investigator identified three dimensions of social adjustment and seven dimensions of emotional adjustment.

The ten dimensions identified for the scale are described below:

1. Adjustment to Teachers and Institution

The behavioral process through which an individual establishes a balance among the diverse needs and obstacles in achieving the needs is the adjustment. The success in facing a problem of adapting to circumstances is mainly related to adjustment. In the present study it is the extend of satisfactory adjustment of the individual with the teachers, academic activities and institution environment.

Example. Even if teachers or classmates blame me, I have no difficulty in cooperating with them.

2. Adjustment to Colleagues

The rapport established between the students play a vital role in establishing a Socio-Emotional adjustment of the individual. In the present study, here it assesses how far the individual interact and get adjusted with the fellow students.

Example. I am happy to have fun with my friends.

3. Family and Community Relationship

Effectively engaging families and communities are capable of molding a socially and emotionally wellbeing person. This area assesses the effective social interaction of the individual as an effective requirement of living in community.

Example. I am interested in volunteering activities

4. Shame

In the present study, shame is addressed as an emotional state involving feelings of inferiority, extreme self-consciousness, the fear of exposing oneself to ridicule and tendency to withdraw from social interactions.

Example. I do not find it difficult to invite my classmates to my house because of the lack of facilities in my home.

5. Jealousy

Jealousy is the state of feeling or showing an envious resentment of a person or their success, achievements or possessions. It is a complex emotion that may have serious consequences for one's emotional well-being. It may strain relationships, stifle personal development, and cause emotions of insecurity and resentment.

Example. I don't feel jealous of my friends who score better than me in exams

6. Anxiety

It is a diffused state of emotion with feeling of unwanted worry or unease about something with an uncertain outcome. Anxiety, emotional and behavioural disturbances, or a mix of these problems can all be symptoms of adjustment disorder. The anxiety components of human behaviour are tried to be addressed under this section.

Example. I have no difficulty facing a public audience with confidence

7. Anger

It is an intense emotional state induced with a strong feeling of annoyance, displeasure or hostility towards a person or thing. Anger is a natural survival

response shared by all living creatures. Humans have the ability to manage their anger to a certain extent that aligns with social norms.

Example. There was no situation where I had to deal with my classmates angrily

8. Joy

It is a sense of emotional well-being with a feeling of great pleasure and happiness. Joyful engagement is a positive factor for a better Socio-Emotional adjustment in the communal life.

Example. I prefer to be with others than to be alone

9. Compassion

It is an emotional experience which involves forming a relationship with someone in any sort of distressful experience such as sorrow, shame, fear or despair it generates sympathy and the desire to help those who are in need. Self-compassion and emotional regulation have been identified as helpful attitudes towards oneself, which can lessen emotional suffering.

Example. I have no difficulty listening to and answering the problems of my friends patiently

10. Affection

It is an emotional state having a sense of trust and a gentle feeling of fondness or liking. Affection is a "disposition or state of mind or body" that is frequently associated with a feeling or sort of love involving emotion, influence, and state of being.

Example. I can truly love my friends

Identification of the Components of Draft Scale

The investigator identified 39 statements to assess the Socio-Emotional adjustment under the ten dimensions. The statements were rephrased on a three-point scale. All the items are stated in the positive format. The number of components coming under each dimension are detailed in Table 14.

Table 14***Items of the Draft Scale of Socio-Emotional Adjustment***

Sl No	Dimension	Item No	Total Number of Items
I	Social Adjustment		
1	Adjustment to teachers and institution	6, 7, 9, 16	4
2	Adjustment to colleagues	2, 5, 12, 14, 25, 38	6
3	Family and Community Relationship	3, 4, 10, 13, 20, 27, 30, 39	8
II	Emotional Adjustment		
1	Shame	28, 29, 31	3
2	Jealousy	17, 18	2
3	Anxiety	19, 32, 33, 37	4
4	Anger	26, 36	2
5	Joy	8, 15, 22, 24	4
6	Compassion	11, 35	2
7	Affection	1, 21, 23, 34	4
Total			39

Mode of Responses

For the 39 items of the scale there were three options to represent the responses. They are

- A. Always
- B. Sometimes
- C. Never

The subjects were provided with separate response sheet to mark tick sign in the appropriate column in the response sheet.

Scoring Procedure

Only positive statements were selected in the scale. The three options from high to low depicted the degree of Socio-Emotional Adjustment of the individual as indicated below.

Table 15

Method of Scoring of the Draft Scale of Socio-Emotional Adjustment

Type of Statements	Responses		
	A	B	C
Positive	2	1	0

Try Out

A Pilot study was conducted for screening out discrepancies happened in the construction, assembling of test items, in the instruction given, and also detecting the ambiguity of the distracters. A Pilot scale was devised and administrated to 100 Tribal Students randomly selected of the Post Matric Hostel for Boys and Girls belonging to Scheduled Tribe category at Trivandrum. Written directions were given along with the scale and oral instructions were given to the students during the conduct of the pilot study. They were provided with separate response sheets.

Item Analysis

The draft scale of Socio-Emotional Adjustment was administered to the representative sample of 100 Tribal Students. The investigator arranged the answer sheets in the order of magnitude and selected 27% of the answer sheets both from the bottom and top of this arrangement. Every statement is taken separately and

scoring of 2, 1 or 0 is given to each positive response. The top group with higher scores and the bottom group with lower scores is scored thus. The 't' value of each item in the higher and lower group were calculated using the formula

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\frac{\sigma_H^2}{n_H}\right) + \left(\frac{\sigma_L^2}{n_L}\right)}}$$

If $n_H = n_L = n$, the formula can be written as

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

Where

\bar{X}_H	The mean score on a given statement for the high group
\bar{X}_L	The mean score on a given statement for the low group
X_H	Score of the individual item in the high group
X_L	Score of the individual item in the low group
σ_H^2	The variance of the distribution of the response of the upper group
σ_L^2	The variance of the distribution of the response of the lower group
n_H	The number of students in the upper group
n_L	The number of students in the lower group
n	Size of the Sample

The 't' value of each item of the scale are presented in Table 16. The items with a 't' value greater than 1.96 were retained in the tool and those items with 't' value less than 1.96 was discarded.

Table 16*Data and Results of Item Analysis - Scale of Socio-Emotional Adjustment*

Item No	't' value	Result	Item No	't' value	Result
1	4.14	Accepted	21	5.74	Accepted
2	3.42	Accepted	22	4.63	Accepted
3	4.12	Accepted	23	2.85	Accepted
4	3.42	Accepted	24	2.15	Accepted
5	2.87	Accepted	25	4.53	Accepted
6	3.01	Accepted	26	1.44	Rejected
7	2.01	Accepted	27	5.18	Accepted
8	4.24	Accepted	28	1.34	Rejected
9	3.30	Accepted	29	4.64	Accepted
10	3.86	Accepted	30	2.49	Accepted
11	5.51	Accepted	31	4.78	Accepted
12	2.34	Accepted	32	5.12	Accepted
13	3.42	Accepted	33	1.12	Rejected
14	4, 57	Accepted	34	2.54	Accepted
15	2.45	Accepted	35	3.86	Accepted
16	2.78	Accepted	36	4.28	Accepted
17	3.76	Accepted	37	2.92	Accepted
18	1.34	Rejected	38	3.95	Accepted
19	3.64	Accepted	39	4.56	Accepted
20	3.85	Accepted			

Thus, the final version of the scale has 35 items. The corresponding items falling under the ten dimensions are shown in Table 17.

Table 17*Items of the Final Scale - Socio-Emotional Adjustment under the Ten Dimensions*

Sl No	Dimension	Item No	Total Number of Items
I	Social Adjustment		
1	Adjustment to Teachers and Institution	6, 7, 9, 16	4
2	Adjustment to colleagues	2, 5, 12, 14, 24, 34	6
3	Family and Community Relationship	3, 4, 10, 13, 19, 25, 27, 35	8
II	Emotional Adjustment		
1	Shame	26, 28	2
2	Jealousy	17	1
3	Anxiety	18, 29, 33	3
4	Anger	32	1
5	Joy	8, 15, 21, 23	4
6	Compassion	11, 31	2
7	Affection	1, 20, 22, 30	4
Total			35

Establishing Validity and Reliability

Face Validity. Regarding the research tool, validity represents the extent to which a tool capable to measure what it is intended to measure. The final version of the scale was examined by experts and all are satisfied with the usages, language and format of the scale. Hence the investigators claim face validity for the scale.

Reliability (Test Re-test Method). Test-retest reliability assesses the consistency of results while doing the same test on the same sample at a different time. This method is used while measuring something that is expected to remain

consistent in the sample. The scale was administered to a group of students (N=30) and the same process repeated after one month. Thus, the two sets of scores obtained. The two sets of scores were then correlated using Pearson's product moment correlation. The obtained correlation coefficient was 0.701. Hence the scale established sufficient reliability.

The Draft Scale of Socio-Emotional Adjustment (Malayalam Version) is attached as appendix X, Final Scale of Socio-Emotional Adjustment (Malayalam Version) is attached as appendix XI, Final Scale Socio-Emotional Adjustment (English Version) is attached as appendix XII and score sheet as Appendix XIII.

4. Self Esteem Inventory (Ajithlal & Naseema, 2022).

The Self Esteem Inventory was developed by the investigator with the help of the supervising teacher. The Inventory is a modified version of the Self Esteem Inventory developed by Usha and Suchithra (2002). It was developed to know the aspects of Self Esteem of the Tribal Students in the institutional environment. The tool was developed based on the reviewed literature and theories of Self. Statements for each dimension were written by the investigator and experts' suggestion were obtained on it. The Inventory thus consisted of 35 items. The Self Esteem Inventory have devised on five dimensions. They are

1. Academic Self Esteem
2. General Self Esteem
3. Familial Self Esteem
4. Social Self Esteem
5. Personal Self Esteem

The details of the dimensions are described below

1. Academic Self Esteem

Academic Self Esteem is an individual's understanding of his or her own academic ability and how others perceive this understanding. In the present study it assesses the academic and intellectual situations of the individual. It relates the abilities, attitudes and values of the individual in academic activities.

Example. I am satisfied with my studies

2. General Self Esteem

Self Esteem describes how we regard and perceive ourselves. It is built on one's perceptions and beliefs about themselves, which can be difficult to modify. General self-esteem addresses the overall perception about oneself as a person. The individual's perception of self-involving the emotional states, physical characteristics, successfulness are assessed under this domain.

Example. I can do my work well.

3. Familial Self Esteem

This area assesses the individual's perception about his acceptance in the family, parents' interests and interaction with the family members. The basis of Self Esteem is formed in the family from birth. As a child, parents have the greatest impact on Self Esteem.

Example. I trust my family members

4. Social Self Esteem

Self Esteem reflects both social standing and social inclusion. Indeed, poor Self Esteem is connected with a sense of feeling socially alienated and perceiving a low status. This area assesses the Self Esteem of the individual in social interactions and interpersonal relationships.

Example. I am loved by all

5. Personal Self Esteem

This area addressed the individuals most intimate perceptions of anxiety and self-worth.

Example. I have a lot of friends

Identification of the Components of the Inventory

For developing the inventory, the investigator went through related literature of theories of self, perception and practical studies. From the review of literature, the investigator identified five dimensions of the Self Esteem. The investigator identified 35 statements to assess the Self Esteem under the five dimensions. The statements were rephrased with 19 positive and 16 negative items. The number of components coming under each dimension are detailed in Table 18.

Table 18

Items of the Self Esteem Inventory under the Five Dimensions

Sl No	Identity Orientation	Item No	Positive Statements	Negative Statements	Total No. of Items
1	Academic Self Esteem	10, 13, 26, 29, 32, 35	3	3	6
2	General Self Esteem	4, 12, 16, 27, 33	4	1	5
3	Familial Self Esteem	3, 6, 11, 30, 31	4	1	5
4	Social Self Esteem	7, 15, 17, 19, 23, 24, 25, 34	4	4	8
5	Personal Self Esteem	1, 2, 5, 8, 9, 14, 18, 20, 21, 22, 28	4	7	11
Total					35

Mode of Responses

For the 35 items of the inventory, there were two options to represent the responses. They are

A. Yes B. No

The subjects were provided with separate response sheet to mark their responses in the appropriate column of the response sheet.

Scoring Procedure

There are positive and negative statements in the inventory. The Scoring procedure for positive statements is mentioned in Table 19.

Table 19

Method of Scoring of the Self Esteem Inventory

Type of Statements	Responses		
	A	B	C
Positive	2	1	0

Establishing Validity and Reliability

Face Validity. Face validity Considers how appropriate the content of the scale appears to be on the surface. Regarding the research tool, validity represents the extent to which a tool capable to measure what it is intended to measure. The final version of the inventory was examined by experts and all are satisfied with the usages, language and format of the inventory. Hence the instigators claim face validity.

Reliability (Test Re-test Method). The reliability of the tool was assessed by the test re-test method. Two sets of scores were obtained after administering the inventory to a selected group of students after 60 days and the same were correlated. The obtained correlation coefficient was 0.82. Hence the inventory has established reliability.

The revised inventory of Self Esteem (Malayalam Version) is attached as appendix XIV, revised inventory of Self Esteem (English Version) is attached as appendix XV and score sheet as appendix XVI.

Sample Selected for the Study

It would typically be impractical to investigate an entire population, while proceeding with an investigation in survey method. Sampling is a process that allows researchers to infer information about a population based on the results of a subset of the population, without having to analyse each individual. One of the most crucial components of a research project is the sample selection. The main goal of research is to identify universally applicable concepts. However, it would be impossible to draw generalisations from a study of the entire population. By carefully observing variables with a tiny percentage of the population, sampling allows for the creation of reliable inferences or generalisations.

Techniques of Sampling

For the present study the population is the undergraduate Tribal Students of Kerala. Hence it is proposed to study the Tribal Students in higher secondary education to graduation. Sample of students were selected using random sampling technique. Gender, type of residence, stream of education and management category of institution were the strata selected in the case of students.

Size of the Sample

It was proposed to take a sample of 400 undergraduate Tribal Students, randomly from the institutions situated in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala. Despite the population's finite size, it was impossible and impracticable to research the population's characteristics as such due to their immense size. In order to assess how far the results of this study could be generalised, it was chosen to take a representative sample of the population. The researcher chose the sample to include all pertinent strata, including gender, type of residence, stream of education and management category of institution, using this as the reference population.

Rationale for Selection of the Sample

For each particular survey or experiment, sample sizes are used to reflect portions of the population that were selected. It can be determined by setting the margin of error or desired maximum deviation between the sample estimate and the true value. To measure the required sample size for the study, it was used the confidence interval equation for population proportion. The confidence interval equation is given below.

$$CI = \hat{p} \pm z \times \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

Where \hat{p} is the population proportion. Set the term to the right of the \pm sign equal to the margin of error, ϵ , and solve for the resulting equation for sample size, n . Thus, the equation for sample size is

$$n = \frac{z^2 \times \hat{p}(1-\hat{p})}{\epsilon^2}$$

Here, the reference values are fixed as $\hat{p} = 0.5$, $\alpha = 0.05$ and $\epsilon = 0.06$ (6%). Thus $z = 1.96$. Hence, the required sample size can be obtained as $n = 267$.

In the present study, after the data cleaning process the sample size reduced to 295. Thus, by reverse calculation the value of standard error is obtained as $\epsilon = 0.0571$ (5.71%), which is less than 0.06. Hence it was inferred that the sample size is good enough to proceed with the study.

The study was done on a total sample of 295 Tribal Students from the institutions situated in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala.

Details of the Break-up of the Final Sample

The study was carried out with the students in Post Matric hostels and students in different colleges. After the data cleaning 295 Tribal Students from the institutions situated in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala were identified for the present study.

The Tribal Students participated in the study classified on the basis of gender, type of residence, stream of education and management category of institution are detailed in the table 20 below.

Table 20

Details of the Sample Obtained-Classification-Based on Gender, Type of Residence, Stream of Education and Management Category of Institution

Total Tribal Students	295
<i>Classification - Based on Gender:</i>	
Tribal Boys	92
Tribal Girls	203
<i>Classification - Based on Type of Residence</i>	
Tribal Students from Post Matric Hostel	187
Tribal Students from College Hostel	108
<i>Classification - Based on Stream of Education</i>	
Tribal Students in Language stream	32
Tribal Students in Humanities stream	160
Tribal Students in Management stream	35
Tribal Students in Science stream	68
<i>Classification - Based on Management Category of Institution</i>	
Tribal Students in Government Institutions	217
Tribal Students in Private Institutions	78

Data Collection-Administration of the Tools

The data collection schedule commenced in the first week of August and completed in the November 2022. The investigator approached the Heads of selected colleges in the area of data collection and they welcomed the intention of the study and warned about the difficulties in collecting the data from a heterogeneous group of students in the institution. Hence the investigator reviewed the issues and adopted a different strategy by selecting the post matric hostels and other institutions hostels for collecting the sample.

After fixing the sample the investigator contacted the heads of the post matric hostels and institution hostels, informed about the need of the present study, and received permission to administer the study. Proper instructions were given to the students before starting the study. The time schedule was fixed earlier. The scales were administered with the assistance of teachers/wardens in the class/hostels concerned. Each student was given the printed question booklets and printed response sheets.

Details of the final sample selected is described in Table 21.

Table 21*Details of Hostel-wise Distribution of the Final Sample*

Sl No	Hostel	District	Type	Total Students
1	Post Matric Hostel, Polakkadavu, Kozhikode	Kozhikode	Post Matric Hostel -Boys	41
2	Post Matric Hostel, Srekaryam, Trivandrum	Trivandrum	Post Matric Hostel-Girls	37
3	Post Matric Hostel, Noorani, Palakkad	Palakkad	Post Matric Hostel-Girls	52
4	Post Matric Hostel, Mannamthala, Trivandrum	Trivandrum	Post Matric Hostel-Boys	22
5	Multipurpose Hostel, Foreshore Road, Eranakulam	Eranakulam	Multipurpose Hostel- Girls	46
6	Hostel at Institute of Tribal Studies and Research, Wayanad	Wayanad	Post Matric Hostel-Boys and Girls	90
7	Other College Hostels	Trivandrum	College Hostel-Boys and Girls	7

Scoring and Consolidation of Data

The filled in response sheets were collected. The scoring was then done according to the scoring scheme of each tool. While scoring, the incomplete response sheets were rejected. Though the test was administered to 400 pupils, response sheets of 105 pupils were rejected since their score sheets were incomplete. The remaining 295 were selected as the final sample. The data were then entered in spreadsheet and then analysis was carried out.

Statistical Techniques Used for Analysis

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

Preliminary Analysis

The Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were calculated for the independent variables, Socio-Emotional Adjustment and Self-esteem and for the dependent variables Self-Perceived Identity and Educational Aspirations for total sample and subsamples using conventional methods.

Two-tailed Test of Significance of Difference between Means of Large Independent Samples (Best, 1986)

In this section the difference between means of the Self-perceived Identity and Educational Aspirations (dependent variable) and scores on independent variables Socio-Emotional Adjustment and Self Esteem of the subsamples selected based on gender, type of residence, stream of education and management category of institution were calculated.

The critical ratio, indicating the difference between means was determined by the formula,

$$C.R = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 and M_2 are the means of the groups

σ_1 and σ_2 are the standard deviations of the groups

N_1 and N_2 are the sample size of the groups

If the 't' value obtained was $\geq \pm 2.58$, the difference between means was considered to be significant at 0.01 level. If the 't' value obtained was $\geq \pm 1.96$, it was considered to be significant at 0.05 level.

Pearson's Product Moment Coefficient of Correlation 'r' (Best & Kan, 1992)

In order to estimate the extent of relationship between the dependent variable, Self-Perceived Identity and Educational Aspirations and independent variables Socio-Emotional Adjustment and Self Esteem, the technique of Pearson's Product Moment Coefficient of Correlation was used. The machine formula used to calculate 'r' 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

X and Y are two variables

$\sum XY$ = Sum of the products of all the paired X and Y values of the data

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

$\sum Y^2$ = Sum of the squares of all the Y scores

$\sum X$ = Sum of all the X scores

$\sum Y$ = Sum of all the Y scores

N = Size of the sample

r = Coefficient of Correlation

Verbal Interpretation of 'r' (Garrett, 1979)

The coefficient of correlation between two variables is described as 'high', 'substantial', 'low' or 'negligible', depending upon the numerical index 'r'

In Psychological and educational testing, the following criteria are used for verbal interpretation of the degree of relationship between the variables (Garrett, 1979).

- r from ± 0.00 to ± 0.20 - Denotes negligible relationship
- r from ± 0.20 to ± 0.40 - Denotes low relationship
- r from ± 0.40 to ± 0.70 - Denotes substantial relationship or marked relationship
- r from ± 0.70 to ± 1.00 - Denotes high relationship

Test of Significance of 'r' (Ferguson, 1976)

The obtained 'r' was tested to find whether it is significant or not by using Fisher's t test viz.,

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

Where, N-2 is the degrees of freedom; 'r', the obtained coefficient of correlation and N, the size of the sample for which r was computed.

0.99 Confidence Interval (CI_{0.99}) of r (Garrett, 1979)

The confidence interval of 'r' was worked out using the formula suggested by Garrett (1979)

$$(r \pm 2.58 SE_r)$$

Where

$$SE_r = \frac{1 - r^2}{\sqrt{N - 1}}$$

SE_r = Standard error of 'r'

r = the obtained coefficient correlation

N = size of the sample

If the 'r' value obtained is significant only at 0.05 level or not significant the 0.95 confidence interval of 'r' is estimated using the formula $(r \pm 1.96 SE_r)$. In the case of very low correlation the 'r' values are converted into Fisher's Z function and find the standard error of Z.

$$(SE \text{ of } Z) = \frac{1}{\sqrt{N-3}}$$

Shared Variance

The square of the r expressed as a percentage ($r^2 \times 100$) gives the idea of the percentage variance that is common for two variables correlated. This was worked out in order to help in interpreting the r's.

Multiple Correlation

As there were three independent variable and two dependent variables, the correlation found out using two variables at a time, the estimation of correlation might be mistaken and assessment and interpretation misleading. This problem can be solved by computing the Multiple Correlation. Multiple Correlation estimates the combined effect of variables on the criterion variable under study. The square of the Multiple Correlation Coefficient or the coefficient of determination R^2 was computed using the formula $R_1^2_{(23\dots n)} = \beta_{12.34\dots n}r_{12} + \beta_{13.24\dots n}r_{13} + \beta_{14.23\dots n}r_{14} + \dots + \beta_{1n.23\dots (n-1)}r_{1n}$

(Multiple R^2 in terms of β coefficients and zero order r's)

Where 1 stand for the criterion variable and 2, 3,.....n for the predictor variable

$R_1^2_{(23\dots n)}$ gives the proportion of the variance of the criterion measure (X_1) attributable to the joint action of the variables X_2, X_3, \dots, X_n

Significance of R

Standard error of multiple R, $SE_R = (1-R) / (\sqrt{N-m})$ where

m= number of variables being correlated

N= size of the sample

(N-m) = degrees of freedom.

ANALYSIS & INTERPRETATIONS

- ▣ *Objectives of the Study*
- ▣ *Hypotheses of the Study*
- ▣ *Preliminary Analysis*
- ▣ *Major Analysis*
 - ❖ *Comparison of Means - Test of significance of difference between means*
 - ❖ *Correlation Analysis - Pearson's Product moment Co-efficient of Correlation*
 - ❖ *Comparison of Correlations*
 - ❖ *Multiple Regression Analysis*
- ▣ *Discussion*

ANALYSIS AND INTERPRETATION

The goal of the current study was to determine how Self Esteem and Socio-Emotional Adjustment affected Tribal Students' perceptions of their identities and Educational Aspirations in Kerala. In accordance with the objectives of the study, the statistical data collected was subjected to analysis. The present chapter specifics the statistical analysis as well as the interpretation of results. The data analysis made it possible to accomplish the precise goals set for the study.

Analysis and discussion of results are presented under the following headings.

1. Preliminary Analysis
2. Major Analysis
 - I. Comparison of Means-Test of significance of difference between means
 - II. Correlation Analysis-Pearson's Product moment Co-efficient of Correlation
 - III. Comparison of Correlations
 - IV. Multiple Regression

In the Preliminary Analysis section, the important statistical constants namely mean, median, mode, standard deviation, skewness and kurtosis of the scores obtained for each variable for total sample and subsamples were calculated. The scores were tested for normality by plotting graphs.

Under the Major Analysis section, four important statistical operations were followed to test the objectives of the study. In the first portion the test of significance of difference between means as described by Garrett (1976) was done to find out whether there exists any significant difference in the mean scores of Self-Perceived

Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment, between the subsamples based on gender, type of residence, stream of education and management category of institutions. The second section deals with the linear correlation between the variables of the study for total sample and relevant subsamples. The level of significance of all the obtained correlation coefficients were tested against null hypothesis. For the purpose of enabling the appropriate interpretations, the percentage overlaps and confidence intervals of all the obtained correlations were calculated. In the third section the correlations obtained for subsamples were compared using the formula for critical ratio by Garrett (1979). The multiple regression equations for predicting the scores of the dependent variables Self-Perceived Identity, Educational Aspirations from the scores of the two independent variables were established in the fourth part. In order to determine the correlation between earned and forecasted scores, the co-efficient of multiple correlation was calculated in this section.

Objectives of the Study

The objectives of the present study are as follows:

1. To find out the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
2. To find out the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.

3. To find out whether there exists any significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
4. To find out whether there exists any significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
5. To estimate the extent of relationship among Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
6. To estimate the extent of relationship among Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
7. To estimate the extent of relationship among Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
8. To estimate the extent of relationship among Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

9. To compare the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. To compare the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
11. To compare the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
12. To compare the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
13. To study whether Self-Perceived Identity of undergraduate Tribal Students can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
14. To study whether Educational Aspirations of undergraduate Tribal Students can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

Hypotheses of the Study

1. There will be significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
2. There will be significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
3. There will be significant relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
4. There will be significant relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
5. There will be significant relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
6. There will be significant relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
7. There will be significant difference in the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples

based on gender, type of residence, stream of education and management category of institution.

8. There will be significant difference in the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
9. There will be significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. There will be significant difference in the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
11. Self-Perceived Identity can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
12. Educational Aspirations can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

Preliminary Analysis

The data for the present study was gathered using four different tools assessing the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations. The results of the aforementioned tests provided the necessary data from the final sample (N= 295), and they were statistically processed.

As the initial step of analysis, the important statistical constants namely mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations were computed. The summary of the statistical constants of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the total sample is presented in Table 22.

Table 22

Statistical Constants of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Total Sample

Statistical Constants	Self Esteem	Socio-Emotional Adjustment	Self-Perceived Identity	Educational Aspirations
N	295	295	295	295
Mean	21.35	53.94	79.47	64.67
Median	21.35	54.19	79.26	64.70
Mode	21.30	54.69	78.92	64.77
Std. Deviation	4.52	9.35	9.19	10.42
Skewness	0.01	-0.08	0.06	-0.01
Kurtosis	-0.21	0.16	0.62	-0.24

Table 22 shows the mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations of the Total Sample. The standard deviation of the scores indicates that the scores are dispersed a little from the central value. The distribution of the scores of Socio-Emotional Adjustment and Educational Aspirations of the Total Sample were negatively skewed. The distribution of the scores of Self-Perceived Identity was platykurtic for the Total Sample as the kurtosis value was higher than 0.263, the normal value. The distribution of the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations were leptokurtic for the Total Sample as the kurtosis value was less than 0.263.

The summary of the statistical constants of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on gender is presented in Table 23.

Table 23

Statistical Constants of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Gender

Statistical Constants	Self Esteem	Socio-Emotional Adjustment	Self-Perceived Identity	Educational Aspirations
Statistics for Boys				
N	92	92	92	92
Mean	20.91	54.10	78.26	63.12
Median	20.84	54.84	76.31	63.08
Mode	20.69	56.32	72.42	62.99
Std. Deviation	4.41	11.69	8.46	12.43
Skewness	0.05	-0.19	0.69	0.01
Kurtosis	-0.71	-1.01	0.67	-0.77
Statistics for Girls				
N	203	203	203	203
Mean	21.55	53.87	80.02	65.38
Median	21.58	53.73	80.59	64.95
Mode	21.64	53.46	81.72	64.08
Std. Deviation	4.57	8.10	9.471	9.32
Skewness	-0.02	0.05	-0.18	0.14
Kurtosis	0.01	1.33	0.76	-0.06

Table 23 reveals the mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations of the Subsamples based on gender. The standard deviation of the scores shows that the scores are dispersed a little from the central value. The distribution of the scores of

Socio-Emotional Adjustment of the Boys and that of Self Esteem and Self-Perceived Identity of Girls were negatively skewed. The distribution of the scores of Self-Perceived Identity was platykurtic for both Boys and Girls as the kurtosis value was higher than 0.263, the normal value. The distribution of the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations were leptokurtic for both Boys and Girls as the kurtosis value was less than 0.263.

The summary of the statistical constants of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Type of Residence is presented in Table 24.

Table 24

Statistical Constants of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Type of Residence

Statistical Constants	Self Esteem	Socio-Emotional Adjustment	Self-Perceived Identity	Educational Aspirations
Statistics for Students in Post Matric Hostels				
N	187	187	187	187
Mean	21.56	54.56	78.82	65.84
Median	21.62	55.31	78.91	66.97
Mode	21.74	56.81	79.09	69.23
Std. Deviation	4.57	9.79	9.15	11.29
Skewness	-0.04	-0.23	-0.03	-0.30
Kurtosis	-0.05	0.03	0.74	-0.36
Statistics for Students in College Hostels				
N	108	108	108	108
Mean	21.00	52.86	80.60	62.65
Median	20.88	52.30	79.96	60.83
Mode	20.64	51.17	78.67	57.19
Std. Deviation	4.44	8.47	9.19	8.39
Skewness	0.08	0.20	0.21	0.65
Kurtosis	-0.46	0.71	0.41	0.70

Table 24 reveals the mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations of the Subsamples based on Type of Residence. The standard deviation of the scores indicates that the scores are dispersed somewhat from the central value. The distribution of the scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of the Students in Post Matric Hostels were negatively skewed. The distribution of the scores of Self-Perceived Identity for the Students in Post Matric Hostels and that of Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Students in College Hostels were platykurtic as the kurtosis value was higher than 0.263, the normal value. The distribution of the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations for the Students in Post Matric Hostels and that of Self Esteem for the Students in College Hostels were leptokurtic as the kurtosis value was less than 0.263.

The summary of the statistical constants of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Stream of Education is presented in Table 25.

Table 25

Statistical Constants of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Stream of Education

Statistical Constants	Self Esteem	Socio-Emotional Adjustment	Self-Perceived Identity	Educational Aspirations
Statistics for Students in Humanities Stream				
N	160	160	160	160
Mean	21.34	52.96	80.42	62.57
Median	21.28	52.24	79.75	62.95
Mode	21.16	50.79	78.41	63.70
Std. Deviation	4.49	8.68	9.56	8.66
Skewness	0.04	0.25	0.21	-0.13
Kurtosis	-0.32	1.20	0.49	0.44
Statistics for Students in Language Stream				
N	32	32	32	32
Mean	21.00	55.56	78.88	69.30
Median	20.71	57.43	78.67	71.20
Mode	20.14	61.18	78.21	75.01
Std. Deviation	5.36	10.60	9.56	10.98
Skewness	0.16	-0.53	0.07	-0.52
Kurtosis	0.84	-0.61	0.29	-0.71
Statistics for Students in Management Stream				
N	35	35	35	35
Mean	21.19	54.43	76.71	65.68
Median	21.31	55.41	78.35	65.58
Mode	21.56	57.38	81.62	68.39
Std. Deviation	4.15	8.19	6.73	10.84
Skewness	-0.09	-0.36	-0.73	-0.25
Kurtosis	-0.34	-0.24	0.81	-0.33
Statistics for Students in Science Stream				
N	68	68	68	68
Mean	21.62	55.22	78.94	66.94
Median	21.78	56.75	80.54	67.69
Mode	22.11	59.78	83.74	69.19
Std. Deviation	4.44	10.65	9.05	12.51
Skewness	-0.11	-0.43	-0.53	-0.18
Kurtosis	-0.76	-0.27	0.66	-0.70

Table 25 reveals the mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations of the Subsamples based on Stream of Education. The standard deviation of the scores indicates that the scores are dispersed somewhat from the central value. The distribution of the scores of Educational Aspirations of the Students in Humanities Stream, the scores of Socio-Emotional Adjustment and Educational Aspirations of the Students in Language Stream, the scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of Students in Management Stream and the scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of Students in Science Stream were negatively skewed. The distribution of the scores of Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of Students in Humanities Stream, the scores of Self Esteem and Self-Perceived Identity for the Students in Language Stream, the scores of Self-Perceived Identity for the Students in Management Stream and Self-Perceived Identity for the Students in Science Stream were platykurtic as the kurtosis value was higher than 0.263, the normal value. The distribution of the scores of Self Esteem for the Students in Humanities Stream, Socio-Emotional Adjustment, and Educational Aspirations of Students in Language Stream, the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations of Students in Management Stream and the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations of Students in Science Stream were leptokurtic as the kurtosis value was less than 0.263.

The summary of the statistical constants of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based on Management Category of Institution is presented in Table 26.

Table 26

Statistical Constants of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Subsamples based Management Category of Institution

Statistical Constants	Self Esteem	Socio-Emotional Adjustment	Self-Perceived Identity	Educational Aspirations
Statistics for Students in Government Institution				
N	217	217	217	217
Mean	21.30	53.88	79.19	64.28
Median	21.21	53.54	78.94	63.40
Mode	21.02	52.86	78.43	61.63
Std. Deviation	4.59	9.25	9.43	10.20
Skewness	0.06	0.11	0.08	0.26
Kurtosis	-0.16	0.27	0.74	-0.29
Statistics for Students in Private Institution				
N	78	78	78	78
Mean	21.50	54.10	80.26	65.78
Median	21.73	55.81	80.15	68.20
Mode	22.19	59.23	79.92	73.05
Std. Deviation	4.34	9.69	8.50	11.02
Skewness	-0.16	-0.53	0.04	-0.66
Kurtosis	-0.35	-0.01	0.13	0.22

Table 26 reveals the mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations of the Subsamples based on Management Category of Institution. The standard deviation of the scores indicates that the scores are dispersed somewhat from the central value. The distribution of the scores of Self Esteem, Socio-Emotional Adjustment and Educational Aspirations of the Students in Private Institutions were negatively

skewed. The distribution of the scores of Socio-Emotional Adjustment and Self-Perceived Identity for the Students in Government Institutions were platykurtic as the kurtosis value was higher than 0.263, the normal value. The distribution of the scores of Self Esteem and Educational Aspirations for the Students in Government Institutions and that of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the Students in Private Institutions were leptokurtic as the kurtosis value was less than 0.263.

The distribution of the scores of the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Educational Aspirations for the total sample were analysed by plotting the frequency curves. They are presented in figure 3, figure 4, figure 5, figure 6.

Figure 3

Smoothed Frequency Curve of the Independent Variable Self Esteem for the Total Sample

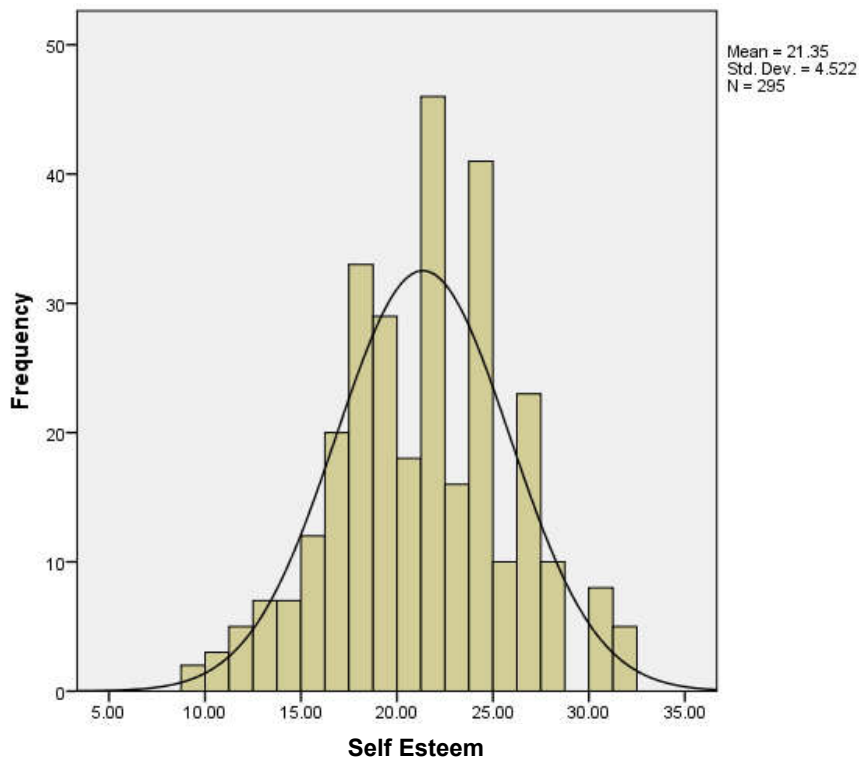


Figure 3 shows that the spread of scores for the variable Self Esteem is slightly positively skewed or slightly skewed to the right, and has a leptokurtic shape (meaning the kurtosis value is less than 0.263). Therefore, the frequency curve suggests that the scores closely resemble a normal distribution.

Figure 4

Smoothed Frequency Curve of the Independent Variable Socio-Emotional Adjustment for the Total Sample

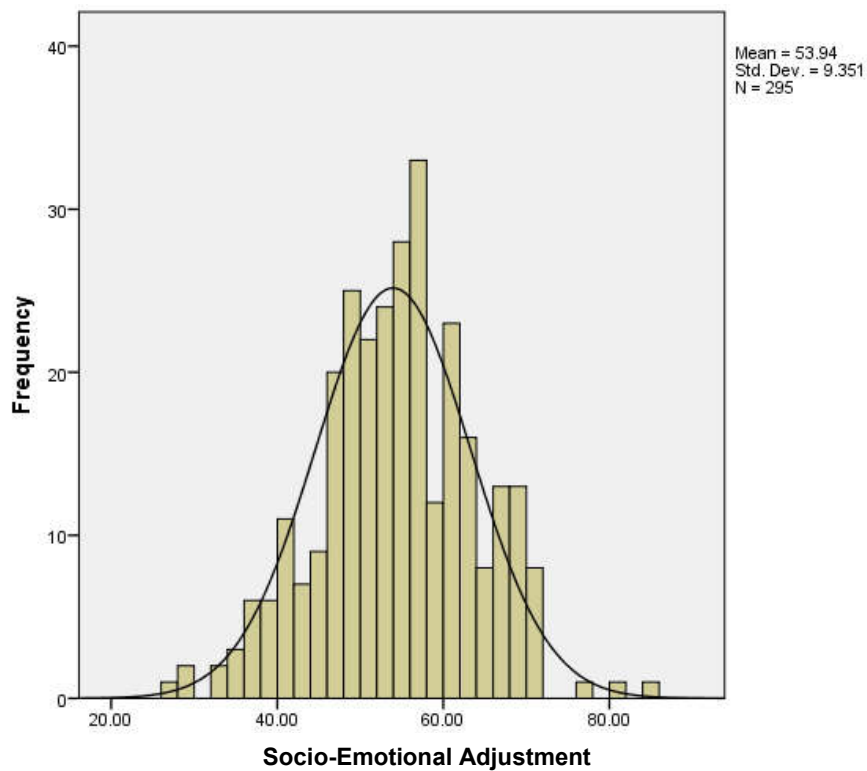


Figure 4 indicates that the distribution of scores of the variable Socio-Emotional Adjustment is slightly negatively skewed or slightly skewed to the left and leptokurtic (the kurtosis value being less than 0.263) for the total sample of students. Thus, the frequency curve indicates that the distribution of the scores almost follow normality.

Figure 5

Smoothed Frequency Curve of the Independent Variable Self-Perceived Identity for the Total Sample

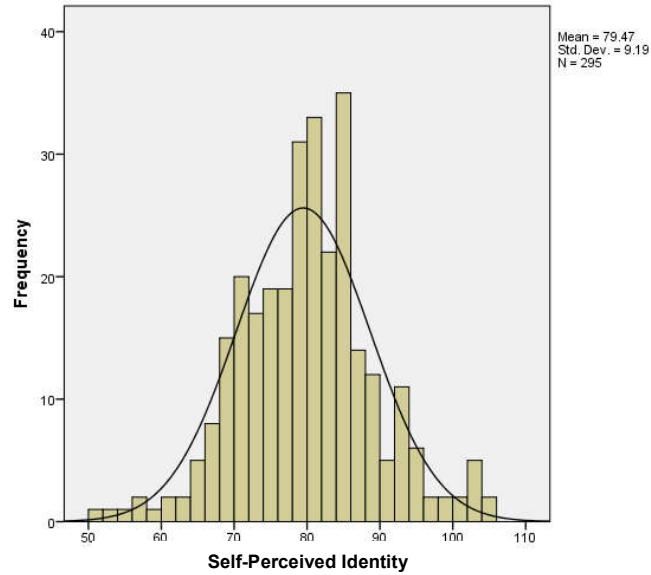


Figure 5 shows that the spread of scores for the variable Self-Perceived Identity is slightly positively skewed or slightly skewed to the right, and has a leptokurtic shape (meaning the kurtosis value is less than 0.263). Therefore, the frequency curve suggests that the scores closely resemble a normal distribution.

Figure 6

Smoothed Frequency Curve of the independent variable Educational Aspirations for the Total Sample

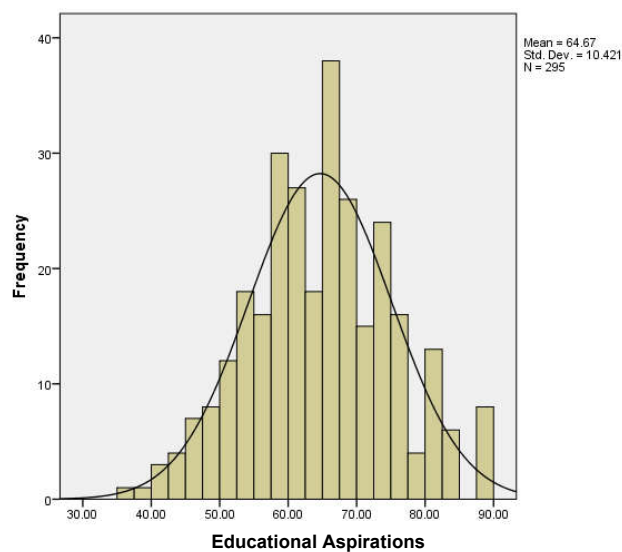


Figure 6 indicates that the distribution of scores of the variable Socio-Emotional Adjustment is slightly negatively skewed or slightly skewed to the left and leptokurtic (the kurtosis value being less than 0.263) for the total sample of students. Thus, the frequency curve indicates that the distribution of the scores almost follow normality.

Major Analysis

I. Test of Significance of Difference Between Means

In the comparative analysis part, Test of Significance of difference between Means was investigated to analyses whether there is any significant difference in the independent variables Self Esteem, Socio-Emotional Adjustment and the dependent variables Self-Perceived Identity and Educational Aspirations among the subsamples based on gender, type of residence, stream of education and management category of institution. The difference between the mean scores of the comparable groups were tested using a two-tailed test of significance. For the two-tailed test of significance, critical ratio exceeding 2.58 was considered significant at 0.01 level and that exceeding 1.96 was treated as significant at 0.05 level.

a) Difference based on Gender

Critical ratio for difference between mean scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for Boys and Girls were calculated. Data and the result of the test of significance are presented in the Table 27.

Table 27

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variables for Boys and Girls

Sl No	Variables	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Esteem	Boys	21.55	4.57	1.126	Not Significant
		Girls	20.91	4.41		
2	Socio-Emotional Adjustment	Boys	53.67	8.10	0.172	Not Significant
		Girls	54.10	11.69		
3	Self-Perceived Identity	Boys	80.02	9.47	1.526	Not Significant
		Girls	78.26	8.46		
4	Educational Aspirations	Boys	65.38	9.32	1.559	Not Significant
		Girls	63.12	12.43		

From Table 27, Critical ratio obtained between the sub samples boys and girls for the variables Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were 1.126, 0.172, 1.526 and 1.559 respectively. The critical ratio obtained for Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were less than the limit set for 0.05 level of significance. This shows that the subsamples boys and girls for the variables Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations do not differ significantly.

b) Difference based on Type of Residence

Critical ratio for difference between mean scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for Tribal Students residing at Post Matric Hostels and College Hostels were calculated. Data and the result of the test of significance are presented in the Table 28.

Table 28

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variables for Tribal Students Residing at Post Matric Hostels and College Hostels

Sl No	Variables	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Esteem	Students in Post Matric Hostels	21.56	4.57	1.014	Not Significant
		Students in College Hostels	21.00	4.43		
2	Socio-Emotional Adjustment	Students in Post Matric Hostels	54.56	9.79	1.508	Not Significant
		Students in College Hostels	52.86	8.47		
3	Self-Perceived Identity	Students in Post Matric Hostels	78.82	9.15	1.610	Not Significant
		College Hostels	80.60	9.19		
4	Educational Aspirations	Students in Post Matric Hostels	65.84	11.29	2.760	Significant at 0.01 level
		Students in College Hostels	62.65	8.39		

From Table 28, Critical ratio obtained between the sub samples Tribal Students residing at Post Matric Hostels and College Hostels for the variables Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were found to be 1.014, 1.508, 1.610 and 2.760 respectively. The critical ratios for Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity were

less than the limit set for 0.05 level of significance. This shows the subsamples, Tribal Students residing at Post Matric Hostels and College Hostels for the variables Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity do not differ significantly. The critical ratio obtained for Educational Aspirations was greater than the limit set for 0.01 level of significance. This shows that Educational Aspirations differ significantly between Tribal Students residing at Post Matric Hostels and College Hostels. In the case of Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity the Tribal Students residing at Post Matric Hostels are almost similar to the Tribal Students residing institution's Hostels.

c) Difference based on Stream of Education

Critical ratio for difference between mean scores of Self Esteem for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream were calculated. Data and the result of the test of significance are presented in the Table 29.

Table 29

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variable, Self Esteem for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream

Sl No	Variable	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Esteem	Students in Science Stream	21.62	4.44	0.610	Not Significant
		Students in Language Stream	21.00	5.36		
		Students in Science Stream	21.62	4.44	0.474	Not Significant
		Students in Management Stream	21.19	4.15		
		Students in Science Stream	21.62	4.44	0.431	Not Significant
		Students in Humanities Stream	21.34	4.49		
		Students in Language Stream	21.00	5.36	0.165	Not Significant
		Students in Management Stream	21.19	4.15		
		Students in Language Stream	21.00	5.36	0.380	Not Significant
		Students in Humanities Stream	21.34	4.49		
Students in Management Stream	21.19	4.15	0.181	Not Significant		
Students in Humanities Stream	21.34	4.49				

Table 29 reveals that the Critical ratio obtained between the mean scores of the sub samples based on Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream for the variables Self Esteem were 0.610, 0.474, 0.431, 0.165, 0.380 and 0.181 respectively. The critical ratio obtained for Self Esteem for all the stream of study were less than the limit set for 0.05 level of significance. This shows that the subsamples based on the stream of study for the variables Self Esteem do not differ significantly.

Critical ratio for difference between mean scores of Socio-Emotional Adjustment for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream were calculated. Data and the result of the test of significance are presented in the Table 30.

Table 30

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variable, Socio-Emotional Adjustment for Tribal Students Language Stream

Sl No	Variable	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Socio-Emotional Adjustment	Students in Science Stream	55.22	10.65	0.150	Not Significant
		Students in Language Stream	55.56	10.60		
		Students in Science Stream	55.22	10.65	0.385	Not Significant
		Students in Management Stream	54.42	8.18		
		Students in Science Stream	55.22	10.65	1.676	Not Significant
		Students in Humanities Stream	52.96	8.68		
		Students in Language Stream	55.56	10.60	0.492	Not Significant
		Students in Management Stream	54.42	8.18		
		Students in Language Stream	55.56	10.60	1.488	Not Significant
		Students in Humanities Stream	52.96	8.68		
		Students in Management Stream	54.42	8.18	0.914	Not Significant
		Students in Humanities Stream	52.96	8.68		

Table 30 Shows that the Critical ratio obtained between the mean scores of the sub samples based on Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream for the variables Socio-Emotional Adjustment were -0.150, 0.385, 1.676, 0.492, 1.488 and 0.914 respectively. The critical

ratio obtained for Socio-Emotional Adjustment for all the stream of study were less than the limit set for 0.05 level of significance. Hence it is proved that the subsamples based on the stream of study for the variables Socio-Emotional Adjustment are almost similar.

Critical ratio for difference between mean scores of Self-Perceived Identity for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream were calculated. Data and the result of the test of significance are presented in the Table 31.

Table 31

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variable, Self-Perceived Identity for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream

Sl No	Variable	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self-Perceived Identity	Students in Science Stream	78.94	9.05	0.033	Not Significant
		Students in Language Stream	78.88	9.56		
		Students in Science Stream	78.94	9.05	1.283	Not Significant
		Students in Management Stream	76.71	6.73		
		Students in Science Stream	78.94	9.05	1.085	Not Significant
		Students in Humanities Stream	80.42	9.56		
		Students in Language Stream	78.88	9.56	1.077	Not Significant
		Students in Management Stream	76.71	6.73		
		Students in Language Stream	78.88	9.56	0.834	Not Significant
		Students in Humanities Stream	80.42	9.56		
		Students in Management Stream	76.71	6.73	2.176	Significant at 0.05 level
		Students in Humanities Stream	80.42	9.56		

Table 31 gives idea about the Critical ratio obtained between the mean scores of the sub samples based on Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream for the variables Self-Perceived Identity were 0.033, 1.283, 1.085, 1.077, 0.834 and 2.176 respectively. The critical ratios for Self-Perceived Identity among the Tribal Students in Language and Humanities Stream, Language and Management Stream, Science and Humanities, Science and Management Stream and Science and Language Stream were less than the limit set for 0.05 level of significance. This shows that among these subsamples, the Self-Perceived Identity do not differ significantly. The critical ratio obtained for Self-Perceived Identity was greater than the limit set for 0.05 level of significance. This shows that Self-Perceived Identity differ significantly between Tribal Students studying in the Humanities stream and Management stream. In the case of Self-Perceived Identity, the Tribal Students studying in the Humanities stream are slightly better than the students in Management stream.

Critical ratio for difference between mean scores of Educational Aspirations for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream were calculated. Data and the result of the test of significance are presented in the Table 32.

Table 32

Data and Results of the Test of Significance of Difference in the Mean Scores of the selected variable, Educational Aspirations for Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream

Sl No	Variable	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Educational Aspirations	Students in Science Stream	66.94	12.51	-0.917	Not Significant
		Students in Language Stream	69.30	10.98		
		Students in Science Stream	66.94	12.51	0.504	Not Significant
		Students in Management Stream	65.68	10.84		
		Students in Science Stream	66.94	12.51	2.625	Significant at 0.01 level
		Students in Humanities Stream	62.57	8.66		
		Students in Language Stream	69.30	10.98	1.359	Not Significant
		Students in Management Stream	65.68	10.84		
		Students in Language Stream	69.30	10.98	3.274	Significant at 0.01 level
		Students in Humanities Stream	62.57	8.66		
Students in Management Stream	65.68	10.84	1.837	Not Significant		
Students in Humanities Stream	62.57	8.66				

Table 32 explains the Critical ratio obtained between the mean scores of the sub samples based on Tribal Students in Humanities Stream, Language Stream, Management Stream and Science Stream for the variables Educational Aspirations were 0.917, 0.504, 2.625, 1.359, 3.274 and 1.837 respectively. The critical ratios for Educational Aspirations among the Tribal Students in Science and Language Stream, Science and Management Stream, Language and Management Stream and Management and Humanities Stream were less than the limit set for 0.05 level of significance. This shows that among these subsamples, the Educational Aspirations do not differ significantly. The critical ratio obtained for Educational Aspirations among the Tribal Students in Science and Humanities Stream and Language and Humanities Stream were greater than the limit set for 0.01 level of significance. This shows that Educational Aspirations differ significantly between Tribal Students studying in Science and Humanities Stream and Language and Humanities Stream. In the case of Educational Aspirations, while comparing with the Educational Aspirations of students in Humanities stream, the Science Students are having better aspirations. Similarly, the Tribal Students studying in the Management stream are slightly better than the students in Humanities stream in their educational aspirations.

d) Difference based on Management Category of Institution

Critical ratio for difference between mean scores of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for Tribal Students studying in Government Institution and Private Institution were calculated. Data and the result of the test of significance are presented in the Table 33.

Table 33

Data and Results of the Test of Significance of Difference in the Mean Scores of the Selected Variables for Tribal Students in Government Institution and Private Institution

Sl No	Variable	Groups Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Esteem	Students in Government Institution	21.30	4.59	0.298	Not Significant
		Students in Private Institution	21.50	4.34		
2	Socio-Emotional Adjustment	Students in Government Institution	53.88	9.24	0.276	Not Significant
		Students in Private Institution	54.10	9.69		
3	Self-Perceived Identity	Students in Government Institution	79.19	9.43	0.826	Not Significant
		Students in Private Institution	80.26	8.50		
4	Educational Aspirations	Students in Government Institution	64.28	10.19	1.112	Not Significant
		Students in Private Institution	65.78	11.09		

Table 33 shows that the Critical ratio obtained between the sub samples Tribal Students studying in Government Institution and Private Institution for the variables Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were 0.298, 0.276, 0.826 and 1.112 respectively. The critical ratios corresponding to Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of Tribal Students studying in Government Institution and Private Institution were less than the limit set for 0.05 level of significance. This shows that the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations of Tribal Students studying in Government Institution and Private Institution are almost similar.

Discussion

The following results were obtained for the test of significance ('t' test) of difference between means for relevant subsamples based on gender, type of residence, stream of education and management category of institution.

In the case of gender, it was revealed that there was no significant difference between Boys and Girls in terms of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations. Hence it is inferred that the Gender does not show a significant role in shaping the psychosocial factors assessed.

There was 0.01 level of significance between the students residing at Post Matric Hostels and College Hostels in their Educational Aspirations. The high mean of the students in Post Matric Hostels in their Educational Aspirations indicated that the Educational Aspirations of the students in Post Matric Hostels were better than that of College Hostels. The results showed that the tribal students of Post Matric Hostels and College Hostels were almost identical in their Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity.

In the case of Students in Science and Management stream there was significant difference in the mean scores of Educational Aspirations. The result showed that students in Science stream were better than the students in Management stream in their Educational Aspirations. The high mean of the students in Language stream in their Educational Aspirations indicated that the Educational Aspirations of the students in Language stream were better than that of Humanities stream. There was 0.05 level of significance between the students Management stream and Humanities stream in their Self-Perceived Identity. The high mean of the students in Humanities stream in their Self-Perceived Identity indicated that the Self-Perceived Identity of the students in Humanities stream were better than that of Management

stream. The results revealed that students in other streams of education were almost identical in their Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity.

In the case of management category of institutions, there were not identified any significant difference between students of Government Institutions and students of Private Institutions in terms of Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations.

II. Correlation Analysis

Correlation analysis by Pearson's Product Moment Coefficient of Correlation was used to measure the level of linear dependency between two or more factors or variables. In the present study, there are two independent variables and two dependent variables. The level of dependency between these variables based on gender, type of residence, stream of education and management category is compared in the study. In general, a correlation value close to 1 or -1 indicates strong linear dependence and a value close to 0 indicate no linear dependence. For calculating correlation, SPSS statistical software was used.

Under this section the correlational analysis investigates the extent of relationships among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment were assessed. The Pearson's Product Moment Coefficient of Correlation measures the degree of correlation, which is the relationship between two or more paired variables. The Independent Variable of the study are Self-Perceived Identity, Educational Aspirations. The extent of relationship of these variables to the dependent variables, Self Esteem and Socio-Emotional Adjustment with the total sample and subsamples based on gender, type of residence, stream of education and management category of institution are discussed below.

A. Correlational Analysis for the Total Sample

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for total sample (N=295) analysed with the SPSS Software is presented in a correlation matrix in Table 34.

Table 34

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Total Sample

		Correlations for the Total Sample			
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.098	.072	.167**
	Sig. (2-tailed)	.000	.092	.215	.004
	N	295	295	295	295
Socio-Emotional Adjustment	Pearson Correlation	.098	1	.669**	.237**
	Sig. (2-tailed)	.092	.000	.000	.000
	N	295	295	295	295
Educational Aspirations	Pearson Correlation	.072	.669**	1	.262**
	Sig. (2-tailed)	.215	.000	.000	.000
	N	295	295	295	295
Self Esteem	Pearson Correlation	.167**	.237**	.262**	1
	Sig. (2-tailed)	.004	.000	.000	.000
	N	295	295	295	295

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for total sample (N=295) are presented in Table 35.

Table 35

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Total Sample

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.17	2.79	0.02	0.31	0.01
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.10	1.00	-0.05	0.25	Not significant
3	Educational Aspirations & Self Esteem	0.26	6.86	0.12	0.40	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.67	44.89	0.59	0.75	0.01

Interpretation of the Results.

1. Self-Perceived Identity & Self Esteem for the Total Sample

$$r = 0.17$$

$$r^2 \times 100 = 2.79$$

$$CI 0.99 = (0.02, 0.31)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the whole Sample is 0.17 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'.

The relationship among the variables is significant at 0.01 level. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa.

The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 2.79. It shows that only 2.79 percent variance of the Self-Perceived Identity is attributable to Self Esteem.

The confidence interval of the correlation is (0.02, 0.31) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.02 and 0.31 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Total Sample

$$r = 0.10$$

$$r^2 \times 100 = 1.00$$

$$CI_{0.99} = (-0.05, 0.25)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the whole Sample is 0.1 showing that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'.

The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level.

The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 1.00. It shows that only 1.00 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment.

The confidence interval of the correlation is (-0.05, 0.25) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.05 and 0.25 at 0.99 probability.

3. *Educational Aspirations & Self Esteem for the Total Sample*

$$r = 0.26$$

$$r^2 \times 100 = 6.89$$

$$CI_{0.99} = (0.12, 0.4)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the whole Sample is 0.26 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'.

The relationship among the variables is significant at 0.01 level. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa.

The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 6.89. It shows that only 6.89 percent variance of the Educational Aspirations is attributable to Self Esteem.

The confidence interval of the correlation is (0.12, 0.4) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.12 and 0.4 at 0.99 probability.

4. *Educational Aspirations & Socio-Emotional Adjustment for the Total Sample*

$$r = 0.67$$

$$r^2 \times 100 = 44.89$$

$$CI_{0.99} = (0.59, 0.71)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the whole Sample is 0.67 indicating that the relationship

between these variables for the sample is real. The relationship can be verbally interpreted as 'substantial or marked'

The value of ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level.

The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 44.89. It shows that only 44.89 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment.

The confidence interval of the correlation is (0.59, 0.71) indicating that if the correlation between the same variables is worked out for the whole population it will lie between -0.59 and 0.71 at 0.99 probability.

Discussion

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the whole sample is 0.17 indicating that there does not exist any relationship between these variables for the total sample. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students. The coefficient of correlation between Self Esteem and Educational Aspirations for the whole sample is 0.26 indicating that there exist a slight linear dependence between these variables for the total sample. The value of co-efficient of correlation, ' r ' is positive. This shows further that an increase in the Self Esteem will result in a slight increase in the Educational Aspirations and vice versa of the Tribal Students. The coefficient of correlation between Socio-

Emotional Adjustment and Self-Perceived Identity for the whole sample is 0.01 indicating that there does not exist any linear dependence between these variables for the total sample. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the whole sample is 0.67 indicating that there exist a significant linear dependence between these variables for the total sample. The value of Co-efficient of Correlation, r is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students.

B. Correlational Analysis for the Subsample based on Gender

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Boys analysed with the SPSS Software is presented in a correlation matrix in Table 36.

Table 36

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Boys

		Correlations in Boys			
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.122	.116	.289**
	Sig. (2-tailed)	.000	.245	.271	.005
	N	92	92	92	92
Socio-Emotional Adjustment	Pearson Correlation	.122	1	.821**	.231*
	Sig. (2-tailed)	.245		.000	.027
	N	92	92	92	92
Educational Aspirations	Pearson Correlation	.116	.821**	1	.236*
	Sig. (2-tailed)	.271	.000	.000	.023
	N	92	92	92	92
Self Esteem	Pearson Correlation	.289**	.231*	.236*	1
	Sig. (2-tailed)	.005	.027	.023	.000
	N	92	92	92	92

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

* Correlation is significant at the 0.05 level (2-tailed)

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Boys (N=92) are presented in Table 37.

Table 37

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Boys

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.29	8.41	0.04	0.54	0.01
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.12	1.44	-0.15	0.39	Not significant
3	Educational Aspirations & Self Esteem	0.24	5.76	-0.01	0.49	0.05
4	Educational Aspirations and Socio-Emotional Adjustment	0.82	67.24	0.73	0.91	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Boys

$$r = 0.29$$

$$r^2 \times 100 = 8.41$$

$$CI 0.99 = (0.04, 0.54)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Boys is 0.29 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'law'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 8.41. It shows that only 8.41 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The

confidence interval of the correlation is (0.04, 0.54) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.04 and 0.54 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Boys

$$r = 0.12$$

$$r^2 \times 100 = 1.44$$

$$CI_{0.99} = (-0.15, 0.39)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Boys is 0.12 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 1.44. It shows that only 1.44 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.15, 0.39) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.15 and 0.39 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Boys

$$r = 0.24$$

$$r^2 \times 100 = 5.76$$

$$CI_{0.99} = (-0.01, 0.49)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Boys is 0.24 indicating that the relationship between these

variables for the sample is real. The relationship can be verbally interpreted as ‘low’. The value of ‘r’ is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.05 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 5.76. It shows that only 5.76 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (-0.01, 0.49) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.01 and 0.49 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Boys

$$r = 0.82$$

$$r^2 \times 100 = 67.24$$

$$CI_{0.99} = (0.73, 0.91)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Boys is 0.82 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as ‘substantial or marked’. The value of ‘r’ is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 67.24. It shows that 67.24 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.73, 0.91) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.73 and 0.91 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Girls analysed with the SPSS Software is presented in a correlation matrix in Table 38.

Table 38

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Girls

		Correlations in Girls			
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.091	.038	.113
	Sig. (2-tailed)	.000	.198	.590	.108
	N	203	203	203	203
Socio-Emotional Adjustment	Pearson Correlation	.091	1	.547**	.250**
	Sig. (2-tailed)	.198	.000	.000	.000
	N	203	203	203	203
Educational Aspirations	Pearson Correlation	.038	.547**	1	.275**
	Sig. (2-tailed)	.590	.000	.000	.000
	N	203	203	203	203
Self Esteem	Pearson Correlation	.113	.250**	.275**	1
	Sig. (2-tailed)	.108	.000	.000	.000
	N	203	203	203	203

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Girls (N=203) are presented in Table 39.

Table 39

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Girls

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.11	1.21	-0.07	0.29	Not significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.09	0.81	-0.09	0.27	Not significant
3	Educational Aspirations & Self Esteem	0.28	7.84	0.11	0.45	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.55	30.25	0.42	0.68	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Girls

$$r = 0.11$$

$$r^2 \times 100 = 1.21$$

$$CI 0.99 = (-0.07, 0.29)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Girls is 0.11 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in

the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not even significant at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 1.21. It shows that only 1.21 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.07, 0.29) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.07 and 0.29 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Girls

$$r = 0.09$$

$$r^2 \times 100 = 0.81$$

$$CI_{0.99} = (-0.09, 0.27)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Girls is 0.09 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 0.81. It shows that only 0.81 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.09, 0.27) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.09 and 0.27 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Girls

$$r = 0.28$$

$$r^2 \times 100 = 7.84$$

$$CI_{0.99} = (0.11, 0.45)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Girls is 0.28 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 7.84. It shows that only 7.84 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.11, 0.45) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.11 and 0.45 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Girls

$$r = 0.55$$

$$r^2 \times 100 = 30.25$$

$$CI_{0.99} = (0.42, 0.68)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Girls is 0.55 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'substantial or marked'. The value of 'r' is positive which shows

further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 30.25. It shows that 30.25 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.42, 0.68) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.42 and 0.68 at 0.99 probability.

Discussion

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Boys is 0.29 indicating that there exist a slight linear dependence between these variables for the Boys. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in a slight increase in the Self-Perceived Identity and vice versa of the Tribal Boys. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Boys indicates that there does not exist any linear dependence between these variables for the Boys. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Boys shows that there also does not exist any linear dependence between these variables for the Boys. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Boys is 0.82 indicating that there exist a strong linear dependence between these variables for the Boys. The value of co-efficient of correlation, ' r ' is positive It shows further that any increase in the Socio-Emotional Adjustment will result in a perfect increase in the Educational Aspirations and vice versa of the Tribal Boys.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Girls is 0.11 indicating that there does not exist any relationship between these variables for the Girls. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Girls. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Girls is 0.28 indicating that there exist a slight linear dependence between these variables for the Girls. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in a slight increase in the Educational Aspirations and vice versa of the Tribal Girls. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Girls is 0.09 indicating that there does not exist any linear dependence between these variables for the Girls. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Girls. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Girls is 0.55 indicating that there exist a strong linear dependence between these variables for the Girls. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a perfect increase in the Educational Aspirations and vice versa of the Tribal Girls.

C. Correlational Analysis for the Subsample based on Type of Residence

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students residing at Post Matric Hostels analysed with the SPSS Software is presented in a correlation matrix in Table 40.

Table 40

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels

Correlations among Tribal Students residing at Post Matric Hostels					
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.141	.142	.245**
	Sig. (2-tailed)	.000	.055	.053	.001
	N	187	187	187	187
Socio-Emotional Adjustment	Pearson Correlation	.141	1	.732**	.244**
	Sig. (2-tailed)	.055	.000	.000	.001
	N	187	187	187	187
Educational Aspirations	Pearson Correlation	.142	.732**	1	.266**
	Sig. (2-tailed)	.053	.000	.000	.000
	N	187	187	187	187
Self Esteem	Pearson Correlation	.245**	.244**	.266**	1
	Sig. (2-tailed)	.001	.001	.000	.000
	N	187	187	187	187

** Correlation is significant at the 0.01 level (2-tailed).

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students residing at Post Matric Hostels is presented in Table 41.

Table 41

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.25	6.25	0.07	0.42	0.01
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.14	1.96	-0.05	0.32	Not significant
3	Educational Aspirations & Self Esteem	0.27	7.29	0.09	0.45	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.73	53.29	0.64	0.82	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students residing at Post Matric Hostels

$$r = 0.25$$

$$r^2 \times 100 = 6.25$$

$$CI 0.99 = (0.07, 0.42)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students residing at Post Matric Hostels is 0.25 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'law'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is

significant at 0.01 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 6.25. It shows that only 6.25 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (0.07, 0.42) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.07 and 0.42 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students Residing at Post Matric Hostels

$$r = 0.14$$

$$r^2 \times 100 = 1.96$$

$$CI_{0.99} = (-0.05, 0.32)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students residing at Post Matric Hostels is 0.14 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 1.96. It shows that only 1.96 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.05, 0.32) indicating that if the correlation between the same variable is worked out for the whole population It will lie between -0.05 and 0.32 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Students residing at Post Matric Hostels

$$r = 0.27$$

$$r^2 \times 100 = 7.29$$

$$CI_{0.99} = (0.09, 0.45)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students residing at Post Matric Hostels is 0.27 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 7.29. It shows that only 7.29 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.09, 0.45) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.09 and 0.45 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students residing at Post Matric Hostels

$$r = 0.73$$

$$r^2 \times 100 = 53.29$$

$$CI_{0.99} = (0.64, 0.82)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students residing at Post Matric Hostels is

0.73 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'high'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 53.29. It shows that only 53.29 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.64, 0.82) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.64 and 0.82 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students residing at College Hostels analysed with the SPSS Software is presented in a correlation matrix as presented in Table 42.

Table 42

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students Residing at College Hostels

Correlations among Tribal Students residing at College Hostels					
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.042	-.036	.047
	Sig. (2-tailed)	.000	.668	.713	.629
	N	108	108	108	108
Socio-Emotional Adjustment	Pearson Correlation	.042	1	.492**	.213*
	Sig. (2-tailed)	.668	.000	.000	.027
	N	108	108	108	108
Educational Aspirations	Pearson Correlation	-.036	.492**	1	.243*
	Sig. (2-tailed)	.713	.000	.000	.011
	N	108	108	108	108
Self Esteem	Pearson Correlation	.047	.213*	.243*	1
	Sig. (2-tailed)	.629	.027	.011	.000
	N	108	108	108	108

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

* Correlation is significant at the 0.05 level (2-tailed)

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students residing at College Hostels is presented in Table 43.

Table 43

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at College Hostels

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.05	0.25	-0.20	0.30	Not significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.04	0.16	-0.21	0.29	Not significant
3	Educational Aspirations & Self Esteem	0.24	5.76	0.01	0.48	0.05
4	Educational Aspirations and Socio-Emotional Adjustment	0.49	24.01	0.30	0.68	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students Residing at College Hostels

$$r = 0.05$$

$$r^2 \times 100 = 0.25$$

$$CI 0.99 = (-0.20, 0.30)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students residing at College Hostels is 0.05 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not even significant

at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 0.25. It shows that only 0.25 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.20, 0.30) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.20 and 0.30 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students residing at College Hostels

$$r = 0.04$$

$$r^2 \times 100 = 0.16$$

$$CI_{0.99} = (-0.21, 0.29)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students residing at College Hostels is 0.04 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 0.16. It shows that only 0.16 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.21, 0.29) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.21 and 0.29 at 0.99 probability.

3. *Educational Aspirations & Self Esteem for the Tribal Students Residing at College Hostels*

$$r = 0.24$$

$$r^2 \times 100 = 5.76$$

$$CI_{0.99} = (0.01, 0.48)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students residing at College Hostels is 0.24 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.05 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 5.76. It shows that only 5.76 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.01, 0.48) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.01 and 0.48 at 0.99 probability.

4. *Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students residing at College Hostels*

$$r = 0.49$$

$$r^2 \times 100 = 24.01$$

$$CI_{0.99} = (0.30, 0.68)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students residing at College Hostels is 0.49 indicating that the relationship between these variables for the sample is real. The

relationship can be verbally interpreted as 'substantial'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 24.01. It shows that only 24.01 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.30, 0.68) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.30 and 0.68 at 0.99 probability.

Discussion

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students residing at Post Matric Hostels indicates that there does not exist any linear dependence between these variables for the Tribal Students residing at Post Matric Hostels. The value of 'r' shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students residing at Post Matric Hostels. But the coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students residing at Post Matric Hostels shows that there exist a slight linear positive dependence between these variables for the Tribal Students residing at Post Matric Hostels. The 'r' value between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal Students residing at Post Matric Hostels reveals that there does not exist any relationship between these variables for the Tribal Students residing at Post Matric Hostels. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students residing at Post Matric Hostels is 0.73 indicating that

there exist a strong linear positive dependence between these variables for the Tribal Students residing at Post Matric Hostels. Which shows further that any increase in the Socio-Emotional Adjustment will result in a perfect increase in the Educational Aspirations and vice versa of the Tribal Students residing at Post Matric Hostels.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students residing at College Hostels reveals that there does not exist any linear dependence between these variables for the Tribal Students residing at College Hostels. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students residing at College Hostels also indicates that there does not exist any linear dependence between these variables for the Tribal Students residing at College Hostels. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal Students residing at College Hostels is 0.04 indicating that there does not exist any linear dependence between these variables for the Tribal Students residing at College Hostels. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students residing at College Hostels is 0.49 indicating that there exist a slight linear dependence between these variables for the Tribal Students residing at College Hostels. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a slight increase in the Educational Aspirations and vice versa of the Tribal Students residing at College Hostels.

D. Correlational Analysis for the Subsample based on Stream of Education

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem

and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Humanities Stream analysed with the SPSS Software is presented in a correlation matrix in Table 44.

Table 44

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Humanities Stream

Correlations among Tribal Students in Humanities Stream					
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.150	.134	.166*
	Sig. (2-tailed)	.000	.058	.091	.036
	N	160	160	160	160
Socio-Emotional Adjustment	Pearson Correlation	.150	1	.550**	.270**
	Sig. (2-tailed)	.058	.000	.000	.001
	N	160	160	160	160
Educational Aspirations	Pearson Correlation	.134	.550**	1	.256**
	Sig. (2-tailed)	.091	.000	.000	.001
	N	160	160	160	160
Self Esteem	Pearson Correlation	.166*	.270**	.256**	1
	Sig. (2-tailed)	.036	.001	.001	.000
	N	160	160	160	160

* Correlation is significant at the 0.05 level (2-tailed)

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Humanities Stream is presented in Table 45.

Table 45

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Humanities Stream

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.17	2.89	-0.03	0.37	0.01
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.15	2.25	-0.05	0.35	Not Significant
3	Educational Aspirations & Self Esteem	0.26	6.76	0.07	0.45	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.55	30.25	0.41	0.69	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Humanities Stream

$$r = 0.17$$

$$r^2 \times 100 = 2.89$$

$$CI 0.99 = (-0.03, 0.37)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Humanities Stream is 0.17 indicating that the relationship between these variables for the sample is real. The relationship can be verbally

interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 2.89. It shows that only 2.89 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.03, 0.37) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.03 and 0.37 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Humanities Stream

$$r = 0.15$$

$$r^2 \times 100 = 2.25$$

$$CI_{0.99} = (-0.05, 0.35)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Humanities Stream is 0.15 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 2.25. It shows that only 2.25 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.05, 0.35) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.05 and 0.35 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Students in Humanities Stream

$$r = 0.26$$

$$r^2 \times 100 = 6.76$$

$$CI_{0.99} = (0.07, 0.45)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Humanities Stream is 0.26 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 6.76. It shows that only 6.76 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.07, 0.45) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.07 and 0.48 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Humanities Stream

$$r = 0.55$$

$$r^2 \times 100 = 30.25$$

$$CI_{0.99} = (0.41, 0.69)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Humanities Stream is 0.55 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'substantial'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among

the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 30.25. It shows that only 30.25 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.41, 0.69) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.41 and 0.69 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Language Stream analysed with the SPSS Software is presented in a correlation matrix in Table 46

Table 46

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Language Stream

Correlations among Tribal Students in Language Stream					
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.027	.153	.220
	Sig. (2-tailed)	.000	.883	.402	.226
	N	32	32	32	32
Socio-Emotional Adjustment	Pearson Correlation	.027	1	.733**	-.025
	Sig. (2-tailed)	.883	.000	.000	.892
	N	32	32	32	32
Educational Aspirations	Pearson Correlation	.153	.733**	1	.052
	Sig. (2-tailed)	.402	.000	.000	.777
	N	32	32	32	32
Self Esteem	Pearson Correlation	.220	-.025	.052	1
	Sig. (2-tailed)	.226	.892	.777	.000
	N	32	32	32	32

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Language Stream is presented in Table 47.

Table 47

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Language Stream

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.22	4.84	-0.22	0.66	Not significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.27	7.29	-0.16	0.70	Not significant
3	Educational Aspirations & Self Esteem	0.05	0.25	-0.41	0.51	Not significant
4	Educational Aspirations and Socio-Emotional Adjustment	0.73	53.29	0.51	0.95	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Language Stream

$$r = 0.22$$

$$r^2 \times 100 = 4.84$$

$$CI 0.99 = (-0.22, 0.66)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Language Stream is 0.22 indicating that the relationship between these variables for the sample is real. The relationship can be verbally

interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not even significant at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 4.84. It shows that only 4.84 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.22, 0.66) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.22 and 0.66 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Language Stream

$$r = 0.27$$

$$r^2 \times 100 = 7.29$$

$$CI_{0.99} = (-0.16, 0.70)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Language Stream is 0.27 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 7.29. It shows that only 7.29 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.16, 0.70) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.16 and 0.70 at 0.99 probability.

3. *Educational Aspirations & Self Esteem for the Tribal Students in Language Stream*

$$r = 0.05$$

$$r^2 \times 100 = 0.25$$

$$CI_{0.99} = (-0.41, 0.51)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Language Stream is 0.05 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is not even significant at 0.05 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 0.25. It shows that only 0.25 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (-0.41, 0.51) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.41 and 0.51 at 0.99 probability.

4. *Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Language Stream*

$$r = 0.73$$

$$r^2 \times 100 = 53.29$$

$$CI_{0.99} = (0.51, 0.95)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Language Stream is 0.73 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'high'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the

variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 53.29. It shows that only 53.29 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.51, 0.95) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.51 and 0.95 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Management Stream analysed with the SPSS Software is presented as a correlation matrix in Table 48.

Table 48

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Management Stream

Correlations among Tribal Students in Management Stream					
		Self-Perceived Identity	Socio-Emotional Adjustment	Educational Aspirations	Self Esteem
Self-Perceived Identity	Pearson Correlation	1	.034	.081	.005
	Sig. (2-tailed)	.000	.847	.643	.978
	N	35	35	35	35
Socio-Emotional Adjustment	Pearson Correlation	.034	1	.681**	.449**
	Sig. (2-tailed)	.847	.000	.000	.007
	N	35	35	35	35
Educational Aspirations	Pearson Correlation	.081	.681**	1	.502**
	Sig. (2-tailed)	.643	.000	.000	.002
	N	35	35	35	35
Self Esteem	Pearson Correlation	.005	.449**	.502**	1
	Sig. (2-tailed)	.978	.007	.002	.000
	N	35	35	35	35

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Management Stream is presented in Table 49.

Table 49

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Management Stream

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.01	0.01	-0.43	0.45	Not Significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.03	0.09	-0.41	0.47	Not Significant
3	Educational Aspirations & Self Esteem	0.50	25.00	0.16	0.83	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.68	46.24	0.44	0.92	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Management Stream

$$r = 0.01$$

$$r^2 \times 100 = 0.01$$

$$CI 0.99 = (-0.43, 0.45)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Management Stream is 0.01 indicating that the relationship

between these variables for the sample is real. The relationship can be verbally interpreted as ‘negligible’. The value of ‘r’ is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not even significant at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 0.01. It shows that only 0.01 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.43, 0.45) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.43 and 0.45 at 0.99 probability.

2. Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Management Stream

$$r = 0.03$$

$$r^2 \times 100 = 0.09$$

$$CI\ 0.99 = (-0.41, 0.47)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Management Stream is 0.03 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as ‘negligible’. The value of ‘r’ is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 0.09. It shows that only 0.09 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.41, 0.47) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.41 and 0.47 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Students in Management Stream

$$r = 0.50$$

$$r^2 \times 100 = 25.00$$

$$CI_{0.99} = (0.16, 0.83)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Management Stream is 0.50 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'substantial'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 25.00. It shows that only 25.00 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.16, 0.83) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.16 and 0.83 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Management Stream

$$r = 0.68$$

$$r^2 \times 100 = 46.24$$

$$CI_{0.99} = (0.44, 0.92)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Management Stream is 0.68 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'substantial'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among

the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 46.24. It shows that 46.24 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.44, 0.92) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.44 and 0.92 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Science Stream analysed with the SPSS Software is presented as a correlation matrix in Table 50.

Table 50

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Science Stream

Correlations among Tribal Students in Science Stream					
		Self-Perceived Identity	Socio-Emotional Adjustment	Self Esteem	Educational Aspirations
Self-Perceived Identity	Pearson Correlation	1	.097	.202	.021
	Sig. (2-tailed)	.000	.431	.098	.864
	N	68	68	68	68
Socio-Emotional Adjustment	Pearson Correlation	.097	1	.250*	.795**
	Sig. (2-tailed)	.431	.000	.040	.000
	N	68	68	68	68
Self Esteem	Pearson Correlation	.202	.250*	1	.323**
	Sig. (2-tailed)	.098	.040	.000	.007
	N	68	68	68	68
Educational Aspirations	Pearson Correlation	.021	.795**	.323**	1
	Sig. (2-tailed)	.864	.000	.007	.000
	N	68	68	68	68

* Correlation is significant at the 0.05 level (2-tailed)

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Science Stream is presented in Table 51.

Table 51

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Science Stream

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.20	4.00	-0.10	0.50	Not significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.10	1.00	-0.21	0.41	Not significant
3	Educational Aspirations & Self Esteem	0.32	10.24	0.04	0.60	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.80	64.00	0.69	0.91	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Science Stream

$$r = 0.20$$

$$r^2 \times 100 = 4.00$$

$$CI 0.99 = (-0.10, 0.50)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Science Stream is 0.20 indicating that the relationship between these variables for the sample is real. The relationship can be verbally

interpreted as 'low'. The value of r is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not even significant at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 4.00. It shows that only 4.00 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.10, 0.50) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.10 and 0.50 at 0.99 probability.

2. *Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Science Stream*

$$r = 0.10$$

$$r^2 \times 100 = 1.00$$

$$CI_{0.99} = (-0.21, 0.41)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Science Stream is 0.10 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of r is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 1.00. It shows that only 1.00 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.21, 0.41) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.21 and 0.41 at 0.99 probability.

3. *Educational Aspirations & Self Esteem for the Tribal Students in Science Stream*

$$r = 0.32$$

$$r^2 \times 100 = 10.24$$

$$CI_{0.99} = (0.04, 0.60)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Science Stream is 0.32 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of r is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 10.24. It shows that only 10.24 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.04, 0.60) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.04 and 0.60 at 0.99 probability.

4. *Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Science Stream*

$$r = 0.80$$

$$r^2 \times 100 = 64.00$$

$$CI_{0.99} = (0.69, 0.91)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Science Stream is 0.80 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'high'. The value of r is positive which shows further

that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 64.00. It shows that 64.00 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.69, 0.91) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.69 and 0.91 at 0.99 probability.

Discussion

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Humanities Stream is 0.166 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Humanities Stream. Even then, the value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Humanities Stream of study. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Humanities Stream is 0.26 indicating that there exist a slight linear dependence between these variables for the Tribal Students in Humanities Stream. The value of ' r ' is positive which shows further that any increase in the Self Esteem will result in a slight increase in the Educational Aspirations and vice versa of the Tribal Students in Humanities Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Humanities Stream is 0.15 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Humanities Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Educational

Aspirations for the Subsample, Tribal Students in Humanities Stream is 0.55 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Humanities Stream. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students in Humanities Stream of study.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Language Stream is 0.22 indicating that there is no relationship between these variables for the Tribal Students in Language Stream. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Language Stream also indicating that there does not exist any linear dependence between these variables for the Tribal Students in Language Stream. The value of Co-efficient of Correlation, r is positive which shows further that any increase in the Self Esteem will result in increase in the Educational Aspirations and vice versa of the Tribal Students in Language Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Language Stream is 0.03 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Language Stream of study. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Language Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students in Language Stream is 0.73 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Language Stream. The value of co-efficient of correlation, ' r '

is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students in Language Stream of study.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Management Stream is 0.01 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Management Stream. The value of ' r ' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Management Stream of study. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Management Stream is 0.50 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Management Stream. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in significant increase in the Educational Aspirations and vice versa of the Tribal Students in Management Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Management Stream is 0.03 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Management Stream of study. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Management Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students in Management Stream is 0.68 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Management Stream. The value of co-efficient of

correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students in Management Stream of study.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Science Stream is 0.20 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Science Stream. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Science Stream of study. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Science Stream is 0.32 indicating that there exist a slight linear dependence between these variables for the Tribal Students in Science Stream. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Self Esteem will result in slight increase in the Educational Aspirations and vice versa of the Tribal Students in Science Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Science Stream is 0.10 indicating that there does not exist any linear dependence between these variables for the Tribal Students in Science Stream of study. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa of the Tribal Students in Science Stream of study. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students in Science Stream is 0.80 indicating that there exist a significant strong dependence between these variables for the Tribal Students in Science Stream. The value of co-efficient of correlation, ' r ' is positive which shows further that any increase in the Socio-

Emotional Adjustment will result in a perfect increase in the Educational Aspirations and vice versa of the Tribal Students in Science Stream of study.

E. Correlational Analysis for the Subsample based on Management Category of Institution

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Government Institutions analysed with the SPSS Software is presented in a correlation matrix as presented in Table 52.

Table 52

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Government Institutions

Correlations among Tribal Students in Government Institutions					
		Self-Perceived Identity	Socio-Emotional Adjustment	Self Esteem	Educational Aspirations
Self-Perceived Identity	Pearson Correlation	1	.075	.119	.017
	Sig. (2-tailed)	.000	.270	.081	.803
	N	217	217	217	217
Socio-Emotional Adjustment	Pearson Correlation	.075	1	.198**	.656**
	Sig. (2-tailed)	.270	.000	.003	.000
	N	217	217	217	217
Self Esteem	Pearson Correlation	.119	.198**	1	.279**
	Sig. (2-tailed)	.081	.003	.000	.000
	N	217	217	217	217
Educational Aspirations	Pearson Correlation	.017	.656**	.279**	1
	Sig. (2-tailed)	.803	.000	.000	.000
	N	217	217	217	217

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Government Institutions is presented in Table 53.

Table 53

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Government Institutions

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.12	1.44	-0.05	0.29	Not significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.08	0.64	-0.09	0.25	Not significant
3	Educational Aspirations & Self Esteem	0.28	7.84	0.12	0.44	0.01
4	Educational Aspirations and Socio-Emotional Adjustment	0.66	43.56	0.56	0.76	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Government Institutions

$$r = 0.12$$

$$r^2 \times 100 = 1.44$$

$$CI 0.99 = (-0.05, 0.29)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Government Institutions is 0.12 indicating that the relationship between these variables for the sample is real. The relationship can be

verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant at even 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Self Esteem is 1.44. It shows that only 1.44 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (-0.05, 0.29) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.05 and 0.29 at 0.99 probability.

2. *Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Government Institutions*

$$r = 0.08$$

$$r^2 \times 100 = 0.64$$

$$CI_{0.99} = (-0.09, 0.25)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Government Institutions is 0.08 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) of Self-Perceived Identity with Socio-Emotional Adjustment is 0.64. It shows that only 0.64 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.09, 0.25) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.09 and 0.25 at 0.99 probability.

3. *Educational Aspirations & Self Esteem for the Tribal Students in Government Institutions*

$$r = 0.28$$

$$r^2 \times 100 = 7.84$$

$$CI_{0.99} = (0.12, 0.44)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Government Institutions is 0.28 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Self Esteem is 7.84. It shows that only 7.84 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (0.12, 0.44) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.12 and 0.44 at 0.99 probability.

4. *Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Government Institutions*

$$r = 0.66$$

$$r^2 \times 100 = 43.56$$

$$CI_{0.99} = (0.56, 0.76)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Private Institutions is 0.66 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'high'. The value of r is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the

variables is significant at 0.01 level. The shared variance (percentage overlap) of Educational Aspirations with Socio-Emotional Adjustment is 43.56. It shows that 43.56 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.56, 0.76) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.56 and 0.76 at 0.99 probability.

The details of the relationships among the dependent variables (Self-Perceived Identity, Educational Aspirations) and dependent variables (Self Esteem and Socio-Emotional Adjustment) obtained for the subsample, Tribal Students in Private Institutions analysed with the SPSS Software is presented in a correlation matrix in Table 54.

Table 54

Correlation Matrix of Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Private Institutions

Correlations among Tribal Students in Private Institutions					
		Self-Perceived Identity	Socio-Emotional Adjustment	Self Esteem	Educational Aspirations
Self-Perceived Identity	Pearson Correlation	1	.179	.338**	.219
	Sig. (2-tailed)	.000	.126	.003	.061
	N	74	74	74	74
Socio-Emotional Adjustment	Pearson Correlation	.179	1	.328**	.707**
	Sig. (2-tailed)	.126	.000	.004	.000
	N	74	74	74	74
Self Esteem	Pearson Correlation	.338**	.328**	1	.201
	Sig. (2-tailed)	.003	.004	.000	.086
	N	74	74	74	74
Educational Aspirations	Pearson Correlation	.219	.707**	.201	1
	Sig. (2-tailed)	.061	.000	.086	.000
	N	74	74	74	74

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

The details of the relationships among the dependent variables and independent variables together with percentage of overlap and confidence intervals obtained for the Tribal Students in Private Institutions is presented in Table 55.

Table 55

Details of the Relationship among Self-Perceived Identity, Educational Aspirations, Self Esteem and Socio-Emotional Adjustment for Tribal Students in Private Institutions

Sl. No.	Variables Compared	r	Percentage Overlap $r^2 \times 100$	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
1	Self-Perceived Identity & Self Esteem	0.34	11.56	0.07	0.61	0.01
2	Self-Perceived Identity & Socio-Emotional Adjustment	0.18	3.24	-0.11	0.47	Not Significant
3	Educational Aspirations & Self Esteem	0.20	4.00	-0.09	0.49	Not Significant
4	Educational Aspirations and Socio-Emotional Adjustment	0.71	50.41	0.56	0.86	0.01

Interpretation of the Results

1. Self-Perceived Identity & Self Esteem for the Tribal Students in Private Institutions

$$r = 0.34$$

$$r^2 \times 100 = 11.56$$

$$CI 0.99 = (0.07, 0.61)$$

The coefficient of correlation between Self-Perceived Identity & Self Esteem for the Tribal Students in Private Institutions is 0.34 indicating that the relationship between these variables for the sample is real. The relationship can be verbally

interpreted as 'low'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) Self-Perceived Identity with Self Esteem is 11.56. It shows that only 11.56 percent variance of the Self-Perceived Identity is attributable to Self Esteem. The confidence interval of the correlation is (0.07, 0.61) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.07 and 0.61 at 0.99 probability.

2. *Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Private Institutions*

$$r = 0.18$$

$$r^2 \times 100 = 3.24$$

$$CI_{0.99} = (-0.11, 0.47)$$

The coefficient of correlation between Self-Perceived Identity & Socio-Emotional Adjustment for the Tribal Students in Private Institutions is 0.18 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'negligible'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Self-Perceived Identity and vice versa. The relationship among the variables is not significant even at 0.05 level. The shared variance (percentage overlap) Self-Perceived Identity with Socio-Emotional Adjustment is 3.24. It shows that only 3.24 percent variance of the Self-Perceived Identity is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (-0.11, 0.47) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.11 and 0.47 at 0.99 probability.

3. Educational Aspirations & Self Esteem for the Tribal Students in Private Institutions

$$r = 0.20$$

$$r^2 \times 100 = 4.00$$

$$CI_{0.99} = (0.09, 0.49)$$

The coefficient of correlation between Educational Aspirations & Self Esteem for the Tribal Students in Private Institutions is 0.20 indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'law'. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is not significant at even 0.05 level. The shared variance (percentage overlap) Educational Aspirations with Self Esteem is 4.00. It shows that only 4.00 percent variance of the Educational Aspirations is attributable to Self Esteem. The confidence interval of the correlation is (-0.09, 0.49) indicating that if the correlation between the same variable is worked out for the whole population it will lie between -0.09 and 0.49 at 0.99 probability.

4. Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Private Institutions

$$r = 0.71$$

$$r^2 \times 100 = 50.41$$

$$CI_{0.99} = (0.56, 0.86)$$

The coefficient of correlation between Educational Aspirations & Socio-Emotional Adjustment for the Tribal Students in Private Institutions is 0.71

indicating that the relationship between these variables for the sample is real. The relationship can be verbally interpreted as 'high'. The value of 'r' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in an increase in the Educational Aspirations and vice versa. The relationship among the variables is significant at 0.01 level. The shared variance (percentage overlap) Educational Aspirations with Socio-Emotional Adjustment is 50.41. It shows that 50.41 percent variance of the Educational Aspirations is attributable to Socio-Emotional Adjustment. The confidence interval of the correlation is (0.56, 0.86) indicating that if the correlation between the same variable is worked out for the whole population it will lie between 0.56 and 0.86 at 0.99 probability.

Discussion

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Government Institutions is indicating that there does not exist any linear dependence between these variables for the Tribal Students in Government Institutions. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Government Institutions is 0.28 indicating that there exist a slight linear dependence between these variables for the Tribal Students in Government Institutions. The value of 'r' is positive which shows further that any increase in the Self Esteem will result in a slight increase in the Educational Aspirations and vice versa of the Tribal Students studying in Government Institutions. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Government Institutions shows that there does not exist any relationship between these variables for the Tribal Students studying in Government Institutions. The coefficient of correlation between Socio-Emotional Adjustment and Educational

Aspirations for the Subsample, Tribal Students in Government Institutions is 0.66 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Government Institutions. The value of ' r ' is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students studying in Government Institutions.

The coefficient of correlation between Self Esteem and Self-Perceived Identity for the Subsample, Tribal Students in Private Institutions is 0.34 indicating that there exist a slight linear dependence between these variables for the Tribal Students in Private Institutions. The value of ' r ' is positive which shows further that any increase in the Self Esteem will result in a slight increase in the Self-Perceived Identity and vice versa of the Tribal Students studying in Private Institutions. The coefficient of correlation between Self Esteem and Educational Aspirations for the Subsample, Tribal Students in Private Institutions is indicating that there does not exist any linear dependence between these variables for the Tribal Students in Private Institutions. The coefficient of correlation between Socio-Emotional Adjustment and Self-Perceived Identity for the Subsample, Tribal in Private Institutions is 0.179 shows that there does not exist any linear dependence between these variables for the Tribal Students studying in Private Institutions. The coefficient of correlation between Socio-Emotional Adjustment and Educational Aspirations for the Subsample, Tribal Students in Private Institutions is 0.71 indicating that there exist a significant linear dependence between these variables for the Tribal Students in Private Institutions. The value of Co-efficient of Correlation, r is positive which shows further that any increase in the Socio-Emotional Adjustment will result in a significant increase in the Educational Aspirations and vice versa of the Tribal Students studying in Private Institutions.

III. Comparison of Correlations

The correlation coefficient for two variables in one independent sample can be compared with the correlation coefficient for the same pair of variables in the other independent sample or samples. In the analysis of comparison of correlations, here it tests whether the correlation coefficient for variable 1 and variable 2 in one of the samples is significantly different from the coefficient of correlation for the same pair of variables in the other sample or samples are tested. To evaluate the difference between two independent correlations, the correlations coefficients are converted to Fisher's z values. Using these z values and sample sizes, the group difference in the two correlations was determined.

Correlations between the independent variables Self Esteem and Socio-Emotional Adjustment and dependent variable Self-Perceived Identity and Educational Aspirations for the relevant subsamples were compared by the test of significance for difference between correlations are presented in the following sections.

A. Gender Differences

Comparison of 'r' between the Independent and Dependent Variables of Tribal Boys and Tribal Girls was done by the test of significance of difference between 'r' s. The results are presented in Table 56.

Table 56

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Boys and Tribal Girls

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Boys	92	0.29	0.30	1.49	Not Significant
		Girls	203	0.11	0.11		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Boys	92	0.12	0.12	0.24	Not Significant
		Girls	203	0.09	0.09		
3	Educational Aspirations & Self Esteem	Boys	92	0.24	0.25	-0.24	Not Significant
		Girls	203	0.27	0.28		
4	Educational Aspirations & Socio-Emotional Adjustment	Boys	92	0.82	1.16	4.24	0.01
		Girls	203	0.55	0.62		

Table 56 reveals that the critical ratio (t-value) obtained for subsample based on gender (boys and girls) for the correlation between Self-Perceived Identity & Self Esteem is 1.49, which is less than the tabled value of 't' required for a significance at 0.05 level. Hence the relationship between Self-Perceived Identity & Self Esteem is similar for both Tribal Boys and Tribal Girls.

From table 56 the t-value obtained for subsample boys and girls for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is 0.24 which is less than the 't' value required for a significance even at 0.05 level. Hence it is revealed that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment of Tribal Boys is similar to that of Tribal Girls.

The t-value obtained for subsample based on gender for the correlations between Educational Aspirations & Self Esteem is -0.24, which is less than the 't' value required for a significance even at 0.05 level. Hence it can be concluded that there is no significant difference in the correlation between Educational Aspirations & Self Esteem for Tribal Boys and Tribal Girls.

Table 56 reveals that the critical ratio obtained for subsample based on gender for the correlation between Educational Aspirations & Socio-Emotional Adjustment is 4.24, which is greater than the tabled value of 't' ($t > 2.58$) required for a significance at 0.01 level. Hence it can be concluded that there is significant difference in the correlation between Educational Aspirations & Socio-Emotional Adjustment for Tribal Boys and Tribal Girls.

B. Difference based on Type of Residence

Comparison of 'r' between the Independent and Dependent Variables of Tribal Students residing at Post Matric Hostels and College Hostels was done by the test of significance of difference between 'r' s. The results are presented in Table 57.

Table 57

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students residing at Post Matric Hostels and College Hostels

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Post Matric Hostels	187	0.25	0.26	1.72	Not Significant
		College Hostels	108	0.05	0.05		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Post Matric Hostels	187	0.14	0.14	0.82	Not Significant
		College Hostels	108	0.04	0.04		
3	Educational Aspirations & Self Esteem	Post Matric Hostels	187	0.26	0.27	0.16	Not Significant
		College Hostels	108	0.24	0.25		
4	Educational Aspirations & Socio-Emotional Adjustment	Post Matric Hostels	187	0.73	0.93	3.19	0.01
		College Hostels	108	0.49	0.54		

Table 57 shows that the critical ratio obtained for subsample based on Type of Residence (Tribal Students residing at Post Matric Hostels and College Hostels) for the correlation between Self-Perceived Identity & Self Esteem is 1.72 which is less than the tabled value of 't' required for a significance at 0.05 level. Hence there is no significant difference in the relationship between Self-Perceived Identity & Self Esteem for Tribal Students residing at Post Matric Hostels and College Hostels.

The t-value obtained from table 57, for the subsample, Tribal Students residing at Post Matric Hostels and College Hostels for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is 0.82 which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels and College Hostels are almost the same.

The t-value obtained from table 57 for the correlations between Educational Aspirations & Self Esteem is 0.16, which is less than the tabled value of 't' required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Tribal Students residing at Post Matric Hostels and College Hostels.

From table 36 the critical ratio obtained for subsample based on Type of Residence. For the correlation between Educational Aspirations & Socio-Emotional Adjustment is 3.19 which is greater than the tabled value of 't' required for a significance at 0.01 level. So, it revealed that there is significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels and College Hostels. Hence it is revealed that the students of the Post Matric Hostels showed more Socio-Emotional Adjustment than that of students of the College Hostels the influence of Socio-

Emotional Adjustment on Educational Aspirations of students of the Post Matric Hostels is more than that of students of the College Hostels.

C. Difference based on Stream of Education

Humanities and Language Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Humanities and Language Stream was done by the test of significance of difference between 'r's. The results are presented in Table 58.

Table 58

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students studying in Humanities and Language Stream

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Humanities	160	0.17	0.17	-0.25	Not Significant
		Language	32	0.22	0.22		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Humanities	160	0.15	0.15	0.59	Not Significant
		Language	32	0.03	0.03		
3	Educational Aspirations & Self Esteem	Humanities	160	0.26	0.27	1.09	Not Significant
		Language	32	0.05	0.05		
4	Educational Aspirations & Socio-Emotional Adjustment	Humanities	160	0.55	0.62	-1.53	Not Significant
		Language	32	0.73	0.93		

The critical ratio (t-value) obtained for subsample based on Stream of Education of the students (Humanities and Language Stream) the correlations between the Self-Perceived Identity & Self Esteem is -0.25 which is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between the Self-Perceived Identity & Self Esteem for the subsample students of Humanities and Language Stream.

The t-value obtained for subsample, Students of Humanities Stream and students of Language Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is 0.59 which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Humanities and Language Stream are almost the same.

The critical ratio obtained for subsample, Students of Humanities Stream and Language Stream for the correlations between Educational Aspirations & Self Esteem is 1.09 which is less than the 't' value required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Students studying in Humanities Stream and Language Stream.

The t-value obtained for subsample based on type of the Stream of Education (Humanities Stream and Language Stream) the correlations between Educational Aspirations & Socio-Emotional Adjustment is -1.53 which is less than the value of 't' required for a significance even at 0.05 level. So, it can be concluded that there is no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for the subsample, i.e. Students in Humanities Stream and Language Stream.

Humanities and Management Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Humanities and Management Stream was done by the test of significance of difference between 'r' s. The results are presented in Table 59.

Table 59

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students Studying in Humanities and Management Stream

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Humanities	160	0.17	0.17	0.82	Not Significant
		Management	35	0.01	0.01		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Humanities	160	0.15	0.15	0.62	Not Significant
		Management	35	0.03	0.03		
3	Educational Aspirations & Self Esteem	Humanities	160	0.26	0.27	-1.44	Not Significant
		Management	35	0.50	0.55		
4	Educational Aspirations & Socio-Emotional Adjustment	Humanities	160	0.55	0.62	-1.08	Not Significant
		Management	35	0.68	0.83		

The critical ratio (t-value) obtained for subsample based on Stream of Education of the students (Humanities and Management Stream) the correlations between the Self-Perceived Identity & Self Esteem is 0.82 which is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between the Self-Perceived Identity & Self Esteem for the subsample students of Humanities and Management Stream.

The t-value obtained for subsample, Students of Humanities Stream and students of Management Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is 0.62 which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Humanities and Management Stream are almost the same.

The critical ratio obtained for subsample, Students studying in Humanities Stream and Management Stream for the correlations between Educational Aspirations & Self Esteem is -1.44 which is less than the 't' value required for a

significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Students of Humanities Stream and Management Stream.

The t-value obtained for subsample based on type of the Stream of Education (Humanities Stream and Management Stream) the correlations between Educational Aspirations & Socio-Emotional Adjustment is -1.08 which is less than the value of 't' required for a significance even at 0.05 level. So, it can be concluded that there is no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for the subsample, i.e. Students in Humanities Stream and Management Stream.

Humanities and Science Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Humanities and Science Stream was done by the test of significance of difference between 'r' s. The results are presented in Table 60.

Table 60

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students studying in Humanities and Science Stream

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Humanities Science	160 68	0.17 0.20	0.17 0.20	-0.20	Not Significant
2	Self-Perceived Identity & Socio-Emotional Adjustment	Humanities Science	160 68	0.15 0.10	0.15 0.10	0.34	Not Significant
3	Educational Aspirations & Self Esteem	Humanities Science	160 68	0.26 0.32	0.27 0.33	-0.41	Not Significant
4	Educational Aspirations & Socio-Emotional Adjustment	Humanities Science	160 68	0.55 0.80	0.62 1.10	-3.25	0.01

Table 60 shows that the t-value obtained for subsample based on Stream of Education (Tribal Students studying in Humanities and Science Stream) for the correlation between Self-Perceived Identity & Self Esteem is -0.20 which is less than the tabled value of 't' required for a significance at 0.05 level. Hence there is no significant difference in the relationship between Self-Perceived Identity & Self Esteem for Tribal Students of Humanities and Science Stream.

The t-value obtained from table 60, for the subsample, Students of Humanities and Science Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is 0.34, which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Humanities and Science Stream are almost the same.

The critical ratio obtained from table 60 for the correlations between Educational Aspirations & Self Esteem is -0.41, which is less than the tabled value of 't' required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship Educational Aspirations & Self Esteem for Students of Humanities and Science Stream.

Table 60 reveals that the t-value obtained for subsample based on Stream of Education, i.e., here Students of Humanities and Science Stream, for the correlation between Educational Aspirations & Socio-Emotional Adjustment is -3.25 which is greater than the tabled value of 't' required for a significance at 0.01 level. Hence it revealed that there is a significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for Tribal Students studying in Humanities and Science Stream. Hence it is revealed that the students of the Science stream of education showed more Socio-Emotional Adjustment than that of students

of the Humanities stream and hence the influence of Socio-Emotional Adjustment on Educational Aspirations of students of the Science stream of education is more than that of students of the Humanities stream.

Language and Management Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Language and Management Stream was done by the test of significance of difference between 'r' s. The results are presented in Table 61.

Table 61

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students studying in Language and Management Stream

Sl. No.	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Language	32	0.22	0.22	0.82	Not Significant
		Management	35	0.01	0.01		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Language	32	0.03	0.03	0.00	Not Significant
		Management	35	0.03	0.03		
3	Educational Aspirations & Self Esteem	Language	32	0.05	0.05	-1.95	Not Significant
		Management	35	0.50	0.55		
4	Educational Aspirations & Socio-Emotional Adjustment	Language	32	0.73	0.93	0.39	Not Significant
		Management	35	0.68	0.83		

The critical ratio (t-value) obtained for subsample based on Stream of Education of the students (Language and Management Stream) the correlations between the Self-Perceived Identity & Self Esteem is 0.82 which is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between the Self-Perceived Identity & Self Esteem for the subsample students of Language and Management Stream.

The t-value obtained for subsample, Students of Language Stream and students of Management Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is zero which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Language and Management Stream are almost the same.

The critical ratio obtained for subsample, Students studying in Language Stream and Management Stream for the correlations between Educational Aspirations & Self Esteem is -1.95 which is less than the 't' value required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Students of Language Stream and Management Stream.

The t-value obtained for subsample based on type of the Stream of Education (Language Stream and Management Stream) the correlations between Educational Aspirations & Socio-Emotional Adjustment is 0.39 which is less than the value of 't' required for a significance even at 0.05 level. So, it can be concluded that there is no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for the subsample, i.e. Students in Language Stream and Management Stream.

Language and Science Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Language and Science Stream was done by the test of significance of difference between 'r' s. The results are presented in Table 62.

Table 62

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students studying in Language and Science Stream

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Language	32	0.22	0.22	0.09	Not Significant
		Science	68	0.20	0.20		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Language	32	0.03	0.03	-0.31	Not Significant
		Science	68	0.10	0.10		
3	Educational Aspirations & Self Esteem	Language	32	0.05	0.05	-1.25	Not Significant
		Science	68	0.32	0.33		
4	Educational Aspirations & Socio-Emotional Adjustment	Language	32	0.73	0.93	-0.76	Not Significant
		Science	68	0.80	1.10		

Table 62 shows that the t-value obtained for subsample based on Stream of Education (Tribal Students studying in Language and Science Stream) for the correlation between Self-Perceived Identity & Self Esteem is 0.09 which is less than the tabled value of 't' required for a significance at 0.05 level. Hence there is no significant difference in the relationship between Self-Perceived Identity & Self Esteem for Tribal Students of Language and Science Stream.

The t-value obtained from table 62, for the subsample, Students of Language and Science Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is -0.31, which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Language and Science Stream are almost the same.

The critical ratio obtained from table 62 for the correlations between Educational Aspirations & Self Esteem is -1.25, which is less than the tabled value

of 't' required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship Educational Aspirations & Self Esteem for Students of Language and Science Stream.

Table 62 reveals that the t-value obtained for subsample based on Stream of Education, i.e here Students of Language and Science Stream, for the correlation between Educational Aspirations & Socio-Emotional Adjustment is -0.76 which is less than the tabled value of 't' required for a significance at 0.05 level. Hence it revealed that there is a no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for Tribal Students studying in Language and Science Stream.

Management and Science Stream. Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Management and Science Stream was done by the test of significance of difference between 'r' s. The results are presented in Table 63.

Table 63

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students Studying in Management and Science Stream

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Management	35	0.01	0.01	-0.88	Not Significant
		Science	68	0.20	0.20		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Management	35	0.03	0.03	-0.32	Not Significant
		Science	68	0.10	0.10		
3	Educational Aspirations & Self Esteem	Management	35	0.50	0.55	1.02	Not Significant
		Science	68	0.32	0.33		
4	Educational Aspirations & Socio-Emotional Adjustment	Management	35	0.68	0.83	-1.25	Not Significant
		Science	68	0.80	1.10		

The critical ratio (t-value) obtained for subsample based on Stream of Education of the students (Management and Science Stream) the correlations between the Self-Perceived Identity & Self Esteem is -0.88 which is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between the Self-Perceived Identity & Self Esteem for the subsample students of Management and Science Stream.

The t-value obtained for subsample, Students of Management Stream and students of Science Stream for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is -0.32 which is less than the 't' value required for a significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students of Management and Science Stream are almost the same.

The critical ratio obtained for subsample, Students studying in Management Stream and Science Stream for the correlations between Educational Aspirations & Self Esteem is 1.02 which is less than the 't' value required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Students of Management Stream and Science Stream.

The t-value obtained for subsample based on type of the Stream of Education (Management Stream and Science Stream) the correlations between Educational Aspirations & Socio-Emotional Adjustment is -1.25 which is less than the value of 't' required for a significance even at 0.05 level. So, it can be concluded that there is no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for the subsample, i.e. Students in Management Stream and Science Stream.

D. Difference based on Management Category of Institution

Comparison of 'r' between the Independent and Dependent Variables of Tribal Students studying in Government Institutions and Private Institutions was done by the test of significance of difference between 'r' s. The results are presented in Table 64.

Table 64

Details of the Test of Significance for Difference between Correlations for Subsample Tribal Students studying in Government and Private Institutions

Sl No	Variables Compared	Sample	N	r	z	t-value	Levels of Significance
1	Self-Perceived Identity & Self Esteem	Government	217	0.12	0.12	-1.68	Not Significant
		Private	74	0.34	0.35		
2	Self-Perceived Identity & Socio-Emotional Adjustment	Government	217	0.08	0.08	-0.73	Not Significant
		Private	74	0.18	0.18		
3	Educational Aspirations & Self Esteem	Government	217	0.28	0.29	0.66	Not Significant
		Private	74	0.20	0.20		
4	Educational Aspirations & Socio-Emotional Adjustment	Government	217	0.66	0.79	-0.73	Not Significant
		Private	74	0.71	0.89		

The critical ratio (t-value) obtained for subsample based on Management Category of Institutions in which the Tribal Students are studying (Government Institutions and Private Institutions) the correlations between the Self-Perceived Identity & Self Esteem is -1.68 which is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between the Self-Perceived Identity & Self Esteem for the subsample students studying in Government Institutions and Private Institutions.

The t-value obtained for subsample, Students Government Institutions and Private Institutions for the correlations between Self-Perceived Identity & Socio-Emotional Adjustment is -0.73 which is less than the 't' value required for a

significance at 0.05 level. So, it can be concluded that the relationship between Self-Perceived Identity & Socio-Emotional Adjustment for Tribal Students doing their educational programme in Government Institutions and Private Institutions are almost the same.

The critical ratio obtained for subsample, Students studying in Government Institutions and Private Institutions for the correlations between Educational Aspirations & Self Esteem is 0.66 which is less than the 't' value required for a significance at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between Educational Aspirations & Self Esteem for Students studying in Government Institutions and Private Institutions.

The t-value obtained for subsample based on type of Institution (Government and Private) the correlations between Educational Aspirations & Socio-Emotional Adjustment is -0.73 which is less than the value of 't' required for a significance even at 0.05 level. So, it can be concluded that there is no significant difference in the relationship between Educational Aspirations & Socio-Emotional Adjustment for the subsample, i.e. Students in Government Institutions and Private Institutions.

Discussion

The results of the comparison of the Pearson's Product Moment correlations for difference in gender (boys and girls), difference in nature of residence (Post Matric Hostels and College Hostels), difference in Stream of Education (Humanities, Language, Management and Science) and difference in type of Management of the Institutions (government and private) were analysed. The analyses and interpretations of the result were as follows.

The comparison of correlation revealed that there is no significant difference in the relationship between Self Esteem and Self-Perceived Identity, Socio-Emotional Adjustment and Self-Perceived Identity, Self Esteem and Educational Aspirations for the subsample Tribal Boys and Tribal Girls. But there is significant difference in the relationship between Tribal Boys and Tribal Girls in their correlation between Socio-Emotional Adjustment and Educational Aspirations and the significance was at 0.01 level.

The critical ratio obtained for the correlations among Self Esteem and Self-Perceived Identity, Socio-Emotional Adjustment and Self-Perceived Identity, Self Esteem and Educational Aspirations, for students of Post Matric Hostels and College Hostels found to be less than 1.96. Hence students of Post Matric Hostels and College Hostels showed almost the same correlations when compared with their correlations in Socio-Emotional Adjustment and Educational Aspirations. The comparison of correlations between Socio-Emotional Adjustment and Educational Aspirations for students of Post Matric Hostels and College Hostels are found to be greater than the value required for significance at 0.01 level.

The critical ratio obtained for the subsamples, students of Humanities and Language Stream, Humanities and Management Stream, Language and Management Stream, Language and Science Stream, Management and Science Stream, for the correlations between both the independent variable with the dependent variable, is less than the tabled value ($t < 1.96$) required for significance at 0.05 level. Hence there is no significant difference between the subsamples, students of Humanities and Language Stream, Humanities and Management Stream, Language and Management Stream, Language and Science Stream, Management and Science Stream in their Self Esteem and Self-Perceived Identity, Socio-Emotional Adjustment and Self-Perceived

Identity, Self Esteem and Educational Aspirations, Socio-Emotional Adjustment and Educational Aspirations. But for the subsamples, students of Humanities and Science Stream, for the correlations between Socio-Emotional Adjustment and Educational Aspirations, there is a significant difference and the critical ratio is found to be greater than the value required for significance at 0.01 level.

The critical ratio obtained for the subsamples, Tribal Students of Government Institutions and Tribal Students of Private Institutions, for the correlations between both the independent variable with the dependent variable, is less than the tabled value ($t < 1.96$) required for significance at 0.05 level. Hence there is no significant difference between the subsamples, students of Government Institutions and Tribal Students of Private Institutions in their Self Esteem and Self-Perceived Identity, Socio-Emotional Adjustment and Self-Perceived Identity, Self Esteem and Educational Aspirations, Socio-Emotional Adjustment and Educational Aspirations.

IV. Multiple Regression Analysis

Regression Analysis is used for the modelling between the dependent and one independent variable. When there is only one independent variable in the linear regression model, the model is generally termed as a simple linear regression model. When there is more than one independent variable in the model, then the linear model is coined as the multiple linear regression model. The general linear regression model can be expressed by the following equation.

$$y = \beta_0 + \beta_1 X + \varepsilon$$

Where y is termed as the dependent or study variable and X is termed as the independent or explanatory variable. The terms β_0 and β_1 are the parameters of the model. The parameter β_0 is termed as an intercept term, and the parameter β_1 is

termed as the slope parameter. These parameters are usually notified as regression coefficients. The term ε is the unobservable error component, which accounts for the failure of data to lie on a straight line and represents the difference between the true and observed realization of y . In case of multiple linear regression, there will be multiple study variables.

R-squared (R^2) is a statistical parameter that explains the amount of variance accounted for the relationship between two (or more) variables. The parameter R^2 is sometimes called as the coefficient of determination, and it is given as the square of a correlation coefficient. The formula of R^2 is

$$R^2 = \frac{\sum_{i=1}^n (Y_i - \bar{Y})^2}{\sum_{i=1}^n (Y_i - \hat{Y})^2} - 1,$$

Where $\bar{Y} = \sum_{i=1}^n Y_i/n$ is the sample mean of the dependent variable and $\hat{Y} = \hat{\beta}_0 + \hat{\beta}_1 X$ is the estimated regression model obtained using the estimated regression coefficients $\hat{\beta}_0$ and $\hat{\beta}_1$. The coefficient of determination is given as the ratio of variations explained by the model to the total variations present in Y . The coefficient of determination ranges between 0 and 1. R^2 value is interpreted as the proportion of variation in Y that is explained by the model. $R^2 = 1$ indicates that the model perfectly explains the variability in Y , and hence the model must pass through every measurement (X_i, Y_i) . On the other hand, $R^2 = 0$ indicates that the model does not explain any variability in Y . R^2 value larger than 0.5 is usually considered as a significant relationship.

Under this section the multiple regression analysis investigates and construct the regression equation using the coefficients obtained from the table. The R^2 value indicates the percentage of significance of the regression model.

For the present study Self-Perceived Identity and Educational Aspirations are the dependent variables and Self Esteem and Socio-Emotional Adjustment are considered as the independent variables for Multiple regression analysis.

A. Multiple Regression Analysis for the Total Sample

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for the Total Sample was carried out and the results are given in Table 65.

Table 65

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for the Total Sample

Model	Unstandardized Coefficients		t value	R ² value
	β	Std. Error		
1 (Constant)	69.484	3.578	19.419	
Self Esteem	0.060	0.058	1.038	0.033
Socio-Emotional Adjustment	0.316	0.119	2.661	

Dependent Variable: Self-Perceived Identity
Selecting the Total Sample

Table 65 is explaining the summary of coefficients. The value of constant is 69.484, the unstandardised coefficient of correlation for Self Esteem (β_1) and for Socio-Emotional Adjustment (β_2) are 0.060 and 0.316 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05 level. But the contribution of Socio-Emotional Adjustment towards Self-Perceived Identity is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment towards Self-Perceived Identity is more than that of Self Esteem.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Total Sample is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X₁ and X₂ are the scores of independent variables.

In the present case it can be written as

$$Y = 0.060X_1 + 0.316X_2 + 69.484. \text{ ----- Equation 1}$$

Where Y is the predicted score of the Self-Perceived Identity and X₁ and X₂ are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R² value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Total Sample is 0.033. Hence only 3.3 percentage of variability of Self-Perceived Identity can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model cannot be established between the Dependent Variable Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Total Sample.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for the Total Sample was carried out and the results are given in Table 66.

Table 66

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for the Total Sample

Model	Unstandardized Coefficients		t value	R ² value
	β	Std. Error		
(Constant)	20.159	3.086	6.533	
1 Self Esteem	0.722	0.051	14.396	0.455
Socio-Emotional Adjustment	0.258	0.102	2.523	

Dependent Variable: Educational Aspirations
Selecting the Total Sample

The summary of coefficients calculated is presents the Table 66. The value of constant is 20.159, the unstandardised coefficient of correlation for Self Esteem (β_1) and for Socio-Emotional Adjustment (β_2) are 0.722 and 0.258 respectively. The 't' value obtained for the variable Self Esteem is significant at 0.01 level. But the contribution of Socio-Emotional Adjustment towards Educational Aspirations is significant at 0.05 level. Hence for the Total Sample, the contribution of Self Esteem towards Educational Aspirations is more than that of Socio-Emotional Adjustment.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Total Sample is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.722 X_1 + 0.258 X_2 + 20.159. \text{ ---- Equation 2}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Total Sample is 0.455. Hence 45.5 percentage of variability of Educational Aspirations can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Total Sample.

Discussion

The multiple regression analysis to assess the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine only 3.3 percent of the variability in Self-Perceived Identity and 45.5 percent of the variability in the Educational Aspirations of the Total Sample. Hence the dependency in the case of predicting the Self-Perceived Identity of the Total Sample is not significant. As the coefficients of multiple correlation and the constants were all positive it can be concluded that, for any increase in the value of any of the independent variables there will be a corresponding increase in the variability of Self-Perceived Identity and Educational Aspirations and vice versa.

B. Multiple Regression Analysis for the Subsample based on Gender

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Boys was carried out and the results are given in Table 67.

Table 67

Multiple Regression Analysis-Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Boys

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
(Constant)	64.894	5.190	12.503	0.000	
1 Self Esteem	0.529	0.200	2.648	0.010	0.295
Socio-Emotional Adjustment	0.042	0.075	.563	0.575	

Dependent Variable: Self-Perceived Identity
Selecting only cases for which gender - Boys

Table 67 presents the summary of coefficients. The value of constant is 64.894, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.529 and 0.042 respectively. The 't' value obtained for the variable Self Esteem is significant at 0.01 level. But the contribution of Socio-Emotional Adjustment towards Self-Perceived Identity is not significant even at 0.05 level. Hence the contribution of Socio-Emotional Adjustment towards Self-Perceived Identity is less than that Self Esteem.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Boys is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.529X_1 + 0.042X_2 + 64.894. \text{ ---- Equation 1}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Boys is 0.295. Hence 29.5 percentage of variability of Self-Perceived Identity of the Tribal Boys can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Boys.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Girls was carried out and the results are given in Table 68.

Table 68

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Girls

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
(Constant)	71.515	4.930	14.505	0.000	
1 Self Esteem	0.200	0.150	1.332	0.185	0.130
Socio-Emotional Adjustment	0.078	0.085	0.921	0.358	

Dependent Variable: Self-Perceived Identity
Selecting only cases for which gender - Girls

The summary of coefficients is explained in the Table 68. The value of constant is 71.515, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.200 and 0.078 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05 level. Hence it can be concluded that the Socio-Emotional Adjustment and Self Esteem do not contribute of towards Self-Perceived Identity of Tribal Girls.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Girls is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 , and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.200X_1 + 0.078X_2 + 71.515. \text{ ---- Equation 2}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Girls is 0.130. Hence only 13.0 percentage of variability of Self-Perceived Identity of the Tribal Girls can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent

Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Girls.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Boys was carried out and the results are given in Table 69.

Table 69

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Boys

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
(Constant)	13.678	4.546	3.009	0.003	
1 Self Esteem	0.139	0.175	0.793	0.430	0.822
Socio-Emotional Adjustment	0.860	0.066	13.038	0.000	

Dependent Variable: Educational Aspirations

Selecting only cases for which gender - Boys

Table 69 explains the summary of coefficients. The value of constant is 13.678, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.139 and 0.860 respectively. The 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. But the contribution of Self Esteem towards Educational Aspirations is not significant even at 0.05 level. Hence the contribution of Self Esteem towards Educational Aspirations is less than that Socio-Emotional Adjustment for the Tribal Boys.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Boys is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 , and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.139X_1 + 0.860X_2 + 13.678. \text{ ---- Equation 3}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Boys is 0.822. Hence 82.2 percentage of variability of Educational Aspirations of the Tribal Boys can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Boys.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Girls was carried out and the results are given in Table 70.

Table 70

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Girls

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
(Constant)	27.323	4.037	6.769	0.000	
1 Self Esteem	0.301	0.123	2.449	0.015	0.565
Socio-Emotional Adjustment	0.586	0.069	8.456	0.000	

Dependent Variable: Educational Aspirations
Selecting only cases for which gender - Girls

The summary of coefficients is shown in Table 70. The value of constant is 27.323, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.301 and 0.586 respectively. The 't' value obtained for the variable Self Esteem is significant at 0.05 level and that for the Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment towards Educational Aspirations is higher than that Self Esteem for the Tribal Girls.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Girls is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 , and X_2 are the scores of independent variables.

In the present case the regression equation can be written as

$$Y = 0.301X_1 + 0.586X_2 + 27.323. \text{ ----- Equation 4}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Girls is 0.565. Hence 56.5 percentage of variability of Educational Aspirations of the Tribal Girls can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Girls.

Discussion

The multiple regression analysis to assess the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 29.5 percent of the variability in Self-Perceived Identity of the Tribal Boys and 13.0 percent of the variability in Self-Perceived Identity of the Tribal Girls. Hence the dependency in the case of Tribal Girls is not significant. In the case of Educational Aspirations, the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 82.2 percent of the variability for the Tribal Boys and 56.5 percent of the variability in Self-Perceived Identity of the Tribal Girls. Hence a significant dependency on the predictor variables is verified in the case of Educational Aspirations. As the coefficients of multiple correlation and the constants were all positive it can be concluded that, for any increase in the value of

any of the independent variables there will be a corresponding increase in the variability of Self-Perceived Identity and Educational Aspirations and vice versa.

C. Multiple Regression Analysis for the Subsample based on Residence

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels was carried out and the results are given in Table 71.

Table 71

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students Residing at Post Matric Hostels

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	64.769	4.324	14.978	0.000	
Self Esteem	0.448	0.147	3.048	0.003	0.259
Socio-Emotional Adjustment	0.080	0.069	1.173	0.242	

Dependent Variable: Self-Perceived Identity
 Selecting only cases for which residence - Post Matric Hostels

Table 71 gives the summary of coefficients obtained. The value of constant is 64.769, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.448 and 0.080 respectively. The 't' value obtained for the variable Self Esteem is significant at 0.01 level and that obtained for the Socio-Emotional Adjustment is significant at 0.05 level. Hence the contribution of Socio-Emotional Adjustment towards Self-Perceived Identity is less than that of Self Esteem.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students residing at Post Matric Hostels is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.448 X_1 + 0.080 X_2 + 64.769. \text{----- Equation 1}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students residing at Post Matric Hostels is 0.259. Hence 25.9 percentage of variability of Self-Perceived Identity of the Tribal Students residing at Post Matric Hostels can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students residing at Post Matric Hostels.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at College Hostels was carried out and the results are given in Table 72.

Table 72

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students residing at College Hostels

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	76.954	6.464	11.906	0.000	
Self Esteem	0.083	0.207	0.401	0.689	0.057
Socio-Emotional Adjustment	0.036	0.108	0.333	0.739	

Dependent Variable: Self-Perceived Identity

Selecting only cases for which residence - College Hostels

Table 72 presents the summary of coefficients calculated. The value of constant is 76.954, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.083 and 0.036 respectively. The 't' value obtained for both the variable Self Esteem and Socio-Emotional Adjustment is not significant even at 0.05 level. Hence the contribution of Socio-Emotional Adjustment and Self Esteem towards Self-Perceived Identity of the Tribal Students residing at College Hostels are not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students residing at College Hostels is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.083 X_1 + 0.036 X_2 + 76.954. \text{ ----- Equation 2}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students residing at College Hostels is 0.057. Hence only 5.7 percentage of variability of Self-Perceived Identity of the Tribal Students residing at College Hostels can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students residing at College Hostels.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at Post Matric Hostels was carried out and the results are given in Table 73.

Table 73

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students residing at Post Matric Hostels

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
(Constant)	16.277	3.731	4.362	0.000	
1 Self Esteem	0.230	0.127	1.812	0.072	0.737
Socio-Emotional Adjustment	0.818	0.059	13.810	0.000	

Dependent Variable: Educational Aspirations
Selecting only cases for which residence - Post Matric Hostels

Table 73 gives the summary of coefficients obtained. The value of constant is 16.277, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.230 and 0.818 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05 level and that obtained for the Socio-Emotional Adjustment is significant at 0.15 level. Hence the contribution of Socio-Emotional Adjustment towards Educational Aspirations is higher than that of Self Esteem.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students residing at Post Matric Hostels is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.230X_1 + 0.818X_2 + 16.277. \text{ ---- Equation 3}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students residing at Post Matric Hostels is 0.737. Hence 73.7 percentage of variability of Educational Aspirations of the Tribal Students residing at Post Matric Hostels can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant

regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students residing at Post Matric Hostels.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students residing at College Hostels was carried out and the results are given in Table 74.

Table 74

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students Residing at College Hostels

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	32.770	5.074	6.459	0.000	0.512
Self Esteem	0.273	0.162	1.683	0.095	
Socio-Emotional Adjustment	0.457	0.085	5.379	0.000	

Dependent Variable: Educational Aspirations
Selecting only cases for which residence - College Hostels

The summary of coefficients calculated is presents the Table 74. The value of constant is 32.770, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.273 and 0.457 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05 level and that obtained for the Socio-Emotional Adjustment is significant at 0.15 level. Hence the contribution of Socio-Emotional Adjustment towards Educational Aspirations is higher than that of Self Esteem.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students residing at College Hostels is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.273X_1 + 0.457X_2 + 32.770. \text{ ---- Equation 4}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students residing at College Hostels is 0.512. Hence 51.2 percentage of variability of Educational Aspirations of the Tribal Students residing at College Hostels can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students residing at College Hostels.

Discussion

The multiple regression analysis to assess the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 25.9 percent of the variability in

Self-Perceived Identity of the Tribal Students residing at Post Matric Hostels and 5.7 percent of the variability in Self-Perceived Identity of the Tribal Students residing at College Hostels. Hence it can be inferred that the dependency in the case of Tribal Students residing at College Hostels is not significant. In the case of Educational Aspirations, the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 73.7 percent of the variability for the Tribal Students residing at Post Matric Hostels and 51.2 percent of the variability in Self-Perceived Identity of the Tribal Students residing at College Hostels. Hence a significant dependency on the predictor variables is verified in the case of Educational Aspirations of students residing at both Post Matric Hostels and College Hostels. As the coefficients of multiple correlation and the constants were all positive it can be concluded that, for any increase in the value of any of the independent variables there will be a corresponding increase in the variability of Self-Perceived Identity and Educational Aspirations and vice versa.

D. Multiple Regression Analysis for the Subsample based on Stream of Education

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Humanities Stream was carried out and the results are given in Table 75.

Table 75

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Humanities Stream

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	67.660	5.212	12.981	0.000	
Self Esteem	0.287	0.173	1.662	0.098	0.199
Socio-Emotional Adjustment	0.125	0.089	1.398	0.164	

Dependent Variable: Self-Perceived Identity
Selecting only cases for which Stream - Humanities

The Table 75 shows the summary of coefficients obtained. The value of constant is 67.660, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.287 and 0.125 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05. Hence the contribution of either Socio-Emotional Adjustment or Self Esteem towards Self-Perceived Identity of Tribal Students in Humanities Stream is not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Humanities Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.287X_1 + 0.125X_2 + 67.660. \text{ ----- Equation 1}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Humanities Stream is 0.199. Hence only 19.9 percentage of variability of Self-Perceived Identity of the Tribal Students in Humanities Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Humanities Stream.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Language Stream was carried out and the results are given in Table 76.

Table 76

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Language Stream

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
1 (Constant)	68.966	11.588	5.951	0.000	
Self Esteem	0.394	0.323	1.220	0.232	0.223
Socio-Emotional Adjustment	0.029	0.163	0.180	0.858	

Dependent Variable: Self-Perceived Identity
Selecting only cases for which Stream - Language

The summary of coefficients is explained in Table 76. The value of constant is 68.966, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.394 and 0.029 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05. Hence the contribution of either Socio-Emotional Adjustment or Self Esteem towards Self-Perceived Identity of Tribal Students in Language Stream is not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Language Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.394X_1 + 0.029X_2 + 68.966. \text{ ---- Equation 2}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Language Stream is 0.223. Hence only 22.3 percentage of variability of Self-Perceived Identity of the Tribal Students in Language Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and

independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Language Stream.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Management Stream was carried out and the results are given in Table 77.

Table 77

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Management Stream

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	75.390	8.478	8.893	.000	
Self Esteem	-.021	.321	-.066	.948	0.036
Socio-Emotional Adjustment	.033	.163	.200	.843	

Dependent Variable: Self-Perceived Identity

Selecting only cases for which Stream - Management

The summary of coefficients is given in Table 77. The value of constant is 75.390, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are -0.021 and 0.033 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05. Hence the contribution of either Socio-Emotional Adjustment or Self Esteem towards Self-Perceived Identity of Tribal Students in Management Stream is not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Management Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = -0.021X_1 + 0.033X_2 + 75.390. \text{----- Equation 3}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Management Stream is 0.036. Hence only 3.6 percentage of variability of Self-Perceived Identity of the Tribal Students in Management Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Management Stream.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Science Stream was carried out and the results are given in Table 78.

Table 78

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Science Stream

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	68.239	7.074	9.647	0.000	
Self Esteem	0.388	0.256	1.517	0.134	0.208
Socio-Emotional Adjustment	0.042	0.106	0.395	0.694	

Dependent Variable: Self-Perceived Identity

Selecting only cases for which Stream - Science

The Table 78 shows the summary of coefficients calculated. The value of constant is 68.239, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.388 and 0.042 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05. Hence the contribution of either Socio-Emotional Adjustment or Self Esteem towards Self-Perceived Identity of Tribal Students in Science Stream is not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Science Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.388X_1 + 0.042X_2 + 68.239. \text{ ----- Equation 4}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Science Stream is 0.208. Hence only 20.8 percentage of variability of Self-Perceived Identity of the Tribal Students in Science Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Science Stream.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Humanities Stream was carried out and the results are given in Table 79.

Table 79

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Humanities Stream

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
(Constant)	30.410	3.988	7.625	.000	
1 Self Esteem	.224	.132	1.695	.092	0.561
Socio-Emotional Adjustment	.517	.068	7.550	.000	

Dependent Variable: Educational Aspirations
Selecting only cases for which Stream - Humanities

The Table 79 explains the summary of coefficients calculated. The value of constant is 30.410, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.224 and 0.517 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05. But it is observed that the 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment over Self Esteem towards Educational Aspirations of Tribal Students in Humanities Stream is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Humanities Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.224X_1 + 0.517X_2 + 30.410. \text{ ---- Equation 5}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Humanities Stream is 0.561. Hence 56.1 percentage of variability of Educational Aspirations of the Tribal Students in Humanities Stream can be explained by the entire set of independent variables, Self

Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Humanities Stream.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Language Stream was carried out and the results are given in Table 80.

Table 80

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Language Stream

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	24.018	9.240	2.599	0.015	
Self Esteem	0.144	0.257	0.560	0.580	0.736
Socio-Emotional Adjustment	0.761	0.130	5.840	0.000	

Dependent Variable: Educational Aspirations

Selecting only cases for which Stream - Language

The summary for coefficients is given in Table 80. The value of constant is 24.018, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.144 and 0.761 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05. But it is observed that the 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment over Self Esteem

towards Educational Aspirations of Tribal Students in Language Stream is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Language Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.144X_1 + 0.761 X_2 + 24.018. \text{----- Equation 6}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Language Stream is 0.736. Hence 73.6 percentage of variability of Educational Aspirations of the Tribal Students in Language Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Language Stream.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional

Adjustment for Tribal Students in Management Stream was carried out and the results are given in Table 81.

Table 81

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Management Stream

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	10.919	9.539	1.145	0.261	
Self Esteem	0.644	0.361	1.783	0.084	0.716
Socio-Emotional Adjustment	0.755	0.183	4.131	0.000	

Dependent Variable: Educational Aspirations
Selecting only cases for which Stream - Management

The Table 81 presents the summary of coefficients. The value of constant is 10.919, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.644 and 0.755 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05. But it is observed that the 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment over Self Esteem towards Educational Aspirations of Tribal Students in Management Stream is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Management Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.644X_1 + 0.755X_2 + 10.919. \text{----- Equation 7}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Management Stream is 0.716. Hence 71.6 percentage of variability of Educational Aspirations of the Tribal Students in Management Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Management Stream.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Science Stream was carried out and the results are given in Table 82.

Table 82

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Science Stream

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
1 (Constant)	9.429	5.923	1.592	0.116	
Self Esteem	0.372	0.214	1.738	0.087	0.806
Socio-Emotional Adjustment	0.896	0.089	10.045	0.000	

Dependent Variable: Educational Aspirations

Selecting only cases for which Stream - Science

The Table 82 represents the summary of coefficients. The value of constant is 9.429, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.372 and 0.896 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05. But it is observed that the 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment over Self Esteem towards Educational Aspirations of Tribal Students in Science Stream is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Science Stream is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.372X_1 + 0.896X_2 + 9.429. \text{ ---- Equation 8}$$

Where Y is the predicted score of the Educational Aspirations and X_1 and X_2 are the scores of Self Esteem and Socio-Emotional Adjustment respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Science Stream is 0.806. Hence 80.6 percentage of variability of Educational Aspirations of the Tribal Students in Science Stream can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Science Stream.

Discussion

The multiple regression analysis to assess the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 19.9 percent of the variability in Self-Perceived Identity of the Tribal Students in Humanities Stream of study, 22.3 percent of the variability in Self-Perceived Identity of the Tribal Students in Language Stream of study, 3.60 percent of the variability in Self-Perceived Identity of the Tribal Students in Management Stream of study and 20.8 percent of the variability in Self-Perceived Identity of the Tribal Students in Science Stream of study. Hence it can be inferred that the dependency in the case of Tribal Students Humanities and Management Stream of study is not significant. In the case of Educational Aspirations, the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 56.1 percent of the variability in Educational Aspirations of the Tribal Students in Humanities Stream of study, 73.6 percent of the variability in Educational Aspirations of the Tribal Students in Language Stream of study, 71.6 percent of the variability in Educational Aspirations of the Tribal Students in Management Stream of study and 80.6 percent of the variability in Educational Aspirations of the Tribal Students in Science Stream of study. Hence a significant dependency on the predictor variables is verified in the case of Educational Aspirations of Tribal Students in all streams of studies investigated. Since coefficients of multiple correlation corresponding to the predictor variable, Self Esteem is negative in the case of Tribal Students in Management Stream of study, an increase in the value of the dependent variable, Self Esteem will lead to a corresponding decrease in the dependent variable, Self-Perceived Identity and vice versa. As the coefficients of multiple correlation and the constants were all

positive in other case, it can be concluded that, for any increase in the value of any of the independent variables there will be a corresponding increase in the variability of Self-Perceived Identity and Educational Aspirations and vice versa.

E. Multiple Regression Analysis for the Subsample based on Management Category of Institution

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Government Institutions was carried out and the results are given in Table 83.

Table 83

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Government Institutions

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	71.508	4.408	16.224	0.000	0.130
Socio-Emotional Adjustment	0.055	0.070	0.779	0.437	
Self Esteem	0.222	0.142	1.562	0.120	

Dependent Variable: Self-Perceived Identity

Selecting only cases for which Management Category - Government

The Table 83 interprets the summary of coefficients obtained. The value of constant is 71.508, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.055 and 0.222 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are not significant even at 0.05. Hence the contribution of either Socio-Emotional

Adjustment or Self Esteem towards Self-Perceived Identity of Tribal Students in Government Institutions is not significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Government Institutions is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.055X_1 + 0.222X_2 + 71.508. \text{ ---- Equation 1}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Socio-Emotional Adjustment and Self Esteem respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Government Institutions is 0.130. Hence only 13.0 percentage of variability of Self-Perceived Identity of the Tribal Students in Government Institutions can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is not established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Government Institutions.

Multiple regression analysis for the dependent variable Self-Perceived Identity and the two independent variables Self Esteem and Socio-Emotional

Adjustment for Tribal Students in Private Institutions was carried out and the results are given in Table 84.

Table 84

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Self-Perceived Identity for Tribal Students in Private Institutions

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	63.127	6.289	10.037	0.000	
Socio-Emotional Adjustment	0.067	0.104	0.648	0.519	0.346
Self Esteem	0.625	0.235	2.658	0.010	

Dependent Variable: Self-Perceived Identity

Selecting only cases for which Management Category - Private

The summary for coefficients is produced in Table 84. The value of constant is 63.127, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.067 and 0.625 respectively. The 't' value obtained for the variable Self Esteem is significant at 0.01 level and 't' value obtained for the variable Socio-Emotional Adjustment is not significant even at 0.05. Hence the contribution of Self Esteem over Socio-Emotional Adjustment towards Self-Perceived Identity of Tribal Students in Private Institutions is significant.

The multiple regression equation for the prediction of the scores of Self-Perceived Identity from the scores of two independent variables for the Tribal Students in Private Institutions is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.067X_1 + 0.625X_2 + 63.127. \text{ ----- Equation 2}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Socio-Emotional Adjustment and Self Esteem respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Tribal Students in Private Institutions is 0.346. Hence 34.6 percentage of variability of Self-Perceived Identity of the Tribal Students in Private Institutions can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Private Institutions.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Government Institutions was carried out and the results are given in Table 85.

Table 85

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Government Institutions

Model	Unstandardized Coefficients		t	Sig.	R ² value
	β	Std. Error			
1 (Constant)	19.771	3.552	5.566	.000	
Socio-Emotional Adjustment	.689	.057	12.135	.000	0.674
Self Esteem	.346	.114	3.023	.003	

Dependent Variable: Educational Aspirations

Selecting only cases for which Management Category - Government

The Table 85 gives the summary of coefficients. The value of constant is 19.771, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.689 and 0.346 respectively. The 't' value obtained for the variable Self Esteem and Socio-Emotional Adjustment are significant at 0.01. Hence the contribution of both the Socio-Emotional Adjustment and Self Esteem towards Educational Aspirations of Tribal Students in Government Institutions is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Government Institutions is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.689X_1 + 0.346X_2 + 19.771. \text{ ---- Equation 2}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Socio-Emotional Adjustment and Self Esteem respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Government Institutions is 0.674. Hence 67.4 percentage of variability of Educational Aspirations of the Tribal Students in Government Institutions can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Government Institutions.

Multiple regression analysis for the dependent variable Educational Aspirations and the two independent variables Self Esteem and Socio-Emotional Adjustment for Tribal Students in Private Institutions was carried out and the results are given in Table 86.

Table 86

Multiple Regression Analysis - Model Summary of the Predictor Variables Self Esteem and Socio-Emotional Adjustment on Dependent Variable Educational Aspirations for Tribal Students in Private Institutions

Model	Unstandardized Coefficients		t	Sig.	R^2 value
	β	Std. Error			
1 (Constant)	23.463	6.110	3.840	0.000	
Socio-Emotional Adjustment	0.817	0.101	8.082	0.000	0.707
Self Esteem	-0.089	0.229	-0.389	0.699	

Dependent Variable: Educational Aspirations
Selecting only cases for which Management Category - Private

The summary for coefficients calculated is given in Table 86. The value of constant is 23.463, the unstandardised coefficient of correlation for Self Esteem (b_1) and for Socio-Emotional Adjustment (b_2) are 0.817 and -0.089 respectively. The 't' value obtained for the variable Self Esteem is not significant even at 0.05 and 't' value obtained for the variable Socio-Emotional Adjustment is significant at 0.01 level. Hence the contribution of Socio-Emotional Adjustment over Self Esteem towards Educational Aspirations of Tribal Students in Private Institutions is significant.

The multiple regression equation for the prediction of the scores of Educational Aspirations from the scores of two independent variables for the Tribal Students in Private Institutions is given by the equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y is the score of dependent variables and X_1 and X_2 are the scores of independent variables.

In the present case it can be written as

$$Y = 0.817X_1 - 0.089X_2 + 23.463. \text{ ---- Equation 3}$$

Where Y is the predicted score of the Self-Perceived Identity and X_1 and X_2 are the scores of Socio-Emotional Adjustment and Self Esteem respectively.

The R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Educational Aspirations for the Tribal Students in Private Institutions is 0.707. Hence 70.7 percentage of variability of Educational Aspirations of the Tribal Students in Private Institutions can be explained by the entire set of independent variables, Self Esteem and Socio-Emotional Adjustment. Hence a significant regression model is established between the Dependent Variable, Educational Aspirations and

independent variables, Self Esteem and Socio-Emotional Adjustment for the Tribal Students in Private Institutions.

Discussion

The multiple regression analysis to assess the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 13.0 percent of the variability in Self-Perceived Identity of the Tribal Students studying in Government Institutions and 34.6 percent of the variability in Self-Perceived Identity of the Tribal Students in Private Institutions. Hence it can be inferred that the dependency in the case of Tribal Students studying in Government Institutions is not significant. In the case of Educational Aspirations, the dependencies of the predictor variables revealed that the variables Self Esteem and Socio-Emotional Adjustment were capable to determine about 67.4 percent of the variability for the Tribal Students studying in Government Institutions and 70.7 percent of the variability in Self-Perceived Identity of the Tribal Students in Private Institutions. Hence a significant dependency on the predictor variables is verified in the case of Educational Aspirations of students studying at both Government and Private Institutions. The coefficients of multiple correlation in respect of Self Esteem of Tribal Students in Private Institutions is observed as a negative parameter. Hence for any increase in the value of Self Esteem will lead to a corresponding decrease in Educational Aspirations of the Tribal Students in Private Institutions and vice versa. As the coefficients of multiple correlation and the constants were all positive in other cases, it can be concluded that, for any increase in the value of any of the independent variables there will be a corresponding increase in the variability of Self-Perceived Identity and Educational Aspirations and vice versa.

SUMMARY OF FINDINGS, CONCLUSION AND INTERPRETATION

- ❑ *Study in retrospect*
- ❑ *Variables in the Study*
- ❑ *Objectives of the Study*
- ❑ *Hypotheses of the Study*
- ❑ *Procedure of the Study*
- ❑ *Important Findings of the Study*
- ❑ *Conclusion and Interpretation*
- ❑ *Feasibility of Hypotheses*
- ❑ *Educational Implications*

SUMMARY OF FINDINGS, CONCLUSION AND INTERPRETATION

This chapter presents the outline of the major events in the execution of the study, major findings of the study, and its relevance for practice and research in the present educational scenario of Tribal Students mainly who are perusing their higher education. Apart from summarising results and drawing conclusions, this chapter tries to explain educational implications of the study.

Study in Retrospect

Restatement of the Problem

The present study is entitled as “**INFLUENCE OF SELF ESTEEM AND SOCIO-EMOTIONAL ADJUSTMENT ON SELF-PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATIONS OF UNDERGRADUATE TRIBAL STUDENTS**”.

Variables in the Study

The independent and dependent variables of the study were as follows:

I. The dependent variables of the study are

- i) Self-Perceived Identity
- ii) Educational Aspirations

II. The independent variable selected for the study are

- i) Self Esteem
- ii) Socio-Emotional Adjustment

Objectives of the Study

The objectives of the present study are designed to realize the following objectives:

1. To find out the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
2. To find out the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
3. To find out whether there exists any significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
4. To find out whether there exists any significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institutions.
5. To estimate the extent of relationship among Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.
6. To estimate the extent of relationship among Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institutions.

7. To estimate the extent of relationship among Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
8. To estimate the extent of relationship among Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
9. To compare the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. To compare the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
11. To compare the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
12. To compare the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
13. To study whether Self-Perceived Identity of undergraduate Tribal Students can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

14. To study whether Educational Aspirations of undergraduate Tribal Students can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

Hypotheses of the Study

1. There will be significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
2. There will be significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
3. There will be significant relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
4. There will be significant relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
5. There will be significant relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.

6. There will be significant relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
7. There will be significant difference in the relationship between Self Esteem and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
8. There will be significant difference in the relationship between Self Esteem and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
9. There will be significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
10. There will be significant difference in the relationship between Socio-Emotional Adjustment and Educational Aspirations of undergraduate Tribal Students for the subsamples based on gender, type of residence, stream of education and management category of institution.
11. Self-Perceived Identity can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution.
12. Educational Aspirations can be predicted from Self Esteem and Socio-Emotional Adjustment of undergraduate Tribal Students for the total sample

and subsamples based on gender, type of residence, stream of education and management category of institution.

Methodology

Design

For the present study survey method was employed to collect data and quantitative techniques were used for data analysis.

Sample

The study was conducted on a representative sample of 295 undergraduate Students studying in institutions situated in the Revenue Districts of Wayanad, Kozhikode, Palakkad, Ernakulam, Kollam and Thiruvananthapuram in Kerala. Random sampling technique was used, giving due representation to factors like gender, type of residence (Post Matric Hostel and College Hostel), stream of education (Humanities, Language, Management and Science) and management category of institution (government and private).

Tools used for the Study

The investigator has used the following tools for the study.

1. Scale of Self-Perceived Identity (Ajithlal & Naseema, 2021).
2. Scale of Educational Aspirations (Ajithlal & Naseema, 2021).
3. Scale of Socio-Emotional Adjustment (Ajithlal & Naseema, 2022).
4. Self Esteem Inventory (Ajithlal & Naseema, 2022).

Statistical Techniques Used

The following statistical techniques were used for the present study

1. Descriptive statistical techniques like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis

2. Test of significance of difference between the means of large independent samples
3. Pearson's Product Moment Coefficient of Correlation
4. Comparison of the coefficient of correlation for the subsamples
5. Multiple Regression Analysis

Important Findings

The major findings of the study are as follows.

Preliminary Analysis

The mean scores of Self-Perceived Identity, Educational Aspirations, Socio-Emotional Adjustment and Self Esteem for total sample and subsamples based on gender, type of residence (Post Matric Hostel and College Hostel), stream of education (Humanities, Language, Management and Science) and management category of institution (government and private) were found. Among the subsample the mean scores obtained for Tribal Girls are the higher in Self-Perceived Identity (80.02), Educational Aspirations (65.38) and Self Esteem (21.55) and in the case of Socio-Emotional Adjustment (54.10) the mean scores obtained for Tribal Boys are higher than Girls. The mean scores of Self Esteem for both the Students residing at Post Matric Hostels (21.56) and in College Hostels (21.00) are almost similar. But the mean scores obtained for Tribal Students residing in Post Matric Hostels are the higher in the case of Socio-Emotional Adjustment (54.56) and Educational Aspirations (65.84). The mean scores of Self Esteem for Humanities, Language, Management and Science stream Students are almost similar. The highest mean in Socio-Emotional Adjustment (55.56) and Educational Aspirations (69.30) are observed for the Tribal Students of Language Stream. In the case of Self-Perceived Identity, the highest mean score (80.42) is identified for the Students in Humanities Stream.

Test of Significance of Difference between Mean Scores

A two-tailed test of significance is used to determine the significance of differences in mean scores in Self-Perceived Identity, Educational Aspirations, Socio-Emotional Adjustment, and Self Esteem for subsamples based on gender, type of residence, stream of education, and management category of institution.

Table 87

Summary of the Test of Significance for the Difference between Mean Scores of the Selected Variables for Different Subsamples

Sl. No.	Name of the Variable	Group Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Esteem	Boy	21.55	4.57	1.126	Not Significant
		Girl	20.91	4.41		
		Post Matric Hostel	21, 56	4.57	1.014	Not Significant
		College Hostel	21.00	4.43		
		Science	21.62	4.44	0.610	Not Significant
		Language	21.00	5.36		
		Science	21.00	4.43	0.474	Not Significant
		Management	21.19	4.15		
		Science	21.62	4.44	0.431	Not Significant
		Humanities	21.34	4.49		
		Language	21.00	5.36	0.165	Not Significant
		Management	21.19	4.15		
		Language	21.00	5.36	0.380	Not Significant
		Humanities	21.34	4.49		
		Management	21.19	4.15	0.181	Not Significant
		Humanities	21.34	4.49		
Government	21.30	4.59	0.298	Not Significant		
Private	21.50	4.34				

Sl. No.	Name of the Variable	Group Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
2	Socio-Emotional Adjustment	Boy	53.67	8.10	0.172	Not Significant
		Girl	54.10	11.69		
		Post Matric Hostel	54.56	9.79	1.508	Not Significant
		College Hostel	52.86	8.47		
		Science	55.22	10.65	0.150	Not Significant
		Language	55.56	10.60		
		Science	55.22	10.65	0.385	Not Significant
		Management	54.42	8.18		
		Science	55.22	10.65	1.676	Not Significant
		Humanities	52.96	8.68		
		Language	55.56	10.60	0.492	Not Significant
		Management	54.42	8.18		
		Language	55.56	10.60	1.488	Not Significant
		Humanities	52.96	8.68		
		Management	54.42	8.18	0.914	Not Significant
		Humanities	52.96	8.68		
Government	53.88	9.24	0.276	Not Significant		
Private	54.10	9.69				
3	Self-Perceived Identity	Boy	80.02	9.47	1.526	Not Significant
		Girl	78.26	8.46		
		Post Matric Hostel	78.82	9.15	1.610	Not Significant
		College Hostel	80.60	9.19		
		Science	78.94	9.05	0.033	Not Significant
		Language	78.88	9.56		
		Science	78.94	9.05	1.283	Not Significant
		Management	76.71	6.73		
		Science	78.94	9.05	1.085	Not Significant
		Humanities	80.42	9.56		
Language	78.88	9.56	1.077	Not Significant		
Management	76.71	6.73				

Sl. No.	Name of the Variable	Group Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
3	Self-Perceived Identity	Language	78.88	9.56	0.834	Not Significant
		Humanities	80.42	9.56		
		Management	76.71	6.73	2.176	Significant at 0.05 level
		Humanities	80.42	9.56		
		Government	79.19	9.43	0.826	Not Significant
		Private	80.26	8.50		
4	Educational Aspirations	Boy	65.38	9.32	1.559	Not Significant
		Girl	63.12	12.43		
		Post Matric Hostel	65.84	11.29	2.760	Significant at 0.01 level
		College Hostel	62.65	8.39		
		Science	66.94	12.51	0.917	Not Significant
		Language	69.30	10.98		
		Science	66.94	12.51	0.504	Not Significant
		Management	65.68	10.84		
		Science	66.94	12.51	2.625	Significant at 0.01 level
		Humanities	62.57	8.66		
		Language	69.30	10.98	1.359	Not Significant
		Management	65.68	10.84		
		Language	69.30	10.98	3.274	Significant at 0.01 level
		Humanities	62.57	8.66		
Management	65.68	10.84	1.837	Not Significant		
Humanities	62.57	8.66				
Government	64.28	10.19	1.112	Not Significant		
Private	65.78	11.09				

Test of Significance for the Difference between Mean Scores of the independent variables Self Esteem and Socio-Emotional Adjustment revealed that there is no significant difference between any of the categorical variables considered, i.e., gender, type of residence, stream of education, and management category of institution. Hence it is concluded that Self Esteem and Socio-Emotional Adjustment

for Tribal Students are almost the same irrespective of their gender, type of residence, stream of education, and management category of institution.

There exists significant difference in the mean scores between Tribal Students of Management Stream and Tribal Students of Humanities Stream in their Self-Perceived Identity. The critical ratio obtained for Self-Perceived Identity is 2.176 which is greater than the value required for 0.05 level of significance. So, it is concluded that the Tribal Students of Humanities Stream had higher Self-Perceived Identity than that of Students of Management Stream. In all other combination of different categories, the Self-Perceived Identity is almost the same.

Test of Significance for the Difference between Mean Scores of the variable, Educational Aspirations, revealed that there is significant difference between Tribal Students of Post Matric Hostels and College Hostels, Tribal Students of Science and Humanities Streams of education and Tribal Students of Language and Humanities Streams of education. The obtained value of critical ratios for Educational Aspirations for the said categories are 2.760, 2.625 and 3.274 respectively. All the values are significant at 0.01 level. This indicates that, Educational Aspirations of Tribal Students of Post Matric Hostels is higher than that of College Hostels. Further shows that the Educational Aspirations of Tribal Students of Science Stream is higher than that of Humanities Stream and that of Language Stream is higher than that of Humanities Stream. For all other categorical combinations, the Tribal Students have almost similar Educational Aspirations.

Correlation Analysis

The extent of the relationships between the variables were estimated. The relationship of variables for the total sample is presented in Table 88.

Table 88

Summary of Data and Results of Relationship between Selected Variables for the Total Sample

Sample	Variables Compared	r	r ² *100	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
Total	SPI vs SE	0.17	2.79	0.02	0.31	0.01
	SPI vs SEA	0.10	1.00	-0.05	0.25	N.S
	EA vs SE	0.26	6.86	0.12	0.40	0.01
	EA vs SEA	0.67	44.89	0.59	0.75	0.01

The correlation analysis between the dependent variables, Self-Perceived Identity and Educational Aspirations and the independent variables Self Esteem and Socio-Emotional Adjustment for the total sample were done. The values of all the correlation coefficients obtained, except in the case of Self-Perceived Identity and Socio-Emotional Adjustment are significant at 0.01 level. All the correlation coefficients are positive indicating that any increase in the value of the independent variable would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa. The percentage overlap between the variables is found to vary from 1.0 percent to 44.89 percent and population value falls between -0.05 to 0.75 for total sample.

The relationship of variables for the Sub Sample based on gender is presented in Table 89.

Table 89

Summary of Data and Results of Relationship between Selected Variables for the Subsamples, Tribal Boys and Tribal Girls

Sample	Variables Compared	r	r ² *100	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
Tribal Boys	SPI vs SE	0.29	8.41	0.04	0.54	0.01
	SPI vs SEA	0.12	1.44	-0.15	0.39	N.S
	EA vs SE	0.24	5.76	-0.01	0.49	0.05
	EA vs SEA	0.82	67.24	0.73	0.91	0.01
Tribal Girls	SPI vs SE	0.11	1.21	-0.07	0.29	N.S
	SPI vs SEA	0.09	0.81	-0.09	0.27	N.S
	EA vs SE	0.28	7.84	0.11	0.45	0.01
	EA vs SEA	0.55	30.25	0.42	0.68	0.01

The values of all the correlation coefficients obtained between the variables for the sub sample based on gender are calculated. The values of all the correlation coefficients obtained in three cases are significant at 0.01 level and in the case of the other three, a significant relationship cannot be established. All the correlation coefficients are positive indicating that any increase in the value of the independent variable would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa. The percentage overlap between the variables is found to vary from 0.81 percent to 67.24 percent and population value falls between -0.09 to 0.91 for sub samples based on gender.

The relationship of variables for the Sub Sample based on type of residence is presented in Table 90.

Table 90

Summary of Data and Results of Relationship between Selected Variables for the Subsamples, Tribal Students residing at Post Matric Hostels and College Hostels

Sample	Variables Compared	r	r ² *100	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
Post Matric Hostels	SPI vs SE	0.25	6.25	0.07	0.42	0.01
	SPI vs SEA	0.14	1.96	-0.05	0.32	N.S
	EA vs SE	0.27	7.29	0.09	0.45	0.01
	EA vs SEA	0.73	53.29	0.64	0.82	0.01
College Hostels	SPI vs SE	0.05	0.25	-0.20	0.30	N.S
	SPI vs SEA	0.04	0.16	-0.21	0.29	N.S
	EA vs SE	0.24	5.76	0.01	0.48	0.05
	EA vs SEA	0.49	24.01	0.30	0.68	0.01

Correlation analysis for the subsamples based on type of residence shows that all the correlation coefficients are positive indicating that any increase in the value of the independent variable would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa. The percentage overlap between the variables is found to vary from 0.16 percent to 53.29 percent and population value falls between -0.21 to 0.82 for sub samples based on type of residence.

The relationship of variables for the Sub Sample based on stream of education is presented in Table 91.

Table 91

Summary of Data and Results of Relationship between Selected Variables for the Subsamples, Tribal Students studying in Humanities, Language, Science and Management Streams

Sample	Variables Compared	r	r ² *100	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
Humanities	SPI vs SE	0.17	2.89	-0.03	0.37	0.01
	SPI vs SEA	0.15	2.25	-0.05	0.35	N.S
	EA vs SE	0.26	6.76	0.07	0.45	0.01
	EA vs SEA	0.55	30.25	0.41	0.69	0.01
Language	SPI vs SE	0.22	4.84	-0.22	0.66	N.S
	SPI vs SEA	0.27	7.29	-0.16	0.70	N.S
	EA vs SE	0.05	0.25	-0.41	0.51	N.S
	EA vs SEA	0.73	53.29	0.51	0.95	0.01
Management	SPI vs SE	0.01	0.01	-0.43	0.45	N.S
	SPI vs SEA	0.03	0.09	-0.41	0.47	N.S
	EA vs SE	0.50	25.00	0.16	0.83	0.01
	EA vs SEA	0.68	46.24	0.44	0.92	0.01
Science	SPI vs SE	0.20	4.00	-0.10	0.50	N.S
	SPI vs SEA	0.10	1.00	-0.21	0.41	N.S
	EA vs SE	0.32	10.24	0.04	0.60	0.01
	EA vs SEA	0.80	64.00	0.69	0.91	0.01

The values of all the correlation coefficients obtained between Self-Perceived Identity and Self Esteem is significant only for the Tribal Students in Humanities Stream. There is negligible correlation between Self-Perceived Identity and Self Esteem for Tribal Students of all other streams of education and the 'r' value is not significant even at 0.05 level. The correlation coefficients obtained among Self-Perceived Identity and Socio-Emotional Adjustment for all streams of education is negligible. The 'r' value obtained between Educational Aspirations and Self Esteem is significant at 0.01 level for the Tribal Students of Humanities, Management and

Science streams. In the case of Educational Aspirations and Socio-Emotional Adjustment the correlation coefficients obtained for all the streams of education are well significant at 0.01 level. All the correlation coefficients obtained are positive indicating that any increase in the value of the independent variable would reflect in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa. The percentage overlap between the variables is found to vary from 0.01 percent to 64.00 percent and population value falls between -0.43 to 0.91 for sub samples based on stream of education.

The relationship of variables for the Sub Sample based on management category of institution is presented in Table 92.

Table 92

Summary of Data and Results of Relationship between Selected Variables for the Subsamples, Tribal Students Studying in Government and Private Institutions

Sample	Variables Compared	r	r ² *100	Confidence Interval		Level of Significance
				Lower limit	Upper limit	
Government	SPI vs SE	0.12	1.44	-0.05	0.29	N.S
	SPI vs SEA	0.08	0.64	-0.09	0.25	N.S
	EA vs SE	0.28	7.84	0.12	0.44	0.01
	EA vs SEA	0.66	43.56	0.56	0.76	0.01
Private	SPI vs SE	0.34	11.56	0.07	0.01	0.01
	SPI vs SEA	0.18	3.24	-0.11	0.47	N.S
	EA vs SE	0.20	4.00	-0.09	0.49	N.S
	EA vs SEA	0.71	50.41	0.56	0.86	0.01

The values of all the correlation coefficients obtained between the variables for the sub sample based on management category of the institution are positive indicating that any increase in the value of the independent variable would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations

and vice versa. In the case of Government institutions, a significant relationship at 0.01 level is observed between the variables Educational Aspirations and Self Esteem and among Educational Aspirations and Socio-Emotional Adjustment. The coefficient of correlation obtained between the components of Self-Perceived Identity and Self Esteem and in between Educational Aspirations and Socio-Emotional Adjustment for the Tribal Students of Private institution are significant at 0.01 level. The percentage overlap between the variables is found to vary from 0.64 percent to 50.41 percent and population value falls between -0.09 to 0.86 for sub samples based on stream of education.

Comparison of Correlations

The findings based on the test of significance for difference between the correlations for relevant subsamples are presented in Table 93.

Table 93

Details of the Test of Significance for Difference between Correlations for Subsamples based on Gender, Type of Residence, Stream of Education and Management Category of Institutions

Category	Sample	Variables	r	z	t-value	Levels of Significance
1	Boys	SPI vs SE	0.29	0.30	1.49	NS
	Girls	SPI vs SE	0.11	0.11		
	Boys	SPI vs SEA	0.12	0.12	0.24	NS
	Girls	SPI vs SEA	0.09	0.09		
	Boys	EA vs SE	0.24	0.25	-0.24	NS
	Girls	EA vs SE	0.27	0.28		
	Boys	EA vs SEA	0.82	1.16	4.24	0.01
	Girls	EA vs SEA	0.55	0.62		

Category	Sample	Variables	r	z	t-value	Levels of Significance
2	Post Matric	SPI vs SE	0.25	0.26	1.72	NS
	College	SPI vs SE	0.05	0.05		
	Post Matric	SPI vs SEA	0.14	0.14	0.82	NS
	College	SPI vs SEA	0.04	0.04		
	Post Matric	EA vs SE	0.26	0.27	0.16	NS
	College	EA vs SE	0.24	0.25		
	Post Matric	EA vs SEA	0.73	0.93	3.19	0.01
	College	EA vs SEA	0.49	0.54		
3	Humanities	SPI vs SE	0.17	0.17	-0.25	NS
	Language	SPI vs SE	0.22	0.22		
	Humanities	SPI vs SEA	0.15	0.15	0.59	NS
	Language	SPI vs SEA	0.03	0.03		
	Humanities	EA vs SE	0.26	0.27	1.09	NS
	Language	EA vs SE	0.05	0.05		
	Humanities	EA vs SEA	0.55	0.62	-1.53	NS
	Language	EA vs SEA	0.73	0.93		
4	Humanities	SPI vs SE	0.17	0.17	0.82	NS
	management	SPI vs SE	0.01	0.01		
	Humanities	SPI vs SEA	0.15	0.15	0.62	NS
	management	SPI vs SEA	0.03	0.03		
	Humanities	EA vs SE	0.26	0.27	-1.44	NS
	management	EA vs SE	0.50	0.55		
	Humanities	EA vs SEA	0.55	0.62	-1.08	NS
	management	EA vs SEA	0.68	0.83		
5	Humanities	SPI vs SE	0.17	0.17	-0.20	NS
	Science	SPI vs SE	0.20	0.20		
	Humanities	SPI vs SEA	0.15	0.15	0.34	NS
	Science	SPI vs SEA	0.10	0.10		
	Humanities	EA vs SE	0.26	0.27	-0.41	NS
	Science	EA vs SE	0.32	0.33		
	Humanities	EA vs SEA	0.55	0.62	-3.25	0.01
	Science	EA vs SEA	0.80	1.10		

Category	Sample	Variables	r	z	t-value	Levels of Significance
6	Language	SPI vs SE	0.22	0.22	0.82	NS
	Management	SPI vs SE	0.01	0.01		
	Language	SPI vs SEA	0.03	0.03	0.00	NS
	Management	SPI vs SEA	0.03	0.03		
	Language	EA vs SE	0.05	0.05	-1.95	NS
	Management	EA vs SE	0.50	0.55		
	Language	EA vs SEA	0.73	0.93	0.39	NS
	Management	EA vs SEA	0.68	0.83		
7	Language	SPI vs SE	0.22	0.22	0.09	NS
	Science	SPI vs SE	0.20	0.20		
	Language	SPI vs SEA	0.03	0.03	-0.31	NS
	Science	SPI vs SEA	0.10	0.10		
	Language	EA vs SE	0.05	0.05	-1.25	NS
	Science	EA vs SE	0.32	0.33		
	Language	EA vs SEA	0.73	0.93	-0.76	NS
	Science	EA vs SEA	0.80	1.10		
8	Management	SPI vs SE	0.01	0.01	-0.88	NS
	Science	SPI vs SE	0.20	0.20		
	Management	SPI vs SEA	0.03	0.03	-0.32	NS
	Science	SPI vs SEA	0.10	0.10		
	Management	EA vs SE	0.50	0.55	1.02	NS
	Science	EA vs SE	0.32	0.33		
	Management	EA vs SEA	0.68	0.83	-1.25	NS
	Science	EA vs SEA	0.80	1.10		
9	Government	SPI vs SE	0.12	0.12	-1.68	NS
	Private	SPI vs SE	0.34	0.35		
	Government	SPI vs SEA	0.08	0.08	-0.73	NS
	Private	SPI vs SEA	0.18	0.18		
	Government	EA vs SE	0.28	0.29	0.66	NS
	Private	EA vs SE	0.20	0.20		
	Government	EA vs SEA	0.66	0.79	-0.73	NS
	Private	EA vs SEA	0.71	0.89		

Table 93 revealed that the t-value obtained for subsample based on gender (boys and girls) for the correlation between Self-Perceived Identity and Self Esteem, between Self-Perceived Identity and Socio-Emotional Adjustment and between Educational Aspirations and Self Esteem are less than the tabled value of 't' required for a significance at 0.05 level. Hence the relationship among these dependent and independent variables are similar for both Tribal Boys and Tribal Girls. The t-value obtained for Tribal Boys and Tribal Girls for the correlations between Educational Aspirations & Socio-Emotional Adjustment is 4.24, which is greater than the tabled value of 't' ($t > 2.58$) required for a significance at 0.01 level. Hence it is concluded that there is significant difference in the correlation between Educational Aspirations and Socio-Emotional Adjustment for Tribal Boys and Tribal Girls.

The t-value obtained for the correlations between the Self-Perceived Identity and Self Esteem, between Self-Perceived Identity and Socio-Emotional Adjustment and between Educational Aspirations and Self Esteem for the subsample Students of Post Matric Hostels and Students of College Hostels based on type of residence is less than the value of 't' required for a significance even at 0.05 level. Hence it is revealed that there is no significant difference in the relationship between these variables for Students of Post Matric Hostels and Students of College Hostels. The t-value calculated between Educational Aspirations and Socio-Emotional Adjustment for the subsample Students residing at Post Matric Hostels and Students residing at College Hostels is 3.19. Since the t-value 3.19 is greater than the 't' value required for a significance at 0.01 level it is revealed that there exists significant difference in the correlation of Educational Aspirations and Socio-Emotional Adjustment for the subsample Students residing at Post Matric Hostels and Students residing at College Hostels.

In the case of comparison of correlation between the dependent and independent variables for all the combination of subsample based on the Stream of Education except between Humanities and Science is less than the tabled value of 't' required for a significance at 0.05 level. Hence it is inferred that that there is no significant difference in the relationship between these variables. But in the case of Tribal Students of Humanities and Science stream, the calculated t-value between Educational Aspirations & Socio-Emotional Adjustment is -3.25, which is greater than the tabled value of 't' ($t > 2.58$) required for a significance at 0.01 level. Hence it is concluded that there is significant difference in the correlation between Educational Aspirations & Socio-Emotional Adjustment for Tribal Students in Humanities and Science stream of Education.

Table 93 showed that the t-value obtained for subsample based on management category of the institution (Government and Private) for the correlation between the variables are less than the tabled value of 't' required for a significance at 0.05 level. Hence the relationship among these dependent and independent variables are similar for both Tribal Students studying in Government and Private Institutions.

Multiple Regression Analysis

Dependent Variable-Self-Perceived Identity

The findings of the prediction of the scores of dependent variables, Self-Perceived Identity and Educational Aspirations from the scores of two independent variables for the Total Sample and relevant subsamples are presented in Table 94.

Table 94

Multiple Regression Analysis - Summary of the Predictor Variables Self Esteem (SE) and Socio-Emotional Adjustment (SEA) on Dependent Variable Self-Perceived Identity for Total Sample and Relevant Subsamples

Model	Sample	Predictor Variables	t-value	R ² value	Regression Equation
1	Total Sample	SE	1.038	0.033	Y = 0.060X ₁ + 0.316X ₂ + 69.484
		SEA	2.661		
2	Boys	SE	2.648	0.295	Y = 0.529X ₁ + 0.042X ₂ + 64.894
		SEA	.563		
3	Girls	SE	1.332	0.130	Y = 0.200X ₁ + 0.078X ₂ + 71.515
		SEA	0.921		
4	PM Hostels	SE	3.048	0.259	Y = 0.448 X ₁ + 0.080X ₂ + 64.769
		SEA	1.173		
5	College Hostels	SE	0.401	0.057	Y = 0.083 X ₁ + 0.036X ₂ + 76.954
		SEA	0.333		
6	Humanities	SE	1.662	0.199	Y = 0.287X ₁ + 0.125X ₂ + 67.660
		SEA	1.398		
7	Language	SE	1.220	0.223	Y = 0.394X ₁ + 0.029X ₂ + 68.966
		SEA	0.180		
8	Management	SE	-.066	0.036	Y = -0.021X ₁ + 0.033X ₂ + 75.390
		SEA	.200		
9	Science	SE	1.517	0.208	Y = 0.388X ₁ + 0.042X ₂ + 68.239
		SEA	0.395		
10	Government	SE	0.779	0.130	Y = 0.055X ₁ + 0.222X ₂ + 71.508
		SEA	1.562		
11	Private	SE	0.648	0.346	Y = 0.067X ₁ + 0.625X ₂ + 63.127
		SEA	2.658		

Y= Self-Perceived Identity (SPI)

X₁= Self Esteem (SE)

X₂= Socio-Emotional Adjustment (SEA)

The model summary table revealed that the R^2 value obtained for the Model Summary of the predictor variables, Self Esteem and Socio-Emotional Adjustment and Dependent Variable Self-Perceived Identity for the Total Sample, the Subsamples Tribal Girls, Tribal Students in College Hostels, Tribal Students in Humanities Stream, Language Stream, Management Stream, Science Stream of Education and in Government Institutions are 0.033, 0.130, 0.057, 0.199, 0.223, 0.036, 0.208 and 0.130 respectively. Hence a significant regression model cannot be established between the Self-Perceived Identity and independent variables, Self Esteem and Socio-Emotional Adjustment for the Total Sample, the Subsamples Tribal Girls, Tribal Students in College Hostels, Tribal Students in Humanities Stream, Language Stream, Management Stream, Science Stream of Education and in Government Institutions. In all the combination of regression model established, except for Tribal Students in Management Stream of study, the coefficients of multiple correlation corresponding to the predictor variables are positive. Hence for any increase/decrease in the value of Self Esteem and Socio-Emotional Adjustment will cause a corresponding direct increase/decrease in the variability of Self-Perceived Identity. In the case of Tribal Students in Management Stream of study, for any increase in the value of Self Esteem will lead to a corresponding decrease in the Self-Perceived Identity and vice versa.

Dependent Variable-Educational Aspirations

The findings of the prediction of the scores of Educational Aspirations and Educational Aspirations from the scores of Self Esteem and Socio-Emotional Adjustment for the Total Sample and relevant subsamples are presented in Table 95.

Table 95

Multiple Regression Analysis - Summary of the Predictor Variables Self Esteem (SE) and Socio-Emotional Adjustment (SEA) on Dependent Variable Educational Aspirations for Total Sample and Relevant Subsamples

Model	Sample	Predictor Variables	t-value	R ² value	Regression Equation
1	Total Sample	SE	14.396	0.455	Y = 0.722X ₁ + 0.258X ₂ + 20.159
		SEA	2.523		
2	Boys	SE	0.793	0.822	Y = 0.139X ₁ + 0.860X ₂ + 13.678
		SEA	13.038		
3	Girls	SE	2.449	0.565	Y = 0.301X ₁ + 0.586X ₂ + 27.323
		SEA	8.456		
4	PM Hostels	SE	1.812	0.737	Y = 0.230X ₁ + 0.818X ₂ + 16.277
		SEA	13.810		
5	College Hostels	SE	1.683	0.512	Y = 0.273X ₁ + 0.457X ₂ + 32.770
		SEA	5.379		
6	Humanities	SE	1.695	0.561	Y = 0.224X ₁ + 0.517X ₂ + 30.410
		SEA	7.550		
7	Language	SE	0.560	0.736	Y = 0.144X ₁ + 0.761X ₂ + 24.018
		SEA	5.840		
8	Management	SE	1.783	0.716	Y = 0.644X ₁ + 0.755X ₂ + 10.919
		SEA	4.131		
9	Science	SE	1.738	0.806	Y = 0.372X ₁ + 0.896X ₂ + 9.429
		SEA	10.045		
10	Government	SE	12.135	0.674	Y = 0.689X ₁ + 0.346X ₂ + 19.771
		SEA	3.023		
11	Private	SE	8.082	0.707	Y = 0.817X ₁ - 0.089X ₂ + 23.463
		SEA	-0.389		

Y= Educational Aspirations(EA)

X₁= Self Esteem (SE)

X₂= Socio-Emotional Adjustment (SEA)

From the table it is observed that a significant regression model is established between the Educational Aspirations and independent variables, Self Esteem and Socio-

Emotional Adjustment for the Total Sample and for all the relevant Subsamples selected for the study. In all the combination of regression model established, except for Tribal Students studying in Private Institutions, the coefficients of multiple correlation corresponding to the predictor variables are positive. Hence for any increase/decrease in the value of Self Esteem and Socio-Emotional Adjustment will cause a corresponding direct increase/decrease in the variability of Educational Aspirations. In the case of Tribal Students in Private Institutions, for any increase in the value of the dependent variable, Socio-Emotional Adjustment will lead to a corresponding decrease in the dependent variable, Educational Aspirations and vice versa.

Conclusions and Interpretations

This study intended to gain an insight into the perceptions and experiences of relationship between Self Esteem and Socio-Emotional Adjustment with Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students of Kerala. By exploring the experiences of the undergraduate Tribal Students in the educational institutions, this study attempted to understand their differential identity aspects, the processes of marginalisation and the hurdles in achieving the educational goals with a reference to the historical advantages and disadvantages.

The statistical techniques like Test of significance of Difference between the means of large independent samples, Pearson's Product Moment Coefficient of Correlation, Comparison of Coefficient of Correlation and Multiple Regression Analysis were carried out to test the hypotheses. The study was carried out hoping that the findings can be used for the betterment of academic and life achievement of undergraduate Tribal Students of Kerala.

The study revealed that there exists difference in the mean scores obtained for Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the total sample and the subsamples selected for the study.

In the study, the mean scores of the variables Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations for the relevant subsamples based on gender, type of residence, stream of education and type of management of the institutions are compared. When the mean scores of the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were compared, it was found that there is no significant difference between Tribal Boys and girls.

It was found that there is significant difference between Tribal Students residing at Post Matric Hostels and College Hostels in their Educational Aspirations. The Tribal Students residing at Post Matric Hostels showed more Educational Aspirations than that of Tribal Students residing at College Hostels. It is also seen that there is no significant difference between Tribal Students residing at Post Matric Hostels and College Hostels when their Self Esteem, Socio-Emotional Adjustment and Self-Perceived Identity were compared.

It was found that there is no significant difference in the mean scores of Self Esteem, Socio-Emotional Adjustment between Tribal Students of different Streams of Education (Science, Language, Humanities and Management) . When the mean scores of the Self-Perceived Identity between the Tribal Students of Management and Humanities Stream were compared the critical ratio obtained is significant at 0.05 level. Hence it is revealed that Self-Perceived Identity of the Tribal Students of Humanities Stream are better than the Self-Perceived Identity of the Tribal Students of the Management Stream. It is also seen that there is no significant difference between Tribal Students of the other Streams of Education compared based on their Self-Perceived Identity. The critical ratios obtained in the case of Educational Aspirations among the Tribal Students of Science and Humanities stream and among Language and Humanities stream are greater than the limit set for 0.01 level of significance. This evidenced that Educational Aspirations differ significantly between Students of Science and Humanities stream and Language and Humanities

stream. While comparing between Science and Humanities stream, Students of Science had better Educational Aspirations than that of Students of Humanities stream. In the case of Language and Humanities stream, Students of Language had better Educational Aspirations than that of Students of Humanities stream. Hence it is observed that the Tribal Students of Humanities stream are having the better Educational Aspirations among the groups.

The critical ratio obtained between Tribal Students of Government Institutions and Private Institutions, for the Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations were not significant even at 0.05 level. Hence it is revealed that there is no significant difference between Tribal Students of Government Institutions and Private Institutions in their Self Esteem, Socio-Emotional Adjustment, Self-Perceived Identity and Educational Aspirations.

The values of the coefficients obtained for the correlation among Self-Perceived Identity and Self Esteem, Educational Aspirations and Self Esteem and Educational Aspirations and Socio-Emotional Adjustment for the total sample were significant at 0.01 level. There is no significant relationship observed among the variables Self-Perceived Identity and Socio-Emotional Adjustment. All the correlation coefficients are positive indicating that any increase in the value of the independent variables would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa.

In the case of Tribal Boys, a correlation coefficient having significance at 0.01 was observed between the Self-Perceived Identity and Self Esteem and between Educational Aspirations and Socio-Emotional Adjustment. But there is a significance level of 0.05 for the correlation between Educational Aspirations and Self Esteem for the Tribal Boys. No significant relationship was observed among the variables Self-Perceived Identity and Socio-Emotional Adjustment in the case of Tribal Boys. For the Tribal Girls there is no significant correlation among Self-Perceived Identity and Self Esteem and between Self-Perceived Identity and Socio-

Emotional Adjustment. But between Educational Aspirations and Self Esteem and Educational Aspirations and Socio-Emotional Adjustment the correlation was significant at 0.01 level. Here the correlation coefficients calculated all were positive shows the progressive relation between dependent and independent variables.

While considering the Tribal Students residing in Post Matric Hostels and College Hostels, the correlation among Self-Perceived Identity and Self Esteem, Educational Aspirations and Self Esteem and Educational Aspirations and Socio-Emotional Adjustment for the Students residing in Post Matric Hostels were significant at 0.01 level. For Tribal Students residing in Post Matric Hostels and College Hostels, the relationship among Educational Aspirations and Self Esteem is significant at 0.05 and between the Educational Aspirations and Socio-Emotional Adjustment the correlation was significant at 0.01 level. All the correlation coefficients are positive indicating that any increase in the value of the independent variables would result in a corresponding increase in the Self-Perceived Identity and Educational Aspirations and vice versa.

For Tribal Students in all streams of education, the ' r ' value obtained were positive, which means that any increase in dependent variables may cause an increase in independent variables and vice versa. In the case of Tribal Students in Humanities, Management and Science stream, the relationship among Educational Aspirations and Self Esteem and between the Educational Aspirations and Socio-Emotional Adjustment the correlation coefficients were significant at 0.01 level. In the case of Language Students, only the relationship between Educational Aspirations and Socio-Emotional Adjustment is significant and the significance is observed at 0.01 level.

In the case of Tribal Students in Government Institutions, it is observed that between the Educational Aspirations and Self Esteem and between Educational Aspirations and Socio-Emotional Adjustment the correlation coefficients were significant at 0.01 level. For the Tribal Students in Private Institutions the correlation between Self-Perceived Identity and Socio-Emotional Adjustment and between

Educational Aspirations and Self Esteem are significant at 0.01 level. Here the correlation coefficients calculated all are positive shows the progressive relation between dependent and independent variables.

The comparison of correlation revealed that there was no significant difference between Tribal Boys and Girls in their relationship between Self-Perceived Identity and Self Esteem, Self-Perceived Identity and Socio-Emotional Adjustment and Educational Aspirations and Self Esteem. But there is significant difference in the relationship between Tribal Boys and Girls in their correlation between Educational Aspirations and Socio-Emotional Adjustment.

The critical ratio obtained between Self-Perceived Identity and Self Esteem, Self-Perceived Identity and Socio-Emotional Adjustment and Educational Aspirations and Self Esteem for Tribal Students of Post Matric Hostels and Students of College Hostels, when their correlations are compared, shows that there is no significant difference between correlations for any of the pair of correlations compared. But critical ratio obtained for the comparison of correlations showed significant difference in the correlations between Students of Post Matric Hostels and Students of College Hostels for the variable Educational Aspirations and Socio-Emotional Adjustment. Hence it is revealed that the Students of the Post Matric Hostels have more Socio-Emotional Adjustment than that of Students of the College Hostels. The influence of Socio-Emotional Adjustment on Educational Aspirations of Students of the Post Matric Hostels is more than that of Students of the College Hostels.

The critical ratio obtained between Self-Perceived Identity and Self Esteem, Self-Perceived Identity and Socio-Emotional Adjustment and Educational Aspirations and Self Esteem for Tribal Students of Humanities and Language, Students of Humanities and Management, Students of Language and Management, Students of Language and Science and Students of Management and Science, when their correlations are compared, revealed that there is no significant difference

between correlations for any of the pairs of correlations compared. But critical ratio obtained for the comparison of correlations showed significant difference in the correlations between the variable Educational Aspirations and Socio-Emotional Adjustment for the Tribal Students of Humanities and Students of Science stream. Hence it is revealed that the influence of Socio-Emotional Adjustment on Educational Aspirations of Tribal Students from the Science stream of education is more than that of Students from the Humanities stream.

The comparison of correlation revealed that there is no significant difference between tribals Students studying in Government institutions and Private institutions in their relationship between Self-Perceived Identity and Self Esteem, between Self-Perceived Identity and Socio-Emotional Adjustment, between Educational Aspirations and Self Esteem and between Educational Aspirations and Socio-Emotional Adjustment.

Multiple Regression Analysis for the total sample revealed that 45.5 percent of the Educational Aspirations of the Tribal Students could be determined by the regression equations using the predictors, Self Esteem and Socio-Emotional Adjustment. Among the predictor variables of Educational Aspirations, the most influential one is Socio-Emotional Adjustment. The coefficients of multiple correlation and the constants are all positive indicating that for any increase in the value of any of the predictor variables there is a corresponding increase in the Educational Aspirations and vice versa. But in the case of Self-Perceived Identity of the Tribal Students, there is a negligible chance, i.e. 3.3 percentage of prediction from the predictor variables. Hence a significant model cannot be established in the case of Self-Perceived Identity for the Tribal Students. The coefficients of multiple correlation and the constants are all positive indicating a progressive relation between independent and dependent variables.

In the case of Tribal Boys and Girls a significant regression model can be established between the Educational Aspirations and independent variables, Self

Esteem and Socio-Emotional Adjustment with a predictability of 82.2 percentage and 56.5 percentage respectively. In both the cases the most influential predictor variable is Socio-Emotional Adjustment. For Tribal Boys 29.5 percentage of Self-Perceived Identity could be determined by the regression equations using the predictors, Self Esteem and Socio-Emotional Adjustment. But in the case of Self-Perceived Identity of the Tribal Girls, there is a negligible chance, i.e. 13.0 percentage of prediction of the dependent variable from the predictors is observed. The coefficients of multiple correlation and the constants are all positive indicating that for any increase in the value of any of the independent variables there is a corresponding increase in Educational Aspirations and vice versa.

While studying the regression models on the basis of place of residence, 25.9 percentage is the predictability of Self-Perceived Identity from Self Esteem and Socio-Emotional Adjustment for Tribal Students in Post Matric Hostels. But a negligible percentage, i.e. 0.7 percentage, is observed in the predictability of Self-Perceived Identity for Tribal Students in College Hostels. For Tribal Students residing in Post Matric Hostels and College Hostels, a significant regression model is established between the dependent variable Educational Aspirations and independent variables, Self Esteem and Socio-Emotional Adjustment with a predictability of 73.7 percentage and 51.2 percentage respectively. Among the predictor variables of Educational Aspirations, the most influential one is Socio-Emotional Adjustment for the tribals Students residing in both Post Matric Hostels and College Hostels. The coefficients of multiple correlation and the constants are all positive indicating that for any increase in the value of any of the predictor variables there is a corresponding increase in the variability in Self-Perceived Identity and Educational Aspirations vice versa.

Multiple Regression Analysis for the Tribal Students doing their undergraduate programme in Humanities, Language, Management and Science

streams revealed that 56.1percent, 73.6percent, 71.6percent and 80.6 percent of the Educational Aspirations of the Tribal Students could be determined by the regression equations using the independent variables, Self Esteem and Socio-Emotional Adjustment. Among the predictor variables of Educational Aspirations, the most influential variable is Socio-Emotional Adjustment in all the streams of education. The coefficients of multiple correlation and the constants are all positive indicating that for any increase in the value of any of the independent variables there is a corresponding increase in the Educational Aspirations and vice versa. But in the case of Self-Perceived Identity of the Tribal Students in any of the stream of education, a significant regression model is not established as the predictability is less than 25 percentage. Furthermore, the coefficients of multiple correlation of the independent variable, Self Esteem is negative for the Language stream, indicating that for any increase in the value of the predictor variable, Self Esteem there is a corresponding increase in the variability in Self-Perceived Identity and vice versa.

The aim of the present study was to assess the impact of Self Esteem and Socio-Emotional Adjustment on Self-Perceived Identity and Educational Aspirations of undergraduate Tribal Students of Kerala. The study's methodology strictly focused to establish research protocol and ensured a methodical collection of reliable data. The findings indicated that Self-Perceived Identity is significantly influenced by the variables Self Esteem for the total sample, Tribal Boys, Tribal Students residing in Post Matric Hostels, Tribal Students studying in Humanities stream and Tribal Students studying in Private institutions. Educational Aspirations is dependent on Self Esteem and Socio-Emotional Adjustment for the total sample, Tribal Boys, Tribal Girls, Tribal Students residing in Post Matric Hostels and College Hostels, Tribal Students studying in Humanities stream, Management stream, Science stream and Tribal Students studying in Government institutions. In the case of Tribal Students studying in Language stream and Tribal Students studying in Private

institutions Educational Aspirations is dependent on Socio-Emotional Adjustment only. The findings revealed that a sound Self Esteem and Socio-Emotional Adjustment are capable to provide a better Self-Perceived Identity and consequently higher level of Educational Aspirations to the undergraduate Tribal Students.

Tenability of the Hypotheses

The research objectives were meticulously defined to facilitate a focused investigation in the specific dimensions of the predictor variable influencing the Self-Perceived Identity and Educational Aspirations for the Tribal Students. The tenability of the hypotheses formulated for the study are examined in light of the above findings. The details are as follows:

1. The first hypothesis states that “There will be significant difference in the mean scores of Self Esteem and Socio-Emotional Adjustment for the subsamples based on gender, type of residence, stream of education and management category of institution”.

The study revealed that there is no significant difference between the mean scores of Tribal Boys and girls in their Self Esteem and Socio-Emotional Adjustment. In the case of Tribal Students residing in Post Matric Hostels and College Hostels, there is no significant difference in their Self Esteem and Socio-Emotional Adjustment.

The study revealed that, in the case of Tribal Students in different schemes of education, there is no significant difference in their Self Esteem and Socio-Emotional Adjustment.

The results of the study showed that there is no significant difference between the mean scores of Tribal Students in Government Institutions and Private Institutions in their Self Esteem and Socio-Emotional Adjustment. Hence the first hypothesis is fully rejected.

2. The second hypothesis states that “There will be significant difference in the mean scores of Self-Perceived Identity and Educational Aspirations for the subsamples based on gender, type of residence, stream of education and management category of institution”.

The study established that there is no significant difference between the mean scores of Tribal Boys and girls in their Self-Perceived Identity and Educational Aspirations. In the case of Tribal Students residing in Post Matric Hostels and College Hostels, there is no significant difference in their Self-Perceived Identity. But there is significant difference between the mean scores of Tribal Students residing in Post Matric Hostels and College Hostels in their Educational Aspirations.

The study revealed in the case of Self-Perceived Identity that there is significant difference between the mean scores of Tribal Students in Management and Humanities Stream of education. For the dependent variable, Educational Aspirations, a significant difference at the level of 0.01 is observed between the tribals Students in Science and Humanities Stream of education, Language and Humanities Stream of education.

The results of the study showed that there is no significant difference between the mean scores of Tribal Students in Government Institutions and Private Institutions in their Self-Perceived Identity and Educational Aspirations. Hence the second hypothesis is partially substantiated.

3. The third hypothesis states that “There will be significant relationship between Self Esteem and Self-Perceived Identity for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The study revealed that all the correlation coefficients, obtained for the relationship among Self Esteem and Self-Perceived Identity for the total sample,

for the Tribal Boys, Tribal Students residing at Post Matric Hostels, Tribal Students studying in Humanities Stream and Tribal Students studying in Private Institutions are significant at 0.01 level of significance. But in the case of the Tribal Girls, Tribal Students residing at College Hostels, Tribal Students studying in Language, Management, Science Streams and Tribal Students studying in Government Institutions a significant relationship is not seen established between Self Esteem and Self-Perceived Identity. Hence the third hypothesis is partially substantiated.

4. The fourth hypothesis states that “There will be significant relationship between Self Esteem and Educational Aspirations for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The findings indicate that all the correlation coefficients, obtained for the relationship among Self Esteem and Educational Aspirations for the total sample, for the Tribal Girls, Tribal Students residing at Post Matric Hostels, Tribal Students studying in Humanities, Management, Science Streams of education and Tribal Students studying in Government Institutions are significant at 0.01 level of significance and for Tribal Boys and Tribal Students residing at College Hostels are significant at 0.05 level. But in the case of the Tribal Students studying in Language Stream and Tribal Students studying in Private Institutions, a significant relationship is not observed between Self Esteem and Educational Aspirations. Hence the fourth hypothesis is partially substantiated.

5. The fifth hypothesis states that “There will be significant relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The findings indicate that all the correlation coefficients, obtained for the relationship among Socio-Emotional Adjustment and Self-Perceived Identity for

the total sample, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels, Tribal Students studying in Humanities, Language, Management and Science Streams of education and Tribal Students studying in Government and Private Institutions, a significant relationship is not observed between Socio-Emotional Adjustment and Self-Perceived Identity. Hence the fifth hypothesis is fully rejected.

6. The sixth hypothesis states that “There will be significant relationship between Socio-Emotional Adjustment and Educational Aspirations for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The study revealed that all the correlation coefficients, obtained for the relationship among Socio-Emotional Adjustment and Educational Aspirations for total sample, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels, Tribal Students studying in Humanities, Language, Management and Science Streams of education and Tribal Students studying in Government and Private Institutions are significant at 0.01 level of significance. Hence the sixth hypothesis is fully substantiated.

7. The seventh hypothesis states that “There will be significant difference in the relationship between Self Esteem and Self-Perceived Identity for the subsamples based on gender, type of residence, stream of education and management category of institution”.

The findings based on the test of significance for difference between the correlations for relevant subsamples revealed that there exists no significant difference in the relationship between Self Esteem and Self-Perceived Identity for the subsample based on gender, type of residence, stream of education and management category of institution. Hence the seventh hypothesis is fully rejected.

8. The eighth hypothesis states that “There will be significant difference in the relationship between Self Esteem and Educational Aspirations for the subsamples based on gender, type of residence, stream of education and management category of institution”.

The findings indicate that there exists no significant difference in the relationship between Self Esteem and Educational Aspirations for the subsample based on gender, type of residence, stream of education and management category of institution. Hence the eighth hypothesis is fully rejected.

9. The ninth hypothesis states that “There will be significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the subsamples based on gender, type of residence, stream of education and management category of institution”

The study revealed that there exists no significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the subsample based on gender, type of residence, stream of education and management category of institution. Hence the ninth hypothesis is fully rejected.

10. The tenth hypothesis states that “There will be significant difference in the relationship between Socio-Emotional Adjustment and Educational Aspirations for the subsamples based on gender, type of residence, stream of education and management category of institution”.

The study revealed that there exists no significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity for the Tribal Students in Humanities and Language Stream of education, Humanities and Management Stream of education, Language and Management Stream of education, Language and Science Stream of education, Science and

Management Stream of education and Students in Government and Private institutions. But there exists significant difference in the relationship between Socio-Emotional Adjustment and Self-Perceived Identity, for the Tribal Boys and girls, Tribal Students residing at Post Matric Hostels and College Hostels and Tribal Students studying in Humanities and Science Stream of education. Hence the tenth hypothesis is partially substantiated.

11. The eleventh hypothesis states that “Self-Perceived Identity can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The multiple regression analysis reveals that, in the case of Tribal Boys, Tribal Students residing in Post Matric Hostels and Tribal Students in Private institution, the variables Self Esteem and Socio-Emotional Adjustment are capable to predict the variability Self-Perceived Identity. But in the case of Tribal Girls, Tribal Students residing in College Hostels, Tribal Students in all streams of education and Tribal Students studying in Government institution, the variables Self Esteem and Socio-Emotional Adjustment are not capable to predict the variability in Self-Perceived Identity. Hence the eleventh hypothesis is partially substantiated.

12. The twelfth hypothesis states that “Educational Aspirations can be predicted from Self Esteem and Socio-Emotional Adjustment for the total sample and subsamples based on gender, type of residence, stream of education and management category of institution”.

The results based on the multiple regression analysis shows that for the total Sample, 45.5 percent of the Educational Aspirations of the tribals Students could be determined by the regression equations using the predictors Self Esteem

and Socio-Emotional Adjustment. In the case of Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels, Tribal Students in all streams of education and Tribal Students studying in Government and Private institution, the variables Self Esteem and Socio-Emotional Adjustment are capable to predict the variability in Educational Aspirations. Hence the twelfth hypothesis is completely substantiated.

The inferences from the study can be used for the betterment of educational practices in undergraduate and graduate level. On the basis of the findings of the present study, the educational implications of each independent variable are given below.

Educational Implications

The study intended to analyse, evaluate and interpret the data, providing a panoramic understanding of the influence of Self Esteem of the Tribal Students in defining their educational and life goals. The findings indicated that the Tribal Students did not differ significantly in the mean scores of Self Esteem for the subsamples based on gender, type of residence, stream of education and management category of institution. Irrespective of gender, type of residence, stream of education and management category of institution the homogeneity observed in the Self Esteem of Tribal Students may be indicating the group formation or typification of Tribal Students in the higher education institutions. Hence, even though the tribe is an umbrella term and the tribal communities of the state are entirely different one among the other in their life style and worships, the research confirms the previous findings about the process of creating standard (typical) social construction based on standard speculations in the educational institutions.

It is apparent from the study results that Self Esteem of the students has significant relationship with Self-Perceived Identity for the total sample, Tribal Boys, Tribal Students residing in Post Matric Hostels, Tribal Students studying in Humanities stream and Tribal Students studying in Private institutions. The study identified a positive relationship of Self Esteem on Self-Perceived Identity for the total sample, Tribal Boys, Tribal Students residing in Post Matric Hostels, Tribal Students studying in Humanities stream and Tribal Students studying in Private institutions. But it is observed that Self Esteem has negligible relationship with Self-Perceived Identity in the case of Tribal Girls, Tribal Students residing in College Hostels, Tribal Students studying in Language, Management and Science streams and Tribal Students studying in Government institutions. The influence of Self Esteem in defining the Self-Perceived Identity of the Tribal Students is almost identical among all the relevant subsamples considered in the study. The study has shown that the influence of Self Esteem is more while comparing with that of Socio-Emotional Adjustment in predicting the Self-Perceived Identity of the Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels and Tribal Students studying in Humanities, Language and Science streams of education.

The research confirms previous findings and contributes to our understanding of the relation between Self Esteem and Educational Aspirations. Except for the Tribal Students in Language stream and studying in private institutions, a significant relationship is observed between Self Esteem and Educational Aspirations of the tribal student under this study. The study identified a positive relationship of Self Esteem on Educational Aspirations for the total sample and all the relevant subsamples selected in the study. While comparing with that of Socio-Emotional Adjustment in predicting

the Educational Aspirations of the Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels and Tribal Students studying in Humanities, Language, Management and Science streams of education and Tribal Students studying in Private and Government institutions, the effect of Self Esteem is less. The study adds to our understanding that having a higher level of Self Esteem results in high Self-Perceived Identity and guides to a better Educational Aspirations.

The present study has investigated the influence of Socio-Emotional Adjustment of the Tribal Students on Self-Perceived Identity and Educational Aspirations of the undergraduate Tribal Students of Kerala.

It was our doubt that whether so much importance given to social and emotional Adjustments of the Tribal Students especially in the educational institutions and hostels where they staying during the under graduate period, would adversely affect the welfare of the individual and ultimately the development of self-perception and educations goals related to the Tribal Students concerned and hence this study.

The findings indicated that the Tribal Students did not differ significantly in the mean scores of Socio-Emotional Adjustment for the subsamples based on gender, type of residence, stream of education and management category of institution. Irrespective of gender, type of residence, stream of education and management category of institution, in the case of Socio-Emotional Adjustment also, a homogeneity is observed among the Tribal Students. It may also be inferred as typification of Tribal Students in the higher education institutions.

The result of the present study undoubtedly revealed that Socio-Emotional Adjustment do not have reasonable effect in defining the Self-Perceived Identity of

the undergraduate Tribal Students of Kerala. Even then the study identified a positive relationship of Socio-Emotional Adjustment on Self-Perceived Identity for the relevant samples considered. The study has shown that the influence of Socio-Emotional Adjustment is less while comparing with that of Self Esteem in predicting the Self-Perceived Identity of the Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels and Tribal Students studying in Humanities, Language and Science streams of education.

One of the purposes of the study was to investigate the renewed interest seen in the studies about the indigenous communities and their redefined life goals in the new normal world. The research confirms previous findings and contributes to the existing understanding of the relation between Socio-Emotional Adjustment and Educational Aspirations. A significant positive relationship is observed between Socio-Emotional Adjustment and Educational Aspirations of the tribal students under this study. While comparing with that of Self Esteem in predicting the Educational Aspirations of the Tribal Boys and girls, Tribal Students residing in Post Matric Hostels and College Hostels and Tribal Students studying in Humanities, Language, Management and Science streams of education and Tribal Students studying in Private and Government institutions, the effect of Socio-Emotional Adjustment is significantly high. The results can be concluded that high Socio-Emotional Adjustment results in high Self-Perceived Identity and hence a better Educational Aspirations.

RECOMMENDATIONS

- ▣ *Recommendations*
- ▣ *Suggestions for Further Research*

RECOMMENDATIONS

This chapter tries to offer recommendations for improving practices in tribal education and its instructional strategies. Some suggestions for further research related to the findings of this study are also presented. The present study on Influence of Self Esteem and Socio-Emotional adjustment on Self-Perceived Identity and Educational Aspirations of Undergraduate Tribal Students found that the identity related crisis and aspirational issues was widespread among tribal students in the undergraduate level in the social capital of higher education.

Based on the results of the study the following recommendations are presented below:

Recommendations

The investigator suggests the following measures to be adopted in educational practices for having a better perception of the self and aspiration for a better academic achievement to the Tribal Students in higher educational fields.

1. The study takes an important step toward investigating the influence of Self Esteem on Self-Perceived Identity and Educational Aspirations of undergraduate tribals students and suggests that a higher level of social support is essential to attain a better Self Esteem to the Tribal Students.
2. The study on Self Esteem and its predictive effects on Self-Perceived Identity and Educational Aspirations among the Tribal Students highlights the importance of cultural relevance in education. Being the most important moderator, the educational institutions should use innovative teaching approaches to build cultural adaptations in the curriculum.

3. As a group of Tribal Students manage to access the higher educational institutions in Kerala, the study may fail to identify an identity crisis among the undergraduate Tribal Students in Kerala. Even if it is obvious that the students have to face challenges in adapting with the institution's environment due to the gaps in the main stream language, foundations of education and lack of familiarity with the modern urban life space. Here comes the importance of incorporating tribal culture, traditions and knowledge in the curriculum. If their cultural heritage is not valued or integrated into their educational experience, they may feel alienated or inferior in the educational institutions. The feasibility of bilingual education in undergraduate level is to be explored.
4. The Governments involvement in offering workshops and seminars to educate teachers and parents about the importance of personality variables is essential to tackle the issues faced by the Tribal Students in Higher Education level. Hence it is essential to encourage cultural awareness and cultural sensitivity among teachers and administrative official in the field of education.
5. Investments as financial aid and social responsibility is essential for providing better infrastructure facilities and for the retention of trained, qualified teachers in the schools and colleges in tribal areas.
6. The National Education Policy 2020 (NEP 2020) in its proclamation assure the door-step availability of free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right (Article 21-A) in such a manner as the State may, by law, determine. There is empirical

evidence about lower literacy rates and fewer educational facilities to tribal communities in Kerala. Hence more impotence to be given in remolding the curricular practices in the colloquial tribal language at least for children in the age group of six to fourteen years. This will act as a positive factor to get an awareness about necessity of education and establish a link to the higher education.

7. A sense of alienation or inferiority in the main stream is a main challenge faced by the Tribal Students in establishing the cultural inclusivity of the education and educational institution. To address this issue initiatives are required to encourage empathy for culture among teachers and administrators. This is essential to maintain an inclusive learning environment and to promote involvement in cultural events, festivals and community activities to foster pride and Self Esteem.
8. Different from the common life style, the tribal communities of Kerala live a symbiotic life. They used to live for today, not for tomorrow. Here comes the advantages of providing vocational training through which the tribal youth benefit from skill development and vocational training programmes that prepare them for jobs.
9. Tribal Department in collaboration with Education and industry departments should develop add on programmes to equip Tribal Students with skills that foster their employability and economic independence.
10. Empowerment and representation are two words having progressive relationship in the case of Tribal Students. Even in the new normal world system, it observed that meager representation of tribal communities in

governance and educational decision-making processes. Hence the statutory assurance of the aboriginal groups' representation on educational boards and committees is essential. Mentorship programmes and leadership training can help tribal youth develop their leadership abilities.

11. In the era of new normal world, understanding the various personality traits that influence the students' academic achievement is critical, as it will also benefit their entire life practices. As there is history of backwardness to the tribal communities, the educational institutions should use innovative teaching approaches to build their personality qualities.
12. Educational Aspirations of Tribal Students include aspirations for accomplishing meaningful careers that contribute to the development of their communities and green-light for personal growth and prosperity. Retaining Tribal Students until graduation is really a challenge to the tribal individuals and society due to financial constraints, cultural adjustment challenges and inadequate academic assistance. Culturally relevant programmes and coaching can improve retention rates.
13. Tribal communities are forming a close-knit family structures and community ties that influence students' expectations and decisions. Hence lack of support from community and family lead to emotional distress of Tribal Students enrolling to the higher educations. Here comes the demand of parental awareness programmes on the importance of education. With the help of government machinery Non-Government Organisations' initiatives, it is better to provide resources for parents to support their children's academic and emotional development.

14. The agenda set by the United Nations' Sustainable Development Goals 2030 glorifies the necessity of providing quality education (4th Goal) and reducing inequalities (10th Goal). The term 'Tribe', 'Adivasi', 'Vanavasi', etc. are generally an umbrella term used to homogeneous an entirely heterogeneous disadvantaged community. As of the Constitutional amendment in 2002, there inhabit 35 tribal communities in Kerala. The prolonged empowerment programmes of the state and nation uplifted only certain communities of the tribes of Kerala leaving the rest in worse conditions. Hence a master plan of action is essential to cater the educational needs and the development programmes of different tribal communities in Kerala.
15. In the age of Artificial intelligence, digital education initiative has to address the issues in using digital platforms to deliver education in rural locations that can break down geographical barriers and increase access to excellent resources.
16. The feasibility of implementing tailored scholarship and financial aid programmes for Tribal Students is to be assessed. The pending Census 2021 is to be completed for assessing the present socio-economic status of the tribal communities of Kerala.

Suggestions for Further Research

Based on the findings of the present study, the investigator put forward the following recommendations for further research

1. The present study can be extended to other Psychosocial factor that may affect the Educational Aspirations of Tribal Students enrolling to the higher education.

2. The present study was confined to Kerala State only. Hence a comprehensive follow-up study may be conducted with a country wide sample to understand the regional backlogs.
3. By method, the study confined to cater the quantitative aspects of response from the Tribal Students. There is wide possibility and necessity to address the qualitative aspects of the issues faced by Tribal Students in Higher Education.
4. In the present study, the response of students residing in hostel were collected. The influence of home environment of tribal student residing at home can also be considered separately.
5. A comparative study among the Tribal Students of different geographic areas and ethnic groups may be conducted.
6. A comprehensive study addressing the 35 tribal communities of Kerala may be conducted to get more evidence of the necessity of the study.
7. A comparative study of the psychosocial variables selected in the present study can be done among students belonging to other socially, economically and educationally disadvantaged groups.
8. Parental involvement is not included as a variable in this study. Parental involvement in identifying difficulties in Socio-Emotional Adjustment, Self Esteem, identity and Educational Aspirations of the Tribal Students can be studied separately.

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