

**PSYCHOSOCIAL FACTORS AFFECTING EDUCATIONAL
ASPIRATION OF CHILDREN OF MIGRANT
LABOURERS IN KERALA**

Thesis
Submitted for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

By
ROOPA GOPAL V.

Prof. (Dr.) P. K. Aruna (Rtd.)
Research Supervisor

Dr. Vasumathi T.
Research Co-guide

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

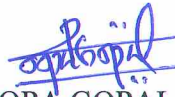
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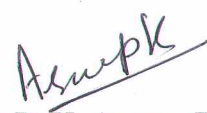
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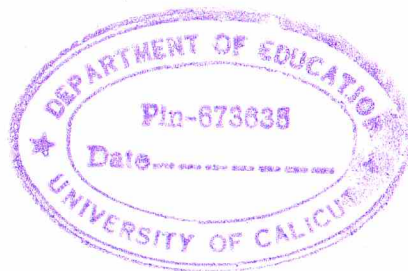
Prof. (Dr.) P. K. ARUNA
Professor (Rtd.)
Department of Education
University of Calicut

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Calicut University
25.05.2023


Prof. (Dr.) P. K. Aruna (Rtd.)
(Supervising Teacher)




Dr. P.K. ARUNA
Professor
Department of Education
University of Calicut
Kerala-673 635

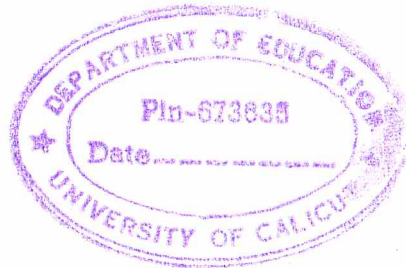
Dr. VASUMATHI T.
Assistant Professor
Department of Education
University of Calicut

Certificate

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Calicut University
25.05.2023


Dr. Vasumathi T.
(Research Co-guide)



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N	EDUCATIONAL ASPIRATION SCALE (DRAFT-Malayalam)
O	EDUCATIONAL ASPIRATION SCALE (DRAFT-English)
P	EDUCATIONAL ASPIRATION SCALE (FINAL-Malayalam)
Q	EDUCATIONAL ASPIRATION SCALE (FINAL-English)
R	RTI- Information Copy

LIST OF ABBREVIATIONS

QoL	-	Quality of Life
SPA	-	Socio Personal Adjustment
SE	-	School Environment
EA	-	Educational Aspiration
PH	-	Physical Health
PS	-	Psychological State
SR	-	Social Relationships
LE	-	Living Environment
PA	-	Personal Adjustment
SA	-	Social Adjustment
PMF	-	Physical and Material Factors
AF	-	Academic Factors
PF	-	Personal Factors
AS	-	Available Support
ParV	-	Parents' Views
PE	-	Pupils' Effort
PupV	-	Pupils' Views
RAG	-	Reality of Aspired Goal

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

Abstract

**PSYCHOSOCIAL FACTORS AFFECTING EDUCATIONAL ASPIRATION OF
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Roopa Gopal V.
Research Scholar

Prof. (Dr.) P. K. Aruna (Rtd.)
Research Guide

Dr. Vasumathi T.
Co-Guide

India has implemented the Universalisation of Elementary Education and the Right to Education Act to provide education for all children, but faces challenges in reaching socially and economically disadvantaged children, such as those from migrant families. Children make up 20.4% of all migrants, and one in five internal migrants is a child. Migrant children aged 6-18 are more vulnerable due to increased child labour and fewer educational options. Studies on the education of children of migrant labourers in Kerala are limited, with no single investigation into psychosocial factors affecting their educational aspiration.

The study was to find out how certain psychosocial factors, Quality of Life, Socio Personal Adjustment, and School Environment affect the Educational Aspiration of children of migrant labourers in Kerala. The objectives of the study were to find the effect of gender on the selected psychosocial factors and Educational Aspiration, to understand the relationship between the psychosocial factors and Educational Aspiration and to predict the Educational Aspiration of children of migrant labourers based on their Quality of Life, Socio Personal Adjustment, and School Environment and establish a regression equation.

The survey method and a predictive correlational design were used for the study. The sample consisted of 393 children of migrant labourers in seven districts of Kerala. The independent variables were Quality of Life, Socio Personal Adjustment, and School Environment, while the dependent variable was Educational Aspiration. The statistical techniques used were the test of significance of difference between means for large independent samples, correlation analysis, and stepwise multiple regression analysis.

The Quality of Life and School Environment of the children of migrant labourers in Kerala differed significantly by gender. But there was no significant gender difference in Socio Personal Adjustment and Educational Aspiration. The Quality of Life, Socio Personal Adjustment, and School Environment were positively related to Educational Aspiration of children of migrant labourers. The same relationship was evident when analysed separately for boys and girls. School Environment can explain 45.5% of the variance in Educational Aspiration of children of migrant labourers. Also, school status, quality of life, and Socio Personal adjustment can influence up to 53.2% of the variance in educational aspiration.

To raise the Educational Aspiration of children of migrant labourers, schools should use various teaching strategies, promote a multicultural environment, encourage healthy peer interactions, and adopt a curriculum that reflects their diverse identities. Governments should provide facilities like housing, social protection, and financial support to enhance the quality of life for these children. Ensuring their participation in social gatherings and clinical interventions can help children resolve adjustment problems.

Key terms. Psychosocial, Educational Aspiration, Migrant Labourers

Introduction

- ⇒ *Need and Significance of the Study*
- ⇒ *Statement of the Problem*
- ⇒ *Definition of Key Terms*
- ⇒ *Variables of the Study*
- ⇒ *Objectives of the Study*
- ⇒ *Hypotheses of the Study*
- ⇒ *Methodology*
- ⇒ *Scope and Delimitations of the Study*
- ⇒ *The Organisation of the Report*

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. (National Education Policy [NEP], 2020, p. 3)

Education is an important instrument for success in the modern world since it helps people deal with the obstacles they face on a daily basis. Because of the way the human mind has been trained, knowledge gained through education allows people's potential to be used to the greatest extent possible. This creates opportunities for people to advance their careers and enhance their prospects. In the world today, education has been of utmost importance. This is explained by the requirement that potential employees possess the necessary training to carry out various responsibilities well. Fundamentally, the social and economic development of a country involves educating its citizens to use new technologies, build new institutions, adapt to their surroundings, and change their behaviour patterns. Broadly speaking, education enhances both individual and institutional capacity and serves as a catalyst for the closely associated economic, social, cultural, and demographic developments that are known collectively as national development (Adams, 2002). India is one of the three largest economies in the world and is working to become a developed nation. Accordingly, all the sectors in India are in a state of huge development.

The national development of a country mainly depends on the education of its citizens. So international initiatives like 'Education for All' launched to bring the benefits of education to "every citizen in every society." Despite all of the challenges that developing countries face, India has made significant efforts to

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provide educational opportunities for all. Serious attempts were made to implement the Universalisation of Elementary Education in India after the National Policy on Education (NPE) was established in 1986. Following the 86th amendment to the constitution in 2002, the right to education was raised to a fundamental right in India. The Right of Children to Free and Compulsory Education Act, often known as the Right to Education Act, was passed by the Indian Parliament on August 4, 2009. This Act explains the requirements of Article 21A of the Indian Constitution, which mandates free and compulsory education for children between the ages of 6 and 14 (Zacharias & Vinil, 2018). Even while the RTE Act includes all children, it recognises the difficulty in reaching Socially and economically disadvantaged children, such as those from migrant families. The local government must ensure the admission of children of migrant families, according to the act (Chandrasekhar & Bhattacharya, 2018). India moved forward by implementing National Education Policy 2020 as the first educational policy of the 21st century. This envisions Goal 4 of the Sustainable Development Goals (SDG 4), 2030, adopted by India in 2015, which reflects the global education development agenda and aims to "provide inclusive and equitable quality education and promote lifelong learning opportunities for all" by the year 2030.

Every year, thousands of families are compelled to leave their homes and communities in pursuit of employment due to the collapse of rural livelihoods in many sections of the nation. In the past two decades, many people have migrated from North Indian states to states like Kerala, where there are more economic prospects and a better living environment. Migration is also a result of environmental deterioration and drought. In India, Kerala is a significant centre for migrant workers. According to Census 2001, Goa (58.3%, 0.78 million), Maharashtra (43.1%), Gujarat (37.9%, 19.22 million), Punjab (37.7%), and Arunachal Pradesh (37.5%) are the top five states with the largest percentage of the migrant population.

According to Census 2011, Goa (78.2%, 1.14 million), Kerala (53.5%, 17.86 million), Maharashtra (51.1%, 57.37 million), and Punjab (49.5%, 13.73 million) are the top four states with the highest migrant populations. In the case of Kerala, it is clear that there has been a sudden jump in the number of migrants from 2001 to 2011, holding second place in the case of the migrant population. As per the research report of Young Lives India and UNICEF (2020), over three decades (1991-2011), the percentage of internal migrants increased from 27.7% (Office of the Registrar General & Census Commissioner, India, 1991) to 30.6% (Office of the Registrar General & Census Commissioner, India, 2001) and has since increased to 37.6% (Office of the Registrar General & Census Commissioner, India., 2011). It is significant to note that between 2001 and 2011, internal migration increased by 44.9% while population growth as a whole increased by 17.7%. (Young Lives India and UNICEF India, 2020).

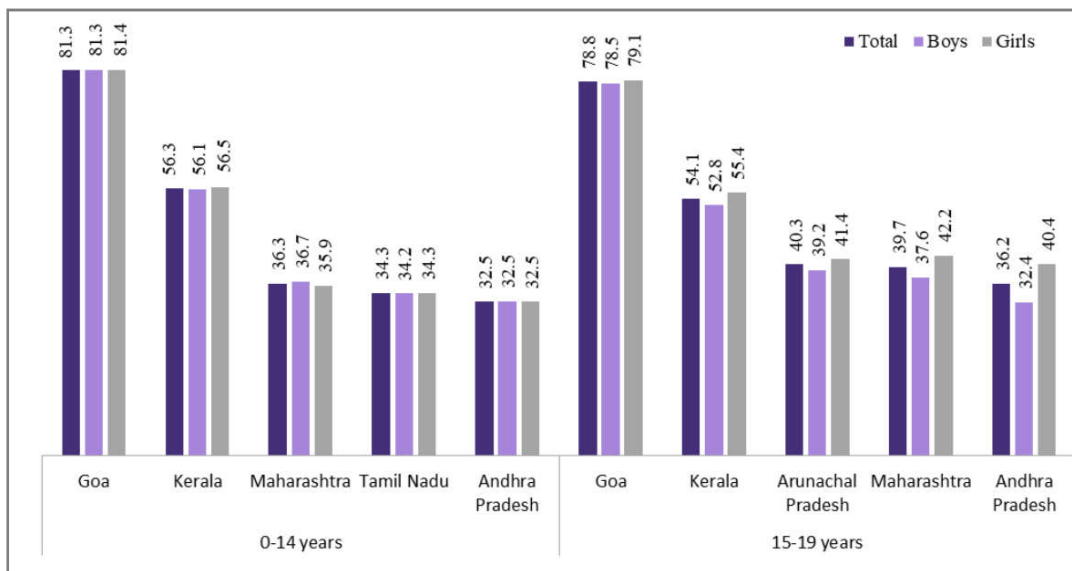
Narayana and Venkiteswaran (2013) from the Gulati Institute of Finance and Taxation scientifically estimated the number of domestic migrant labourers in Kerala. Their surveys show more than 25 lakh migrant workers are employed in Kerala. After that, a preliminary study was carried out in Kerala's districts, by Parida and Raman (2021). This indicates that the overall number of other state internal migrants in Kerala is estimated to have been around 31 lakhs in 2017–18 (Parida & Raman, 2021). Numerous in-migrants are reported arriving from remote, economically underdeveloped, and backward places in different states of India, such as Assam, Bihar, Jharkhand, Uttar Pradesh, West Bengal, Odisha, etc, for jobs in construction, industry, or other low-paying informal sectors. Many low-skilled job seekers from these states have been attracted to Kerala by a significantly higher income rate and better living conditions (Sunny et al., 2020). Many of these migrants are compelled to bring their children with them on the journey. One of the most crucial difficulties relating to migration is their children's education.

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It is challenging to analyse and evaluate the effects of child migration on their education, health, well-being, and mortality on a worldwide scale due to the difficulties in measuring the number of internal child migrants. Fifty million children have relocated across the world, according to UNICEF (2016), and as of the end of 2015, almost 17 million children had been relocated due to violence and war within their nations. Coming to the case of India, according to the Census of 2011, there are over 92.95 million child migrants in India between the ages of zero to nineteen. The analysis shows that there have been 32.70 million more child migrants over the past ten years compared to Census 2001 and the overall number of child migrants doubled between 1991 and 2011. It is important to remember that, according to Census 1991, 2001, and 2011, children made up around 20.4% of all migrants in the nation. One out of every five internal migrants in 2011 was a child. Children of migrant labourers are hence an inherent part of Kerala's population as well as India's.

Figure 1

Top Five States in India with Highest Percentage of In-Migrant Children (0-14 Years and 15-19 Years), Census 2011



(Source: UNICEF India and Young Lives India, 2020, Understanding Child Migration in India: Research Report, p. 18)

Figure 1 shows that Kerala is the state with the highest in-migrant child population, trailing only Goa. For the authorities responsible for child welfare and development,

the effect of migration on children of migrant households is a major policy concern. Children of migrants may experience maladjustment due to the stress of relocating from a familiar environment to an unfamiliar one, as well as poverty, Cultural and linguistic isolation, separation from mainstream society and social relationships, breaks in their schooling, and poor living situations. Kerala, which is culturally and linguistically distinct from the rest of India, may cause disequilibrium for children of migrant labourers. Therefore, integrating migrants and their children into society at large is an extremely painstaking process.

Health, nutrition, and early childhood education are denied to children of migrant labourers in early childhood and later childhood. Acute malnutrition, illness, and mortality arising from the absence of a birth certificate, immunisations, health facilities, etc. Moreover, they lack access to Anganwadis, nurseries, and food and sanitation facilities. Due to lack of access to schools at their parents' place of employment, poverty, and unawareness of uneducated parents, children between the ages of 6 and 14 are becoming a greater number of school dropouts. Due to the lack of educational access, the children of migrant labourers are forced to engage in a range of alternative activities, such as working on-site with family members, which can be hazardous, exploitative, and abusive. The Kerala government has taken many initiatives to support and help migrant labourers and their children.

Interstate Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979 was passed by the Central Government to address the concerns of migrant labourers. The Occupational Safety, Health, and Working Conditions Code, 2020, which incorporates this Act, provide fair working conditions, minimum wages, mechanisms for resolving grievances, protection from abuse and exploitation, the development of skills, and social security to all groups of organised and unorganised workers, including migrant labourers (Thachil, 2022). For migrant labourers, Kerala Government proposed the Interstate Migrant Workers Welfare Scheme, declared on

the May Day of 2010. According to this scheme, each migrant labourer who is added to the list will receive a membership card. Each registered worker would get up to Rs. 25,000 as healthcare assistance for in-patient care in accredited hospitals in the event of an accident or chronic disease. The Kerala government has programmes to provide free healthcare and health cards to migrant workers. To shelter the migrant labourers in the State, there are government-run labour camps. To improve the working abilities of migrant labourers, skill development institutes and the Kerala Academy of Skill Excellence were founded. Since 2009, the Migrant Suraksha Project has worked primarily to identify and raise awareness of HIV positive cases among migrant labourers. A Grama Sabha meeting was held at the Kerala Institute of Local Administration, Thrissur, for the local migrant labourers by the Mulankunnathukavu Grama Panchayat in 2016, as a part of the inclusion of migrants (Zacharias & Vinil, 2018). Implementation of the smartphone application "Guest App," created by the Building and Other Construction Workers Welfare Fund Board, which enables online guest worker registration. The software has the capability of sending the guest worker's Whats App number a soft copy of their identity card.

The Kerala government has implemented numerous programmes to improve the health, education, and nutrition of children of migrant labourers. The Kerala government established the State Policy for Children-2016 for all children, including children of migrant labourers. The major objective of the policy was to pay special attention to the children of migrant workers' hygienic needs. Create a plan to make sure that all out-of-school children, including children of migrant workers, and child labourers, are identified, rescued, and provided access to their right to education. Centrally financed Integrated Child Protection Scheme for the children from socially marginalised groups, such as children of migrant labourers was implemented to make a substantial contribution to the understanding of the state's or the government's obligation to establish a system that would effectively and

efficiently protect children. For Children who are working and need care and protection, the government established a programme, Scheme for the Welfare of Working Children in Need of Care and Protection. The scheme provides the provision of opportunities, such as non-formal education, vocational training, etc., to working children to facilitate their entry or re-entry into mainstream education in cases where they have either not attended any learning systems or where their education has been discontinued for various reasons to stop their current or future exploitation. For the children without homes and family ties, there is another scheme by the government of Kerala named "An Integrated Scheme for Street Children," which provides shelter, nutrition, health care, education, and recreation facilities to street children and seeks to protect them against abuse and exploitation.

The "Changathi" programme for children of migrant workers was established by the Kerala State Literacy Mission to eradicate social marginalisation by teaching the children Malayalam, orienting them to the state's culture, as well as fostering legal and health-related awareness. By Migrant Workers' Welfare Scheme 2010, the government intended to Provide Provision for social security schemes for children of migrant labourers' education.

According to Samagra Shiksha Kerala (SSK), Ernakulam district has more than 5000 children of migrant labourers enrolled in government and aided schools. Ernakulam District Administration launched a project 'Roshni' for migrant workers' children. The project uses the technique of code-switching using customised packages and taking extra early hours of roughly 90 minutes before the morning courses to assist children of migrant labourers in becoming proficient in Malayalam, English, and Hindi. In this project, the assistance of educational volunteers who are fluent in Hindi, Bengali, and Oriya is ensured. This makes it easier to identify children's difficulties and to communicate with them. The programme also intends to

provide migrant workers' children with a nutritious minimum breakfast and complete intellectual stimulation workshops and study tours.

India is heading towards the goal of Universalisation of Elementary Education. It describes the universal enrolment, retention, and access to quality education for children up to age 14. However, education for marginalised groups such as linguistic minorities, socially and geographically disadvantaged groups, children of migrant labourers, etc., remains a difficult problem in India. To give them educational support and help, their educational needs, aspirations, and expectations are to be studied thoroughly. Even though the aforementioned initiatives and programmes aim to improve a lot of underprivileged people, several issues will affect how easily they can access their constitutionally guaranteed "right to education" and pursue their academic goals.

Need and Significance of the Study

In our nation's composite rankings for primary and upper primary education, Kerala continues to be a top performer. In order to implement RTE Act 2009, Kerala is doing its level best. Samagra Shiksha is a programme to improve school effectiveness as evaluated by equal opportunities for schooling. It also envisioned equitable learning outcomes for the school education sector, covering preschool through class 12. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education are all included in it. The scheme's primary objectives are to provide high-quality education and enhance student learning outcomes, close social and gender gaps in schooling, ensure equity and inclusion at all levels of instruction, set minimum standards for schooling provisions, encourage the vocationalisation of education, and support states with the implementation of the Right to Free and Compulsory Education Act (RTE) 2009. Samagra Shiksha Kerala (SSK) developed many programmes and schemes to ensure that every child receives the benefits of education. The Nava Kerala Mission's

General Education Protection Mission is also there to provide quality education for all. Even so, there hasn't always been a success in keeping children of migrant labourers in regular classrooms in Kerala.

According to the report of the Press Information Bureau of the government of India and the Census of 2011, 8.4 crore children between the ages of 5-17 do not attend school, and the number of children who do not attend school (including those who have never attended and those who have attended before) in the age group of 6-13 years is 3.81 crore. According to an independent survey that the Ministry of Human Resource Development (MHRD) conducted in 2014, 60.64 lakh children between the ages of 6 and 13 were estimated to be out of school (Press Information Bureau, 2018). Even though these numbers are far smaller compared to the Census Reports of 2001 and the MHRD survey conducted in 2005, respectively, there is a need to address this situation even after the implementation of the RTE Act 2009.

In Kerala, the age-specific attendance ratio is very high, and the dropout ratio is comparatively small compared to the northern states of India. However, a remarkable percentage of children between the ages of 6-13 are out of school. According to the study conducted by Zacharias and Vinil, 2018, 83% of the children who have migrated with their parents to Kerala are enrolled in schools. But, 17% stay back without enrolling in schools. Table 1 gives the details of the enrolment of children of migrant labourers.

Table 1

Enrolment Level of Internal Migrant Labourers' Children

Nature of Migration	Whether enrolled	Frequency	Percent
Migrated to Kerala with parents	No	130	17
	Yes	636	83
	Total	766	100

(Source: National Human Rights Commission Major Research Project, Final Report 2018, Project No: D.o.No.07/04/2014 prp&p)

From Table 1 it is clear that of the 766 children of migrant labourers under study, there were 130 students who never enrolled in schools. Other data from the same study conducted by Zacharias and Vinil, 2018, the dropout rate of children of migrant labourers is 13.8% in Kerala. Table 2 shows the details of the survey conducted.

Table 2

Dropout Level of Internal Migrant Labourers' Children

Nature of Migration	Whether dropout	Frequency	Percent
Migrated to Kerala with parents	No	548	86.2
	Yes	88	13.8
	Total	636	100

(Source: National Human Rights Commission, Major Research Project, 2018, Project No: D.o.No.07/04/2014 prp&p)

As given in Table 2, 88 of the 636 students in the sample under study were dropouts. which makes up 13.8% of the total sample. These percentages are high for a state like Kerala, its literacy rate is 94%, which is higher than the average literacy rate of 72.98% in India. As per the study conducted by Vasu (2021), there are 11,733 children of migrant labourers enrolled in regular classes in Kerala schools. Therefore, it is necessary to analyse the education of children of migrant labourers in Kerala in the current scenario.

Aspiration is a deep desire to achieve or do something excellent. Setting personal goals is a reflection of aspiration level. Every person has a goal in mind and the majority of the time, one expects to achieve these goals immediately. The likelihood of achieving some other goals, which range in duration, is higher. The term "Educational Aspiration" refers to a psychological concept that captures a person's cognitive type of motivation. Hanson (1994) claims that it refers to a person's early perceptions of their academic prowess and the highest level of education they anticipate achieving, both of which have been connected to academic

achievement. High academic aspiration students are more likely to take advantage of educational opportunities. Conversely, students with lower academic goals do not make use of these possibilities as much. Their aspirations for higher education may affect what students learn in the classroom. According to the theory of circumscription and compromise by Gotfredson (1981), the formation of educational aspiration commences as early as three years of age. So, a person's aspirations for education reveal their sense of self and it is a reflection of both what they want to become and what they do not. Aspirations for higher education are crucial to schooling and it significantly improves students' academic performance. Therefore, evaluating educational aspiration and the variables that affect it can provide insight into the general educational needs of children of migrant labourers (Berkner & Chavez, 1997).

There were many studies conducted on psychosocial factors affecting Educational Aspiration. Geckova et al. (2010) investigated the association between health, socioeconomic background, school-related factors, social support, and adolescents' sense of coherence and educational aspirations. The findings reveal that all educational choices can be supported to increase Educational Aspiration by the school and the family. The most important predictors of educational aspirations are the parents' social support and attitude toward school. Hartas (2016) explored how young people's psychosocial and background factors, as well as their home environment, affect their desires for education in the UK and found that the general well-being and self-efficacy of young people as well as several features of their home environment were found to be significantly predictive of their educational aspirations. Kolo et al. (2017) examined the influence of psychosocial factors on students' academic performance. The study reflected that there was a positive and significant correlation between all four variables: students' attitudes towards lecturers, academic self-efficacy, students-lecturers interaction, and academic

performance. Othman et al. (2013) in their study found that academic factors influencing students' academic aspirations are compounded by family, school, and personal factors including social support, academic self-concept, and perceptions of the university environment. Rotheron et al. (2010) found that Socio-Psychological states, particularly psychological distress, and self-esteem, were also revealed to be significant. Moreover, there was a considerable association between actual academic achievement and educational aspirations.

In their study, Chen and Hesketh (2021) found that the primary causes of students' educational aspiration-expectations differences included parental migration, academic success, the mother's educational goals for her children, and the educational aspirations of close friends. According to Than and Kyaw (2021), gender was the only significant predictor of educational aspiration among the factors relating to students. Parents' occupations and parents' expectations were found to be the most important predictors of educational aspiration among parent-related variables. Also, it was found that significant school-related components of Educational Aspiration were school engagement, motivation, and environment.

Numerous studies had been conducted on different factors affecting educational aspiration at different times by different investigators, like Wahl and Blackhurst (1999), Kinyanjui and Joyce, (1990), Widlund et al. (2020), Metsäpelto et al. (2017), Luo and Yang (2023), Burke (1989), Fang (2016), Newman (2019), Gutman and Schoon (2018), etc. But there has never been a study that analyses the influence of Quality of Life, Socio Personal Adjustment, and School Environment on the Educational Aspiration of children of migrant labourers.

A community, region, or nation's residents' nature or condition of life is described and evaluated using the term "Quality of Life." The sources of satisfaction for an individual or a social group, relationships with other groups or nations, societal institutions, the environment, as well as endogenous elements like social

interaction and societal ideals, all contribute to one's quality of life. While studying the educational problems of children of migrant labourers, assessing their Quality of Life is an important factor. Analysing the results of the studies conducted by Chattu et al. (2020), Parvizi et al. (2021), Shareef et al. (2015), etc., it is clear that Quality of Life and educational performance have a close relationship. However, no studies on the quality of life and education of migrant labourers' children were available.

Adjustment is also an inevitable variable when studying the education of children of migrant labourers. The ability to adjust to changes in one's physical, vocational, and social environment is known as an adjustment in psychology. In other words, adjustment is the behavioural process of resolving incompatible demands or needs that are impeded by environmental challenges. Alipio (2020), Berchiatti et al. (2020), Rooij et al. (2017), Sarkar and Banik (2017), Ranjan (2014), and others investigated and assessed the relationship between adjustment and educational performance in students. But there were not many studies analysing the adjustment and education of children of migrant labourers.

The school environment combines the physical, social, and academic environments. It alludes to the amenities that the school offers. Classrooms, infrastructure, health, sanitation, teacher-student relationships, moral or social ideals, etc. are all included in the facilities. The school environment is also an important factor related to the education of children. Numerous studies were conducted investigating the relationship between the school environment and the education of children. Studies on the relationship between school environment and educational attainment have been conducted by Maxwell et al. (2017), Baafi (2020), Coon et al. (1993), Trinidad (2020), Kweon et al. (2017), Omolo et al. (2017), Kisigotte et al. (2017), Fidelis (2017), Konold et al. (2018), and others. But as in the case of the above variables, there were not many studies conducted on the school environment and educational aspiration of children of migrant labourers. Hence, the investigator selected the variables "Quality of Life," "Socio Personal Adjustment," and "School

Environment" as the psychosocial factors affecting the educational aspiration of children of migrant labourers.

There were many studies conducted worldwide on the different problems of children of migrant labourers, including educational problems. Junwu et al. (2022) examined, using a high-quality national dataset for China, how migrant fathers' intentions to return to their children's educational outcomes and long-term incomes. Ma and Wu (2020) investigated cultural and social capital as mechanisms through which migration affects education in China. Piérart et al. (2020) studied the circumstances of migrant families raising children with disabilities in five European countries (France, Georgia, Italy, Norway, and Switzerland). Taylor and Ruiz (2019) investigated the executive function, dispositional resilience, and cognitive engagement in Latinx children of migrant farm workers in the US. Gromova and Hayrutdinova (2017) examined the multicultural training of teacher for working with children of Muslim migrants in Russia. Deslandes et al. (2022) did a systematic and integrative review of qualitative research exploring experiences of acculturation and education among African-born migrants in Australia. Gagné et al. (2020) studied the role of income in the academic achievement of children of migrant labourers in Canada. Kouider et al., (2014) reviewed the emotional and behavioural problems of migrant children and adolescents in American countries. Telsac et al. (2022) studied the education problems experienced by migrant children in Turkey. Many more studies were carried out and discussed the problems of migrant children around the globe.

Coming to the case of India, comprehensive research was conducted by UNICEF India along with Young Lives India about child migration in India in 2020. They analysed different statistics of children of migrant labourers and the reasons for migration, etc. Coffey (2013) investigated children's welfare and short-term migration from rural India. Rajan (2021) investigated children of migrant labourers and "free" education in India. Drishti (2020) studied the children of migrant workers in view of

the COVID-19 pandemic. There are some other studies also found related to the problems of children of migrant labourers. When coming to the case of Kerala, even though migrant populations are an inevitable part of Kerala's population, only a few investigations have been carried out to address the education and problems of children of migrant labourers. Manoj and Viswanath (2015), analysed the socio-economic conditions of migrant labourers. Saikia (2008), investigated the economic conditions of the in-migrant workers in Kerala. John (2014), analysed the role of local governments in facilitating the rights of migrant labourers. There were studies found related to the migrants in Kerala. Unfortunately, there were not many studies found related to the education of children of migrant labourers in Kerala. There was no single study that investigated the psychosocial factors affecting the educational aspirations of children of migrant labourers in Kerala.

Hence, the present study investigates certain psychosocial factors affecting the educational aspiration of children of migrant labourers in Kerala. The psychosocial factors selected for the study are Quality of Life, Socio Personal Adjustment, and School Environment. These variables were chosen after reviewing previous research in the field and taking into account the specific need of the study on the background of internal migration of people from culturally, linguistically, ethnographically, and geographically distinct areas of India.

Statement of the Problem

In recent years, migrant workers have been noted as a significant portion of Kerala's labour force. Despite their social, cultural, and economic struggles for survival, their children are admitted to our school in accordance with the inclusive education model. Despite the many difficulties they encounter, some students continue their education while others drop out. The education of these underprivileged groups is now a priority for the state government of Kerala. There are ongoing attempts from various stakeholders to improve their educational conditions. To achieve their educational aim, children's aspirations for education must be greatly encouraged.

The present study explores some psychosocial factors influencing the Educational Aspiration of children of migrant labourers. As the study focuses on the education of children of migrant labourers, it is important to consider their perceived quality of life, their adjustment to a culturally and linguistically different society, and their environment of educational institutions. The investigator selected the independent variables as Quality of Life, Socio Personal Adjustment, and School Environment, and the dependent variable Educational Aspiration. Hence the problem of the present study is stated as, PSYCHOSOCIAL FACTORS AFFECTING EDUCATIONAL ASPIRATION OF CHILDREN OF MIGRANT LABOURERS IN KERALA.

Definition of Key Terms

The key terms used in the statement of the problem are defined in this section.

Psychosocial

Cambridge Dictionary (2022) defines psychosocial as “having both psychological and social parts.”

In the present study, psychosocial factors include the Quality of Life, Socio Personal Adjustment, and School Environment of children of migrant labourers in Kerala.

Quality of Life

Quality of Life is defined as “an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns” (World Health Organisation [WHO], 2012, p. 3).

In the present study, Quality of Life is defined as a person's perception of their position in society and the extent to which a person takes advantage of the possibilities and realities in his or her life. Possibilities are the outcomes of the opportunities and constraints that each encounters in life.

Socio Personal Adjustment

Adjustment

According to Wolman (1989), adjustment is “the process in which changes in behaviours and attitudes are made for the purpose of satisfying the environment’s demands and the person’s needs. The aim of adjustment is to create harmonious relations between the person and his or her environment” (p. 9).

Social Adjustment

According to Crick and Dodge (1994), social adjustment is “the extent to which individuals in society get along with others, control their social behaviour and refrain from acting inappropriately. Positive social adjustment requires the ability to acquire social skills, engage in social interactions, and attain personal goals while maintaining proper relations with others in a variety of social environments” (p. 74).

In view of Crick and Dodge (1994), social adjustment is “the degree to which an individual engages in competent social behaviour and adapts to the immediate social context” (p. 75).

Personal Adjustment

According to Fuster (1963), personal adjustment is “the harmonious relations with the environment. The environment here is understood as one's psychological or behavioural environment which interacts with the ego in terms of the ego's needs, interests and values, both material and spiritual” (p. 239)

In the present study, Socio Personal adjustment refers to the degree to which children psychologically and socially adapt to their surroundings.

School Environment

According to Tapia-Fonllem et al. (2020), the school environment is defined as “the set of relationships that occur among members of a school community that

are determined by structural, personal and functional factors of the educational institution, which provide distinctiveness to school” (p. 1).

In the present study, facilities, teaching procedures, school-based health supports, and disciplinary policies and practices all serve to define a school environment. It combines physical, social, and academic settings. It alludes to the facilities that the school offers. Classrooms, infrastructure, health, sanitation, teacher-student relationships, and moral or social ideals are all included in the facilities. School Environment refers to the overall perception of physical, material, academic, and personal factors of school and its environment.

Educational Aspiration

According to Trebbels (2014), educational aspiration is defined as “the educational goals that individuals set for themselves” (p. 2).

According to Oxford English Dictionary (2012), educational aspiration refers to “the level of aspiration or ambition of a person to achieve education in a school, college and university.”

In the present study, Educational Aspiration is the ambition of a person to achieve education in a school, college, or university, that is based on the perceived realities that a person might confront, which typically take into account their capabilities and other limitations.

Children

According to Webster (1996), children are “persons between birth and full growth, a boy or girl.”

In the present study ‘children’ refers, to children of migrant labourers studying in upper primary classes in Kerala.

Migrant

According to Oxford Dictionary (2012), a migrant is “a person who moves from one place to another in order to find work or better living conditions.”

International Organisation for Migration (2023) defines a migrant as “any person who has resided away from his or her place of usual residence, whether within a country or across an international border, regardless of the person’s legal status; whether the movement is involuntary or voluntary; what the causes for the movement are or what the length of the stay is” (p. 1).

Labourer

According to Oxford Dictionary (2012), “a labourer is a person who does a job which involves a lot of hard physical work.”

Migrant Labourer

In the present study, migrant labourers are referred to as internal or domestic migrant workers doing unskilled, low-skilled, and semiskilled manual work. The present study considers only those who migrated to Kerala after the year 2000 from other states of India, particularly West Bengal, Tamil Nadu, Karnataka, Assam, Chhattisgarh, Jharkhand, Bihar, Odisha, and Uttar Pradesh.

Variables of Study

The primary goal of the study was to investigate how certain psychosocial factors affect the Educational Aspirations of children of migrant labourers in Kerala. Therefore, the following independent and dependent variables were part of the current investigation.

Independent Variables

1. Quality of Life
2. Socio Personal Adjustment
3. School Environment

Dependent Variable

Educational Aspiration

Categorical Variable

Gender

Objectives of the Study

The study examines certain psychosocial factors affecting the Educational Aspiration of children of migrant labourers in Kerala. In order to achieve the goal of the study, the objectives are framed.

The objectives framed for the study are the following:

1. To find out the level of Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the total sample and the subsample based on gender.
2. To study whether there exist any significant differences in the mean scores of the variables, Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the subsample based on gender.
3. To study whether there exist any significant differences in the mean scores of dimensions of the variables, Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the subsample based on gender.
4. To find out whether there exists any significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the total sample and the subsample based on gender.
5. To find out whether there exists any significant relationship between the dimensions of the independent variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, Personal Factors) and the dependent variable (Educational Aspiration) for the total sample and the subsample based on gender.
6. To find out the significant predictors (Quality of Life, Socio Personal Adjustment, and School Environment) and to estimate the relative efficiency

of predictor variables (individual and combined contribution) in predicting the criterion variable (Educational Aspiration) for the total sample and the subsamples based on gender.

7. To find out the significant dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and to estimate the relative efficiency of the dimensions of the predictor variables (individual and combined contribution) in predicting the criterion variable (Educational Aspiration) for the total sample.
8. To establish a regression equation for predicting the Educational Aspiration of children of migrant labourers on the basis of their Quality of Life, Socio Personal Adjustment, and School Environment.

Hypotheses of the Study

The hypotheses framed for the study are the following:

1. There will be significant difference in the mean scores of Quality of Life of children of migrant labourers in Kerala between the samples of boys and girls.
2. There will be significant difference in the mean scores of Socio Personal Adjustment of children of migrant labourers in Kerala between the samples of boys and girls.
3. There will be significant difference in the mean scores of School Environment of children of migrant labourers in Kerala between the samples of boys and girls.
4. There will be significant difference in the mean scores of Educational Aspiration of children of migrant labourers in Kerala between the samples of boys and girls.
5. There will be significant difference in the mean scores of dimensions of Quality of Life (Physical Health, Psychological State, Social Relationships, and Living Environment) of children of migrant labourers in Kerala between the samples of boys and girls.

6. There will be significant difference in the mean scores of dimensions of Socio Personal Adjustment (Personal Adjustment and Social Adjustment) of children of migrant labourers in Kerala between the samples of boys and girls.
7. There will be significant difference in the mean scores of dimensions of School Environment (Physical and Material Factors, Academic Factors, and Personal Factors) of children of migrant labourers in Kerala between the samples of boys and girls.
8. There will be significant difference in the mean scores of dimensions of Educational Aspiration (Available support and assistance, Parents' views and support regarding education, Pupils' effort to attain the educational goal, Pupils' views regarding values and benefits of education, and Reality of aspired goal) of children of migrant labourers in Kerala between the samples of boys and girls.
9. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the total sample.
10. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the subsample of boys and girls.
11. There will be significant relationship between the dimensions of the independent variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and the dependent variable (Educational Aspiration) for the total sample.
12. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the criterion variable, Educational Aspiration of children of migrant labourers for the total sample.
13. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the criterion variable, Educational

Aspiration of children of migrant labourers for the subsample of boys and girls.

14. The relative efficiency of predictor variables (Quality of Life, Socio Personal Adjustment, and School Environment) (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.
15. The relative efficiency of predictor variables (Quality of Life, Socio Personal Adjustment, and School Environment) (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the subsample of boys and girls.
16. The dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) will be the significant predictors in predicting the criterion variable Educational Aspiration of the children of migrant labourers for the total sample.
17. The relative efficiency of the dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, Personal Factors) (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.

Methodology

Methodology plays a significant part in any research work since it influences the credibility of the findings and trustworthiness. The following section deals with a brief description of the methodology. For the present investigation, the design used was quantitative in nature and survey method was used for the study. The sample was selected by the random sampling method.

Sample of the Study

The population of the present study consists of all the children of migrant labourers studying in the upper primary classes of government and aided schools in Kerala. For the present study, a representative sample of 393 children of migrant labourers studying in the upper primary classes of government and aided schools was selected from Kasaragod, Kozhikode, Malappuram, Palakkad, Thrissur, Ernakulam, and Idukki districts of Kerala.

Tools Used for the Study

For the present study, four tools were prepared and standardised by the investigator with the help of supervising teacher. The following tools are used for the study.

1. Scale on Quality of Life (Aruna & Roopa, 2018)
2. Socio Personal Adjustment Scale (Aruna & Roopa, 2018)
3. School Environment Scale (Aruna & Roopa, 2018)
4. Educational Aspiration Scale (Aruna & Roopa, 2018)

Statistical Techniques Used for the Study

The following statistical techniques are used for the analysis of data.

Descriptive Statistics

For each independent and dependent variable, the fundamental descriptive statistics such as mean, median, mode, standard deviation, skewness, and kurtosis were computed. Descriptive statistics computations revealed the nature of the independent and dependent variable distributions.

Percentage Analysis

In order to evaluate the existing levels of independent and dependent variables, (Quality of Life, Socio Personal Adjustment, School Environment and

Educational Aspiration) and confirm the nature of distribution, the percentage analysis was done for the total sample and the subsample based on gender.

Test of Significance of Difference between Means for Large Independent Sample

The investigator used the Test of Significance of Difference between Means for a Large Independent Sample (Garrett, 1979) to discover the difference in the mean scores of the variables Quality of Life, Socio Personal Adjustment School Environment, and Educational Aspiration based on gender.

Correlation Analysis

The investigator used Pearson's Product Moment Coefficient of Correlation (Garrett, 1979) to find out the relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable Educational Aspiration.

Stepwise Multiple Regression Analysis

To determine the individual and combined contributions of the independent variables in predicting the dependent variable, stepwise multiple regression analysis was used. To predict the dependent variable Educational Aspiration from the selected independent variables, (Quality of Life, Socio Personal Adjustment, and School Environment) regression equations were also developed.

Scope and Delimitations of the Study

Migrant workers continue to be one of the most marginalised groups in states since they are excluded from mainstream society and frequently the target of discrimination and undoubtedly, their families and offspring as well. The education of their children needs more attention. From this study, the investigator hopes that the education of this group will receive special recognition. The current study investigates the Educational Aspiration of children of migrant labourers and certain psychosocial factors affecting it. The psychosocial factors include Quality of Life, Socio Personal

Adjustment, and School Environment of children of migrant labourers studying in the upper primary classes of government and aided schools of Kerala.

After explicit examination of numerous journals and reviews, the investigator fixed the psychosocial factors of the present study as Quality of life, Socio Personal Adjustment, and School Environment. The study thoroughly examines the role of each variable separately and collectively in predicting Educational Aspiration. The study's findings will inspire to development of strategies to achieve children of migrant labourers' inclusion and retention in schools.

The variables were measured for the current study using appropriate tools that the investigator constructed and standardised with the assistance of the supervising teacher. The necessary data were gathered from 393 children of migrant labourers in Kerala, employing a random sampling method. The investigator, therefore, hopes that the findings are trustworthy and applicable to a wider public. The findings of the current study will help authorities, educators, and other stakeholders in supporting children of migrant workers so that they can attain actual inclusion in education as well as in society and enable them in creating a better future. Despite all efforts to ensure accuracy and generalisability, some delimitations exist in the study.

The delimitations of the present study are given as follows:

1. The scope of the current study was restricted to determining how certain psychosocial variables; Quality of Life, Socio Personal Adjustment, and School Environment, affected the Educational Aspiration of children of migrant labourers. According to the reviews, there are a lot of different variables that affect Educational Aspiration. Other pertinent variables' effects are not taken into account.
2. The present study considered only the children of migrant labourers who migrated to Kerala after the year 2000, by analysing the census reports of

2001 and 2011. This shows a huge increase in the number of migrant labourers from 2001 to 2011 in Kerala.

3. The study only included the children of internal migrant labourers. The investigation did not include children of international migrant labourers from Nepal, Bangladesh, and other countries.
4. Children of migrant workers, who have a high social profile, are not included in the study. Hence, children of central government employees, children of IT firm workers, etc. are not considered in the study.
5. The study only included upper primary school students (of a similar age group) in order to improve the accuracy of psychological tool responses.
6. Only the students enrolled in government and aided schools were included in the study. Unaided and private school students were not included in the study.

The Organisation of the Report

The report has been divided into the following six chapters:

Chapter 1:

In the introduction chapter, a brief introduction, need and significance of the study, statement of the problem, definition of key terms, variables of the study, objectives of the study, hypotheses of the study, methodology in brief, scope and delimitations of the study, and the organisation of the report are all included.

Chapter 2:

In the review of literature chapter, theoretical overviews of each variable, reviews of related studies on each variable, and a conclusion are included.

Chapter 3:

The methodology chapter provides an explanation of the study's methodology. It includes details on variables of the study, method of the study, tools

used for the study, sample selected for the study, data collection procedure, scoring and consolidation of data, and statistical techniques used in the study.

Chapter 4:

The analysis chapter presents the details of the statistical analysis of the data together with an interpretation of the findings. It includes three parts, preliminary analysis, major analysis, and a brief conclusion.

Chapter 5:

The summary findings and conclusion chapter provides an overview of the research. The study in retrospect, major findings of the study, tenability of hypotheses, conclusions of the study, limitations of the study, and suggestions for further research are all included in this chapter.

Chapter 6:

In the recommendation chapter, recommendations of the study, combined with the study's educational implications, are systematically recorded.

Review of Literature

⇒ *Theoretical Overview*

- ⇒ *Quality of Life*
- ⇒ *Socio Personal Adjustment*
- ⇒ *School Environment*
- ⇒ *Educational Aspiration*
- ⇒ *Overview of Migration*

⇒ *Review of Related Studies*

- ⇒ *Studies on Quality of Life*
- ⇒ *Studies on Socio Personal Adjustment*
- ⇒ *Studies on School Environment*
- ⇒ *Studies on Educational Aspiration*
- ⇒ *Studies on the Education of Migrant Children*

REVIEW OF LITERATURE

In the present study, the investigator attempted to investigate the theoretical framework of the variables, Quality of Life, Socio Personal Adjustment, School Environment, Educational Aspiration, and an overview of migration in the current study. The investigator has made a concerted effort to evaluate and analyse various studies done in educational settings with the aforementioned variables up to the year 2023. Accordingly, the current chapter is divided into two major sections. The first section provides a theoretical overview of the four variables as well as an overview of migration. The second section discusses various research conducted by other researchers applying the variables under examination, as well as studies relevant to the education of migrant children. A conclusion part is also included in the last section. The chapter divides into the following sections.

Theoretical Overview

Quality of Life

Socio Personal Adjustment

School Environment

Educational Aspiration

Overview of Migration

Review of Related Studies

Studies on Quality of Life

Studies on Socio Personal Adjustment

Studies on School Environment

Studies on Educational Aspiration

Studies on the Education of Migrant Children

Theoretical Overview

In this section, major theoretical frames related to the variables, Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration are documented. This section also includes an overview of migration.

Quality of Life

Quality of Life is defined by the World Health Organisation (WHO) as individuals' perceptions of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns." It is a broad notion that encompasses a person's physical health, psychological state, degree of independence, social relationships, personal beliefs, and their relationships to salient features of the environment. This definition represents the viewpoint that Quality of Life is a subjective assessment embedded in a cultural, social, and environmental context. As a result, Quality of Life cannot be simply equated with the words "health status," "lifestyle," "life satisfaction," "mental state," or "well-being." Because the Quality of Life focuses on respondents' "perceived" Quality of Life, it is not expected to provide a means of measuring symptoms, diseases or conditions, or disability as objectively judged, but rather the perceived effects of disease and health interventions on the individual's Quality of Life. As a result, Quality of Life is an assessment of a multidimensional concept that includes the individual's perception of health state, psychosocial status, and other aspects of living (WHOQOL, 2012). Quality of Life has a wide range of contexts, including the fields of international development, healthcare, politics and employment. It is important not to confuse the concept of Quality of Life with the recently developed field of Health-Related Quality of Life (HRQoL).

Quality of Life can be equated to subjective well-being. Recognising the subjectivity of Quality of Life is critical to comprehending this concept. Quality of Life interprets the difference, or gap, between a person's aspirations, desires, and

expectations and their current situation. Life expectations are typically adjusted to fit within the boundaries of what the individual believes is possible in humans. This allows individuals with difficult life circumstances to keep a reasonable Quality of Life (Bernham, 1999).

In other words "Quality of Life is a degree to which a person enjoys the important possibilities of one's life. Possibilities result from the opportunities and limitations each person has in one life and reflect the interaction of personal and environmental factors which affect human conditions." Enjoyment has two components: The experience of satisfaction and the possession or achievement of some important characteristic, as illustrated by the expression: "She enjoys fine health" (Quality of Life Research Unit, 1994).

Nature of Quality of Life

Quality of Life is characterised by "self-society-place" interactions between the four proposed facets: "self" (the individual), "society," and "place" as represented within the model. Self-determination, particularly the pursuit of intrinsically motivating objectives, underpins the model's negotiation, despite the importance of concurrent objective evaluations of Quality of Life. A person's Quality of Life is influenced by elements of "self" such as self-esteem, self-respect, self-worth, and self-actualisation. Renwick et al. (1996) Centre for Health Promotion model supports this claim, arguing that "degree of control" moderates perceived Quality of Life, whereas self-determination is at its highest when people use their own unique talents (Alborz, 2017).

The definition of "society" is critical in defining the character of Quality of Life. According to Deleuze and Guattari (1980), "the social" is a collection of "people, groups, things, and ideas" that are linked to one another in such a way that the individual and political states are not distinct from one another but rather are

constantly changing and evolving into new forms. Human beings and non-human entities, such as other species, manufactured or naturally occurring items, and immaterial objects, are considered to make up society (such as laws, traditions, and events). Because "things" lack the capacity to determine to act or be "motivated" to act, interactions with them have traditionally been viewed as being of a lower order than interactions with people. Non-human animals do have the ability to act in accordance with their unique set of motivating factors, just as inanimate items have a physical reality that can be affected by their environment and have an effect on people. Immaterial objects, which are frequently produced by social groups, can be made to affect people, establish order, strengthen social ties, or elicit an emotional reaction in relation to aesthetics. These non-human entities are thought to have the potential to play significant roles as context-dependent factors or focal points for an individual's subjective appraisal (and objective assessment) of Quality of Life (Alborz, 2017).

Place refers to context components pertaining to the built and natural physical environment, such as the weather, pollution, and public amenities. Environmental health is a component of Quality of Life because it is influenced in part by our actions. However, due to society's response to population needs, various people may be affected differently by aspects of the built environment. The "place" people are in, their social networks, and the qualities that make them "who they are" are all thought to have an influence on people's Quality of Life. The section below briefly explores the main ideas raised by the conceptualisation and presentation discussed above (Alborz, 2017).

Theories of Quality of Life

The following section describes three major theories that underpin the Quality of Life model, primarily that of Maslow (1987) on personality and motivation (representing the influence of individual characteristics), but also the

economic-oriented theory (representing contextual influences) proposed by Sen (1985) and colleagues on the Capability Approach (CA); Self-determination Theory (representing the person's place in the model) proposed by Deci and Ryan (1985).

Maslow's Hierarchy of Needs, Personality, and Quality of Life

Maslow started working in the field of “Motivation and Personality” in the mid-1950s and refined his theory over the next 15 years to create the Hierarchy of Needs (HoN) (Maslow, 1970, 1987). While Maslow did not refer to his work in terms of Quality of Life, it is clear that by fulfilling the individual 'needs' identified, the person's Quality of Life would increase. Maslow connects motivations, which drive people to act, to personality in this work. He described the motivating prompts in a hierarchical framework. In a determined move away from the common deficit models of human experience and psychology in the first half of the twentieth century, Maslow (1987) suggested six levels to what he terms a "positive theory of motivation." He proposed that the more essential or basic a need was regarded, the more likely it was to be addressed by taking the actions necessary to fulfil it. In other words, an individual's behaviours are influenced by the circumstances in which they find themselves. Human needs were outlined by Maslow (1987). This hierarchy, beginning with the most basic and ending with the "highest," is summarised as follows:

1. Physiological—including very basic bodily functions necessary for life, (for example the need for oxygen); and ‘non-homeostatic’ needs for sleep, sex etc.
2. Safety—including security and stability, protection from harm, freedom from anxiety, fear, and chaos, structure or law and order etc.
3. Belongingness and Love—including giving and receiving affection from friends, mates, children, neighbourhood, clan, or other grouping such as work colleagues etc.

4. Esteem—including a stable form of high evaluation of self, self-respect, esteem from others (reputation or prestige).
5. Self-actualisation—including engagement in activities that use personal talents (such as music, athletics, invention, or parenting), to achieve concomitantly with aspirations.
6. 'Aesthetic' needs—including craving or preference for symmetry, closure, completion of the act, system or structure primarily in the (built) environment. This last 'need' does not feature strongly in his discussion of the model (Alborz, 2017).

While Maslow (1987) contends that the Hierarchy of Needs (HoN) is not a fixed order, he suggests that motivations for most people will initially focus on the most basic levels of need and, once met, the person will shift focus (consciously or unconsciously) to higher levels of need. He made exceptions, such as the starving artist in the garret, who is so focused on expressing their talent that they overlook the need for adequate nutrition or sleep, and where a person gives up their job to save their self-esteem but loses income as a result, putting themselves at risk of hunger or losing their shelter. Maslow acknowledges that the HoN will be context dependent in terms of "a list" in this way (Solomon et al., 1980). Synergies between the Quality of Life study and Maslow's work can also be found in the selection of variables included in a National Quality of Life Index (Diener et al., 1995) and, more recently, rural Quality of Life policy initiatives (Brauer & Dymitrow, 2014). Researchers have also investigated the development of a Quality of Life model built directly on Maslow's HoN using statistical modelling (Kravetz, 2014). The modelling assumed the HoN has a strict hierarchical structure (which is debatable) and used facet theory to examine items produced to represent HoN levels. The analysis produced a structure that resembled but eventually contradicted Maslow's hierarchy of needs. Maslow's hierarchy of needs (1970, 1987) has thus had an

impact on the creation of Quality of Life models, but its hierarchical structure has not been supported. Nonetheless, it undoubtedly provides a comprehensive, theoretically driven structure for investigating the Quality of Life of any person.

Sen's Capability Approach and Quality of Life

Sen and colleagues' work on the Capability Approach (CA) (Sen, 1985) was another significant contribution to the Quality of Life area. The approach is driven by assessments of Quality of Life, judgments about equality or justice, or the degree to which communities or nations have developed towards acceptable Quality of Life for various populations. Its main focus is on the effective opportunities that people have to live a meaningful existence. CA is concerned with the social and environmental circumstances that promote well-being rather than individual experience. The approach's fundamental concepts include "functions" and "capabilities." Functions are defined as beings and doings and refer to an individual's status, where attributes such as a person being well-fed and literate are held to show they are in a good functional state in these areas. Capabilities are defined as real chances, while freedoms (which refer to a person's autonomy in engaging in such opportunities) "realise functionings." (Sen, 1985, 2004). That is, to have access to resources (opportunity) and to be free to take the steps necessary to become well-fed or literate. These capabilities and liberties, then, are related to the supply of a "good environment" for functioning. This is consistent with Maslow's viewpoint that "a good environment (in theory) is one that provides all necessary raw materials and then gets out of the way... to allow the (average) person to utter wishes and demands and make [their] choices..." (Maslow, 1987). They are the key contextual factors that allow an individual to attain a valued Quality of Life (Robeyns, 2006).

Sen defines conversion factors as the process by which commodities or resources (raw materials) are mediated to provide people with the capability to

accomplish functioning (opportunities to meet needs) of one kind or another (Dang, 2014; Nambiar, 2013). There are three types of conversion factors: personal (physical state, age, and gender); social (institutions, cultural or social norms); and environmental (climate, pollution, and public facilities). As a result, the conversion of available resources into well-being is viewed as being reliant on individual, social, and environmental characteristics. "An assessment of the person's specific achievements—the kind of being he or she succeeds in having" is defined as "well-being" (Dang, 2014; Sen 1985). Agency freedom' in this case refers to "one's freedom to bring about the achievements one values and strives to produce" (Sen, 1985), or individuals freedom to decide to act." This is in contrast to "liberty from societal constraints," which prevents a person from acting on their decisions.

Self-determination and Quality of Life

As briefly discussed above in relation to the person's position within a Quality of Life model, self-determination is a concept underlying aspects of choice and control over one's life. It is especially important for people with Intellectual Disabilities, who have traditionally had their decision-making opportunities removed or significantly diminished in comparison to the general population. However, it is not just about choice, but also about aspiration and establishing personal goals. Self-determination theory captures the idea that valued acts are those of intrinsic interest to people and the importance of having the freedom to pursue such interests, which is apparent in CA (Ryan & Deci, 2000). Ryan and Deci (2000) differentiate between motivations to act arising from one's own interests and those prompted by external pressures. They argue that various types of motivation have varying effects on learning, performance, personal experience, and well-being.

Intrinsic motivation pushes people to investigate and seek out novelty, to be inquisitive, curious, and playful, and to lean towards learning new things and improving their skills. According to Ryan and Deci (2000), these activities are the

main source of joy and vitality throughout existence. Maslow (1987) claimed that our early and continuing personal and social development is a result of our desire to comprehend, systematise, organise, analyse, look for relationships and meanings, and build a system of values. Although it has been suggested that learning based on personal interests is most effective and fulfilling, formal education is required to ensure that people have a minimal level of knowledge and ability. It's crucial to identify individual interests and goals and make it easier for these individuals to pursue them in order to improve their QoL (Alborz, 2017).

Extrinsic motivation is imposed by others and requires the person to exhibit certain behaviours. Deci and Ryan (1985) suggest that the type of response given is dependent on the extent to which the person "internalises" (accepts the premise for) the required act or behaviour. Extrinsic motivators interact with the "autonomy" of the individual to determine their subjective experience and actions (Alborz, 2017).

Quality of Life Assessment by World Health Organisation

WHO for the purpose of developing a scale to assess Quality of Life, an international collaborative review conducted to create an agreed-upon definition of Quality of Life. Following a thorough review of the literature, consultants and field centre researchers proposed a number of broad domains that they believed would add to an individual's Quality of Life. Each domain was further subdivided into a number of specific areas (facets) that summarised each domain.

Domain I-Physical Domain

Pain and Discomfort

Pain and discomfort are unpleasant physical sensations experienced by a person and their Quality of Life can be affected by the constant threat of pain. Pain is judged to be present if a person reports it to be so, even if there is no medical reason to account for it. Different tolerance and acceptance of pain are likely to affect its impact on Quality of Life.

Energy and Fatigue

Energy and fatigue are the energy, enthusiasm, and endurance a person has to perform daily tasks and activities. It can range from disabling tiredness to adequate levels of energy and can be caused by illness, depression, or overexertion. The impact of fatigue on social relationships, increased dependence on others, and the reason for any fatigue is beyond the scope of questioning.

Sleep and Rest

This facet focuses on how much sleep and rest a person needs and how it affects their Quality of Life. Sleep problems can include difficulty going to sleep, waking up during the night, and being unable to go back to sleep. It does not inquire into specific aspects of sleep such as waking up early in the morning or taking sleeping pills. The question of whether a person is dependent on substances to help them sleep is covered in a separate facet.

Domain II-Psychological***Positive Feelings***

This facet examines how much a person experiences positive feelings of contentment, balance, peace, happiness, hopefulness, joy, and enjoyment of the good things in life. A person's view of and feelings, Future perspectives are seen as an important part of this aspect. For many respondents, this facet may be regarded as synonymous with Quality of Life. Negative emotions are not included because they are addressed elsewhere.

Thinking, Learning, Memory, and Concentration

This facet explores a person's view of their thinking, learning, memory, concentration, and ability to make decisions. Questions disregard whether a person is alert, aware or awake, even though these underlie thinking, memory, and

concentration. Some people with cognitive difficulties may have no insight into their difficulties, and proxy evaluations may be a necessary addition to the person's subjective evaluation. A similar problem may be a reluctance to admit to problems in this area among some respondents.

Self-esteem

The most important details in this text are that questions are being asked about a person's sense of worth as a person, their self-efficacy, satisfaction with oneself and control, and their sense of dignity and self-acceptance. Questions are likely to include people's feelings about themselves in a range of areas, such as how they are able to get along with other people, their education, their appraisal of their ability to change or accomplish tasks or behaviours, their family relations, and how they are perceived and treated by others. It is assumed that questions will be interpreted in ways that are meaningful and relevant to their position in life.

Body Image and Appearance

The bodily image and appearance facet examines the person's view of their body, whether it is seen in a positive or negative way. The focus is on the person's satisfaction with the way they look and the effect it has on their self-concept. The phrasing of the questions aims to encourage respondents to answer how they really feel rather than how they feel they should respond. It is assumed that questions will be interpreted by respondents in meaningful and relevant ways that are meaningful and relevant to their position in life. Self-esteem is the esteem felt within the family rather than individual self-esteem.

Negative Feeling

This facet concerns how much a person experiences negative feelings, such as despondency, guilt, sadness, tearfulness, despair, nervousness, anxiety, and a lack of pleasure in life. Questions are framed to include people with severe psychological

difficulties such as depression, mania or panic attacks. Questions do not include poor concentration or the relationship between negative affect and social relationships, nor do they include any detailed assessment of the severity of the negative feelings.

Domain III-Level of Independence

Mobility

Mobility investigates the individual's perception of their ability to move from one location to another, to move around the house, to move around the workplace, or to and from transportation services. The emphasis is on the person's general ability to go wherever he or she wishes to go without the assistance of others, regardless of the means used. Questions address people with mobility issues regardless of whether changes in mobility were sudden or gradual, though it is recognised that this is likely to have a significant impact on Quality of Life. A person's disability does not always limit their mobility in a properly adapted house or workplace.

Activities of Daily Living

The facet investigates a person's ability to conduct routine daily living activities such as self-care and property care. It also considers how much people rely on others to assist them in their daily activities, as well as specific activities impacted by fatigue, sleep disturbances, depression, anxiety, mobility, and other factors. Questions do not cover aspects of everyday life that are covered in other sections.

Dependence on Medication or Treatments

This aspect investigates a person's reliance on medication or alternative medicines to maintain bodily and psychological well-being. Medications can have a detrimental impact on a person's Quality of Life, whereas other treatments can improve it. Non-pharmacological medical interventions on which the person is still

reliant include a pacemaker, artificial limb, or colostomy bag. The inquiries do not delve into the specifics of the medication.

Working Capacity

This aspect assesses a person's ability to execute work, regardless of its nature. Paid labour, unpaid work, volunteer community work, full-time study, child care, and household duties are all important activities. The inquiries do not ask about people's attitudes towards the nature of their jobs or the quality of their working environments.

Domain IV-Social Relationships

Personal Relationships

Personal relationships assess how much companionship, affection, and support people get from their intimate relationships. It involves the ability and opportunity to love, to be loved, and to be emotionally and physically intimate with others. Hugging and touching are also bodily manifestations of intimacy. The questions include how much satisfaction a person receives from caring for others and whether or not they have difficulty managing the burdens of caring for others. This aspect deals with all kinds of loving relationships, including intimate friendships, marriages, and both heterosexual and homosexual partnerships.

Social Support

This aspect examines how much a person values the dedication, approval, and availability of practical assistance from family and friends. It focuses on how much the individual believes they have the support of family and friends, and how much they rely on this support during a crisis. Questions probe how much family and friends share responsibility and collaborate to solve personal and family problems, as well as how much support and encouragement they receive. Questions

are phrased in such a way that negative effects such as verbal and physical abuse can be documented.

Sexual Activity

The sexual activity aspect is concerned with a person's sexual urge and desire, as well as their ability to express and appreciate their sexual desire appropriately. Other forms of physical intimacy are addressed elsewhere. Questions concentrate on sex drive, sexual expression, and sexual fulfilment. Fertility is central to this aspect in some cultures, and childbearing is a highly valued position. It is recognised that sexual activity is difficult to inquire about, and responses to these inquiries may be more guarded in some cultures. Some respondents may report little or no urge for sex without it affecting their Quality of Life.

Domain V-Environment

Physical Safety and Security

Physical safety and security assesses the individual's feeling of safety and security in the midst of physical harm. It is likely to be especially significant for certain groups, such as disaster victims, the homeless, people in risky occupations, criminals' relatives, and victims of abuse. Questions centre on a person's personal sense of safety or lack of safety, security or insecurity, and how these impact Quality of Life.

Home Environment

The primary location where a person lives and maintains the majority of their possessions is the home environment. It is evaluated on the basis of comfort, providing a secure place to live, crowdedness, available space, cleanliness, privacy, available amenities, and the quality of the building's construction. Questions are phrased in such a way that people who do not live in one location with their family, such as refugees or people in institutions, are included. The quality of one's immediate surroundings is also essential for one's Quality of Life.

Financial Resources

The financial resource is a facet that investigates how a person's financial resources (other exchangeable resources) meet their needs for a healthy and comfortable way of living. The emphasis is on what the person can or cannot afford, and questions include feelings of satisfaction or dissatisfaction with the items that the person's income allows them to obtain. The assessment will take place independently of the respondent's health or employment status. It is recognised that a person's perspective on financial resources as "enough" or "meeting my needs" is likely to vary significantly, and the questions are designed to accommodate this variation.

Health and Social Care: Availability and Quality

It is a component that investigates a person's perception of health and social care in their immediate surroundings. It includes how the individual perceives the availability of health and social services, as well as the quality and completeness of care that they have received or expect to receive if these services are needed. It also includes volunteer community support and the ease with which friends and relatives can access these facilities. Questions should not be asked about aspects of health care that have little personal significance or relevance to the individual answering the query.

Opportunities for Acquiring New Information and Skills

This aspect examines a person's ability and desires to learn new skills, gain new information, and stay in touch with what's going on. It focuses on a person's ability to meet a need for information and knowledge, such as educational understanding or local, national, or international news that is relevant to their Quality of Life. Questions are phrased to catch these various facets of acquiring new knowledge and skills, which range from global news and local gossip to formal

educational programmes and vocational training. It is believed that questions will be interpreted in meaningful and relevant ways to their current situation.

Participation in and Opportunities for Recreation and Leisure

This aspect assesses a person's ability, chances, and desire to engage in leisure, pastimes, and relaxation. It encompasses all forms of leisure, relaxation, and amusement, such as visiting friends, participating in sports, reading, watching television, or spending time with family. Three elements are addressed in the questions: the person's capacity for, opportunities for, and enjoyment of recreation and relaxation.

Physical Environment (pollution or noise or traffic or climate)

The physical Environment facet examines the person's view of their environment and whether it serves to improve or adversely affect Quality of Life. In some cultures, certain aspects of the environment may have a particular bearing on Quality of Life, such as the availability of water or air pollution. This facet does not include the Home environment or Transport.

Transport

The transport facet determines the person's view of how available or easy it is to find and use transport services to get around. The focus is on how the available transport allows the person to perform the necessary tasks of daily life as well as the freedom to perform chosen activities. Questions do not inquire into the type of transport or the means used to get around in the home, and personal mobility is not included.

Domain VI-Spirituality, Religion, or Personal Beliefs

Spirituality, religion, or personal beliefs

Spirituality, religion, or personal beliefs facet examines the person's personal beliefs and how they affect Quality of Life. It addresses people with differing

religious beliefs, as well as people with personal and spiritual beliefs that do not fit within a particular religious orientation. For many people, religion is a source of comfort, well-being, security, meaning, a sense of belonging, purpose and strength, while for others, it has a negative influence on their life. Questions are framed to allow this aspect of the facet to emerge.

Socio Personal Adjustment

Adjustment is a critical factor in a child's psychosocial growth. Human success or failure is determined by the value pattern and adjustment to life circumstances and society. Values as adjustment play an essential role in a student's life. Adjustment is a process that allows us to live a happy and fulfilled life by maintaining a balance between our needs and our ability to satisfy those needs. It alters our way of living in response to the demands of the situation (Moritsugu, 2016).

The idea of adjustment is as ancient as the human race, and its systematic emergence begins with Darwin's (1859) theory of evolution. Originally, the idea was strictly biological, and Darwin used the term to refer to adaptation to the physical demands of the environment, but psychologists now use the term adjustment to refer to changing conditions of social or interpersonal relations in this society (Chen & Chen, 2010; Silbereisen et al., 2010).

The idea of adjustment is not new. It is one of those words in psychology that has caused much consternation because it contains so many meanings. In his *Principles of Biology*, published in 1864, Herbert Spencer defined the word as "continuous adjustment of the external relations." As a result, William James defined the idea of adjustment as vagueness incarnate. According to John Dewey, successful people in developing cultures do not adapt to their surroundings, but rather adapt the surroundings to their needs.

The term adjustment has been defined in so many ways by different learned persons. The concept of adjustment is originally biological as propounded in Darwin's theory of Natural selection and adaptation to the environment (Brandon, 1995).

Meaning and Definition of Adjustment

The Oxford Dictionary's (2012) definition of adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. It is used to adapt or modify two things to correspond to each other, such as the extension of a ladder to reach an upper-story window or the wearing of clothes according to the requirements of the seasons. Modern technology has made it possible to adjust the temperature inside dwellings and workplaces to harmonize with one's needs. Darwin's (1859) theory of evolution states that those species that adapted successfully to the demands of living survived and multiplied while others who did not, died out. However, the concept of adjustment is not as simple as adaptation and psychologists and scholars differ in interpreting its meaning and nature (Kumar & Gurjar, 2016). Wolman (1973) defines "the process in which changes in behaviours and attitudes are made for the purpose of satisfying the environment's demands and the person's needs. The aim of the adjustment is to create harmonious relations between the person and his or her environment" (Wolman, 1973, as cited in Mangal, 2002).

Process of Adjustment

As adjustment can be viewed as a process. If the adjustment process is broken down, it comprises the following components:

- a) A motivating factor—a strong persistent stimulus that satisfies a need or purpose. For example, a bodily requirement, a wish, or an anticipatory objective.

- b) An environment or mental state that thwarts or conflicts with the purpose, resulting in tension. For example, a lack of food, or a dread of a physical defect.
- c) The use of trial and error. For example, the individual may respond favourably or negatively to a variety of stimuli, reach, withdraw, or exhibit overly aggressive behaviour.
- d) The discovery of stimuli that elicit a reaction that meets the motivating condition. For instance, eating, removing a feared item, and success. Failure to locate stimuli, to satisfy motivating circumstances causes emotional maladjustment. For example, persistent hunger, persistent fear, and persistent concern about one's physical state.
- e) Satisfaction of motivating condition through answers that contradict other motivating conditions. For example, eating too quickly and becoming ill, removing an object that is both feared and treasured and overly aggressive behaviour that results in unpopularity.

Areas of Adjustment

- Health and physical environment
- Finance, living conditions and employment
- Social and recreational activities
- Sex and marriage
- Social psychological relation
- Personal psychological relations
- Moral and religious
- Home and family
- Future - vocational and educational
- Adjustment to school and college work
- Curriculum and teaching (Rita et al., 1970)

Types of Adjustment

The study of human adjustment from the standpoint of the responses' situational context produces different kinds of adjustments. There were variations of adjustment, which have been classified as personal, social, marital, and vocational, terms that represent the four most important and essential domains of life in which good adjustment is required for effective living.

Social Adjustment

'Accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships' (American Psychological Association Dictionary, 2023).

Social adjustment is the process of adjusting to the demands and pressures of the social environment imposed upon the individual. It is a wider term used in various spheres of life, such as if an individual is well-adjusted in their family environment, their family adjustment will be good. Which is a part of social adjustment. There are some additional mechanisms for social adjustment. The following section will go over the major processes.

- i. ***Adaptation and stress.*** Adaptation refers to the efforts made to survive and be satisfied. Stress refers to environmental factors that make it difficult for a person to live. Stress is felt as irritation or discomfort at the most basic level of living, and it is explained as the anticipation of harm at a slightly higher level. Certain types of stressors cause anxiety in humans. Anxiety can cause defensive responses, which are mental attempts to decrease stress. Defences are widely regarded as ineffective ways of adjustment. In fact, adjustment implies releasing tension or satisfying motives (Rita et al., 1970).

- ii. ***Social influence.*** The process of social influence includes two critical components: (a) someone intervening and (b) inducing a change in the other individual. The agent is the focal person who is affected by the source of intervention. The adjustment refers to the decrease of tension or the satisfaction of motives. Imitation, conformity, and obedience are known to aid in social integration. Influence phenomena, which include imitation, conformity, and obedience, always include an agent who has caused a shift in the focused person. Influence situations can be distinguished by observing the various traits of the agent and the behaviour that constitutes the intervention (Rita et al., 1970).

Personal Adjustment

According to the American Psychological Association Dictionary (2023), personal adjustment refers to the “adaptation by an individual to conditions in his or her family and community, especially in social interactions with those with whom regular personal contact is necessary. The degree to which a person is able to cope with the demands of life.”

The components of personal adjustment comprised self-compassion, emotional regulation, and personal growth initiative. A second set, referred to as professional development, is comprised of three variables, counselling experience, counsellor training, and age.

Conflict

When a person is forced to choose between two or more needs that cannot be completely satisfied at the same time, conflict can become a source of obstacles. The result is the simultaneous arousal of opposing emotions, desires, or motives in the person. When one option is chosen, frustration with the other results. Conflict acts as a precipitating factor for behavioural disorders when a person is exposed to

conflicting circumstances for an extended period of time. Strong, unresolved conflicts permanently alter a person's identity ("Defence Mechanisms", 2018).

Frustration

Frustration can result from challenges that are internal (high fever) as well as external (very hot weather to frigid weather). An individual with a propensity to attack and eliminate obstacles becomes enraged as a result. When anger doesn't end, it can turn into hostility, which is characterised by a desire to harm or destroy the person or thing that is the cause of the anger. A person's attacks on obstacles may also be impulsive and destructive in nature, such as in instances of assault or homicide, if their inner controls are underdeveloped or impaired by alcohol or other conditions ("Defence Mechanisms," 2018).

Defence Mechanisms

Defence mechanism are mechanisms adopted by an individual to adjust to the situation in life. The defence mechanism is a pattern of adjustment through which an individual relieves or decreases anxieties caused by an uncomfortable situation that threatens self-esteem ("Defence Mechanisms," 2018).

Different defence mechanisms have been categorised by psychologists into five or six major categories, with some going as far as 17 or 18 categories. These coping mechanisms, which work automatically and habitually, are taught and created to address self-devaluation, anxiety, and hurt. They entail techniques for self-deception and distortion and are typically used in conjunction rather than separately. They are essential to safeguard feelings of significance, adequacy, and value, soften failure, and reduce anxiety and hurt. Defence mechanisms can take either a positive or negative form ("Defence Mechanisms," 2018).

Major types of defence mechanisms are Projection, reaction formation, regression, repression, rationalisation, denial of reality, fantasy, displacement,

emotional insulation, intellectualisation, undoing, identification, introjections, compensation, acting out, selective forgetting, negativism, and sublimation ("Defence Mechanisms," 2018).

Maladjustment

'Maladjustment' is a process whereby an individual is unable to satisfy his or her biological, psychological, or social needs successfully and establishes an imbalance between his or her personal needs and the expectations of society, resulting in the disturbance of psycho-equilibrium (Williams, 1932).

Characteristics of a Maladjusted Person

There are numerous reasons in and out of the school which create frustration, that leads to maladjustment (Schostak, 2014).

Withdrawn and Timid. Frequent withdrawals from difficult situations may make individuals timid and weak in facing real-life situations.

Shy and Self-conscious. Shyness is typically associated with self-consciousness, being concerned about the impression one gives to others, and being concerned about their negative evaluation. Shy person has poor self-esteem and tends to anticipate adversities, so they frequently remain silent and avoid eye contact.

Fearful. Fear is a strong emotion characterised by a perception of peril, unpleasant agitation, and often a wish to hide from meeting students of higher classes, being alone in a room, and dread of dogs, strange noises, the dark, and so on

Anxious. Anxiety is a psychological characteristic. It is the result of conflict, which is an unavoidable part of existence. Anxiety defines an individual's emotional state. Many pupils are tense and concerned (highly anxious), while others are calm. (hardly anxious). Anxiety cannot be immediately witnessed because it is an inferred emotional state of an individual. It can be assessed using psychological tests or methods.

Delusions. A delusion is an irrational and obstinate belief that an individual actively defends, such as when a child does not work diligently for the final examination and believes that only God can get him through it, and he fails. This demonstrates his fantasy, which causes him to be maladjusted.

Extremely Aggressive. Aggressive students exhibit enterprising or energetic behaviour, as well as a propensity to dominate in class or at school. Sometimes an individual fails to demonstrate dominance in a social situation and instead hurts herself or herself, such as when a child beats his or her doll, kicks the dog, or throws other objects.

Tension. When a person does not experience a sense of inner freedom, the strain caused by muscular contradiction through which muscles, tendons, and so on are stretched in a threatening situation.

High Aspirations. A person who has high aspirations and desires for the future. When his dreams do not come true, he or she becomes impractical in life.

The Feeling of Inferiority. A sense of inferiority stems from a sense of imperfection and incompleteness in a specific area of life that motivates the individual to strive for a higher level of development and, as such, is the source of all improvement in life circumstances. When a new level of achievement is achieved, feelings of inferiority reappear, stimulating further upward movement. If inferiority feelings are exaggerated by negative home circumstances, physical or mental disorders of the inferiority complex may emerge, making a person maladjusted (Schostak, 2014).

School Environment

In general, the environment alludes to one's surroundings. An individual's surroundings can be observed from various angles. A slogan such as "Keep your surroundings clean" implies how you use your physical world. She grew up in an

unhappy environment, on the other hand, would indicate one's psychological environment. Even though everything in an individual's environment has the potential to affect that individual, no individual can interact with every element of his or her environment. Because one must interact with elements of one's environment in order to influence or be influenced, it may be appropriate to define one's environment as that portion of one's environment with which he or she interacts. The term "School Environment" refers to the area of one's school with which he or she engages on a daily basis ("Learning in the School Environment," 2018).

A School Environment is broadly characterised by its facilities, classroom practices, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

According to the National Center on Safe Supportive Learning Environments (2023), a positive school environment is defined as "a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate." Studies have shown that schools should be places that facilitate conflict resolution and encourage learning and living. Good teaching can be found in poorly constructed schools, just as bad teaching can exist in well-built schools. A school building can either facilitate or hinder learning (Walden, 2004).

School Environment on Experts' View

According to Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity.

Nwangwu (1990) gave the characteristics of the school environment to include school buildings, classrooms, furniture, playgrounds, sporting facilities, laboratories, libraries and equipment which aid the teachers in the effective delivery of the lesson.

According to Ade et al. (2022) the school building, site and equipment are part of the environment in which the child grows and develops. A healthful School Environment is necessary for the best emotional, social and personal health of the pupils. Schools should also serve as demonstration centres of good sanitation to the community.

Freiberg (1999) explains School Environment as the quality of school that helps each individual feel personal worth, dignity and importance, while simultaneously helping create a sense of belongingness to something beyond ourselves.

Welsh et al. (1999) state, that the School Environment is the unwritten beliefs, values and attitudes that become the style of interaction between students, teachers, and administrators. School Environment sets the criterion of acceptable behaviour among all school participants and it allocates individual and institutional responsibility for school safety.

Rutter and Maughan, (2002) observed that a School Environment which includes good working conditions, sensitivity to pupil needs and good care and upkeep of buildings is associated with better attainment for the student.

A welcoming and learning-friendly physical environment, a social environment that encourages dialogue and interaction, and an effective environment that fosters a feeling of belonging and self-esteem contribute to School Environment. As a result, a School Environment can be interpreted as the thread that connects the various events on campus. This thread is almost invisible in many ways, but everyone feels its impact (Sharma, 2011).

Elements of School Environment

Some elements of the School Environment are discussed in the following section.

Physical Environment

A school's physical environment is made up of the physical surroundings and facilities in which a student finds himself or herself while at school. In the absence of a minimum essential standard for operating a school, physical surroundings and facilities frequently vary from school to school.

Psychological Environment

If a school's building, space, and facilities provide a physical environment, its ideology and practice provide a psychological environment. The psychological atmosphere of a school refers to the stimuli that impact the learner's psyche while they are in school. For example, the principal's and teachers' attitudes towards a learner may serve as a motivator for the learner to do or not do certain things in school.

Thus, school plays a strategic and necessary part in the development of a healthy personality. Much attention has been paid, for example, to the conflict between the democratic tradition to which the school is dedicated and certain anti-democratic practices and attitudes to which it is frequently prone, such as authoritarianism in human relations, competitiveness rather than cooperation in the classroom, caste and religion-based segregation, and other less tangible forms of intergroup discrimination.

Social Environment

Every school provides students with a social environment in addition to the physical and psychological environment. This includes the presence of peers and teachers, as well as influential adults. Socialisation is the process whereby

individuals are made aware of the behaviour that others expect of them related to the norms, values and culture of their society. Agents of socialisation include the family, school, friendship groups, religious institutions and the mass media. In collective undertakings with the peer group students learn and practice the social virtues of cooperation, self-sacrifice and loyalty, while outdoor activities offer opportunities for the exercise of daring, resourcefulness, self-reliance and initiative. Many social skills, habits, attitudes and prejudices of individual students are tried out, tested and refined in the social environment of the school.

Cultural Environment

Another factor is the cultural environment, as people in various regions follow distinct traditions, customs, rituals, and so on, resulting in cultural differences. Culture refers to a person's overall way of life, and the social legacy that he or she receives from his or her group. Culture is also a component of the environment that people have created. In its broadest anthropological sense, culture is described as everything created, endowed, designed, articulated, conceived, or directed by humans. Material (buildings, artefacts, industries, slum housing) and immaterial (ideology, value systems, mores) humanly produced products, as well as materially derived products such as social class and the social or political order, are all examples of culture. A basic cooking pot is as culturally significant as a Beethoven sonata. Culture is a collection of ideas, feelings and thoughts. It is the community's common knowledge, stored in men's memories and the things they do, as well as books and objects for the future.

Although an electromagnetic field is never seen, the events that can be seen can be given an abstract formulation by asserting that the electromagnetic field exists. Obviously, every school provides its students with a cultural setting that is characterised by practice.

Political Environment

In a community, not everyone belongs to the same social class. Every society is composed of dominant and subordinate social groups. The Indian caste system has produced social classes and social stratification, with one caste group attempting to dominate the other. Hegemony refers to the dominance of one societal class over others. Because teachers and pupils in a school are members of one or more castes or community groups, hegemonic practice can be found there as well. This is why some pupils can attend public schools while others must attend government schools. Even outside of the classroom, some pupils receive more attention and treatment than others. As a result, each institution develops a political environment for the learner.

School as a Social System and Classroom as a Miniature Society

The school, as a social system, is designed and managed to prepare young children to function successfully in real-world situations. It offers a system of human interactions in which participants are encouraged to live in accordance with their individual rights and responsibilities. Students are constantly forming and reforming themselves into social groups in order to complete educational tasks given to them by the society in which they live. These roles are intertwined through values that are created and widely shared. Students develop the knowledge, skills, and values that society demands of them as citizens and individuals by participating in a variety of roles.

According to Jensen (1954), the social system of the school consists of different structures that need to be understood. It is briefly discussed in the following section.

The Formal Work Structure

The primary function of the school is to meet the educational needs of the community in which it operates. This is a "public" job because the school was

established to help its participants achieve the level of action or practical competency needed to deal effectively with the problems and situations they encounter in their personal and professional lives. To complete the assigned public job, it brings together the participants and provisions and establishes the learning conditions required for members to acquire practical competencies. The formal work structure of the school is defined as the way in which participants relate to one another and receive gratification by performing the functions required to accomplish the school's goals.

The Authority Structure

Decisions affecting a social system's efficiency, productivity, state of equilibrium, and integration must be made on a continuous basis. Thus, the system creates a structure to institutionalise the rules and procedures that govern critical choices. The authority structure of the school refers to how various groups and individuals in decision-making roles relate to one another and to the other participants.

The Communication Structure

The communication dimension of the school is represented by the relationships that participants make with one another, the process for reporting to authorities, and the status of their assigned responsibilities within the formal work structure.

The Power Structure

The power dimension of a social structure is represented by how participants in a social system practice their individual ability to grant or withhold satisfaction of other people's needs.

The Status and Privilege Structure

Some members receive deference, honour, recognition, and material rewards that others do not because of their place in the system. Students are conscious of

those who are eligible for rewards based on their position rather than their achievement or contribution to the work of the class or school. Such examples represent the structure of prestige and privilege.

The Informal Clique Structure

The informal clique of the school structure represents how the participants of the school relate to share concerns, anxieties, and private perceptions, support one another in threatening and uncertain situations, and take concerted action to ensure their personal welfare.

The term School Environment describes the environment that affects the behaviour of teachers and students. The School Environment characterises the organisation of the school building and classroom level. It refers to the feel of the school and can vary from school to school within the same district (Tyagi, 2020). It reflects the physical and psychological elements of the school that are more susceptible to change and that provide the prerequisites for teaching and learning to occur. In this capacity, schools can assist in developing the information, skills, and disposition that young people require to become politically aware and socially responsible citizens. The values, cultures, safety practices, interactions, attitudes, expectations, atmosphere, motivation, and organisational structure within a school building that cause it to function and respond in a specific manner are referred to as the School Environment (Mitchell, 1996).

The physical attributes of a school, as well as the degree of order, satisfaction, and productivity, are all part of the school atmosphere. It is the result of a dynamic interaction between the staff and students of the school, as well as the involvement of parents and the community, which has resulted in a tangible spirit within the school structure. It encompasses all variables at the school level that are directly related to the School Environment, teachers, curriculum, and principals. Also, policies made at the school, district, or community level that affect the entire

school staff, parents, and students are reflected. It is the sum of all external forces and circumstances that affect the students' lives, nature, behaviour, maturation, growth, and development. Obviously, a favourable setting contributes to the development of a child's native abilities and the personality of a child depends on his or her environment.

The School Environment is an essential element in the effectiveness of the school and academic success. Teachers, the teaching-learning process, opportunities for self-expression and creative thinking, autonomy for students, recognition of the right to hold differing opinions and points of view, and discipline are all investigated using School Environment research tools.

Educational Aspiration

Educational Aspiration was a psychological construct that represents an individual's cognitive type of motivation. Hanson (1994) defines it as "early impressions of one's own academic abilities and the highest level of education that an individual has attained."

Individuals expect to succeed, which has been linked to academic success. It serves as a frame of reference for self-esteem or as a benchmark against which an individual's experiences are measured (Drever, 1952). Educational Aspiration refers to the highest degree of education that a person wishes to attain. It also indicates the educational task objective that the adolescent has set for himself.

Aspiration was a person's expressed desire to pursue his or her formal education after high school (Bisrell, 1977; Mathai, 2021). It alludes to one's initial impressions of one's own academic abilities.

An individual's Educational Aspiration is the degree of education to which they aspire. The role of Educational Aspiration in the field of education is critical because the academic success of students cannot be assessed unless the level of

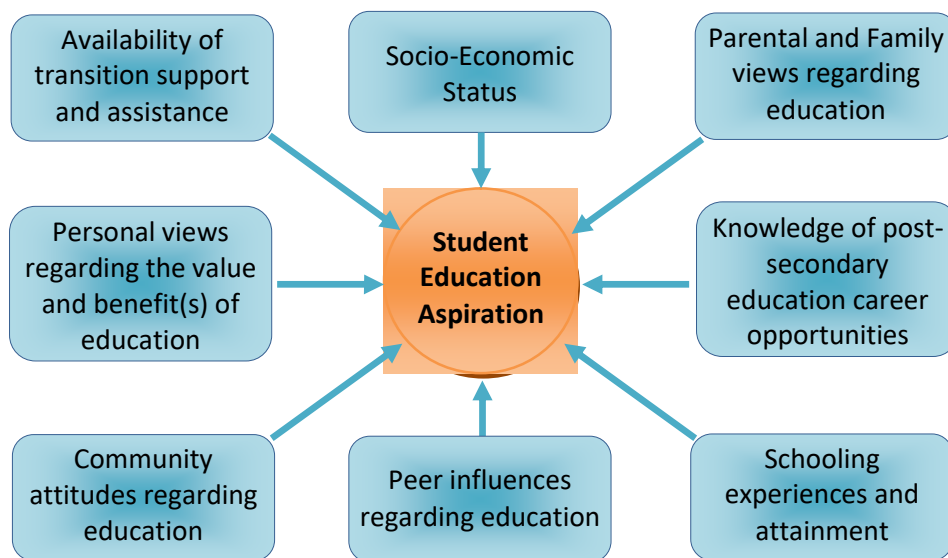
Educational Aspiration is represented. What they want to be and what they don't want to be are all mirrored in their Educational Aspirations. As a result, Educational Aspiration is critical in education. It has a significant beneficial impact on students' educational attainment (Maduro, 2017; Moon & Brown, 2000; Worell, 1959).

A Range of Factors Influence a Student’s Educational Aspiration

According to the State of Victoria (2013), the following are the factors that influence student’s Educational Aspiration.

Figure 2

Factors Influence Student’s Educational Aspiration



(Source: Research into Education Aspiration for Regional Victoria, Regional Policy Advisory committee, August, 2013)

From Figure 2 the factors influencing Educational Aspiration are noted as: availability of transition support and assistance, socio-economic status, parental and family views regarding education, knowledge of post-secondary education career opportunities, schooling experiences and attainment, peer influences regarding education, community attitudes regarding education, personal views regarding the value and benefit(s) of education. These factors made it possible to fix the dimensions of the tool used in the present study.

Level of Aspiration-An overview

Aspirations can range from vague dreams and fantasies to specific ambitions and goals. Aspirations, on the other hand, typically connote the attainment of something high or great. They also address both the current and the future. In this respect, aspirations can be defined as an individual's ability to identify and set goals for the future while being inspired to work towards those goals in the present (Gutman & Akerman, 2008; Quaglia & Casey, 1996).

During the 1940s, the definition of the level of aspiration underwent a refinement. Social comparison theory indicated that within groups there are pressures toward uniformity. It is regarded as the level of future performance in a familiar task which an individual explicitly undertakes to reach. Success and failure experiences were manifested through the social environment, and the level of aspiration was seen as a compromise between the subject's evaluation of their ability and their desire to achieve a high level of performance. Levels of aspiration experiments were of limited scope and direction, but they demonstrated a promising experimental approach to problems of success and failure, of the formation of goals, and the genesis of the self and its relations to personality structure, achievement, and the social environment. Social and cultural factors undoubtedly influence the level of aspiration (Dabir, 1986; Frank, 1941, Singh, 2015).

Aspirations are the ability to identify and set goals for the future while being inspired in the present to work toward those goals. They have two major underpinnings: inspiration and ambitions. Inspiration reflects that an activity is exciting and enjoyable to the individual and the awareness of being fully and richly involved in life here and now. Ambitions reflect the perception of activity as important as a means to future goals. This way of viewing student aspirations is unique in that it combines the motivational components of the present (inspiration)

with the future (ambitions). The ideally accepted definition is that an individual with aspirations must exhibit behavioural traits reflective of both ambitions and inspiration. Aspirations can be recognised not only with respect to educational attainments, but vocational and perhaps, most importantly, Quality of Life issues as well. Educational Psychology dates back to the 5th century BCE when Democritus first emphasised the role of the family in the education and training of children. Research has been conducted on various aspects of education like learning, motivation, emotion, personality and individual differences (Dabir, 1986; Frank, 1941; Singh, 2015).

Multidimensional Nature of Aspiration

In the political and research spheres, aspirations have typically concentrated on young people's career and Educational Aspirations. Career aspirations can be divided into different categories based on the type of work that young people want to do in the future: higher managerial occupations, intermediate occupations, and techniques. Educational Aspirations typically centre on how far one wishes to progress in school or how much education one wishes to obtain (Gutman & Akerman, 2008).

The Contextual Nature of Aspirations

Aspirations do not exist in a vacuum but within a social context. Individuals have an aspirations window through which they view the possibilities available in their community (Ray, 2006), and the notion of high versus low aspirations is subjective. Higher educational and occupational aspirations connote more motivated individuals, while lower aspirations imply less commitment to learning and valuing education. The meaning and importance of aspirations, therefore, vary according to the context in which people live as well as their own individual characteristics and development (Gutman & Akerman, 2008).

An aspirations window may be restricted if individuals do not understand the means to achieve a particular goal. Programmes such as “aim higher” and local mentoring projects can help by providing critical information and knowledge. Schools will also play an increasing role, providing a member of staff to help identify their aspirations and guide them through education and training choices (Anders et al., 1999; Gutman & Akerman, 2008).

The historical context influences aspirations, and labour-market demands and employment rates have a direct impact on occupational possibilities as well as educational requirements. Because of increased educational requirements in the workplace, more young people are now enrolled in higher education, making education a more essential factor in adult occupational attainment (Bynner, 2001; Schoon et al., 2007; Bynner, et al. 2000; Gutman & Akerman, 2008; Shavit & Muller, 1998).

Theories of Level of Aspiration

The theory of aspiration is, in reality, the theoretical and systematic explanation of aspiration level. For the first time, Escalona (1940) presented a theoretical notion of the level of aspiration. Leon Festinger developed this theory (Festinger, 1942). This is known as the Resultant Valence hypothesis of the level of aspiration. According to this theory, as the difficulty level increases, so does the individual's sense of valence of success and dread of failure. The four conditions of the theory are explored further below (Festinger, 1954; Starbucks, 1963; Talwar, 2006).

1. **The valence of success.** Festinger explained it as the positive valence of future success. The theory states that it appears in a person when he sets his goals. It is very low at the very easy level and rises to a maximum at the difficult levels of performance.

2. **Valence of failure.** Festinger described this condition as the negative valence of a future failure. It appears to the individual when he or she sets his or her goals.
3. **Expectance of success.** Festinger said that this condition is concerned with the future performance of the individual. He or she added that it is the judgement of the individual at the time when he or she sets his or her goal to reach a given level of performance.
4. **Expectance of failure.** It is also known as the subjective probability of failure at the moment of goal setting. The psychological nature of aspiration can be defined as the expectation of failure decreasing as the expectation of success rises.

This theory of level of aspiration emphasised (a) the significance of individual differences in motivation with accomplishment and failure, and (b) how aspirations can be explained in terms of success and failure differences.

Herriot proposed an aspiration hypothesis. This hypothesis employs both comparative and normative functions. According to the hypothesis, an individual's level of aspiration for a given focal position can be viewed as a function of (a) the level of self-assessment relative to others that he has gained by comparing himself with relevant reference groups and (b) the level of expectations that 18 significant incumbents of relevant counter positions hold for his behaviour. This hypothesis described two factors: self-evaluation and expectations (Herriot, 1963).

Lewin's Field Theory and Level of Aspiration

Kurt Lewin conducted experiments on the study of the behaviour of children, using an elaborate experimental set-up to control the child's total environment. He emphasised the importance of studying behaviour as a function of the total physical and social situation, rather than statistical averages. Even if all general psychological laws were known, it would still need to understand the individual and the total

situation in which he exists before making any prediction about his behaviour (“Lewin's field theory of learning: Education,” 2016).

Lewin describes his viewpoint in the following formula

$$B = f(PE)$$

B represents behaviour

f is a function

P is the person

E is the total environmental situation.

Lewin explains individual behaviour on the basis of life-space, which is the totality of facts that determine behaviour at a given time. Life space includes the individual's drives, tensions, thoughts and environment. Desire creates tensions in the individual and tensions come to a balancing state and the person acts. After the goal has been achieved, the organism returns to a state of repose until a new desire activates him or her.

Lewin's theory of learning states that threat, goal and barrier are the main factors in an individual's life space. This life-space includes matters and events of past, present and future, concrete and abstract, actual and imaginary, all interpreted as simultaneous aspects of a situation. Lewin's theory regards learning as a relativistic process by which a learner develops new insights or changes old ones. Field psychology explains the development of insight as a change in the cognitive structure of life-space, not a mechanistic process of connecting stimuli and responses within a biological organism.

Explanation of Lewin's Theory

Consider P is working towards the aim of gaining social recognition. However, in order to accomplish his or her goal, he or she must apologise. The new request for a retraction is a roadblock in his or her path. The barrier could be physical or psychological forces that prohibit him or her from achieving his or her

objective. These forces coalesce into a pattern that defines his or her future behaviour.

Lewin has classified learning into the following categories:

- (i) Learning is a change in cognitive structure
- (ii) Learning is a change in motivation, i.e., in valences and values
- (iii) Learning is the acquisition of skills
- (iv) Learning is a change in group belonging

Learning of All Types Involves Change in Perception. Changes in the cognitive structure are caused by the forces in the psychological field—needs, aspirations, and valences.

Lewin thinks that the level of aspiration depends upon the potentialities of an individual and on the influences of the group to which he belongs. Too higher or too level of aspiration discourages learning (“Lewin's field theory of learning: Education,” 2016).

Main Concepts Used in Lewin's Field Theory

Topology. Topological concepts are used to represent the structure of life space in order to define the range of possible perceptions and actions. The parts are shown as various regions and their boundaries, and when an individual structures his or her life-space, he or she divides it into regions.

Vector. A vector is a force that is influencing movement towards or away from a goal. If there is only one vector, movement is in the direction of the vector, but if there are two or more vectors acting simultaneously, the movement is towards the resultant force.

Life Space. The psychological field is the space in which a person moves psychologically, containing their self and what they gain from their physical and social environment.

The Person in Life Space. The person is often represented as a point moving about in his or her life space, affected by pulls and pushes upon him or her, circumventing barriers in his or her locomotion in his or her life space.

Valence. When a person is attracted to an object that has a positive valence, they tend to move towards it, while when they are repelled, they move away from it. This can lead to conflict, especially when the opposing forces are in balance ("Lewin's field theory of learning: Education," 2016).

Lewin suggested that the subject appears to strike a balance between success and failure in achieving a given performance level. Lewin concluded that values of success and failure at any performance level are weighed by a subjective probability factor. The highest level of performance has a high positive value of success. But the lowest goal has a high probability of success and a low positive value of success (Lewin, 1944).

Sociologists interested in stratification have become concerned with goal orientation variables due to their potential to explain educational and occupational attainment. However, there is confusion in this area due to the use of the terms "aspiration" and "expectation." Since Lewin, social psychologists have referred to the cognitive orientational aspect of goal-directed behaviour as the "level of aspiration." Lewin distinguished between what he called "real" and "ideal" aspirations, with the former being what the person thought he might really be able to attain, and the latter what he hoped to attain if all went well. Lewin's word "real" seems more definite than the phenomena to which it refers. The suffixes "real" or "realistic" can serve well to describe the ego's own orientation to a goal (Haller, 1968; Lewin, et al., 1944).

From the above discussion, it may be concluded that these theories of level of aspiration provide importance on the different factors. On the basis of the factors, an individual makes an estimate of his or her future performance is influenced by his

or her desire to be successful and to avoid failure and his or her expectancy of making the given score. It was seen that level of aspiration and one's reactions to success and failure play a significant role in the individual's life as well as the performance of the whole community.

Migration-An Overview

Migration was normally described as a geographic movement of individuals away from their usual residence. But it differs from temporary and extremely short distance moves. There are two kinds of migration: internal migration (within national borders) and international migration (across international borders). The term "migration" in layman's terms refers to people moving from one location to another. The Multilingual Demographic Dictionary (2023) states that "migration was a form of geographical mobility or spatial mobility between one geographical unit and another, generally involving a change in residence from the place of origin or place of departure to the place of destination or place of arrival." In contrast to other types of movement, which do not entail a permanent change of residence, this type of migration was known as permanent migration. People can move within a nation between various states, or between various districts of the same state, or they can migrate abroad. As a result, internal and external migration are described using distinct terms. Internal migration was the movement within a country, whereas external migration, also known as foreign migration, was the movement across borders.

The 2030 Agenda for Sustainable Development recognises for the first time the contribution of migration to sustainable development. Eleven of the seventeen Sustainable Development Goals (SDGs) include goals and indicators related to migration or mobility. The Agenda's central tenet was to "leave no one behind," including refugees. The SDGs' central reference to migration was made in Target 10.7, to facilitate orderly, safe, regular and responsible migration and mobility of people,

including through the implementation of planned and well-managed migration policies. Other targets directly related to migration mention trafficking, remittances, international student mobility and more. Moreover, migration was indirectly relevant to many more cross-cutting targets (United Nations, 2015).

Migration-Different Definitions

Census of India. The Census of India provides two definitions of migrant-place of birth definition and place of last residence definition. “When a person was enumerated in Census at a place (i.e., village or town or rural or urban) different from her or his last place of residence, she would be considered as migrant by place of residence. When a person enumerated at place different from his or her place of birth, she would be considered as a migrant by place of birth” (Office of the Registrar General & Census Commissioner, India, 2011).

National Sample Survey. According to National Sample Survey (2023), a migrant is “a household member whose last usual place of residence, any time in the past, was different from the place of enumeration was considered as a migrant member in a household.”

National Family Health Survey-4. According to National Family Health Survey (2017), all eligible men and women were asked “How long have you been living continuously in (name of the current place of residence).” The question recorded responses as the number of years (1, 2, 3....., etc.), always and visitors. Those who responded in the number of years were considered a migrant.

Who is a Migrant

International Organisation for Migration (2023) defines a migrant as any person who is moving or has moved across an international border or within a State away from his or her habitual place of residence, regardless of (1) the person’s legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.

International Organisation for Migration (2023) also defines migration as

An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally-defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.

According to the Census of India 2011 Module 5, migration is characterised as follows:

The three elements contribute to demographic change over time in a region: results from the following three factors: birth, death, and migration (both in-migration and out-migration). The concept of mobility or migration concerns the movement of people from one place to another. A considerable part of this movement is incidental to carrying out the activities of daily life—commuting to and from the place of work, shopping, visiting, and travelling for business or pleasure, to name a few. They must, however, be distinguished from the type of mobility that entails a sustained or permanent residence in the destination. It is this latter type of mobility that the concept of migration envisions (“Migration”, 2022).

Some Examples of Migration

- Change of residence after marriage
- Migration to cities and towns for employment
- Migration (displacement) due to the construction of dams, roads, etc.
- Migration of refugees from Pakistan after independence
- Migration due to education

The Movement that is not Considered as Migration

The movement that is highly localised, such as from one apartment to another in the same building, Movement from one home to another in the same area, Movement from one village to another village, Movement from one ward in a town to another, etc., cannot be considered as migration (“Migration,” 2022). A movement is referred to as "migration" if it involves a change of residence from one village or town to another (“Migration,” 2022).

Types of Migration

Immigration and emigration. The terms "immigration" and "emigration" apply to people moving into and out of a country, respectively. Only in the setting of international migration are these words used. As an illustration, people who migrate from India and move to the US or Canada are both immigrants to those countries and emigrants from India (“Migration,” 2022).

Inmigration and outmigration. These terms are only used in relation to internal migration. Inmigration refers to movement into a specific region, whereas outmigration refers to movement out of a specific area. As a result, commuters from Bihar or Uttar Pradesh to Punjab are classified as inmigrants in Punjab and outmigrants in Bihar and Uttar Pradesh. The word inmigration refers to the area of destination of the migrants, whereas the term outmigration refers to the area of origin or place of departure of the migrant (“Migration,” 2022).

Theories of Migration

Different theories explaining migration are briefly discussed in the following section.

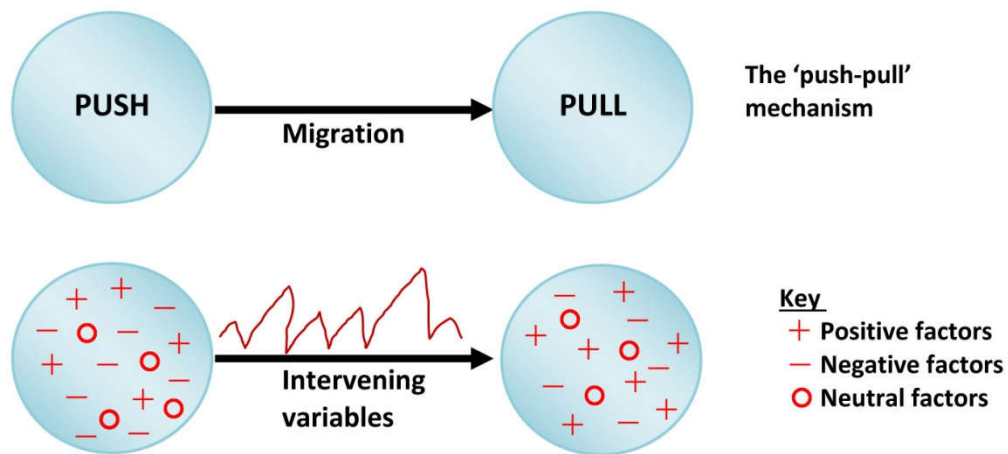
Lee’s Theory of Migration. Everett Lee has classified the factors associated with the decision to migrate and the migration procedure into four categories: (1)

Factors related to the origin area, (2) Factors related to the destination area, (3) Intervening hurdles, and (4) Personal factors.

Lee elaborates on each of these four categories by pointing out that in each area, there are numerous factors that work to drive people away from the area, to keep people in the area, or to attract people to it. There are substantial differences in this regard between the factors associated with the area of origin and those associated with the area of destination. Migration may occur after both are appropriately weighed. Typically, a person has a superior and more realistic knowledge of his place of origin, whereas his knowledge of his destination is somewhat superficial and inexact. Figure 3 explains Lee's theory of migration.

Figure 3

The Push and Pull Factors of Migration



Lee's theory classifies migration causing variables into two distinct groups: push and pull factors. Push factors are things that are unfavourable about one's current location, while pull factors are things that draw one to another location (Lee, 1966). According to Lee's migration model, there are pull and push factors within the origin country (where the migrant moves from) and the destination country (where the migrant moves to). Pull factors are elements that attract a person to relocate to a new location. Higher wages, higher living standards, higher educational standards, and more job possibilities are some examples. People are forced to leave

a region due to push factors. Drought, conflict, fewer employment opportunities, and low living standards are a few examples. Intervening obstacles are another component of Lee's model.

Ravenstein's Laws for Migration. A collection of principles derived from the work of E.G. Ravenstein, a 19th century geographer. They describe the causes of human migration and serve as the foundation for many population geography and demography studies based on UK census data. He published "The Laws of Migration" in the Journal of the Statistical Society in 1885. This paper, the second and most intriguing of three, begins with his motivation "It was a remark of the late Dr. William Farr, to the effect that migration appeared to go on without any definite law, which first directed my attention to the subject..."(Tobler, 1995).

Ravenstein published three papers in 1876, 1885, and 1889, outlining several "laws" based on his study of 1871 and 1881 UK census data. Each paper mentions different variations of the laws, creating confusion about how many there are. Geographer Grigg's (1997) synopsis "One" sets 11 laws that have become the standard. Some authors mention up to 14, but they are all derived from Ravenstein's works (Grigg, 1997).

Most Migrants Go Only Short Distances. Ravenstein studied migration between UK counties and discovered that 75% of people tended to migrate to the nearest location where there was a compelling cause to go. This is still true in many cases around the globe today. Even when the media focuses on international migration, domestic migration, which is frequently under-reported, typically involves far more people.

Migration Goes by Steps (Step-by-Step). Ravenstein invented the idea of "Step Migration," in which migrants move from place to place, working as they go, until they arrive somewhere. The existence of this process has been called into question on numerous occasions, but it does occur in certain situations.

Long Distance Migrants Prefer to Go to Big Cities. Ravenstein determined that approximately 25% of migrants travelled long distances without stopping. In general, they left their home country and travelled to a metropolis such as London or New York. They tended to finish up here rather than continue on, which is why many port cities became, and possibly continue to be, significant migrant destinations.

Migration Flows Produce Counter Flows. Ravenstein referred to these as "counter-currents," and demonstrated that where most people were departing (emigrants or out-migrants), there were also people moving in (in-migrants), including new residents and returnees. This significant occurrence is still being researched.

People from Urban Areas Migrate Less than Rural People. This idea of Ravenstein has been discarded as untenable; his own data could be interpreted the opposite way.

Females Migrate More Inside Countries; Males Migrate More Internationally. This was due in part to the fact that females in the UK in the late 1800s migrated to other places as domestic workers (maids), and when they married, they moved to their husband's place of residence rather than vice versa. Furthermore, men were far more prone than women to migrate abroad at the time.

Migrants are Mostly Adults, Not Families. Migrants in the late 1800s in the United Kingdom tended to be people in their twenties and later. In contrast, few family units moved abroad. Currently, the majority of migrants are between the ages of 15 and 35, as is common in areas where large migrant flows are recorded, such as the US-Mexico border.

Urban Areas Grow Mostly from In-Migration, not Natural Increase. In other words, cities grew in population primarily because people relocated there, not because more people were born than died.

Migration Increases as Transport Improves and Economic Opportunity Increases. Though Ravenstein's data couldn't prove it, the general notion was that more people moved as trains and ships became more common, faster, and more desirable, while more and more jobs became accessible in cities.

Migration is Mostly from Rural Areas to Urban Areas. This is the foundation of the concept of rural-to-urban migration, which occurs on a massive scale all over the globe. Except when urban areas are devastated by war, natural catastrophes, or a state policy of moving people to rural areas, the opposite flow of urban-to-rural migration is usually quite minimal.

People Migrate for Economic Reasons. Ravenstein didn't mince words when he stated that people migrated for the practical reason that they required a job, or a better job, meaning one that paid more money. This is still the most important factor in both domestic and foreign migration flows.

Ravenstein's work is notable for its impact on key urban population and migration models such as distance decay, the gravity model, and the concepts of absorption and dispersion. The major flaws of Ravenstein's works are their labelling as "laws" and their undervaluing of the roles of politics and culture in favour of economics.

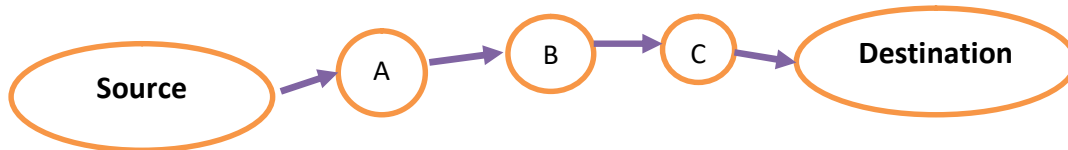
Theory of Intervening Opportunities. The theory of intervening opportunities makes an effort to explain the likelihood of migration. Its hypothesis is that the opportunities to settle at the destination impact this likelihood more than distance or population pressure at the starting place.

Stouffer's law of intervening opportunities states, "The number of people travelling a given distance is directly proportional to the number of opportunities at that distance and inversely proportional to the number of intervening opportunities" (Stouffer, 1940).

According to Stouffer's theory, the amount of migration over a particular distance is directly proportional to the number of opportunities at the destination and inversely proportional to the number of opportunities between the point of departure and the point of destination. These intervening opportunities may convince a migrant to settle in a location along the path rather than continuing on to the intended destination. Stouffer contended that the volume of migration was determined less by distance and population totals than by the opportunities available in each place. Figure 4 simply explains the intervening opportunity theory by Stouffer. Here A, B, and C are the intervening opportunities between source and destination.

Figure 4

Intervening Opportunities by Stouffer



As per Stouffer, migration is determined by the number of opportunities accessible in that place rather than the distance and population size of the city as claimed by the gravity model. Opportunities and Intervening opportunities are economic opportunities such as job opportunities, adequate housing, sanitation, health, and education facilities, entertainment facilities, a clean environment political stability, security, and political opportunities and cultural and social opportunities. Intervening opportunities make people satisfy that discourages people to migrate to a large distance (Stouffer, 1940).

Petersen's Typology of Migration. Migration is not unitary, it differs from fertility and mortality in that it cannot be analysed, even primarily in terms of supra-cultural, physiological factors but must be differentiated even at the most abstract level with the social conditions obtaining. This means that the most general statement that one can make concerning migration must be in the form of a

typology, rather than a law” (General Theories of Geographic Mobility, 2008; Petersen, 1969).

Petersen's typology classified migration into five categories: primitive, impelled, forced, autonomous, and mass migration. Each category was further subdivided into two types, conservative migration, in which the mover moves residence to keep his or her current standard of living, and innovative migration, in which the move is made to improve living standard (Morrison, 1980).

The Harris-Todaro Model. The seminal “Two Sector Model” was introduced by John R. Harris and Michael P. Todaro in the American Economic Association in 1970. This model is a ground-breaking study in the area of rural-urban migration. The classical theory is used in development economics as a practical example of the decision of migrants based on anticipated income differences between rural (agriculture) and urban (industrial) regions. The model's primary premise is that, rather than simply considering wage differences, people migrate based on expected income differences between rural and urban regions (Espíndola et al., 2006). This suggests that rural-urban migration in a setting of high urban unemployment can be economically rational if expected urban income exceeds expected rural income. In developing nations, the model of rural-urban migration is usually studied in the context of employment and unemployment. The model's goal is to explain the critical issue of urban unemployment in developing nations. The central hypothesis of Harris and Todaro's model is that economic incentives, wage differentials, and the likelihood of finding work at the location all have an impact on migration decisions. In other words, according to this theory, rural-urban migration will take place when the urban expected salary is higher than the rural obtained wage (PgPathshala, 2014).

The Gravity Model of Migration. Gravity models offer a simple framework for comprehending the factors that influence international flows, such as

commerce, migration, or capital. Theoretical models like random utility maximisation models can be readily used to derive gravity models. There are numerous ways to take into consideration the analytical difficulties brought on by gravity models, like the use of instrumental variables or fixed effects. It is simple to include various extra controls and policy factors in empirical models (Ramos, 2016). The gravity model of migration operates similarly to Newton's law. When used geographically, the phrases "bodies" and "masses" of Newton's Law are changed to "locations" and "importance," respectively. Importance can be determined by factors such as population size, GDP, or other pertinent figures. Therefore, the gravity model of migration is predicated on the notion that there will be an increase in mobility between two locations as one or both of them become more important. However, the movement between the two places will be less the further apart they are. Distance decay is the name given to this occurrence. Estimating migration between two regions using the gravity model (Gietel-Basten, 2020).

Child Migration- An Overview

According to the data of UNICEF, the world's migrants are nearly 34 million refugees and asylum seekers who have been forcibly displaced from their own countries – half of them children (UNICEF, 2023). There is no universally accepted definition of migrants, but the most commonly available numbers of international migrants refer to the number of people living in a place other than their birth country. The proportion of foreign migrants in the total population has increased to 3.6% by 2020, contributing to an 83% increase in the global migrant population from 153 million in 1990 to 281 million in 2020. The number of migrant children grew by 50% from 24 million in 1990 to 36 million in 2020, reflecting the growing global population. In 2020, one in every 66 children worldwide lived outside the country of their birth. Globally, more than half of international migrants have moved to another country within the same region where they were born. Asia is the region

of origin for the highest number of migrants, with 46 million born in Asia but living outside of it. 16% of international migrants are Europeans who have moved within Europe.

Asia is home to nearly 14 million international child migrants, accounting for 39% of the global child population. Thirty-one per cent of all migratory children live in Europe and Northern America, while 18% live in Africa. Half of all child migrants live in 15 nations, the most populous of which is the United States of America, which has 3.3 million child migrants. The countries with the most child migrants generally have one of two characteristics: a high proportion of children in their overall migrant population, or a relatively small percentage of the migrant population, but their overall migrant populations are so large that the total number of migrant children is still comparatively high (UNICEF, 2023).

International migration is only a small portion of population movements, but by 2005, 760 million people had migrated within their own countries since birth, nearly four times as many as had migrated internationally. Comparative global estimates on internal migration are limited, making it difficult to assess the scale, trends, and impacts of internal migration on children at a global level. Looking at the available information from the world's two most populous countries, however, the scale and policy implications of internal migration for children are clear. Migration is a major factor in the well-being of children in China, with almost 70 million children left behind when their parents move. In India, 326 million people had moved by 2007-2008, and 15 million children were estimated to be living as internal migrants. This is equivalent to half the number of international child migrants in the world (UNICEF, 2023).

Child Migration-National Level

In India, one in every five migrants is a child, and the country is home to 92.95 million migrant children, with females accounting for more than half of this

population (47.05 million). Migrant females continue to dominate migrant boys among child migrants (0-19 years), accounting for 55.4% of all child migrants in 1991, 51.7% in the census 2001, and 50.6% in the census 2011. More than five out of every ten child migrants relocated to rural areas, while more than four out of every ten (44%) relocated to urban areas (Office of the Registrar General & Census Commissioner, India, 2001; Office of the Registrar General & Census Commissioner, India, 2011; Young Lives India and UNICEF India, 2020).

Boys outnumbered females among urban child migrants (0-19 years old) (41.8%). In rural regions, migrant girls outnumbered migrant boys by a larger margin (58.7%) (53.2%). Goa has the highest proportion of in-migrant children, accounting for 80.7% (0.34 million) of the state's overall child population. Goa and Kerala are the top two states in terms of in-migration, with Arunachal Pradesh and Maharashtra coming in third and fourth, respectively.

Marriage, which accounts for more than a third of girls aged 15-19 years, is the third main reason for children's migration in the age group 0-19 years (34.9%). The fourth reason, mentioned by only 3.4% of children, is migration for education.

The NSSO 64th Round (2007-08) identified "moved with household" as the most frequently cited cause for migration among children aged 0 to 18. The 0-5 age group (78.4%), 6-14 age group (67.2%), and 15-18 age group (41.4%) have greater rates. The second most widely cited cause (16.8%) was studied, followed by marriage (11.8%) and other reasons (6.8%). Migration reasons differ depending on gender, location, caste, and faith. An examination of migrant and non-migrant households' monthly per capita expenditure showed a marginal difference, but overall MPCE stays significantly higher among migrant households.

According to NFHS-4 (2015-16) data, migrant children (0-5 years) are less likely to obtain a full education. Secondary analysis of NSSO 64th Round data shows that migrant children outperform non-migrant children in terms of monthly per capita

expenditure, educational attendance, and job engagement. However, migrant children aged 6 to 18 are more vulnerable due to increased child labour and fewer educational options, with 22.1% not enrolled in educational institutions and 11% working. The secondary analysis key policy suggestions include the implementation of vaccination and other health-related measures.

Inter-State Migrant Labourers in Kerala

Kerala's economy is now entirely dependent on the estimated 3.5 million interstate migrant labourers who live there. Additionally, in the entire Indian subcontinent, the state pays migrant labourers the highest wages for labour in the unorganised sector (Peter et al., 2020). The total number of other state domestic migrants in Kerala is 31.4 lakhs during 2017-18. The construction sector is the most dominant sector, with 17.5 lakh migrants engaged. The manufacturing sector is the second most dominant sector with 6.3 lakh migrants. Agriculture and allied sector activities are estimated to provide 3 lakh migrants, while service sectors such as hotel and restaurant services, wholesale and retail trade, and other elementary services provide 1.7 lakh. Mining and quarrying, education, health, and social services provide 10,000 jobs to migrant workers (Parida & Raman, 2021; Office of the Registrar General & Census Commissioner, India, 2001; Office of the Registrar General & Census Commissioner, India, 2011). The share of other state domestic migrants in Kerala increased from 4.5 lakh to 6.5 lakh between 2001 and 2011 with an annual growth rate of 4.4%. Tamil Nadu, Karnataka, and Maharashtra were the major migrant-sending states during 2001, but in 2011, migrants from far off states like West Bengal, Assam, Odisha and Bihar increased massively. The share of migrants reporting long-duration migration has been declining with a corresponding rise in the share of short-duration migration in Kerala.

A study conducted by Parida and Raman (2021), found that about 10 lakh migrants are long-term migrants in Kerala, consistent with both Census reports and National Sample Survey migration figures. During the last seven years, inter-state

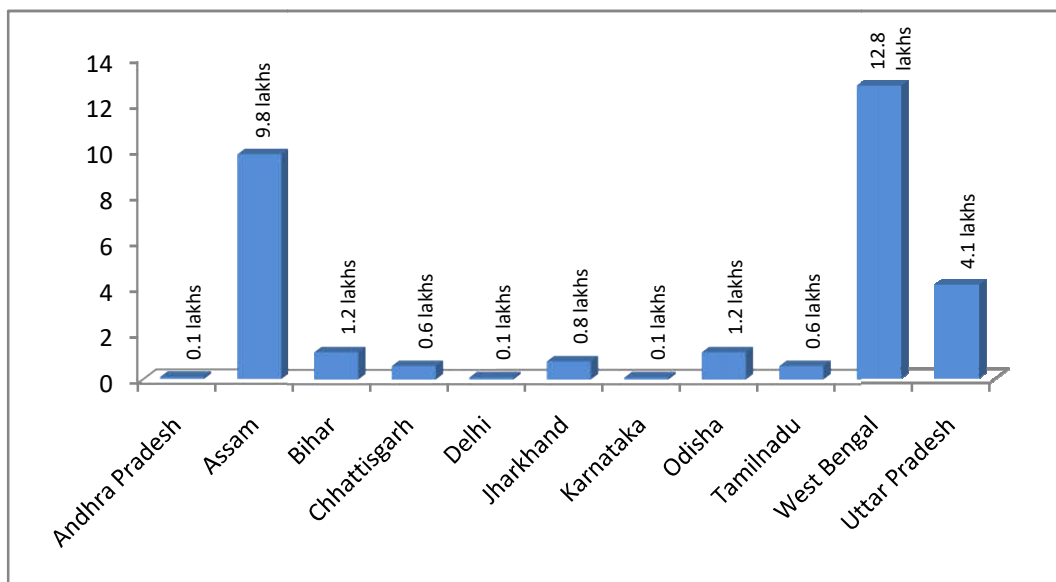
long-duration migration increased by only 3 lakhs. Out of 10 lakh total long-term inter-state migrants, only 5 per cent (about 52 thousand) are living in Kerala along with their families. Ernakulum tops the rank by accommodating 14.5 thousand (28 per cent) migrant families, followed by Thrissur (about 7 thousand or 13.6 per cent) and Alappuzha (about 5 thousand). It is also estimated that migrant families living in Kerala, on average, have two (average value is 1.97) children living with them as dependent family members (Office of the Registrar General & Census Commissioner, India, 2001; Office of the Registrar General & Census Commissioner, India, 2011; National Sample Survey, 2023.; Parida & Raman, 2021).

Major Migrant Sending States of India

The details of major migrant sending states of India are shown in the bar plot given in Figure 5.

Figure 5

Details of Major Migrant Sending States in India



West Bengal, Assam, Uttar Pradesh, Bihar, Odisha, and Jharkhand are among the main origin states for migrants seeking low-skilled employment in Kerala. West Bengal accounts for approximately 13 lakhs (or 41%) of total migrants. Assam sends approximately 9.8 lakh (31.2%) migrants to Kerala. Uttar Pradesh has

received the third-highest number of migrants (4.1 lakhs, or approximately 13.1%). Bihar and Orissa each send about 4% (1.2 lakh) of their residents to Kerala. Jharkhand is home to approximately 0.8 lakh migrants (2.5%) (Office of the Registrar General & Census Commissioner, India, 2001; Office of the Registrar General & Census Commissioner, India, 2011; Parida & Raman, 2021).

Number of Migrant Children Living and Attending Education in Kerala

Study conducted by Parida and Raman during the year 2017-2018 reports that Migrant families living in Kerala, on average, have two children living with them as dependent family members. Table 3 shows the estimated number of migrant children attending education in Kerala during 2017-18.

Table 3

District-wise Number of Migrant Children Attending Education (School or College) in Kerala, 2017-18

Name of Districts	Estimated No. of Migrant Children (,000)	% of Migrant Children Attending Education	Estimated No. of Migrant children attending Education in Kerala (,000)
Alappuzha	9.6	84.4	5.8
Ernakulam	28.1	82.0	16.9
Idukki	1.3	82.3	0.8
Kannur	2.4	83.1	1.4
Kasaragode	5.0	82.4	3.0
Kollam	3.7	83.5	2.2
Kottayam	8.6	81.0	5.1
Kozhikode	3.6	84.3	2.2
Malappuram	8.5	81.3	5.1
Palakkad	2.4	84.6	1.4
Pathanamthitta	5.9	84.5	3.5
Thiruvananthapuram	7.3	83.9	4.4
Thrissur	13.7	81.8	8.2
Wayanadu	1.2	81.7	0.7
Kerala Total	97.6	81.0	60.7

The study observed across the districts of Kerala, with Ernakulam having 28,000 migrant children, Thrissur having 14,000 migrant dependent children, Alappuzha having 10,000 migrant dependent children, and Kottayam, Malappuram, and Thiruvananthapuram each having over 7,000 migrant children. The same study reports that the education participation rate of migrant children in Kerala is estimated to be 81%, with 17,000 attending school or college in Ernakulam alone. Thrissur has the second highest number of migrant children attending education, followed by Alappuzha, Kottayam and Malappuram, and Thiruvananthapuram. 4.5,000 migrant children are expected to attend education in Thiruvananthapuram.

A study conducted by Vasu (2021) recorded that the consolidated district-wise data of children of migrant labourers, 11,733 children are enrolled at various schools under general education in Kerala. Table 4 gives the details of migrant students enrolled in the schools of Kerala during 2020-21.

Table 4

Details of District Wise Enrolment of Migrant Labourers' Children

Sl. No.	District	Total number of migrant children class 1 to 12
1	Trivandrum	1067
2	Kollam	550
3	Pathanamthitta	192
4	Alappuzha	315
5	Kottayam	224
6	Idukki	749
7	Ernakulam	4679
8	Thrissur	935
9	Palakkad	475
10	Malappuram	421
11	Kozhikode	827
12	Wayanadu	65
13	Kannur	785
14	Kasaragod	449
Total		11733

The study found that 1067 children from various states have been enrolled in various schools in Trivandrum district, with most of them coming from Tamil Nadu (467). Ernakulam district has the largest number of children of migrant labourers enrolled in schools in the state, with 4679. Thrissur district has 935 migrant labourers' children enrolled at various schools, with most of them from West Bengal (134) and Bihar (119). Kozhikode district has 827 migrant labourers' children enrolled at various schools, with most of them from Bihar (172) and Uttar Pradesh (153). Malappuram district has 421 migrant labourers' children enrolled. Wayanadu district has the fewest number (65) of migrant labourers' children enrolled in schools in the state. Kannur has 785 migrant labourers' children enrolled, with most of them from Rajasthan (135), Karnataka (108) and Tamilnadu (136). Palakkad district has 475 migrant labourers' children enrolled, with most of them from Tamil Nadu (166). Kasaragod has 449 children from 1 to 12 classes.

Review of Related Studies

The investigator identified a large number of related studies focusing on the variables under the present investigation. All of the variables studied were highly significant in the current state of education and practice. As a result, the investigator concentrated on documenting only relevant recent studies on all four variables, even though analysed all possible related studies.

Studies on Quality of Life

This section presents studies on Quality of Life in chronological sequence.

Ramón-Arбуés et al. (2022) studied the predictors of the Quality of Life of university Students. Using the WHOQOL-BREF questionnaire, this study evaluated the Quality of Life (QoL) of 868 university students in Spain. Results indicated that 66.2% of participants positively rated their QoL and 58.8% positively rated their general health. Higher QoL was linked to better sleep and diet, as well as higher

self-esteem and academic performance satisfaction. Lower scores in the psychological domain were connected to living alone or being overweight, while higher scores in the social relationships domain of QoL were linked to drinking, smoking, and low body weight. These findings underscore the need to identify and overcome barriers to increased QoL for university students.

Borche et al. (2021) explored how different types of parenting styles affect academic achievement and how these relationships were mediated by teenagers' self-reported Quality of Life. The study sample consisted of 191 Polish early adolescents. The Parenting styles Questionnaire for Youth was used to examine the different types of parenting styles, and KidScreen 27 was used to assess Quality of Life. The average semester grade was used to assess student achievement at school. Findings indicated that bivariate relationships were significant in the theoretically expected manner, but with rather small effect sizes. The mediation analysis identified that four of the six models were not significant. Furthermore, this favourable relationship was mediated by teenagers' overall Quality of Life.

Mascia et al. (2020) conducted a study on students' Quality of Life. This study emphasised the significance of examining those that add to well-being of students. In this research, partial least squares structural equation modelling was used to examine the role of smartphone use in relation to these factors. Findings indicated that adolescents' social and academic well-being was significantly influenced by emotional intelligence and self-regulation. Although technology was a vital part of teenage life, smartphone addiction was on the rise. Even though self-regulation influences students' Quality of Life, its impact differs depending on how dependent they were on their smartphones. The findings support the relevance of the link between self-control and smartphone addiction in training pupils to be conscious of the time spent using smartphones.

Kumar et al. (2020) compared the Quality of Life (QoL) and adjustment of children with Attention Deficit Hyperactive Disorder (ADHD) to that of normal

children. The study noted that those identified with ADHD had positive and significant comorbidity such as low intelligence, conduct problems, anxiety, depression, psychotic tendencies, physical illness with emotional problems and stigmatisation, and low self-esteem and peer relationships. ADHD children have a severe burden, with poor perceived QoL, several adjustment problems, and the presence of one or more comorbidity. Investigators hope that this study could help to understand and emphasise the need for holistic treatment that includes medicinal and therapeutic methods, as well as parental involvement, with the sole focus on enhancing and reducing these factors.

Molnar et al. (2019) did an effort to compare the Quality of Life and learning success of adolescents surviving cancer and their classmates. This study compared the Quality of Life and academic success of 21 cancer survivors aged 12 to 18 and 95 of their classmates. The findings revealed that the better the survivors' overall Quality of Life, the better their academic performance. Those who were teased because of cancer, on the other hand, made fewer acquaintances and found it more difficult to participate in social programmes. The control group indicated poorer values for physical and emotional functions than survivor children. Only in the area of planning did a significant difference between the two groups exist in terms of the degree of growth of school motivation and the use of learning strategies.

Raihana and Nabilah (2018) classified students based on Quality of Life and academic performance by using a support vector machine. The WHOQOL-BREF questionnaire was used to assess students' Quality of Life in four domains: physical health, psychological health, social relationships, and environment. The sample size of the study was 60 university students. According to the results for each Quality of Life domain, students with both low and high academic performance were classed as high academic performers. When all domains were aggregated, the same result was found. All models had excellent accuracy, implying that the support vector machine

classification was highly accurate. The study discovered that students' academic performance was highly influenced by their Quality of Life.

Nia (2018) investigated the relationship between academic achievement and emotional intelligence and Quality of Life at Bam University of Medical Sciences. The study used a cross-sectional descriptive-analytical technique and stratified random sampling. The sample consisted of 188 female undergraduate students from Bam University of Medical Sciences. The results disclosed that there were no significant variations between the variables of academic accomplishment motivation, emotional intelligence, and Quality of Life. Regression analysis results revealed that there was no significant relationship between academic achievement and Quality of Life.

Lyndon et al. (2017) examined burnout, Quality of Life, motivation, and academic achievement among medical students. The study used a person-oriented approach to identify burnout and Quality of Life profiles of medical students and investigate their associations with academic motivation and achievement on progress tests. Medical students of university of Auckland were divided into three groups based on a two-step cluster analysis that included WHOQOL-BREF and Copenhagen Burnout Inventory scores. The study found that changes in academic motivation and achievement across time were connected with medical students' Burnout and Quality of Life profiles.

Casas (2016) carried out a study on Children, adolescents and Quality of Life: The Social Sciences perspective over two decades. The study recorded that the first ISQOLS international conference (1996) in Prince George, Canada, focused on the Quality of Life of children and teenagers. (QoL). However, prior to the year 2000, there were few publications that used subjective data from large samples of children or teenagers. The "child indicators movement" emerged in the new millennium, implying that the social indicators movement has waited 40 years to

include children in the challenges anticipated. Even so, measuring children's rights has been linked to meeting minimum standards, whereas measuring children's well-being and QoL has to do with reaching the full potential of human development, which includes human goals and, thus, human rights. More conceptual debates, studies, and dissemination of research findings were required to comprehend the perceived living conditions of children and teenagers in different countries in the world, and in different socio-cultural contexts.

Eres and Bilasa (2016) studied middle school students' perception of the Quality of Life in Ankara. The descriptive survey method was used in this study. The sample consists of 459 Ankara middle school students. The Quality of School Life Scale was used to collect data. The study observed that students had moderate perceptions of the quality of school life and concluded that they would not reach the expected performance in the high school entrance exam. The study also found that the student's perceptions of the sub-dimensions varied. While they had the highest perception of sub-dimension "status," they had the lowest regarding "school management."

Macedo et al. (2015) investigated Quality of Life, school backpack weight and non-specific low back pain in children and adolescents. The investigators studied the level of disability, Quality of Life, and school backpack weight in boys and girls aged 11 to 17. The variations in QoL between those who reported and those who did not report low back pain were also examined. There were 86 girls and 63 guys in the sample. The Roland-Morris Impairment Questionnaire was used to assess low back pain and disability. The Pediatric Quality of Life Inventory was used to assess QoL. To investigate differences across groups, multivariate analyses of variance and covariance were utilised. In comparison to boys, females reported higher impairment levels and lower QoL in the domains of physical and emotional functioning, psychosocial health summary score, physical health summary score, and total QoL score.

Kuhlman (2014) studied the relationships between health status, Quality of Life, and academic success among college students. The behavioural difficulties of 86 first and second year college students were determined using a Quality of Life survey. Each of these behavioural categories was then investigated for probable associations with blood pressure, weight, body mass index, alcohol intake, body fat percentage, and any changes from the first three weeks of school. The study observed that behavioural difficulties were positively connected to alcohol consumption. Weight change, body mass index change, waist size, and alcohol consumption were all strongly connected with hyperactivity. Peer difficulties were shown to be adversely connected to alcohol change and positively related to body fat percentage. Total behavioural difficulties correlated positively with body fat percentage and body mass index. GPA was found to be negatively connected to conduct issues, hyperactivity, peer problems, total difficulty, alcohol consumption, and body fat percentage.

Henning et al. (2013) study examined the relationships between religious membership, Quality of Life (QoL), and academic performance metrics. Samples were selected from New Zealand university's school of medicine students. The tools used were WHOQOL-BREF and the World Health Organisation Spiritual, Religiousness, and Personal Beliefs questionnaire. The major findings observed that participants with various religious affiliations had distinct spiritual QoL assessments. However, these various expressions did not translate into their perceptions of study hours and academic achievement. Furthermore, the QoL indicators did not predict academic achievement but did predict hours of study. More study hours were associated with better physical health but worse psychological health and less engagement in forming social ties.

Suleiman (2013) conducted a descriptive study on the Quality of Life among University students in Jordan. The sample comprises 119 full-time Jordanian

undergraduate nursing students from a large private university in Amman, Jordan. The Arabic version of the SF-36 was used to assess QoL. The study observed that the highest Medical Outcome Study Short Form 36 scores were achieved for the physical functioning domain, while the lowest scores were found for the vitality area. The study also revealed a link between QoL and some demographic characteristics among students. Employment was prominent among the characteristics that significantly influence QoL in the sample. The study suggested that college administrators and professors must incorporate QoL into academic curricula. This will provide nursing students with more information about QoL and techniques to improve their QoL.

Norouzi (2012) examined the relationship between Quality of Life and achievement motivation and anxiety in undergraduate students. One hundred and fifty-nine BA students from Allameh Tabatabaee university's Psychology and Upbringing Science, Law and Politics, and Social Science colleges were chosen in a multiple stage clustered random method. The study used the SF-36 Quality of Life questionnaire, the ACMT achievement motivation, and Cattell's anxiety questionnaire. Multiple-variable regression analysis was used to analyse the data. The study identified a link between anxiety, Quality of Life and achievement motivation. Male anxiety levels were similarly negatively predicted by Quality of Life. However, achievement drive was not a predictive indicator for male anxiety levels.

Ilias and Nor (2012) studied the relationship between Quality of Life, academic behaviour and student motivation in teachers' training institutes in Malaysia. The major objectives were to determine whether there was a significant relationship between academic conduct and Quality of Life and whether there was a significant relationship between academic and behavioural student motivation. The study found no significant relationship between

academic conduct and student Quality of Life and no significant relationship between academic and motivational behaviour.

Henning (2012) carried out a study on the Quality of Life of medical students studying in New Zealand. The study compared non-medical students to a general population reference group. The sample size was 274 medical students in their early clinical years, and the tool utilised was the WHOQOL-BREF. Independent group *t*-tests, confidence intervals, and Cohen's *d* were utilised in the statistical analysis. When compared to a general population reference group, the findings show that all university students had relatively low QoL perceptions. It was also discovered that medical students perceived their QoL to be better or equal to that of non-medical student groups. Study emphasise the importance of additional study in this area to determine the needs and concerns of various subgroups such as overseas students.

Malkoc (2011) examined Quality of Life and subjective well-being in undergraduate students. The study sought to determine whether Quality of Life and its four domains (physical health, psychological health, social relationships, and environment) were significant predictors of subjective well-being, as well as to investigate Quality of Life in relation to gender, socioeconomic level, number of siblings, living environment, mother education level, and father education level. The tools employed were the Subjective Well-Being Scale and a Turkish-adapted WHOQOL-BREF. The results showed that Quality of Life (overall) and the psychological health, social interactions, and environment domains of Quality of Life strongly predicted subjective well-being, however, the physical health domain did not. Furthermore, there was a considerable disparity in Quality of Life scores based on socioeconomic class.

Jozefiak et al. (2008) did a cross sectional study on Quality of Life as reported by school children and their parents. The study intended to determine the

degree of disparity between child and parent proxy reports on emotional and behavioural problems as assessed by two different QoL instruments. The Inventory of Life Quality and the “Kinder Lebensqualität Fragebogen” were administered to a representative Norwegian group of 1997 schoolchildren aged 8-16 years and their parents. The t-test was used to compare child and parent reports, and Pearson’s product-moment coefficient was used to determine correlations. The study revealed that parents rated their children's QoL significantly higher than the children, and that mother-child and father-child reports were significant and mother and father reports were relatively strongly correlated. There were no significant differences in correlations of mother-daughter or son and father-daughter-son pairs in terms of reported child QoL.

Alriksson-Schmidt et al. (2006) studied Quality of Life and resilience in adolescents with a mobility disability. The effects of life stress and the hypothesised protective variables of social competence, family functioning, and peer social engagement on Quality of Life (QoL) in teenagers with mobility disabilities were investigated in this study. One fifty nine adolescents with mobility disabilities and their parents completed questionnaires to evaluate subjective and objective QoL measures. The findings indicated that increased life stress was linked with poorer QoL, but the protective variables had no impact on the effects of life stress. The protective variables had a cumulative impact, such that adolescents who had more of these factors had higher subjective QoL than those who had only one. Interventions to improve QoL may concentrate on lowering life stress and building resilience through the enhancement of a variety of personal and social resources.

Watson and Keith (2002) compared Quality of Life of school age children with and without disabilities. The Quality of Life of 76 school aged children with identified disabilities receiving special education services in a public school was compared to that of 64 students without disabilities. The Quality of Student Life Questionnaire was employed as a research tool. The study found that it has not yet

reached equity in Quality of Life, for children with and without impairments. Findings indicated that there was a need to develop and implement educational plans that address Quality of Life outcomes such as satisfaction, well-being, social belonging, and empowerment.

Studies on Socio Personal Adjustment

This section presents studies on Socio Personal Adjustment in chronological sequence.

Kumari and Kamala (2022) investigated adjustment issues among secondary school students in Andhra Pradesh. By stratified random sampling method, 450 students were chosen, and data was gathered using the Jain Adjustment Inventory. The main findings showed that variables such as gender, class, school location, and type of school management have no impact on student adjustment. According to the findings, the study suggests that students' home and classroom environments should be conducive to improved academic performance.

Singh et al. (2022) evaluated the academic stress and emotional adjustment of male and female secondary school students in Uttar Pradesh following the COVID-19 pandemic lockdown. The study included 500 students from different schools in Uttar Pradesh, and data was collected using a purposive sampling technique. A significant positive link between academic stress and emotional adjustment was discovered, indicating that a high level of academic stress perpetuates emotional maladjustment. Females were also found to be more vulnerable to academic stress and to have poor emotional adjustment than their male peers. The study indicated that the prolonged impact of COVID-19 has resulted in an excess of distress.

Chen et al. (2021) examined the relationships between acculturation and adjustment in rural-to-urban migrant children in China. The sample consisted of 335

migrant students in fourth to sixth grades in Shanghai, China. Acculturation data were gathered from children's self-reports, and social, school, and psychological adjustment data were gathered from a variety of sources, including peer evaluations, instructor ratings, self-reports, and school records. The study revealed that the adaptation to urban society aided later social competence. The preservation of rural culture aided later psychological well-being in migrant children who struggled to adapt to the metropolitan culture. Furthermore, social competence and academic success aided later adaptation to urban culture and preservation of rural culture. The investigators hope that the findings contribute to a better understanding of the developmental processes involved in the acculturation and adjustment of migrant children in modern communities.

Aghajafari et al. (2020) examined the academic achievement and psychosocial adjustment in child refugees. This was a systematic evaluation of studies that reported on outcomes of concern in child refugees aged 5 to 12 years old. The search yielded 3,172 documents, 45 of which were included. They observed that child refugees were particularly vulnerable to scholastic and psychosocial difficulties. Child refugees' educational achievement varies, and early deficits often resolve with time spent in the host nation. However, the risks for psychosocial problems persist, highlighting the need for developing health and educational initiatives to assist this population.

Chen et al. (2019) examined the school adjustment of rural-to-urban migrant children in China and how it relates to acculturation. migrant children were those who had their formal hukou status in a rural area outside of the city. Data from 1175 students in urban public schools have been collected from a variety of sources, including peer evaluations, instructor ratings, self-reports, and school records. The findings revealed that migrant students performed more competently in social and academic areas than non-migrant urban students. In upper grades, migrant students

demonstrated better psychological adjustment than non-migrant students, but not in lower grades. Among migrant students, those who scored higher on adaptation to metropolitan culture and preservation of rural culture are likely to be better adjusted. The investigator argues that The study observes that migration and changes in living circumstances have an impact on children's school functioning in social, academic, and psychological areas.

Devi and Chand (2019) investigated the adjustment of senior secondary school students in relation to gender and locus of control. A sample of 200 male and 200 female senior secondary students was drawn at random from a total of 20 senior secondary schools in the Himachal Pradesh district of Mandi. The Bells Adjustment Inventory (Student form) and the Locus of Control Scale were used to gather the necessary data from the chosen subjects. The results indicated a significant difference in home adjustment has been found between males and females, but no significant differences in health, social, emotional, or overall adjustment were discovered. Gender and locus control was found to have no significant interaction impacts on various areas of adjustment.

Patak (2018) investigated the relationship between adjustment level and academic achievement of adolescents of 10th standard studying in different educational boards. Fifty students from the C.G. board and 50 students from the C.B.S.E. board were chosen for the study. The High School Adjustment Inventory was used for adjustment, and the MAT was utilised for academic accomplishment. According to the findings, CBSE students outperformed CG board students in terms of academic achievement, and the relationship between the two was significant.

DaCosta et al. (2018) studied the impact of self-adjustment on student academic achievement. The study followed a correlational design with random sampling to analyse the academic achievement of Timorese student studying in

Indonesia. The data were analysed with simple correlation. The findings showed that academic achievement was impacted 46.1% by the students' self-adjustment. The study suggested that to elevate academic achievement, it was important to enhance self-adjustments in students.

Darmanaki and Bradley (2018) investigated the levels of happiness and depression in migrant adolescents and their Australian native counterparts, associations between adjustment and four psychosocial resources, and the moderating effects of country of birth on these relationships. Students born in Australia, English-speaking nations other than Australia, and non-English-speaking countries comprised the sample. Students born in English-speaking countries outside of Australia reported the greatest mean levels of happiness and ethnic identity. The anticipated protective effects of ethnic identity on migrant adolescent adjustment were not observed. In comparison, a sense of school membership influenced Australian-born adolescents more positively than their foreign-born counterparts. The findings highlight concerns about possible sources of support and connection for migrant adolescents.

Agung and Enggar (2017) determined the impact of self-control and self-adjustment on junior high school pupils' academic achievement. The study included 96 first-year students from an Islamic boarding school in Tasikmalaya, with 48.96% males and 51.04% females. The Brief Self-Control Scale, Self-Adjustment Scale, and the final grade of a school report were used to gather data. The study revealed that self-control and self-adjustment were both related to student academic success. Only self-control could predict academic success and males and females differ considerably in academic achievement, self-control, and self-adjustment.

Sekar and Lawrence (2016) investigated the relationship between adjustment and academic achievement of higher secondary school students. The investigators adopted stratified random sampling to select a sample from the population. Students

were stratified according to their gender and location. The sample comprises 350 children from ten schools in Thanjavur district, Tamil Nadu, India. The Adjustment Inventory produced by Sinha and Singh (2007) and the academic achievement test constructed by the investigators were the instruments employed in this study. Pearson's product-moment coefficient of correlation was the statistical technique used to analyse the data for this investigation. The findings revealed that there was a substantial association between higher secondary school students' emotional, social, and educational adjustment and academic achievement.

Bhagat (2016) investigated the social adjustment of secondary school students in relation to their gender, academic achievement and parent-child relationship. The main objective of the study was to examine secondary school students' social adjustment in relation to their gender, academic success, and the parent-child relationship. The study selected 200 ninth-grade students from Jammu district's government and private schools. The tools used to gather data were the Adjustment Inventory and the Parent Child Relationship Scale. ANOVA was used to analyse the gathered data. The study disclosed that boys were more socially adjusted than their girl counterparts. Social adjustment can be observed regardless of academic success or parent-child relationship.

Yengimolki et al. (2015) investigated the relationship between students' self-concept and social adjustment and their academic achievement. The participants were male and female secondary students from Islamshahr, Iran. By using the cluster random sampling technique 234 students were selected. The Rogers Self-concept and Student Adjustment Questionnaires were used. The first half-year grade point average was evaluated for academic achievement. The study found that there was a significant difference between girls and boys academic achievement, as well as a significant difference in overall adjustment between these two groups, but no significant difference in their self-concept. Findings also indicated a substantial

relationship between self-concept and adjustment. Academic achievement and social adjustment had a substantial relationship, but there was no significant relationship between self-concept and academic achievement. In general, the findings indicated that the better individuals adjust, the more capable they were of making progress in their lives.

Khalid and Maqsood (2015) investigated the relationship between psychological adjustment and academic success in adolescents. The purposive sampling method was used with a sample size of 120 students, 60 female and 60 male, with ages ranging between 12-19 years. The Reynolds Adolescents Adjustment Screening Inventory was used to assess psychological adjustment. The findings indicated a negative relationship between psychological adjustment and academic success among students. The study also observed that females have better psychological balance than males.

Gul (2015) studied the relationship and impact of socio-emotional adjustment on academic success in adolescent girls. The descriptive survey method was used for the study, and 250 participants were chosen at random from ten higher secondary schools. The investigator used the socio-emotional adjustment scale and the academic achievement of the prior year examination. The study observed that there was a positive and significant correlation between adolescent girls' socio-emotional adjustment and academic achievement. Adolescent girls' socio-emotional adjustment has a significant effect on their academic achievement and also there was a significant difference between rural and urban adolescent girls' socio-emotional adjustment.

Paramanik et al. (2014) investigated secondary school students' adjustment ability in relation to gender and residence. The sample comprises 471 tenth-standard students drawn at random from Purulia districts in West Bengal. To gather the necessary data, the investigators developed and validated an Adjustment Inventory

(AI) for school students. The results indicated that there was no significant difference in the adjustments of students who live in urban or rural areas. However, the mean adjustment score of females was higher than that of males, indicating that females were better adjusted than their male counterparts.

Sharma (2012) has made an investigation on adjustment and emotional maturity among first year college students. The research investigated the college adjustment processes and emotional maturity of first and final year female students enrolled in various undergraduate courses offered by colleges affiliated with the University of Rajasthan in Jaipur. The Adjustment Inventory for College Students and the Emotional Maturity Scale were used for the study. The study revealed that when compared to final year students, first year undergraduate students were less emotionally mature, had trouble emotionally adjusting, and encountered more academic challenges. Students in their last year were more socially adjusted and absorbed into the social fabric of the college.

Sangeeta and Chirag (2012) discussed adjustment problems of college students in relation to gender, socio economic status and academic achievement. The major objective was to identify the adjustment difficulty in undergraduate college students and its relationship to academic achievement. The findings revealed that college students have a sufficient degree of adjustment, and there was a substantial association between academic achievement and college student adjustment. The study found significant disparities in college adjustment by gender and socioeconomic class.

Kaur (2012) studied adjustment among college students. The major objectives were to investigate college student adjustment in relation to gender and to investigate college student adjustment in relation to location. The sample size was 250 students, drawn at random from two districts in Punjab: Mansa and Ropar. The Revised Adjustment Inventory was employed as a survey instrument. The

majority of college students adjust well and have higher than average adjustment scores. The study also indicated that male and female college students' adjustment did not differ significantly and that rural and urban college students' adjustment differed significantly.

Glew et al. (2005) studied bullying, psychosocial adjustment, and academic performance in elementary school. The study employed primary school data to determine the prevalence of bullying and its relationship with school attendance, academic success, disciplinary actions, and self-reported feelings of sadness, safety, and belonging. Three thousand five hundred thirty students from 3rd, 4th, and 5th grade were selected for the study. The study revealed that bullying was common among elementary school students and associations between bullying involvement and school problems suggest that this was a serious issue for elementary schools. The authors discovered an association between bullying involvement and lower self-perceived academic success and other indicators of social maladjustment. The study shows the importance of evidence-based antibullying curricula in elementary school.

Studies on School Environment

This section presents studies on School Environment in chronological sequence.

Meuser et al. (2022) conducted a review of targeting the School Environment to enable participation. To illustrate the major features of interventions addressing School Environments to support the participation of children with special educational needs in mainstream education, a scoping review was performed using a qualitative, thematic analysis. The findings revealed that intervention elements aided children's participation and targeted social and physical educational environments. A limited number of interventions outlined a systemic holistic approach that included School Environment changes. The expertise of occupational therapists in matching

School Environments and job requirements to individual children's needs may be useful in their collaboration with schools to support this transition.

Yu and Jiang (2022) studied how school climate affects student performance. The study used a comparative method to examine and compare the mechanism of school climate in various countries' basic education systems. The author calculated the consistency and coverage of various school climate combinations in connection to school students' performance by using panel data from 73 countries from the PISA database. The investigators discovered that punctuality and classroom discipline can explain students' good performance and that a multidimensional School Environment has a greater explanatory power than a single factor. Countermeasures and suggestions include improving the regional education system's school climate and increasing the utility of school climate through the proper mix of school climate.

Caravita et al. (2021) examined whether the quantity and quality of contact with migrants, as well as perceptions of cultural diversity at school, were linked to the bullying of migrant classmates. One hundred sixty-six teenagers completed a battery of self-report measures. Bullying migrant peers was linked with more negative quality of contact and lower perceived acceptance of cultural diversity at school for adolescents reporting greater levels of contact. The function of contact in explaining bullying toward migrant peers was also addressed in light of potential interventions.

Baafi (2020) investigated about school's physical environment and student academic performance. Investigators found that, since the 1960s, school climate has been interpreted in different ways and has been linked to achievement, quality control, and school management. A healthy school climate encourages a positive attitude and openness, which creates a learning environment that motivates and encourages effective teaching and learning activities, increases teachers' job

satisfaction, and improves students' academic performance. The investigator also discovered that the school climate model, which determines the characteristics of an effective school climate, consists of four major factors: culture (assumptions, values, norms, and beliefs), ecology (structure and facilities), structure and system (instructions, administration, decision making, and planning structure), and social system. (structure element). Definitions drawn from previous literature and critiques, as well as arguments for and against what constitutes a healthy School Environment, were presented. To ensure that both the school and the other elements of the school body can work synchronously to achieve the same goal, a clear set of goals and transparent definitions of the concept were suggested.

Curdtt-Christiansen (2020) conducted a study on educating migrant children in England: Language and educational practices in home and School Environments. The study reported on an ongoing multilevel investigation of transnational families' family language policies in the United Kingdom. It centres on eight families of various Chinese origins who send their children to the same primary school, as well as eight teachers who work there. Using a variety of data gathering tools, the study discovered that parents and teachers have opposing views on educating migrant children in terms of language or literacy practices, educational standards, and parental participation. The language gap ideology, which legitimises English as the only language in education and enables teachers to control not only language used in classes but also educational practices at home, was central to the disparate perspectives.

Fakunle (2018) investigated the connection between school climate and academic achievement in public secondary schools in Ekiti State, Nigeria. The study used a descriptive survey research method. A sample of 1455 teachers from twenty secondary schools was drawn by using the Stratified Random Sampling Technique. Data was collected using a questionnaire on school climate and student academic

achievement, and the data were analysed using means, percentages, the Z-test, and correlation analysis. The results showed a significant difference between students' academic performance in open climate schools and students' academic performance in controlled climate schools.

Narad and Abdullah (2016) investigated the relationship between parental encouragement and the School Environment of senior secondary school pupils and their academic success. It included 300 senior high school girls from co-educational schools and girls' schools. The data were analysed using parametric statistical techniques, which showed that senior school girls in co-educational schools had more parental encouragement and permissiveness, whereas those in girls' schools had more control. Academic success and parental encouragement were found to have a substantial positive relationship.

Madjar and Cohen-Malayev (2016) investigated the perceived school climate across the transition from elementary to middle school. By comparing students who transitioned to middle schools at the end of sixth grade to those who did not, the study investigated the effect of school transition on students' perceived educational environment. It included two complementary studies: the first was based on a large-scale national survey in Israel, and the second tracked 415 students for two years. Both studies discovered that students who transitioned reported favourable perceptions of the school climate prior to the transition that rapidly declined and became equal to or lower than those of non-transitioning students. The study suggested that teachers should use techniques that increase students' feelings of support after school transitions.

Aldridge et al. (2015) studied the relationship between school climate variables and students' feelings of well-being, life satisfaction, ethnic identity, moral identity, and resilience were investigated in this research. There were 2202 students from six public secondary schools who participated in the study. Teacher support,

peer connectedness, school connectedness, affirming diversity, rule clarity, and reporting and seeking assistance were the six aspects of the School Environment that were assessed. The study observed that all six school climate variables were associated with student well-being, as mediated by students' ethnic and moral identification, resilience, and life satisfaction.

Gietz and McIntosh (2014) examined student perceptions of their School Environment specifically, safety and inclusion in school, bullying experiences, and clear behavioural expectations and their relationship with academic success at the school level. Students from 969 primary schools and 73 middle schools in Canada took part in a province-wide achievement exam and student satisfaction survey. When controlling for school-level poverty and nesting by district, hierarchical multiple regression analysis was performed to determine the amount of variance in student success explained by student views of the School Environment. The findings revealed that perceptions of the School Environment were significantly linked with academic success, even after controlling for school-level poverty and district. The findings were discussed in relation to key targets for improving the educational environment in order to maximize academic achievement.

Wang et al. (2014) examined the relationship between school-level school climate and self-reported peer victimisation and teacher-rated academic success. Multilevel modelling was used to analyse a sample of 1,023 fifth-grade children nested within 50 schools. Peer victimisation was found to be negatively associated with grade point average, and a poor School Environment was found to be negatively associated with grade point average. Boys and girls reported no differences in victimisation by their classmates, despite having lower grade point averages. The results showed that there were no moderating effects. The findings emphasise the importance of a positive School Environment for academic success, as well as the importance of perceiving peer victimisation as negatively related to students' academic performance.

Popa (2012) assessed the perceptions of school climate among children of Romanian migrants. The sample consists of 250 high school students, 82 from non-migrant families, 92 left behind by migrant parents, and 76 educated overseas. Perceptions of school climate were assessed using a self-administered, adapted form of a Fraser et al. questionnaire. The findings showed significant differences between the three groups of participants in terms of perceived student cohesiveness, autonomy, and inquiry. The study provides preliminary insights into the situation of Romanian children from migrant families, emphasising the importance of empirical evidence.

Edgerton et al. (2011) studied how secondary school students perceive their Physical School Environments, as well as to determine how these perceptions relate to important educational outcomes. Data was gathered through discussion groups and a large-scale survey of three distinct year groups of students from seven Scottish secondary schools. According to the findings, students' perceptions of their Physical School Environment were related to important educational outcomes and how they engage with their environment. However, the results highlight the risk of viewing school students as a homogeneous group.

Wang and Holcombe (2010) investigated adolescents' perceptions of School Environment, engagement, and academic achievement in middle school. The relationships between middle school students' views of the School Environment, school engagement, and academic success were investigated in this short-term longitudinal study. The results backed up the theoretical conceptualisation of three distinct dimensions of school engagement: school participation, school identification, and the use of self-regulation strategies. The findings also revealed that in seventh grade, perceptions of the various dimensions of the School Environment contribute differently to the three types of school engagement in eighth grade. Finally, the investigators discovered that students' perceptions of school

characteristics in seventh grade impacted their academic success in eighth grade, both directly and indirectly.

Giovazolias et al. (2010) studied the potential links between perceived school climate and the prevalence of bullying behaviours in a sample of 369 primary school students. Furthermore, it sought to investigate the potential mediating function of risky behaviour in this relationship. The Peer Experiences Questionnaire, the School Climate Scale, and the Risky Behaviour Scale were responded by all samples. Negative perceptions of their school climate, as well as involvement in risky behaviours, were found to predict bullying behaviours toward their peers, and involvement in risky behaviours mediated this association.

MacNei et al. (2009) studied the effects of school culture and climate on student achievement. The study sought to determine whether Exemplary, Recognised, and Acceptable schools have different school climates as assessed by the Organisational Health Inventory's ten dimensions. On all ten dimensions of the Organisational Health Inventory, significant variations were discovered, with Exemplary schools outperforming Acceptable schools. There was no statistically significant difference between Exemplary and Recognised schools. Recognised schools outperformed Acceptable schools on the Organisational Health dimensions, Goal focus and Adaptation. Results also indicated that students perform better on standardised tests in schools with healthy learning environments.

Ruus et al. (2007) studied students' well-being, coping, academic success, and school climate. A sample of 3,838 students of 7th, 9th, and 12th grades were selected from 65 Estonian schools. The primary hypothesis was that changing the social climate of a school can either help or hinder the development of students' constructive coping strategies and thus support or hinder students' academic success. The most important finding was that the school climate parameters, particularly the school value system and teachers' attitudes toward students, impact students' positive

attitudes toward life, psychological and physiological well-being, and academic achievement.

Tschannen-Moran et al. (2006) conducted a study on the topic 'School climate: The interplay between interpersonal relationships and student achievement'. This school climate research emphasises the significance of interpersonal relationships in schools to student success. It improves on previous research by employing a lean framework and replacing a subscale that evaluates a school's success in a buffering community influences with a measure of bridging. It also assesses student progress using state standards mandated by the UN. Investigators hope that the study gives educational leaders a framework for gaining insight into the climates of their schools and making improvements to reach the benchmarks set by their states and the federal government.

Valencia and Johnson (2006) examined the acculturation, perceptions of the school environment and academic aspiration of Latino students in North Carolina. The perceptions of 275 Latino students attending a Hispanic Education Summit in North Carolina were investigated in this research. The degree of acculturation, perceptions of barriers, and academic aspirations were all evaluated using self-report data. The study observed that students reported few perceived barriers to school and ambitions, but there was a significant relationship between acculturation level and the frequency with which chosen barriers and future life goals were reported. Gender variations were discovered as well.

Loukas and Robinson (2004) examined the relationship between four aspects of student-perceived school climate (cohesion, friction, competition among students, and overall satisfaction with classes) and adolescent effortful control in eight hundred and sixty eight 10-14 years old adolescents' conduct problems and depressive symptoms. Beyond effortful control, hierarchical regression analysis revealed that each of the school climate factors was uniquely associated with at least

one result. According to two-way interactions between effortful control and School Environment variables, males who perceived high levels of cohesion, low levels of friction, or high levels of satisfaction with classes reported fewer depressive symptoms. When perceptions of friction or competition among students were minimal, females with poor effortful control reported fewer conduct problems. The implications for perceptions of high-quality educational climates were also examined in the study.

Plucker (1998) investigated the relationship between school climate conditions and student aspirations. For the study, the investigator administered the Secondary School Aspirations Survey to 1,170 students from two New England high schools in order to provide more information on scholastic conditions that could be manipulated in order to increase student aspirations. A multivariate analysis of variance and post hoc discriminant analyses revealed that students with high aspirations perceived a more supportive school climate than students with low aspirations, particularly in terms of mentoring, self-confidence, and excitement.

Studies on Educational Aspiration

This section presents studies on Educational Aspiration in chronological sequence.

Chen and Hesketh (2021) studied the relationships between Educational Aspiration-expectation gaps and psychological and academic outcomes in 14-16 year old rural left-behind children and non-left-behind children in mainland China. In 2020, 606 students from two public middle schools in Songzi county, Hubei Province, participated in a self-report survey to gather cross-sectional data. The findings revealed, more than half of the participants believed they were unlikely to achieve the degree of education to which they aspired. The major factors associated with students' Educational Aspiration-expectation discrepancy were parental

migration, academic achievement, mother's Educational Aspirations for children, and close friends' Educational Aspirations. The results have implications for families, schools, and policymakers because they will help to shape interventions that promote positive development in rural youth.

Pindar and Singh (2021) conducted a study on Educational Aspiration of high school children: influence of parental encouragement. The sample group included 240 children. Educational Aspiration Scale was used to assess Educational Aspiration and Parental Encouragement Scale was used to assess parental encouragement of students. The findings showed that the majority of respondents had moderate Educational Aspirations, and the majority of respondents perceived a moderate degree of parental encouragement. A substantial relationship was discovered between Educational Aspiration and parental encouragement of high school students.

Sun et al. (2020) studied the parental migration and children's Educational Aspirations in China and Mexico in a comparative perspective. Investigators compared the effects of various types of parental migration on boys and girls in two settings using the data collected from the 2017 parent migrated children in Western China and the Mexican Family Life Survey. The findings indicated that boys with two migrant parents have lower Educational Aspirations in both settings, Mexican girls' aspirations were more likely to be adversely affected by maternal migration, whereas girls in western China benefit from their parents' prior migration experience. Investigators contend that economic growth, cultural attitudes toward education, and gender relations in wider contexts shape the effects of parental migration.

Šabić and Jokić (2019) investigated the roles of variables widely used in status attainment and blocked opportunities models in predicting students' aspirations for higher education in Croatia prior to the shift to differentiated upper

secondary education. The study observed that the educational context does not add to the explanation of students' aspirations. Aspirations were predicted by gender, parental Educational Aspirations for their child, maternal academic support, the pupil's ownership of a work desk, pupil scores, and school satisfaction. Students who attend various schools but have similar individual characteristics were likely to have similar aspirations.

Dimitrova et al. (2018) investigated the relationship between school climate and academic achievement and Educational Aspirations among Roma and Bulgarian majority youth. To address the research goals, 356 adolescents, 332 mothers, 231 fathers, and 221 majority teachers submitted self-report surveys. Only for Roma adolescents, the findings indicate a negative relationship between teacher-reported school climate and their academic achievement, as well as adolescent and parental Educational Aspirations. The result implies that the school climate should be closely monitored in order to foster positive outcomes for underserved minority students.

Imran (2018) studied the relationship between Educational Aspiration and academic achievement of senior secondary school students in Moradabad district was estimated in this study. Four hundred and fifty students from various schools were selected using the simple random sampling method. The Educational Aspirational Scale was used to collect data, and the total marks received by students in the previous class were used to determine academic achievement. The gathered data was analysed and the findings showed that the Educational Aspiration has a positive and contributing effect on students' academic achievement. Academic achievement differs considerably between urban and rural students, while gender plays no part in Educational Aspiration.

Bashir and Kaur (2017) sought to investigate secondary school students' Educational Aspirations in relation to their School Environment, as well as the differences in Educational Aspiration and School Environment among secondary

school students based on locality. A total of four hundred students from Kashmir division's secondary schools participated in the study. The findings indicated that there was no significant difference in Educational Aspirations between rural and urban secondary school students. However, there was a major difference in the School Environment between rural and urban secondary school students. Furthermore, the findings showed that there was a positive and substantial relationship between secondary school students' Educational Aspirations and the School Environment.

Nygård (2017) conducted a comparative study of Educational Aspirations among students in disadvantaged schools in Sweden and the Netherlands. In this study, the effect of significant factors on students' Educational Aspirations was compared in this study across two transition regimes, the more comprehensive Swedish system and the more stratified Dutch system. The study found that the aspirations among students in disadvantaged schools were lower in the Netherlands than in Sweden, higher Educational Aspirations of girls and children of migrants disappear when significant others were controlled for, and significant others were more pronounced among Swedish students than among Dutch students due to greater student heterogeneity. Between the Dutch and Swedish students, there was a significant variation in habituated aspirations but no difference in aspirations. The results indicate a mismatch between students' hopes and their perceptions of probable outcomes, and that the phenomenon known as "migrant optimism" and "ethnic capital" reflects unequal access to social capital.

Vasu and Venkatarathanam (2017) studied the relationship between upper primary school students' study habits and their level of aspiration in the Vellore district. The study used a survey research method. Participants included 255 upper primary school students chosen at random from government and private schools in the Vellore district. The study found that upper primary students' study habits were

above average, and their degree of aspiration was average. There was no significant effect on the medium of teaching, management style, number of children, family income, or father's education.

Bora (2016) evaluated secondary school students' educational and occupational aspirations in relation to their School Environment. Twelve Provincialised co-educational secondary schools were chosen, and 490 10th standard students were chosen from the sample institutions. Tools included the Educational Aspiration Scale, Occupational Aspiration Scale, and School Environment Inventory. The findings showed that the School Environment plays an important role in shaping students' aspirations. The study proposed that the government was responsible for maintaining current school conditions and providing grants to improve school infrastructure.

Khattab (2015) investigated how various combinations of aspirations, expectations, and academic achievement can influence students' future educational behaviour. The study discovered that pupils with either high aspirations or high expectations outperform those with both low aspirations and low expectations in school. The most significant predictor of future educational behaviour was complete alignment between high aspirations, high expectations, and high achievement, and low expectations have no negative effect on students' future behaviour. Furthermore, the study discovered significant ethnic differences in favour of white students, but these differences were reversed when applying to university between the ages of 17 and 18.

Khattab (2014) proposes a new typology of Educational Aspirations, expectations and achievement based on data from the longitudinal study of young people in England panel survey and matching administrative data from the national pupil database. The information was gathered from a sample of 15,770 young people aged 13 to 14 from 647 different schools in England. The study found that while

aspirations, expectations, and achievement do converge among some pupils, they do not always intersect for the majority of young people. High aspirations and expectations do not result in academic achievement for one out of every five young individuals. The results established a distinct analytical framework for future research and policy development in this field.

Gil-Flores et al. (2011) examined the influence of gender, educational attainment and family environment on the Educational Aspirations of secondary school students. The investigators gathered information about students' test scores, academic expectations, and the social and educational resources of their families using data from the Academic Achievement Assessment in Andalusia (Spain) and a questionnaire completed by 3963 students and 3842 families. To determine the impact of the independent factors on aspirations, chi-square tests and a binary logistic regression were used. The findings showed that all factors were important to students' aspirations, but when their combined effects were considered, educational attainment and parental educational levels outperform gender in predicting students' aspirations.

Ojeda and Flores (2008) analysed the influence of gender, generation level, parents' education level, and perceived barriers on the Educational Aspirations of Mexican American high school students. By examining contextual variables linked to the Educational Aspirations of 186 Mexican American high school students, a portion of social-cognitive career theory was tested in this study. To determine the impact of gender, generation level, parents' education level, and perceived educational barriers on educational goals, a three step hierarchical regression analysis was performed. The findings revealed that perceived educational barriers significantly predicted students' educational goals, even after controlling for gender, generation level, and parent's education level. The implications for the educational objectives of Mexican American students were also discussed in the study.

Strand and Winston (2008) assessed the nature and level of pupils' Educational Aspirations, as well as identified the variables that affect these

aspirations. Due to low student attendance, below-average examination results, and low rates of continuing full-time education after the age of 16, five inner city comprehensive secondary schools were chosen. A questionnaire was completed by over 800 students aged 12 to 14, and 48 students engaged in focus group interviews. The findings revealed that the Black African, Asian Other, and Pakistani groups had significantly higher Educational Aspirations than the White British group and that low Educational Aspirations may be mediated differently in various ethnic groups. The findings were discussed in connection to aspiration theories that emphasize the nature of aspiration as a cultural capacity.

Khattab (2003) analysed the role of social capital and students' perceptions in explaining the Educational Aspirations of minority students. Using data from a representative sample of high school students, the study investigated the educational aspiration of Palestinian students in Israel. The findings indicated that, despite their disadvantage, Palestinian students have very high Educational Aspirations, that their low socioeconomic status and minority status do not automatically contribute to low Educational Aspirations, and that Educational Aspirations were strongly related to their social capital and perceptions. The findings were discussed in light of the Palestinian community's unique social, economic, and political circumstances in Israel.

Garg et al. (2002) developed and evaluated a model to predict the Educational Aspirations of Canadian adolescents as part of this investigation. The personal factor had a significant direct impact on Educational Aspirations. The personal component mediated the impacts of the background and family involvement factors on Educational Aspirations. Several significant interactions between the three predictor variables and educational goals were discovered in additional analyses. The results highlighted the significance of efforts to improve adolescents' Educational Aspirations through targeted changes in modifiable environmental and personal factors.

St-Hilaire (2002) examined the values toward, aspirations for, and realistic expectations of pursuing formal education among Mexican-origin students in southern California using the concept of segmented assimilation. The analysis was informed by survey data, which include the regression of Educational Aspirations and expectations on a set of possibly important independent variables. The findings indicated that Mexican-origin students have positive educational values, aspirations, and expectations as they prepare to join high school, despite high rates of high school dropout and low rates of college attendance. Longevity of residency in the United States and fluency in Spanish and English were linked with higher Educational Aspirations.

Rottinghaus et al. (2002) investigated the contribution of personality, self-efficacy, and interests to Educational Aspiration. In a group of 365 college students, the incremental impact of personality, self-efficacy, and interests in explaining Educational Aspirations was investigated. Tools were the Adjective Check List, Skills Confidence Inventory, and the six General Occupational Themes of the Strong Interest Inventory. The Big Five personality dimensions were estimated from the ACL using John's (1990) method. The investigators predicted that each of these domains would make independent contributions to explaining the level of Educational Aspirations.

Mau and Bikos (2000) examined the educational and vocational aspirations of minority and female students. The relative significance of school, family, personal or psychological, race, and gender variables in predicting educational and vocational aspirations was investigated in this research. A nationally representative group of 10th grade students were followed for two years after they graduated from high school. The findings indicated that sex and race greatly predicted students' educational and vocational goals. The model of educational ambition was found to be more robust than the model of occupational aspiration. Regardless of gender or race, pupils' educational and occupational goals increased overall. Asian Americans had the greatest rise in Educational Aspirations when compared to other groups.

Studies on the Education of Migrant Children

This section presents studies on the Education of Migrant Children in chronological sequence.

Telsaç et al. (2022) studied the educational problems of migrant children. They come up with the results that the primary obstacle to education that migrant children experience was a lack of communication due to language barriers, which can lead to a lack of motivation, cultural perception issues, a failure of guidance and consultancy services, a loss of self-confidence, and a lack of communication. To address this, collaboration with leading expert researchers should be established, and scientific data should be analysed ethically and economically. Economic hardship forces migrant families to live in groups, but this isolates them from society and creates adaptation issues. Migrant children must be helped without being shamed, marginalised, or belittled. Investigators opined that it is critical to develop a multifaceted view of migrant children's educational problems, and psychological and social issues should be addressed with the assistance of experts.

Harju and Åkerblom (2020) investigated language practice in early childhood education for children who were learning the majority language for the first time, addressing how language practice can be changed through actions such as reflexive dialogues with educators. Several activities were introduced to serve as the foundation for the dialogues, including photography by children to allow them to share their experiences. The findings observed that the educators positioned themselves between two prevalent approaches to language practice for migrant children, namely multilingualism and monolingualism, as evidenced by their language practice. Despite their efforts to promote a multilingual approach, the educators' daily activity structure and discussions about the children recalled monolingual norms, implying that people who have access to multiple languages must master one before acquiring another. The study indicated that language

practice evolved toward multilingualism by incorporating children's views and introducing 'translanguaging,' focusing more on language as a process for expression and meaning making rather than a tool for learning the dominant language.

Chandrasekhar and Bhattacharya (2019) studied the need for a coherent policy framework for the education of children from migrant rural households in India. The study indicates that a large number of children in India were either enrolled but not attending or dropped out of school due to seasonal migration. With the implementation of The Right to Education Act 2009, local authorities were legally compelled to ensure the admission of children of migrant families. According to the Census of India 2011, educational attainment was lower in high outmigration districts. India was taking a bottom-up approach to ensure that over 10.7 million children from rural households with seasonal migrants attend and complete elementary school, empowering local governments, coordinating across departments, collaborating with other states, and engaging with civil society organisations. The study explains the broad contours of the steps implemented in this respect and identifies the data, resultant knowledge gap and the research that needs to be undertaken to inform policy.

Koehler and Schneider (2019) investigated the particular challenges of school systems in refugee education in Europe. The study analysed comparative research findings on factors that have aided or hampered the educational success of immigrant youth and second generation in several European countries over the past decades. It also examines European educational systems' institutional responses to the challenges of integrating a large number of refugees and other recently arrived children since 2014. Studies on the second generation have revealed significant differences in the long-term effects of specific institutional arrangements in various systems, which can serve as lessons for the potentially negative effects of how schools and school systems have responded to the new influx of immigrant children.

The study discussed how various European educational systems' current responses reflect these lessons while also addressing the unique challenges and situations of refugee youth, who were usually at a disadvantage compared to other migrants.

Goodburn (2019) studied changing patterns of household decision-making and the education of rural migrant children by comparing Shenzhen and Mumbai. The investigator found that migrant families in both China and India must make difficult choices about education and employment. Migrant children in China have restricted access to urban schools due to high documentation requirements. Administrative barriers were lower in India, but other structural factors, such as households' need for child labour, and limited possibilities. The investigator compared how Chinese and Indian rural-migrant households negotiate their children's limited access to education and found major shifts within families after the initial rural-urban migration in both countries. Mothers, in particular, were given more responsibilities in creating household strategies, and the opinions of (some, mostly male) children were given more attention. Increased maternal and child autonomy, however, does not always result in educational gains, because the exercise of agency outside the home was still severely constrained by structural factors such as poverty, marginalisation, education policies, and gendered social relations.

Roy et al. (2015) investigated the effect of temporary labour migration of parents on school attendance and dropout of children aged 6 to 14 in India. The information was gathered from 13 construction locations in Varanasi, Uttar Pradesh, and 9 villages in Bihar. Migrants improve school accessibility for left-behind children and bridge the gender gap in primary school education through remittances, but many remain out of school, and many were forced to drop out and become vulnerable to work as child labour due to their parents' seasonal mobility. The study found that it was a significant challenge in achieving India's objective of universal primary education and inclusive development.

Montero-Sieburth (2014) investigated the challenges in the education of migrant children creating opportunities for 'New' citizens in Europe. The study observed that migrant youths need comprehensive educational programmes that respond to their schooling needs. Different educational systems have different consequences for different migrant groups, and natives of the West have advantages in their educational systems over migrants with low incomes and limited human capital. Opportunities need to be pursued to enable members of minority groups to advance, schools and schooling must provide learning opportunities to help young people become global citizens. By utilising existing knowledge, minimising tracking and providing early childhood programmes, mentoring, tutoring and after-school and reception programmes, the learning of youths can be energised and benefits reaped from the changing demographics, cities and nations. Offering language support, teacher professionalisation and relevant curricula are essential for migrant youths, as segregated schools have detrimental outcomes. The study suggests that research should focus on comparative cross-national and longitudinal studies to better understand the differences in the learning of migrant youths. It was important to recognise that the world was multicultural and that both multiculturalism and multicultural education were the normal human experience.

DeSouza (2014) investigated the possibilities of bringing education to migrant children in Goa, India through "Mobile Schools." The mission, organisation, curriculum, and pedagogy of one Mobile School as part of the Indian Government's Mobile School Project were examined in this study. The Salesian Religious Congregation in Goa operates the school in cooperation with the Goa Sarva Shiksha Abhiyan. The primary goal was to provide useful and relevant elementary education for all children aged 6 to 14, with special emphasis on encouraging access for marginalised children in order to bridge social, regional, and gender gaps. The study identified the school's positive accomplishments as well as areas that may require further investigation.

Ibrahim et al. (2014) examined the education of migrant children. They arrived at the inference that migration and education were critical components of growth. Children were being moved with or without their parents, with others remaining at home. The proportion of these children was growing, and they require special attention in terms of schooling. Migrant children face disadvantages in terms of education, enrollment, and duration of attendance. The future of migrant children was linked to the social, economic, and political growth of tomorrow's society. If migrant children's education was jeopardised, they may not only fail to achieve their full potential but also become an economic and social burden on society; as such, their educational well-being was critical to development. In many instances, these children were denied full access to educational services. This issue may prevent them from reaching their full ability. As a result, it may pose an economic and social risk to civilisation.

Chen and Feng (2013) analysed the access to public schools and the education of migrant children in China. Because of the lack of local household registration (HuKou), a large proportion of migrant children in China attend privately run migrant schools. Using survey data and standardised test scores from fieldwork in Shanghai, investigators analysed the consequences of such a partially involuntary school decision. They discovered that migrant students who were unable to participate in public institutions outperform their more fortunate peers in both Chinese and Mathematics. They also identified comparable findings when they use parental satisfaction and parental assessment of school quality as alternative measures of educational outcome. Findings indicated that the access to public schools was a critical factor in deciding the quality of education received by migrant children.

Salinas (2013) examined the impact of social capital on the education of migrant children in the US. The deficiencies that migrant children faced were real,

but the connections that migrant families made and the relationships they formed within the communities where they lived for temporary agricultural work were essential to their survival. The importance of education was also displayed by the participants' parents through internal home behaviours. This study analysed how social capital intersected to improve the access to educational and community resources that were critical to this Latino subgroup.

Janta and Harte (2011) studied education policy responses to the inclusion of migrant children in Europe. The European population includes 10% of those born in a nation other than the one in which they live. Children under the age of 15 make up 5% of this group, and those from migrant backgrounds have poorer educational achievement and were more likely to drop out. Evidence indicates that socioeconomic disadvantage has a high negative effect on educational outcomes than migrant status. The solutions suggested by the investigators to the intersectional challenges faced by migrant children in education include ensuring that migrant students learn the language of instruction and maintain a relationship with their mother tongue, strengthening relationships between educators and parents, and allocating more resources to schools with a high migrant population.

Hu and Szente (2009) in their study, education of young Chinese migrant children: challenges and prospects, observed that researchers and policymakers have paid more attention to problems concerning migrant families in recent decades. Several reports and books on the lives of migrant labourers and their children have touched the hearts of millions of Chinese residents. The study also indicated that legal and educational studies were also conducted to demonstrate the necessity and potential benefit of providing an adequate education to young migrant children. The fact that these children were having difficulty obtaining adequate early childhood education poses a significant challenge for local governments. Local, national, and international educators, researchers, and policymakers have increased responsibilities to fight for better educational opportunities for young migrant children globally.

Kindler and Anneka (1995) studied about the education of migrant children in the United States. The study examined the demographic characteristics of migrant students in the United States, their educational needs, the features of federally funded programmes under the Migrant Education Program (MEP) legislation reform, and recommendations for improving current migrant student performance. The MEP was created in 1966 and reauthorised in 1994. It offers educational services to migrant students and enables interstate coordination of these services. The 1994 reauthorisation required reforms that focused limited federal funds on the most vulnerable students at risk of academic failure. Classroom buddies, parent outreach, paying attention to warning signals, extracurricular activities, and effective schooling were all strategies for improving migrant student success.

Conclusions

To gain an ontological perspective on the study, the investigator reviewed all known and potential theories and studies related to the various variables and samples included in the study. The investigator has taken an ontological examination of the psychosocial variables such as Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspirations. Investigator has gone over the specifics of migration and the education of migrant labourers' children.

The investigator examined different definitions, expert opinions, and theories underlying the concept of Quality of Life. Various investigators explain Quality of Life in various ways. The investigator followed the WHO definition for the current inquiry. Despite epistemological differences, the words quality of life, health status, lifestyle, life satisfaction, a measure of happiness, and mental state were used interchangeably. However, WHO defines Quality of Life as an individual's perception of their position in life in relation to their goals, expectations, standards, and concerns in the context of the society and value systems in which they live. Despite having no direct impact, Malslow's theory of need satisfaction, Sen's capability approach etc., paved the way for the concept of Quality of Life.

Numerous studies on the Quality of Life and its impact on various variables have also been performed. The investigator documented the key studies related to the Quality of Life, emphasising recent studies and their findings. Many studies used the WHO-QOL tool, which was created by the WHO, to assess Quality of Life. The investigator discovered that the majority of studies in the area of Quality of Life were associated with higher education fields. Quality of Life among school students, particularly among migrant school students, was extremely low. In the instance of Kerala, there have been few studies on the Quality of Life of students. According to the review of earlier studies, many factors—academic achievement, adjustment, and so on—can be positively influenced by Quality of Life.

The adjustment was the second element that the investigator examined. The investigator has reviewed the adjustment theories that were currently in circulation to determine the relevant facts. There was a psychological basis for adjustment. However, social variables have a significant impact on it. To create a tool to evaluate children's Socio Personal Adjustment, the investigator studied the meanings and definitions provided by various psychologists as well as the characteristics of a well-adjusted individual (social adjustment, personal adjustment, adjustment mechanisms, etc.). The California Test of Personality was used as a template by the investigator to create the tool for the current study.

The investigator reviewed previous studies in the field of student adjustment and its impact on different variables. Numerous studies, both quantitative and qualitative, were carried out in this field. The latest studies were given more attention from the investigator. However, scrutiny was additionally performed on the works that were done prior to the year 2000. Less research has been done on how migrant students adjust. The investigator noticed that more Chinese researchers were involved in the published studies on migrant adjustment. There were fewer of these investigations conducted in India. Different methods for measuring adjustment were

observed. Studies on the connection between adjustment and educational achievement have revealed a positive relationship. The investigators also noted the fact there were hardly any studies about migrant labourers' children's Socio Personal Adjustment that have been published in Kerala.

The third variable that the investigator carefully examined for the current research was the School Environment. The words "School Environment," "school climate," and "institutional climate" were found to be used interchangeably in studies, despite the fact that they have different meanings. Various scholars gave various definitions and explanations of the School Environment. The investigator concluded that the word "School Environment" was a compilation of the physical, academic, social, political, and personal environments based on all of these points of view. The investigator gained an understanding of the hypothetical facts related to the School Environment and developed an understanding of the tools that needed to be prepared for the current study. The theoretical overview provides an ontological perspective of the School Environment and the identified epistemology of the study.

Numerous studies on the impact of the School Environment on various psychosocial constructs have been published. After examining earlier research on the School Environment, the investigator observed that it exhibits a favourable relationship with academic achievement and ambition. The investigator had given preference to the studies conducted recently and their results. However, the older studies were also scrutinised to get an overview of the nature of the results. The studies cover both national and foreign ones, as well as qualitative and quantitative ones. The investigator found that the studies related to the perceived School Environment of migrant children were very less in number. The investigator additionally noticed the tools for evaluating the School Environment in different studies.

Educational Aspiration was the most important variable in the current investigation. So the investigator scrutinised the possible theories and definitions available regarding Educational Aspiration. The investigators analysed the meaning and different views regarding Educational Aspiration as well as the umbrella term level of aspiration. The different theories paving the way to the concept of Educational Aspiration were also analysed. The theory was also analysed to get an insight into how to construct the Educational Aspiration scale, and it was obtained from the research report of the State of Victoria (2013). The investigator carefully analysed existing facts related to Educational Aspiration.

The investigator analysed the earlier studies conducted in the field of Educational Aspiration and the different psychosocial factors that affect it. Both quantitative and qualitative studies related to Educational Aspiration at the national level as well as at the international level were analysed. Studies indicate that variables such as the school environment, adjustment, self-efficacy can affect Educational Aspiration. Studies related to the Educational Aspirations of migrant children were very rare, both nationally and internationally. There were no studies on the factors influencing the Educational Aspirations of children of migrant labourers that had been published in Kerala. The review of Educational Aspiration theories and previous studies provided insight into the ontological existence of Educational Aspiration as well as the epistemological outline of the present study.

An overview of the migration is provided in the chapter. With the support of accepted definitions and explanations, the investigator examined the word "migration" in order to operationally define the term "migrant labourers" used in the study. Data on the international and national status of migration and migrant children was also examined by the investigator. The investigator gathered information about internal migrants in Kerala, children of migrant labourers in

Kerala, and the educational condition of migrant children in Kerala by analysing different documents and research articles. Reviewing previous studies in the area of migrant children's education and educational issues at the national and international levels, it was observed that China accounted for the majority of available published studies on this topic. The education of migrant children is still a major issue in India, where this area of study has not received much exposure up until now.

Methodology

- ⇒ *Variables of the Study*
- ⇒ *Method of the Study*
- ⇒ *Tools Used for the Study*
- ⇒ *Sample Selected for the Study*
- ⇒ *Data Collection Procedure*
- ⇒ *Scoring and Consolidation of Data*
- ⇒ *Statistical Techniques Used for the Study*

METHODOLOGY

This chapter provides an explanation of the methodology used for the present investigation. The study seeks to explore psychosocial factors affecting the educational aspiration of children of migrant labourers in Kerala. The present investigation employed a survey method. To arrive at reliable conclusions, a quantitative design was used in which the data was evaluated using statistical techniques. The methodology of this study is outlined in the section that follows, in which details about the variables, method, tools, sample, procedure of data collection, and statistical techniques employed are provided and are described under the following headings:

Variables of the Study

Method of the Study

Tools Used for the Study

Sample Selected for the Study

Data Collection Procedure

Scoring and Consolidation of Data

Statistical Techniques Used for the Study

Variables of the Study

For the present study, Quality of Life, Socio Personal Adjustment, and School Environment were the independent variables, and Educational Aspiration was the dependent variable. The following section provides an overview of the variables selected for the study.

Independent Variables

The selected independent variables for the study were Quality of Life, Socio Personal Adjustment, and School Environment. The investigator has made an effort

to describe the specific meaning of the selected independent variables by explaining how these terms and concepts were employed in the present study.

Quality of Life

Quality of Life is defined as “an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns” (WHO, 2012, p. 3).

In the present study, Quality of Life is defined as a person's perception of their position in society and the extent to which a person takes advantage of the possibilities in his or her life. Possibilities are the outcomes of the opportunities and constraints that each individual encounters in life.

Socio Personal Adjustment

Adjustment. Wolman (1973) defined adjustment as “the process in which changes in behaviors and attitudes are made for the purpose of satisfying the environment’s demands and the person’s needs. He emphasizes that the aim of adjustment is to create harmonious relations between the person and his or her environment” (p. 9).

Social Adjustment. According to Crick and Dodge (1994), social adjustment refers to “the extent to which individuals in society get along with others, control their social behaviour and refrain from acting inappropriately. Positive social adjustment requires the ability to acquire social skills, engage in social interactions, and attain personal goals while maintaining proper relations with others in a variety of social environments” (p. 74).

Personal Adjustment. According to Fuster (1963), personal adjustment is “the harmonious relations with the environment. Environment here is understood as one's psychological or behavioural environment which interacts with the ego in terms of the ego's needs, interests and values, both material and spiritual” (p. 239).

In the present study, Socio Personal Adjustment refers to the degree to which children psychologically and socially adapt to their new surroundings.

School Environment

According to Tapia-Fonllem et al. (2020), school environment is “the set of relationships that occur among members of a school community that are determined by structural, personal and functional factors of the educational institution, which provide distinctiveness to school” (p. 1).

In the present study, facilities, teaching procedures, school-based health supports, and disciplinary policies and practices all serve to define a School Environment. It combines physical, social, and academic settings. It alludes to the amenities that the school offers. Classrooms, infrastructure, health, sanitation, teacher-student relationships, moral or social ideals, etc. are all included in the facilities. School Environment refers to the overall perception of physical, material, academic, and personal factors of school and its environment.

Dependent Variable

The dependent variable of the study was Educational Aspiration.

Educational Aspiration

Trebbels (2014) defines educational aspiration as “educational goals that individuals set for themselves” (p. 2).

Educational Aspiration is defined as “an ambition or goal set to achieve certain levels of life. It is an individual's desire to obtain a status objective or goals such as a particular occupation or level of education” (Alam, 2018; Kao & Thompson, 2003; MacBrayne, 1987).

In the present study, Educational Aspiration is the ambition of a person to achieve education in a school, college, or university, that is based on the perceived

realities that a person might confront, which typically take into account their capabilities and other limitations.

Method of the Study

The present study investigates psychosocial factors affecting Educational Aspiration of children of migrant labourers. For the study, the psychosocial factors include Quality of Life, Socio Personal Adjustment, and School Environment. Survey research was a particularly useful technique when an investigator wanted to describe or explain the features of a relatively large group or numerous groups. So, it was decided to use the survey as the method for data collection, taking into account the nature of the problem being investigated and the type of data needed for the study.

Design of the Study

The study adopts a quantitative method and Correlational Research design. More particularly, the investigator followed the Predictive Correlational Research design. Here, the investigator attempted to determine how certain psychosocial factors affected the Educational Aspirations of children of migrant labourers, with the help of statistical techniques.

Tools Used for the Study

The choice of an appropriate tool is crucial to a successful research study. Only an accurate and reliable tool can provide the accurate data required for a valid study. Hence, for the present study, there were four tools developed and standardised by the investigator with the assistance of the supervising teacher. The tools constructed were given in the following section.

1. Scale on Quality of Life (Aruna & Roopa, 2018)
2. Socio Personal Adjustment Scale (Aruna & Roopa, 2018)
3. School Environment Scale (Aruna & Roopa, 2018)
4. Educational Aspiration Scale (Aruna & Roopa, 2018)

Description of the Tools

A detailed description of the four tools used by the investigator for the measurement of independent and dependent variables of the study is given in the following sections.

General Data Sheet

The general data sheet was designed to collect demographic information about the students, such as their name, class, gender, school, family structure, parents' educational backgrounds and jobs, native place, and languages known. Appendix A contains a final copy of the general data sheet in Malayalam.

Scale on Quality of Life

WHO (2012) defines Quality of Life as “an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.” The present study needed a tool which can be applicable to the children studying in the upper primary classes. The investigator prepared a Scale on Quality of Life, fulfilling the demands of the study. Scale on Quality of Life was a tool which measures the overall perceived Quality of Life of a person.

A description of the various stages in the development of the Scale on Quality of Life is presented as follows.

Planning of Scale on Quality of Life

Quality of Life was a construct which got greater attention recently. There were theories by Maslow (1962), Sen (1985) etc. and definitions by WHO (2012), and Hunt (1997) etc. related to Quality of Life. There were many tools available to measure QoL, The scale on Quality of Life by Flanagan (1978), the McGill Quality of Life Questionnaire-Expanded (Cohen et al., 2019), Health-Related Quality of Life Questionnaire (CDC, 2000), The World Health Organization Quality of Life

Instrument (WHO, 2012) etc. All these tools were constructed and standardised using predefined norms and practices. Even though these tools were excellent to measure the construct for which it had been constructed, the present study needed a tool which can measure the QoL of upper primary school students. So the investigator considered these tools as a model and constructed a tool which can satisfy the needs of the current research.

The investigator reviewed theoretical and empirical studies in the field of educational research for this tool's construction, and analysed explanations of QoL scales in earlier research areas in the field of education. In addition, direct interactions with school teachers, the views of academic officials, psychologists, and researchers in the field of education, as well as a thorough analysis of the literature, served as sources for the tool's elements. The majority of the methods discovered in the research literature were used for measuring Health-related Quality of Life and used for adults in a broad sense. Therefore, the investigator made the decision to develop a new scale for measuring QoL specifically for upper primary school students.

Preparation

The identification of an initial list of the dimensions of Quality of Life was the first stage in the development of the scale. For the present study, the WHOQOL-BREF was taken as a model WHO (2012). The scale has four identified major dimensions, they were Physical Health, Psychological State, Social Relationships and Living Environment. The following section provides descriptions of each dimension and its components, along with examples.

Physical Health. Physical health was characterised as the state of your body, taking into account everything from the absence of illness to your degree of fitness. Physical health refers to the overall physical wellness of the child. The dimension physical health was composed of the following components.

- **Activities of Daily Living.** In the activities of daily living component, the investigator included statements related to a person's ability to conduct routine daily living activities such as self-care and property care.

Example. Around my house, I have enough space to play.

- **Dependence of Medicinal Substances and Medicinal Aids.** This component includes the statement related to the reliance on medication or alternative medicines to maintain bodily and psychological well-being.

Example. I get adequate treatment and medical facilities when I get sick.

- **Energy and Fatigue.** In the energy and fatigue component, it was included the statements regarding the energy of doing everyday activities of the student.

Example. I get sick from time to time.

- **Sleep and Rest.** The sleep and rest component include statements related to the time available for rest and protection of the body.

Example. I am getting much rest as I needed.

Psychological State. A psychological state is a feeling or condition that profoundly affects a person's current mental processes. Psychological State dimension includes different psychological activities of the child. The different components included in this dimension are:

- **Negative and Positive Feelings.** Negative and positive feelings determine the thought process of the person, whether it is positive or negative.

Example. I feel like other children make fun of me for no reason.

Everyone treats me with love and friendship.

- **Personal Beliefs.** Personal belief includes the feeling of self-worth and spiritual and religious beliefs.

Example. I stand for truth and ideals.

I am free to follow my religious beliefs here.

- **Thinking, learning, memory, and concentration.** This component is related to mental processes such as thinking, learning, memorising and concentrating things.

Example. I can memorise what I studied.

I do my studies very carefully.

Social Relationships. Social relationships are made up of individuals who often interact and who are seen as having personal significance by one another. Social relationships refer to how the child perceives the experiences related to society. The different components included in this dimension are:

- **Personal Relations.** Personal relations, it included statements related to the personal relations the child had made with society.

Example. I have a very good relationship with my neighbours.

- **Social Support.** The social support component includes the available support from the society to the child.

Example. I attend public events.

- **Social Exclusion.** The social exclusion component includes statements related to the feeling of exclusion from society.

Example. I feel isolated from group work in class.

Living Environment. The Living Environment is defined here as “an assembly of the natural and built environment which is offered to the inhabitants of the place who perform various kinds of social, cultural, religious, economic, and political activities which induce peculiarities in the character of the living environment” (Tiwari et al., 2015). The dimension, Living Environment refer to the perceived living situation and physical facilities available for the child.

- **Physical Environment.** The physical environment includes statements related to the surroundings or environment where the child lives.

Example. There is road and vehicle access to reach my house.

- **Health and Social Care Accessibility.** Health and social care accessibility includes statements related to the accessibility of different health and social security schemes.

Example. I get nutritious food.

My family and I do not get any benefits from the government.

- **Financial Resources.** The financial resource component includes statements related to the financial status and needs of the family.

Example. The house I live in is not our own.

- **Participation and Opportunities for Leisure Activities.** In this component, it is included that the opportunities for having recreation and leisure time activities.

Example. I have the opportunity to take part in excursions.

Writing of Items

It was determined to develop a scale to assess the Quality of Life of children of migrant labourers. After collecting and examining possible reviews and theories related to Quality of Life, the investigator fixed four dimensions for the scale on Quality of Life. The dimensions are Physical health, Psychological State, Social Relationships and Living Environment. The investigator prepared 120 statements pertaining to the four dimensions, giving due importance to the components. When preparing the items, special care was taken to ensure that each item only measured one of the four dimensions and their aforementioned characteristics. The investigator and the supervising teacher then had a discussion on how to ensure the appropriateness of each statement that had been prepared and how to eliminate any vagueness in the language. The final version of the drafted scale was constructed after careful review and modification. The number of statements in the final draft scale was fixed to 82. The scale contains both positive and negative statements, and they were arranged in the appropriate manner. The draft scale consists of 56 positive statements and 26 negative statements. Table 5 displays the total number of items in each dimension.

Table 5*Dimension Wise Distribution of Items of Scale on Quality of Life*

Sl. No.	Dimensions	Total Number of Items
1	Physical health	15
2	Psychological State	21
3	Social Relations	23
4	Living Environment	23
Scale on Quality of Life		82

The investigator took care to avoid making factual statements that could be interpreted in more than one way. The final draft scale consists of 82 items based on four dimensions. A draft copy of the Scale on Quality of Life in Malayalam and English languages are given in Appendices B and C, respectively.

Mode of Answering

The first page of the scale included all the information needed for marking the responses. There were three possible responses for each item: agree, undecided and disagree. Students had to record their answers by placing a tick in the relevant column that was presented after each statement.

Scoring

Both positive and negative statements were included on the scale. Scores of 3, 2, and 1 were given for the responses agree, undecided, and disagree respectively, to quantify the responses on the scale. For agree, undecided, and disagree responses to negative statements, scores of 1, 2, and 3 were assigned.

Pilot Test

Before a tool was executed on a large scale, it was tested through small-scale, short-term efforts called "pilot tests" to gather information on its feasibility. For this, the draft scale was administered to a sample of 20 students selected at random. The items on the scale were checked for clarity and specificity. After conducting the pilot test, the responses were carefully valued for detecting and clarifying mistakes and ambiguity.

The final form of the draft scale having 82 items was administered to a representative sample of 120 migrant students was given the draft scale. Incomplete response sheets were discarded when the pilot test was finished. Following the random rejection, the sample size was set at 100. The responses to each item were scored and subjected to item analysis.

Item Analysis. The quality of a scale depends upon the individual items which were composed of. Therefore, it is crucial to consider if each item serves the function for which it was designed. The approach recommended by Likert (1932) was adopted for item analysis. A total of 100 response sheets were scored and organised in ascending order using the data gathered. After separating into two subgroups — the lower group, which included 27% of the total group and received the lowest results, and the upper group, which had an equal amount but received the highest scores — the middle 46 sheets were deleted. Item analysis was applied to each item on the response sheets from the higher and lower groups. The items of the scale were finalised on the basis of the obtained t value of each statement. The t value for each item was calculated using the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{N_H} + \frac{\sigma_L^2}{N_L}}}$$

Where,

\bar{X}_H = Mean of each item in the upper group

\bar{X}_L = Mean of each item in the lower group

σ_H^2 = Variance of the upper group

σ_L^2 = Variance of the lower group

N_H = Number of students in the upper group

N_L = Number of students in the lower group

Selection of Items. According to Likert (1932), the items with a t value ≥ 2.58 can be chosen for the final tool. The t value of each item of the scale on Quality

of Life was calculated and discarded those items having t value less than 2.58. The details of item wise analysis and the computed t values are shown in Table 6.

Table 6*Details of Item Analysis of Scale on Quality of Life*

Item No.	t -value	Accepted or Rejected	Item No.	t -value	Accepted or Rejected
1	1.16	Rejected	27	2.87	Accepted
2	4.92	Accepted	28	2.68	Accepted
3	0.33	Rejected	29	2.59	Accepted
4	2.82	Accepted	30	2.83	Accepted
5	1.97	Rejected	31	2.12	Rejected
6	2.71	Accepted	32	2.11	Rejected
7	1.79	Rejected	33	0.31	Rejected
8	1.34	Rejected	34	2.62	Accepted
9	2.84	Accepted	35	1.88	Rejected
10	1.32	Rejected	36	1.87	Rejected
11	1.41	Rejected	37	2.01	Rejected
12	0.45	Rejected	38	2.60	Accepted
13	1.35	Rejected	39	0.14	Rejected
14	2.88	Accepted	40	7.78	Accepted
15	2.68	Accepted	41	2.84	Accepted
16	0.54	Rejected	42	2.68	Accepted
17	3.01	Accepted	43	2.34	Rejected
18	2.96	Accepted	44	4.77	Accepted
19	6.60	Accepted	45	2.79	Accepted
20	2.74	Accepted	46	2.98	Accepted
21	1.81	Rejected	47	2.44	Rejected
22	1.93	Rejected	48	2.59	Accepted
23	7.93	Accepted	49	2.90	Accepted
24	4.78	Accepted	50	2.59	Accepted
25	0.52	Rejected	51	1.67	Rejected
26	0.26	Rejected	52	3.22	Accepted

Item No.	<i>t</i> -value	Accepted or Rejected	Item No.	<i>t</i> -value	Accepted or Rejected
53	8.95	Accepted	68	6.87	Accepted
54	2.77	Accepted	69	6.98	Accepted
55	0.32	Rejected	70	2.77	Accepted
56	3.34	Accepted	71	3.23	Accepted
57	0.54	Rejected	72	0.54	Rejected
58	1.89	Rejected	73	2.43	Rejected
59	0.76	Rejected	74	0.35	Rejected
60	1.85	Rejected	75	1.58	Rejected
61	7.99	Accepted	76	1.94	Rejected
62	2.88	Accepted	77	2.20	Rejected
63	0.01	Rejected	78	2.44	Rejected
64	2.97	Accepted	79	0.85	Rejected
65	5.89	Accepted	80	2.87	Accepted
66	3.26	Accepted	81	6.60	Accepted
67	1.98	Rejected	82	2.38	Rejected

Estimation of Validity and Reliability

Establishing the psychometric properties of a tool was extremely important for a standard scale used for research purposes.

Validity. The validity of a test or any measuring tool depends upon the fidelity with which a test measures what it purports to measure (Garette, 1966). The scale was created after a careful review of the studies and theories related to the variable Quality of Life. In order to ensure that the tool's content was appropriate, the investigator consulted with the supervising teacher and a subject-matter expert. The investigator established the construct validity of the scale by providing appropriate weightage to the major dimensions of the variable, Quality of Life, i.e., Physical health, Psychological State, Social Relationships, and Living Environment.

The scale has covered the ideas it was supposed to measure or assess. Therefore, the scale also appears to have face validity.

Reliability. According to Drost (2011), reliability was “the extent to which measurements are repeatable when different people perform the measurement on different occasions, under different conditions, supposedly with alternative instruments which measure the construct or skill.” Through the test-retest method, the scale on Quality of Life's reliability was determined. The scale was re-administered after an interval of 4 weeks on a selected sample of 30 students. The reliability coefficient was computed by correlating the scores obtained in the first assessment and that of the re-test scores. The reliability coefficient was .79. Therefore, the Quality of Life scale was a valid and reliable tool with strong psychometric features to evaluate the Quality of Life of children of migrant labourers.

The final scale includes 42 statements after the standardisation process. The final version of the scale in Malayalam and English languages are included as Appendices D and E respectively.

Socio Personal Adjustment Scale

According to Good (1959), Adjustment was the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. The tool prepared for the study was the Socio Personal Adjustment Scale, which has two parts, namely, social adjustment and personal adjustment. A detailed description of the various stages in the development of the Socio Personal Adjustment Scale is presented as follows.

Part A-Personal Adjustment

According to the American Psychological Association Dictionary (2023), Personal Adjustment is the adaptation by an individual to conditions in his or her family and community, especially in social interactions with those with whom

regular personal contact is necessary. Examining available literature and theories on social and personal adjustment, the investigator created a list of pertinent tool dimensions and developed a three-point Likert-type scale. The Personal Adjustment section of the scale was divided into five components. Detailed explanations of the dimensions that were selected for the scale are provided in the following section.

- **Self-reliance.** It is defined as the reliance on oneself rather than others' abilities or resources.

Example. I complete any work assigned to me with precision.

- **Sense of Personal Worth.** Sense of personal worth is the mental conviction that one is deserving of the affection and acceptance of others.

Example. others seem to not value my opinions.

- **Sense of Personal Freedom.** It is the knowledge of the freedom to do, say, think, and engage in other activities without interference or restriction.

Example. Other children have more freedom to go out and play than I do.

- **Feeling of Belongingness.** When a member of a group feels accepted, included, and has a sense of identity, they are said to feel like they belong.

Example. Other children seem to dislike me being with them.

- **Withdrawing Tendencies.** People who withdraw may purposefully avoid social interactions. It is also possible that they make no effort to seek out social relationships.

Example. I feel like I don't fit in this society.

Part B-Social Adjustment

Social adjustment was defined as the degree to which an individual engages in competent social behaviour and adapts to the immediate social context (Crick & Dodge, 1994). Investigator reviewed available journals and theories related to Social Adjustment and noted down relevant dimensions for the tool and developed a three-point Likert-type scale with the help of the supervising teacher. The detailed

explanations of the dimensions selected for the scale are given in the following section.

- **Social Standards.** Social standards are the conditions that define acceptable and proper behaviour within a certain society or culture, directing human behaviour.
Example. I believe everyone should be treated with courtesy.
- **Social Skills.** The ability to engage and communicate with one another through gestures, body language, and outward appearance is referred to as social skills.
Example. I help others when they needed.
- **Antisocial Tendencies.** A person with antisocial tendencies constantly disregards others' rights and feelings, as well as right and wrong. People with antisocial tendencies often manipulate, harass, or treat others aggressively or with complete disregard.
Example. I tend to avoid problems by forgiving those who hurt me.
- **Family Relationships.** A family relationship is any relationship between two or more people that is closer than a first cousin in terms of blood, marriage, or adoption.
Example. Members of my family live with love.
- **Social Relations.** Social relations are those between individuals in society who regularly interact and are thought to have personal significance by the participants.
Example. Maintain friendly relationships with my neighbours.

Planning of Socio Personal Adjustment Scale

Socio Personal Adjustment scale was constructed and standardised by the investigator with the help of supervising teacher. In educational psychology, the concept of Socio-personal Adjustment was an important and well-established one. Numerous theories concerning adjustment and adjustment mechanisms in organisms

have been developed since Darwin's Theory of Evolution (Darwin, 1859). Adjustment was defined by different psychologists differently, like Shaffer (1960) and Gates (1970) There were many tools available to measure Adjustment, Children's Sociocultural Adjustment Scale (Modified) Searle and Ward (1990), Social Adjustment Scale Self-Report, SAS-SR (Weissman et al.,1999, 2007), The Adjustment Scales for Children and Adolescents (ASCA; McDermott et al., 1993) Kerala socio-personal adjustment scale by Nair (1999) etc. All these tools were constructed and standardised using predefined norms and practices. Even though these tools were excellent to measure the construct for which it had been constructed, the present study needed a scale which can measure the Adjustment of upper primary school students. So the investigator considered these tools as a model and constructed a scale which can satisfy the needs of the current research.

The investigator reviewed theoretical and empirical studies in the field of educational research for this tool's construction and searched for explanations of Adjustment Scales in earlier research areas in the field of education. In addition, direct interactions with school teachers, the views of academic officials, psychologists, and researchers in the field of education, as well as a thorough analysis of the literature, served as sources for the tool's elements. Most of the standardised tools used in research literature were used to measure adjustment in a broad sense or for clinical objectives. Therefore, the investigator made the decision to develop a new tool for measuring Socio Personal Adjustment specifically for upper primary school students.

Preparation

The identification of an initial list of the dimensions of Socio Personal Adjustment was the first stage in the development of the Socio Personal Adjustment Scale. For the present study, the Kerala socio-personal adjustment scale—a tool developed by Nair (1999) was taken as a model (Shany & Jacob, 2015). The Kerala

socio-personal adjustment scale, is a personality assessment that was based on the well-known California test of personality. The California Test of Personality was built around the idea of life adjustment, which was defined as "personal and social adjustment" in balance. This two-fold split of adjustment issues was consistent with the widespread classification of adjustment difficulties as personality problems (Nair, 1999; Shany & Jacob, 2015; Tiegs et al., 1941). The present scale has two identified major dimensions, they were Personal Adjustment and Social Adjustment. Each of them has five sub-components also. The following section provides descriptions of each dimension and its components, along with examples.

Writing of Items

It was determined to develop a scale to assess Socio Personal Adjustment of children of migrant labourers. The investigator prepared 75 statements pertaining to the ten components, giving due importance to the components. When preparing the items, special care was taken to ensure that each item only measured one of the four dimensions and their aforementioned characteristics. The investigator and the supervising teacher then had a discussion on how to ensure the appropriateness of each statement that had been prepared and how to eliminate any vagueness in the language. The final version of the drafted scale was constructed after careful review and modification. The number of statements in the final draft scale was fixed at 65. The scale contains both positive and negative statements, and they were arranged in the appropriate manner. The draft scale consists of 33 positive statements and 32 negative statements. Table 7 shows the total number of items in each dimension.

Table 7
Dimension wise Distribution of Items of Socio Personal Adjustment Scale

Sl. No.	Dimensions	Total Number of Items.
Part A: Personal Adjustment		
1	Self reliance	6
2	Sense of Personal Worth	6
3	Sense of Personal Freedom	6
4	Feeling of Belongingness	5
5	Withdrawing Tendencies	7
Part B: Social Adjustment		
6	Social Standards	7
7	Social Skills	8
8	Anti Social Tendencies	7
9	Family Relationships	5
10	Social Relationships	8
Socio Personal Adjustment Scale		65

The investigator took care to avoid making factual statements that could be interpreted in more than one way. The final draft scale consists of 65 items based on the dimensions. The draft copy of the Socio Personal Adjustment scale in Malayalam and English languages are given in Appendices F and G respectively.

Mode of Answering

The first page of the scale included all the information needed for marking the responses. There were three possible responses for each item: always, sometimes, and never. Students had to record their answers by placing a tick in the relevant column that was presented after each statement.

Scoring

Both positive and negative statements were included on the scale. Scores of 3, 2, and 1 were given for the responses always, sometimes, and never, respectively, to quantify the responses on the scale. For always, sometimes, and never, responses to negative statements, scores of 1, 2, and 3 were assigned.

Pilot Test

Before a tool was executed on a large scale, it was tested through small-scale, short-term efforts called "pilot tests" to gather information on its feasibility. For this, the draft scale was administered to a sample of 20 students selected at random. The items on the scale were checked for clarity and specificity. After conducting the pilot test, the responses were carefully valued for detecting and clarifying mistakes and ambiguity.

The final form of the draft scale having 65 items was administered to a representative sample of 120 migrant students was given the draft scale. Incomplete response sheets were discarded when the pilot test was finished. Following the random rejection, the sample size was set at 100. The responses to each item were scored and subjected to item analysis.

Item Analysis. The quality of a scale depends upon the individual items which were composed of. Therefore, it is crucial to consider if each item serves the function for which it was designed. The approach recommended by Likert (1932) was adopted for item analysis. A total of 100 response sheets were scored and organised in ascending order using the data gathered. After separating into two subgroups—the lower group, which included 27% of the total group and received the lowest results, and the upper group, which had an equal amount but received the highest scores—the middle 46 sheets were deleted. Item analysis was applied to each item on the response sheets from the higher and lower groups. The items of the scale were finalised on the basis of the obtained t value of each statement. The t value for each item was calculated using the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{N_H} + \frac{\sigma_L^2}{N_L}}}$$

Where,

\bar{X}_H = Mean of each item in the upper group

\bar{X}_L = Mean of each item in the lower group

σ_H^2 = Variance of the upper group

σ_L^2 = Variance of the lower group

N_H = Number of students in the upper group

N_L = Number of students in the lower group

Selection of Items

According to Likert (1932), the items with a t value ≥ 2.58 can be chosen for the final tool. The t value of each item of the Socio Personal Adjustment Scale was calculated and discarded those items having t values less than 2.58. The details of item-wise analysis and the computed t values are shown in Table 8.

Table 8

Details of Item Analysis of Socio Personal Adjustment Scale

Item No.	t -value	Accepted or Rejected
Part A Personal Adjustment		
1	4.86	Accepted
2	2.59	Accepted
3	9.76	Accepted
4	3.24	Accepted
5	2.87	Accepted
6	6.01	Accepted
7	1.98	Rejected
8	2.77	Accepted
9	5.98	Accepted
10	3.88	Accepted
11	0.34	Rejected
12	7.78	Accepted
13	6.95	Accepted
14	2.65	Accepted
15	8.98	Accepted
16	3.54	Accepted
17	3.02	Accepted

Item No.	<i>t</i> -value	Accepted or Rejected
18	0.45	Rejected
19	2.19	Rejected
20	2.59	Accepted
21	6.12	Accepted
22	3.22	Accepted
23	3.20	Accepted
24	1.76	Rejected
25	2.86	Accepted
26	2.67	Accepted
27	2.99	Accepted
28	2.87	Accepted
29	0.89	Rejected
30	2.77	Accepted
Part B Social Adjustment		
31	7.98	Accepted
32	3.34	Accepted
33	4.21	Accepted
34	2.89	Accepted
35	9.23	Accepted
36	2.67	Accepted
37	2.34	Rejected
38	2.89	Accepted
39	7.66	Accepted
40	2.59	Accepted
41	4.76	Accepted
42	2.78	Accepted
43	1.95	Rejected
44	2.26	Rejected
45	0.44	Rejected
46	2.58	Accepted
47	2.11	Rejected
48	1.76	Rejected
49	2.78	Accepted
50	8.01	Accepted

Item No.	<i>t</i> -value	Accepted or Rejected
51	2.66	Accepted
52	3.21	Accepted
53	3.76	Accepted
54	2.72	Accepted
55	6.84	Accepted
56	5.98	Accepted
57	7.22	Accepted
58	2.87	Accepted
59	4.33	Accepted
60	0.28	Rejected
61	2.78	Accepted
62	8.91	Accepted
63	5.66	Accepted
64	2.14	Rejected
65	4.88	Accepted

Estimation of Validity and Reliability

Establishing the psychometric properties of a tool was extremely important for a standard tool used for research purposes.

Validity. The scale was developed following a detailed examination of theories and literature pertaining to the variable Socio Personal Adjustment. In order to ensure that the tool's content was appropriate, the investigator consulted with the supervising teacher and a subject-matter expert. The investigator established the construct validity of the scale by providing appropriate weightage to the major dimensions of the variable, Socio Personal Adjustment, i.e., Personal Adjustment and Social Adjustment.

The scale has covered the ideas it was supposed to measure or assess. Therefore, the scale also appears to have face validity.

Reliability. Through the test-retest method, the Socio Personal Adjustment scale's reliability was determined. The scale was re-administered after an interval of

4 weeks on a selected sample of 30 students. The reliability coefficient was computed by correlating the scores obtained in the first assessment and that of the re-test scores. The reliability coefficient was .80. Therefore, the Socio Personal Adjustment scale was a valid and reliable tool with strong psychometric features to evaluate Socio Personal Adjustment of children of migrant labourers.

The final scale includes 51 statements after the standardisation process. The final version of the scale in Malayalam and English languages are presented as Appendices H and I respectively.

School Environment Scale

School Environment refers to the set of relationships that occur among members of a school community that were determined by structural, personal and functional factors of the educational institution, which provide distinctiveness to school (Tapia-Fonllem et al., 2020). The investigator with the help of supervising teacher developed and standardised the School Environment scale. The final scale consists of 40 statements under the three dimensions. By analysing the available reviews and theories related to the School Environment, the investigator fixed the three dimensions. They were Physical and Material Factors, Academic Factors and Personal Factors. A detailed description of the various stages in the development of the School Environment Scale is presented in the following section.

Planning of School Environment Scale

The idea of School Environment is crucial in educational research. Regarding the School Environment, there were well-established theories and standards. School Environment was defined by different educationalists differently, like Zais (2011), There were many tools available to measure School Environment, School Environment Inventory (SEI-M) (Misra, 2000), School Environment Audits (Mathews et al., 2008) etc. All these tools were constructed and standardised using predefined norms and practices. Even though these tools were excellent to measure the construct

for which it had been constructed, the present study needed a tool which can measure the perceived School Environment of upper primary school students. So the investigator considered these tools as a model and constructed a tool which can satisfy the needs of the current research.

The investigator reviewed theoretical and empirical studies in the field of educational research for this tool's construction, and searched for explanations of School Environment Scales in earlier research areas in the field of education. In addition, direct interactions with school teachers, the views of academic officials, psychologists, and researchers in the field of education, as well as a thorough analysis of the literature, served as sources for the tool's elements.

Preparation

The identification of an initial list of the dimensions of the School Environment was the first stage in the development of the School Environment Scale. For the present study, the School Environment Inventory developed by Misra (2000) was taken as a model. The dimensions of the scale were adapted from the study of Kutsyuruba et al. (2015). The scale has three identified major dimensions, they were Physical and Material Factors, Academic Factors and Personal Factors. Physical and Material Factors have three sub-components and Academic and Personal Factors have two sub-components each. The following section provides descriptions of each dimension and its components, along with examples.

Physical and Material Factors. The general design, functionality, and layout of a particular system are referred to as physical and material factors. This dimension explains the physical facilities and functioning of the school. The factors included under this dimension are:

- ***School Infrastructure.*** School infrastructure explains the infrastructural facilities available in the school.

Example. In the school, learning is done in smart classrooms.

- **School Administration.** The school administration factor describes the administrative details of the school.

Example. PTA meetings are organised in the school from time to time.

- **Safety and Hygiene Facilities.** This factor is intended to measure whether the school have safety arrangements and hygiene arrangements.

Example. Clean water and toilet facilities are available at the school.

Academic Factors. Academic factors include elements such as the curriculum, courses, school system, transaction tactics, and academic supervisor that are connected to the classroom and learning environment. This dimension explains the teaching-learning-related perception of students. The factors included under this dimension are:

- **Teacher Interactions.** Teacher interaction explains the teacher-student interactions and teaching methods

Example. Children who excel in studies are praised in the class itself.

- **Teaching Learning Strategies.** Teaching learning strategies describe different teaching strategies, learning processes and evaluation methods that the teacher follows in the class.

Example. The teacher uses appropriate learning materials according to the lessons.

Personal Factors. Individual characteristics, such as motivation, interests, and skills, that influence a person's propensity for learning are known as personal factors. This dimension deals with the different perceptions of the students related to school relations. The factors included under this dimension are:

- **Student Relations.** Student relations refer to the relationship between the students.

Example. Learning activities are done cooperatively in groups.

- **Student's Feelings.** Student's feeling indicates different thoughts and personal feelings of the student regarding school and study.

Example. My position in the class is not a problem for me.

Writing of Items

It was determined to develop a scale to assess the perceived School Environment of children of migrant labourers. After collecting and examining possible reviews and theories related to School Environment, the investigator fixed 3 major dimensions for the School Environment scale. The dimensions are Physical and Material Factors, Academic Factors and Personal Factors. Physical and Material Factors include three components and Academic Factors and Personal Factors include two components each. The investigator prepared 70 statements pertaining to the three dimensions, giving due importance to the components. When preparing the items, special care was taken to ensure that each item only measured one of the three dimensions and their aforementioned characteristics. The investigator and the supervising teacher then had a discussion on how to ensure the appropriateness of each statement that had been prepared and how to eliminate any vagueness in the language. The final version of the drafted scale was constructed after careful review and modification. The number of statements in the final draft scale was fixed at 65. The scale contains both positive and negative statements, and they were arranged in the appropriate manner. The draft scale consists of 38 positive statements and 27 negative statements. Table 9 shows the total number of items in each dimension.

Table 9

Dimension Wise Distribution of Items of School Environment Scale

Sl. No.	Dimensions	Total Number of Items.
1	Physical and material factors	23
2	Academic Factors	24
3	Personal Factors	18
School Environment Scale		65

The investigator took care to avoid making factual statements that could be interpreted in more than one way. The final draft scale consists of 65 items based on three dimensions. The draft copy of the School Environment scale in Malayalam and English languages are given in Appendices J and K respectively.

Mode of Answering

The first page of the scale included all the information needed for marking the responses. There were three possible responses for each item: agree, undecided, and disagree. Students had to record their answers by placing a tick in the relevant column that was presented after each statement.

Scoring

Both positive and negative statements were included on the scale. Scores of 3, 2, and 1 were given for the responses agree, undecided, and disagree, respectively, to quantify the responses on the scale. For agree, undecided, and disagree responses to negative statements, scores of 1, 2, and 3 were assigned.

Pilot Test

Before a tool was executed on a large scale, it was tested through small-scale, short-term efforts called "pilot tests" to gather information on its feasibility. For this, the draft scale was administered to a sample of 20 students selected at random. The items on the scale were checked for clarity and specificity. After conducting the pilot test, the responses were carefully valued for detecting and clarifying mistakes and ambiguity.

The final form of the draft scale having 65 items was administered to a representative sample of 120 migrant students was given the draft scale. Incomplete response sheets were discarded when the pilot test was finished. Following the random rejection, the sample size was set at 100. The responses to each item were scored and subjected to item analysis.

Item Analysis. The quality of a scale depends upon the individual items which were composed of. Therefore, it's crucial to consider if each item serves the function for which it was designed. The approach recommended by Likert (1932) was adopted for item analysis. A total of 100 response sheets were scored and organised in ascending order using the data gathered. After separating into two subgroups—the lower group, which included 27% of the total group and received the lowest results, and the upper group, which had an equal amount but received the highest scores—the middle 46 sheets were deleted. Item analysis was applied to each item on the response sheets from the higher and lower groups. The items of the scale were finalised on the basis of the obtained t value of each statement. The t value for each item was calculated using the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{N_H} + \frac{\sigma_L^2}{N_L}}}$$

Where,

\bar{X}_H = Mean of each item in the upper group

\bar{X}_L = Mean of each item in the lower group

σ_H^2 = Variance of the upper group

σ_L^2 = Variance of the lower group

N_H = Number of students in the upper group

N_L = Number of students in the lower group

Selection of Items

According to Likert (1932), the items with a t value ≥ 2.58 can be chosen for the final tool. The t value of each item of the School Environment Scale was calculated and discarded those items having t value less than 2.58. The details of item wise analysis and the computed t values are displayed in Table 10.

Table 10*Details of Item Analysis of School Environment Scale*

Item No.	<i>t</i> -value	Accepted or Rejected	Item No.	<i>t</i> -value	Accepted or Rejected
1	2.22	Rejected	34	2.32	Rejected
2	2.344	Rejected	35	5.91	Accepted
3	2.14	Rejected	36	1.34	Rejected
4	1.59	Rejected	37	7.23	Accepted
5	1.96	Rejected	38	3.12	Accepted
6	5.58	Accepted	39	2.76	Accepted
7	2.44	Rejected	40	1.54	Rejected
8	2.88	Accepted	41	0.43	Rejected
9	2.11	Rejected	42	2.11	Rejected
10	4.87	Accepted	43	7.87	Accepted
11	5.98	Accepted	44	5.82	Accepted
12	7.76	Accepted	45	6.90	Accepted
13	2.15	Rejected	46	6.12	Accepted
14	2.78	Accepted	47	3.22	Accepted
15	6.87	Accepted	48	2.75	Accepted
16	3.22	Accepted	49	1.34	Rejected
17	9.12	Accepted	50	8.62	Accepted
18	5.78	Accepted	51	0.33	Rejected
19	6.93	Accepted	52	2.66	Accepted
20	2.76	Accepted	53	0.11	Rejected
21	1.94	Rejected	54	4.65	Accepted
22	2.83	Accepted	55	2.75	Accepted
23	1.89	Rejected	56	3.11	Accepted
24	3.76	Accepted	57	3.43	Accepted
25	2.66	Accepted	58	2.41	Rejected
26	5.76	Accepted	59	2.91	Accepted
27	2.91	Accepted	60	1.12	Rejected
28	0.54	Rejected	61	1.33	Rejected
29	6.69	Accepted	62	7.99	Accepted
30	2.63	Accepted	63	2.13	Rejected
31	2.87	Accepted	64	0.11	Rejected
32	7.67	Accepted	65	1.89	Rejected
33	4.87	Accepted			

Estimation of Validity and Reliability

Establishing the psychometric properties of a tool was extremely important for a standard tool used for research purposes.

Validity. The scale was created after a careful review of the studies and theories related to the variable School Environment. In order to ensure that the tool's content was appropriate, the investigator consulted with the supervising teacher and a subject-matter expert. The investigator established the construct validity of the scale by providing appropriate weightage to the major components of the variable, School Environment, i.e., Physical and Material Factors, Academic Factors, and Personal Factors.

The scale has covered the ideas it was supposed to measure or assess. Therefore, the scale also appears to have face validity.

Reliability. Through the test-retest method, the School Environment scale's reliability was determined. The scale was re-administered after an interval of 4 weeks on a selected sample of 30 students. The reliability coefficient was computed by correlating the scores obtained in the first assessment and that of the re-test scores. The reliability coefficient was .79. Therefore, the School Environment scale is a valid and reliable tool with strong psychometric features to evaluate the School Environment of children of migrant labourers.

The final scale includes 40 statements after the standardisation process. The final version of the scale in Malayalam and English languages are presented as Appendices L and M respectively.

Educational Aspiration Scale

Educational Aspiration is defined as educational goals that individuals set for themselves (Trebbels, 2014). The investigator with the help of supervising teacher developed and standardised the Educational Aspiration scale. The final scale

consists of 37 statements under the five dimensions. They are Available support and assistance from School, community, and peers, Parents' views and support regarding education, Pupils' effort to attain educational goal, Pupils' views regarding values and benefits of education and Reality of aspired goal. A detailed description of the various stages in the development of the Educational Aspiration Scale is presented in the following section.

Planning of Educational Aspiration Scale

The idea of Educational Aspiration is important in educational research. There were many established theories and standards concerning Educational Aspiration. Educational Aspiration was defined by different educationalists differently, (Khatab, 2015), (sharp et al., 2020). There were many tools available to measure Educational Aspiration, Educational Aspiration Scale (EAS) (Sharma & Gupta, 2009), Level of Educational Aspiration Test (LEAT) (Khan, 2009) etc. All these tools were constructed and standardised using predefined norms and practices. Even though these tools were excellent to measure the construct for which it had been constructed, the present study needed a tool which can measure the Educational Aspiration of upper primary school students. So the investigator considered these tools as a model and constructed a scale which can satisfy the needs of the current research.

The investigator reviewed theoretical and empirical studies in the field of educational research for this tool's construction and searched for explanations of Educational Aspiration Scales in earlier research areas in the field of education. In addition, direct interactions with school teachers, the views of academic officials, psychologists, and researchers in the field of education, as well as a thorough analysis of the literature, served as sources for the tool's elements. Most of the standardised tools used in research literature were used to measure Educational Aspiration in a dichotomous way with a different approach. Therefore, the investigator made the decision to develop a new tool for measuring Educational Aspiration specifically for upper primary school students.

Preparation

The identification of an initial list of the dimensions of Educational Aspiration was the first stage in the development of the Educational Aspiration Scale. For the present study, the dimensions defined in the Level of Educational Aspiration Test (LEAT) (Khan, 2009) and the Research Report of Research into Education Aspiration for Regional Victoria (State of Victoria, 2013) were taken as a model. There were five dimensions for the tool, they were Available support and assistance from school, community and peers, Parents' views and support regarding education, Pupils' effort to attain educational goal, Pupils' views regarding values and benefits of education and Reality of aspired goal. The following section provides descriptions of each dimension, along with examples.

➤ **Available Support and Assistance from School Community and Peers.**

This has the items that explain the support getting for the education of the child from the school, community and peer groups.

Example. Encouragement by some teachers gives inspiration for further study.

➤ **Parents' View and Support Regarding Education.** The parent's view dimension has items that explain the parental support and attitude towards education.

Example. I feel that my family does not give enough importance to my studies.

➤ **Pupils' Effort to Attain Educational Goal.** Pupils' effort dimension includes the items that describe the efforts and works done by the student to achieve his or her educational goal.

Example. I try to improve my grades by studying hard for every exam.

➤ **Pupils' Views Regarding Values and Benefits of Education.** Pupils' view dimension includes the items regarding students' views on attaining education.

Example. I think education is essential to get a good job.

- **Reality of Aspired Goal.** This dimension includes the items regarding the knowledge of the student about the reality of achieving his goal.

Example. I know about scholarships that help in higher education.

Writing of Items

It was determined to develop a scale to assess the perceived Educational Aspiration of children of migrant labourers. After collecting and examining possible reviews and theories related to Educational Aspiration, the investigator fixed five dimensions for the Educational Aspiration scale. The investigator prepared 65 statements pertaining to the five dimensions, giving due importance to each dimension. When preparing the items, special care was taken to ensure that each item only measured one of the five dimensions and their aforementioned characteristics. The investigator and the supervising teacher then had a discussion on how to ensure the appropriateness of each statement that had been prepared and how to eliminate any vagueness in the language. The final version of the drafted scale was constructed after careful review and modification. The number of statements in the final draft scale was fixed to 59. The scale contains both positive and negative statements, and they were arranged in the appropriate manner. The draft scale consists of 35 positive statements and 24 negative statements. Table 11 displays the total number of items in each dimension.

Table 11

Dimension Wise Distribution of Items of Educational Aspiration Scale

Sl. No.	Dimensions	Total Number of Items
1	Available support and assistance from school community and peers	15
2	Parents' view and support regarding Education	12
3	Pupils' effort to attain educational goal	13
4	Pupils' views regarding values and benefits of education	8
5	Reality of aspired goal	11
Educational Aspiration Scale		59

The investigator took care to avoid making factual statements that could be interpreted in more than one way. The final draft scale consists of 59 items based on five dimensions. A draft copy of the Educational Aspiration scale in Malayalam and English languages are given in Appendices N and O respectively.

Mode of Answering

The first page of the scale included all the information needed for marking the responses. There were three possible responses for each item, agree, undecided, and disagree. Students had to record their answers by placing a tick in the relevant column that was presented after each statement.

Scoring

Both positive and negative statements were included on the scale. Scores of 3, 2, and 1 were given for the responses agree, undecided, and disagree respectively, to quantify the responses on the scale. For agree, undecided, and disagree responses to negative statements, scores of 1, 2, and 3 were assigned.

Pilot Test

Before a tool was executed on a large scale, it was tested through small-scale, short-term efforts called "pilot tests" to gather information on its feasibility. For this, the draft scale was administered to a sample of 20 students selected at random. The items on the scale were checked for clarity and specificity. After conducting the pilot test, the responses were carefully valued for detecting and clarifying mistakes and ambiguity.

The final form of the draft scale having 65 items was administered to a representative sample of 120 migrant students was given the draft scale. Incomplete response sheets were discarded when the pilot test was finished. Following the random rejection, the sample size was set at 100. The responses to each item were scored and subjected to item analysis.

Item Analysis

The quality of a scale depends upon the individual items which were composed of. Therefore, it is crucial to consider if each item serves the function for which it was designed. The approach recommended by Likert (1932) was adopted for item analysis. A total of 100 response sheets were scored and organised in ascending order using the data gathered. After separating into two subgroups—the lower group, which included 27% of the total group and received the lowest results, and the upper group, which had an equal amount but received the highest scores—the middle 46 sheets were deleted. Item analysis was applied to each item on the response sheets from the higher and lower groups. The items of the scale were finalised on the basis of the obtained t value of each statement. The t value for each item was calculated using the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{N_H} + \frac{\sigma_L^2}{N_L}}}$$

Where,

\bar{X}_H = Mean of each item in the upper group

\bar{X}_L = Mean of each item in the lower group

σ_H^2 = Variance of the upper group

σ_L^2 = Variance of the lower group

N_H = Number of students in the upper group

N_L = Number of students in the lower group

Selection of Items

According to Likert (1932), the items with a t value ≥ 2.58 can be chosen for the final tool. The t value of each item of the Educational Aspiration Scale was calculated and discarded those items having t value less than 2.58. The details of item-wise analysis and the computed t values are shown in Table 12.

Table 12*Details of Item Analysis of Educational Aspiration Scaleh*

Item No.	<i>t</i> -value	Accepted or Rejected	Item No.	<i>t</i> -value	Accepted or Rejected
1	1.98	Rejected	31	2.32	Rejected
2	4.78	Accepted	32	2.78	Accepted
3	2.94	Accepted	33	1.85	Rejected
4	8.04	Accepted	34	2.22	Rejected
5	2.66	Accepted	35	2.98	Accepted
6	0.10	Rejected	36	5.84	Accepted
7	2.31	Rejected	37	2.11	Rejected
8	1.98	Rejected	38	7.14	Accepted
9	0.99	Rejected	39	3.16	Accepted
10	2.87	Accepted	40	1.78	Rejected
11	7.98	Accepted	41	2.92	Accepted
12	3.34	Accepted	42	7.74	Accepted
13	5.54	Accepted	43	5.84	Accepted
14	7.21	Accepted	44	4.72	Accepted
15	2.78	Accepted	45	0.44	Rejected
16	8.98	Accepted	46	2.94	Accepted
17	3.10	Accepted	47	1.56	Rejected
18	0.28	Rejected	48	1.74	Rejected
19	2.59	Accepted	49	3.18	Accepted
20	4.99	Accepted	50	0.48	Rejected
21	2.78	Accepted	51	2.59	Accepted
22	4.94	Accepted	52	1.68	Rejected
23	3.54	Accepted	53	5.22	Accepted
24	3.18	Accepted	54	2.84	Accepted
25	2.88	Accepted	55	3.32	Accepted
26	0.10	Rejected	56	1.99	Rejected
27	2.89	Accepted	57	7.74	Accepted
28	1.74	Rejected	58	2.33	Rejected
29	4.98	Accepted	59	1.99	Rejected
30	1.49	Rejected			

Estimation of Validity and Reliability

Establishing the psychometric properties of a tool was extremely important for a standard tool used for research purposes.

Validity. The scale was created after a careful review of the studies and theories related to the variable Educational Aspiration. In order to ensure that the tool's content was appropriate, the investigator consulted with the supervising teacher and a subject-matter expert. The investigator established the construct validity of the scale by providing the major dimensions of the variable, Educational Aspiration, i.e., Available support and assistance from school, community, and peers, Parents' views and support regarding education, Pupils' effort to attain educational goal, Pupils' views regarding values and benefits of education and Reality of aspired goal, appropriate weightage.

The scale has covered the ideas it was supposed to measure or assess. Therefore, the scale also appears to have face validity.

Reliability. Through the test-retest method, the Educational Aspiration scale's reliability was determined. The scale was re-administered after an interval of 4 weeks on a selected sample of 30 students. The reliability coefficient was computed by correlating the scores obtained in the first assessment and that of the re-test scores. The reliability coefficient was .81. Therefore, the Scale of Educational Aspiration is a valid and reliable tool with strong psychometric features to evaluate the Educational Aspiration of children of migrant labourers.

The final scale includes 37 statements after the standardisation process. The final version of the scale in Malayalam and English languages are presented as Appendices P and Q respectively.

Sample Selected for the Study

The population of interest for the study was upper primary school children of migrant labourers in Kerala. It was impossible and impractical to analyse the population characteristics as a whole, despite the fact that the population was finite. So, it was determined to select a sample of the population that was representative of the whole.

Using the random sampling method, a sample of 393 children of migrant labourers enrolled in upper primary classes was chosen from the population. The sample was chosen from Kasaragod, Kozhikode, Malappuram, Thrissur, Palakkad, Ernakulam, and Idukki districts of Kerala by survey method.

Factor Taken into Account in Sample Selection

When choosing the sample, only one criterion was taken into account.

Gender

When choosing the sample, the gender of the students was taken into account. Because the gender-wise analysis will reveal whether there were any gender differences in the Educational Aspiration of children of migrant labourers.

Size of the Sample

According to Krejcie and Morgan table, a sample size of 384 was enough for a population of 100,000 or more (Krejcie & Morgan, 1970). The study was suggested to be done on a sample of 393 upper primary migrant students in Kerala taking into account the aforementioned fact. Out of which, 172 were boys and 221 were girls. The sample was selected from various schools and settlements of children of migrant labourers from Kasaragod, Kozhikode, Malappuram, Thrissur, Palakkad, Ernakulam and Idukki districts of Kerala. Incomplete data sheets were discarded and reapplied. Table 13 provides further explanation of the districts from where the data was gathered.

Table 13*Details of the Sample Selected for the Study*

District	Number of Sample Taken	Number of Boys	Number of Girls
Kasaragod	20	9	11
Kozhikode	61	20	41
Malappuram	60	25	35
Thrissur	7	6	1
Palakkad	8	5	3
Ernakulam	206	88	118
Idukki	31	19	12
Total	393	172	221

Table 13 gives a systematic view of the sample collected for the study from seven districts of Kerala.

Data Collection Procedure

A survey was used to collect the primary data needed for the study and an unstructured interview was used to collect secondary data from teachers. The primary data were collected using the tools that the investigator had developed and standardised. The data was collected at various intervals between March 2018 and January 2020.

The data collection was done in two phases. The first phase was an unstructured interview with 20 government and aided school teachers and 8 volunteer teachers for children of migrant labourers under the "Roshni" project in Ernakulam district to find out the educational problems they felt while teaching children of migrant labourers. The interview's specifics were helpful in gaining a general understanding of the education of children of migrant labourers.

The main findings of the interview are presented in Table 14 in the following section.

Table 14*Important Findings of Responses of Teachers during Unstructured Interview*

Statement	No. of Agree	Percentage of Agree
Teaching children of migrant labourers is difficult due to linguistic barriers.	25	89.2
Children of migrant labourers struggle to fit in with their peers.	4	14.2
Children of migrant labourers are irregular at classes	20	71.4
Children of migrant labourers are good at their studies	17	60.7
Satisfied with teaching children of migrant labourers	16	57.1
Parents of children of migrant labourers are supportive of their childrens' education	17	60.7

It was evident from Table 14 that more than 89% of teachers admit that language was a challenge when interacting with migrant students. Only 14% of the respondents felt that migrant students have difficulty to interact with their peers. However, the majority of the teachers (71.4%) noticed that migrant students were irregular in school. The majority of teachers (57.1%) admit that these children perform well in school and were happy to be teaching them. Approximately 61% of the teachers agree that migrant parents support their children's education.

Direct data collection from children of migrant labourers enrolled in upper primary classes at government and aided schools in Kerala was the second and major phase of the data collection process. For this purpose, the investigator visited 10 BRCs of Kozhikode, Malappuram, and Ernakulam districts to collect details regarding children of migrant labourers studying in government and aided schools. After that, the investigator filed a right to information to the Deputy Directorate offices in each district of Kerala, requesting information about the children of migrant labourers enrolled in government and aided schools. Details about the children of migrant labourers were obtained from six of Kerala's 14 districts. From these details, the investigator made a list and from this list randomly selected the sample. A copy of the information received for the RTI filed was included in Appendix R.

Data was collected by two different methods; visiting the schools where they were enrolled and visiting the place where they were staying. While collecting data from schools, tools were administered only with the approval of the head of the institution. The investigator personally went to the schools, got in contact with the authorities, and persuaded them of the necessity of the tools to be administered. Before giving the tools to the sample, the investigator made sure there were enough copies of tool booklets and instructed the students on how to mark responses. To help students with any difficulty they may have had while marking responses, the purpose, nature, and scope of the scales were briefly explained to them. There was no stipulated time limit for marking responses. So the investigator gave them enough time to fill out their response sheets. Individuals who have trouble reading Malayalam or English languages but can understand by hearing were instructed to answer to the right number after the investigator read out all the items in the tool. To provide instructions and collect the response sheets after administration, the investigator also requested support from their teachers and “Roshni” volunteers. In the case of data collected by visiting them at their place of residence, the investigator seek permission from their parents or guardians by explaining the nature and need of the data collection. The investigator made sure that pupils were responding to all the statements in the response sheets. Students can conveniently respond to each item one at a time because the investigator provided a response column right after every statement. It takes approximately three and a half hours to complete all four tools at a stretch. The collected data was systematically consolidated for analysis.

Scoring and Consolidation of Data

The response sheets were scored and compiled in accordance with the exact instructions provided in the relevant books. The negative and positive items in the scales were scored with care. The three tools namely Scale on Quality of Life, School Environment Scale, and Educational Aspiration Scale have three choices of response, agree, undecided and disagree and these were rated as 3, 2, and 1

respectively for positive items. Socio Personal Adjustment Scale have three choices of responses always, sometimes, and never and for positive items, these are rated as 3, 2, and 1 respectively. Incomplete score sheets were discarded, and the study was finally limited to a sample of 393 students. To make computer feeding easier, all of the entries were coded with single numbers. The full set of data was arranged in this manner so that the computer could process it by using analysis software.

Statistical Techniques Used for the Study

Since the current study was quantitative in nature, data were analysed using both descriptive and inferential statistics in order to draw reliable generalisations from the results. The following section gives a description of the statistical techniques employed in the current investigation.

Descriptive Statistics

Basic descriptive statistics were calculated for each independent variable and the dependent variable, including Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis. In order to determine the nature of the distribution of the independent and dependent variables, descriptive statistics were computed.

Test of Significance of Difference between Means for Large Independent Sample

For the purpose of identifying differences in the mean scores of the dependent variable Educational Aspiration and the independent variables Quality of Life, Socio Personal Adjustment and School Environment of the students based on gender, the test of significance of differences between means of a large independent sample was used. For the large sample, the following formula suggested by Garrett (1979) was used.

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

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 $\geq \pm 2.58$, the difference between the mean 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.

Coefficient of Correlation

A statistical measurement of the strength of a linear relationship between two variables is the correlation coefficient. Its values can range from -1 and 1. A correlation coefficient of -1 indicates a perfect negative, inverse, or inverse correlation, where values in one series increase as those in the other fall and vice versa. A coefficient of 1 denotes a perfect positive correlation. No linear relationship exists when the correlation coefficient is 0. In the present study, Pearson's product moment method was used to calculate the coefficient of correlation because all the variables of the study can be measured on an interval scale. The calculated correlation coefficient was known as Pearson's Product-Moment Coefficient of Correlation and was denoted by the letter r . The correlation coefficient (Garrett, 1966) was calculated using the following formula:

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \quad (\text{Garrett, 1966})$$

Where

$\sum X$ = Sum of the X scores

$\sum Y$ = Sum of the Y scores

$\sum X^2$ = Sum of the squared X scores

$\sum Y^2$ = Sum of the squared Y scores

$\sum XY$ = Sum of the products of paired X and Y scores

N = Number of paired scores

Verbal Interpretation of 'r' (Garrett, 1966)

Depending on the numerical value of r the correlation coefficient between two variables is described as high or very high, marked or substantial, low or slight and indifferent or negligible. The criteria used for verbally describing the degree of relationship between variables in psychological and educational testing are as follows.

' r ' from 0.00 to \pm 0.20 as indifferent or negligible relationship.

' r ' from 0.20 to \pm 0.40 as low or slight relationship.

' r ' from 0.40 to \pm 0.70 as marked or substantial relationship.

' r ' from 0.70 to \pm 1.00 as high or very high relationship.

Multiple Regression Analysis

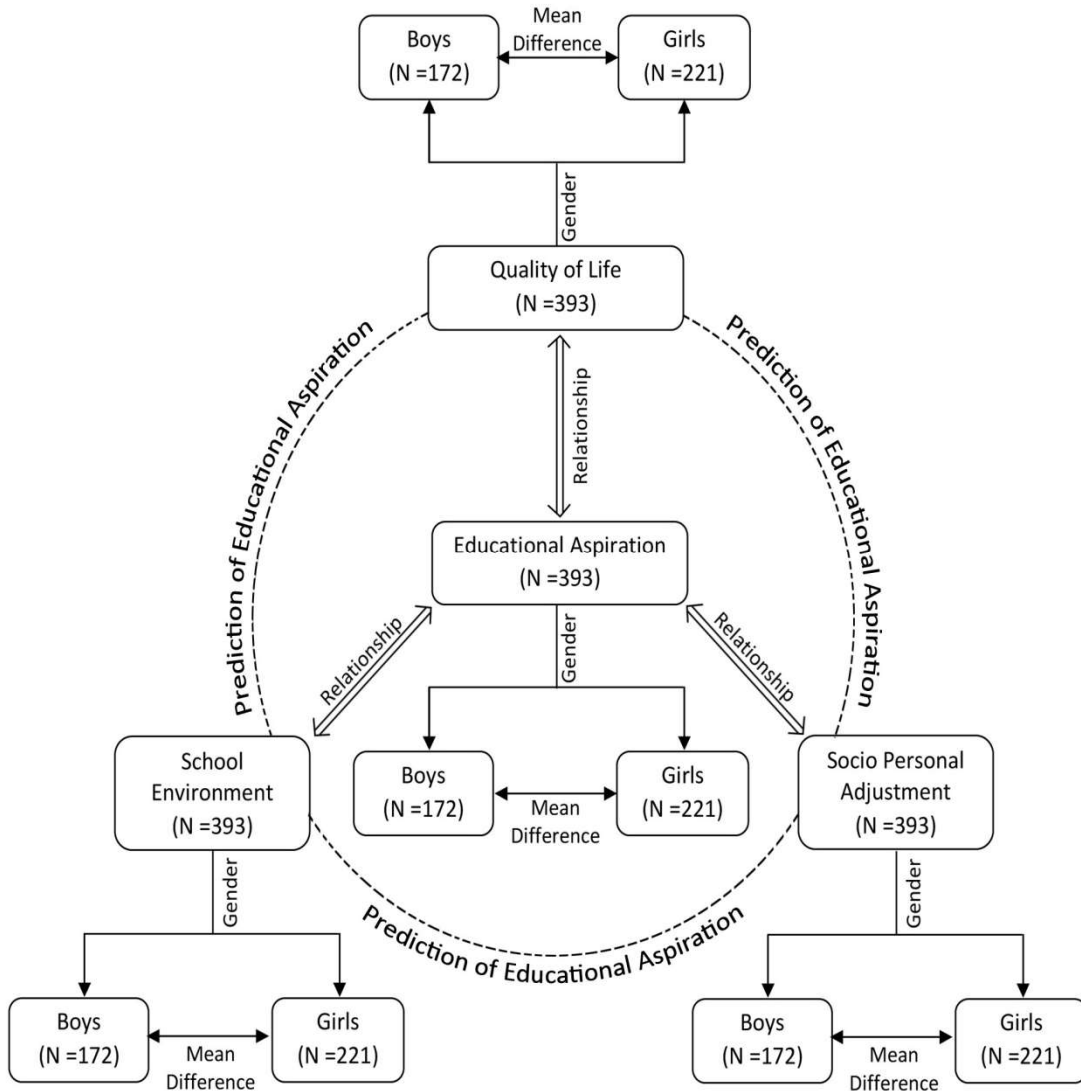
The investigation of the contribution made by two or more variables in the prediction of a dependent variable or criterion variable is aided by the concept of multiple correlation. If a variable's individual contribution to predicting the criterion variable is low, it might not be taken into account when making predictions. On the other hand, a variable must be taken into account for prediction purposes if its individual contribution to predicting the criterion variable is significant. The investigator can use regression analysis to identify the variables that have the greatest influence on the prediction of a dependent or criterion variable. The Beta Coefficient indicates how much each predictor contributed individually to predicting

the dependent or criterion variable. IBM SPSS version 21 for Windows was used to analyse the data for the present investigation.

The overall structure of the study can be diagrammatically represented in Figure 6, which represents sample size, independent and dependent samples, and statistical techniques used.

Figure 6

Diagrammatic Representation of Overall Structure of the Study



Analysis

- ⇒ *Preliminary Analysis*
- ⇒ *Important Statistical Constants*
- ⇒ *Percentage Analysis*
- ⇒ *Major Analysis*
- ⇒ *Test of Significance of Difference
between Means*
- ⇒ *Correlation Analysis*
- ⇒ *Stepwise Multiple Regression Analysis*

ANALYSIS

The present study is intended to find out certain psychosocial factors affecting Educational Aspiration of children of migrant labourers in Kerala. The analysis part includes two major sections: Preliminary Analysis and Major Analysis. In the Preliminary Analysis section, relevant statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed for identifying the nature of the distributions of the independent variables and dependent variables selected for the study. In order to evaluate the existing levels of independent and dependent variables (Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration) as well as to confirm the nature of distribution, the percentage analysis was done using the empirical rule for the total sample and the subsample based on gender.

In the second section, Major Analysis, Mean Difference Analysis, Correlation Analysis and Stepwise Regression Analysis were done. The test of significance of difference between means for the large independent sample was used in the mean difference analysis to find out whether there exists any significant difference among the mean scores of independent and dependent variables based on the gender of the students. Correlation analysis was used to find out the relationship between the independent and dependent variables. Regression analysis was done to explain the degree of variability in dependent variables by means of independent variables. The statistical analysis was done on the basis of the objectives set for the study, and the results were used to test the hypotheses framed for the study. The following is a succinct representation of the main sections.

Preliminary Analysis

Important Statistical Constants

Percentage Analysis

Major Analysis

Test of Significance of Difference between Means

Correlation Analysis

Stepwise Multiple Regression Analysis

Preliminary Analysis

The collected data were scored and tabulated appropriately to carry out further statistical analysis and arrive at generalisable conclusions. For this, as an initial step, the preliminary analysis was done, to find out the nature of the data and also to figure out whether it was suitable for further major statistical analysis. The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable, Educational Aspiration were determined. Percentage Analysis was done by the empirical rule using mean and standard deviation. The empirical rule was a way to test a distribution's normality. The statistical constants of the independent variables such as Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable, Educational Aspiration are presented in Table 15.

Table 15

Statistical Constants of Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration for the Total Sample

Sl. No.	Variable	Sample Size	Mean	Median	Mode	SD	Skewness	Kurtosis
1	Quality of Life	393	91.76	89	89	12.16	-0.02	-0.36
2	Socio Personal Adjustment	393	127.16	127	128	9.58	-0.09	-0.55
3	School Environment	393	88.94	91	93	10.52	-0.22	-0.26
4	Educational Aspiration	393	84.75	85	88	7.15	-0.25	-0.19

Table 15 reveals that the mean (91.76), median (89), and mode (89) of the Quality of Life of children of migrant labourers for the total sample were nearly equal. The standard deviation (12.16) indicated that the scores of Quality of Life did not deviate much from the mean. The values of skewness (-0.02) and kurtosis (-0.36) for total sample indicate a slightly negatively skewed, platykurtic distribution of Quality of Life of children of migrant labourers. All the measures of central tendency, standard

deviation, skewness, and kurtosis indicate that the Quality of Life scores were approximately normal.

For the independent variable Socio Personal Adjustment, the mean (127.16), median (127), and mode (128) of Socio Personal Adjustment of children of migrant labourers for the total sample were almost equal. The standard deviation (9.58) revealed that the scores of Socio Personal Adjustment did not deviate much from the mean. The values of skewness (-0.09) and kurtosis (-0.55) for the total sample indicate a slightly negatively skewed, platykurtic distribution of Socio Personal Adjustment of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the Socio Personal Adjustment scores were approximately normal.

In the case of School Environment, the mean (88.94), median (91), and mode (93) of School Environment of children of migrant labourers for the total sample were almost equal. The standard deviation (10.52) revealed that the scores of the School Environment did not deviate much from the mean. The values of skewness (-0.22) and kurtosis (-0.26) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the variable School Environment. All the measures of central tendency, standard deviation, skewness, and kurtosis indicate that the School Environment scores were approximately normal.

From Table 15 it was evident that, for the dependent variable Educational Aspiration, the mean (84.75), median (85), and mode (88) of Educational Aspiration of children of migrant labourers for the total sample were almost equal. The standard deviation (7.15) indicated that the scores of Educational Aspiration did not deviate much from the mean. The values of skewness (-0.25) and kurtosis (-0.19) for the total sample showed a slightly negatively skewed, platykurtic distribution of Educational Aspiration of children of migrant labourers. All the measures of central tendency, standard deviation, skewness, and kurtosis indicate that the Educational Aspiration scores were approximately normal.

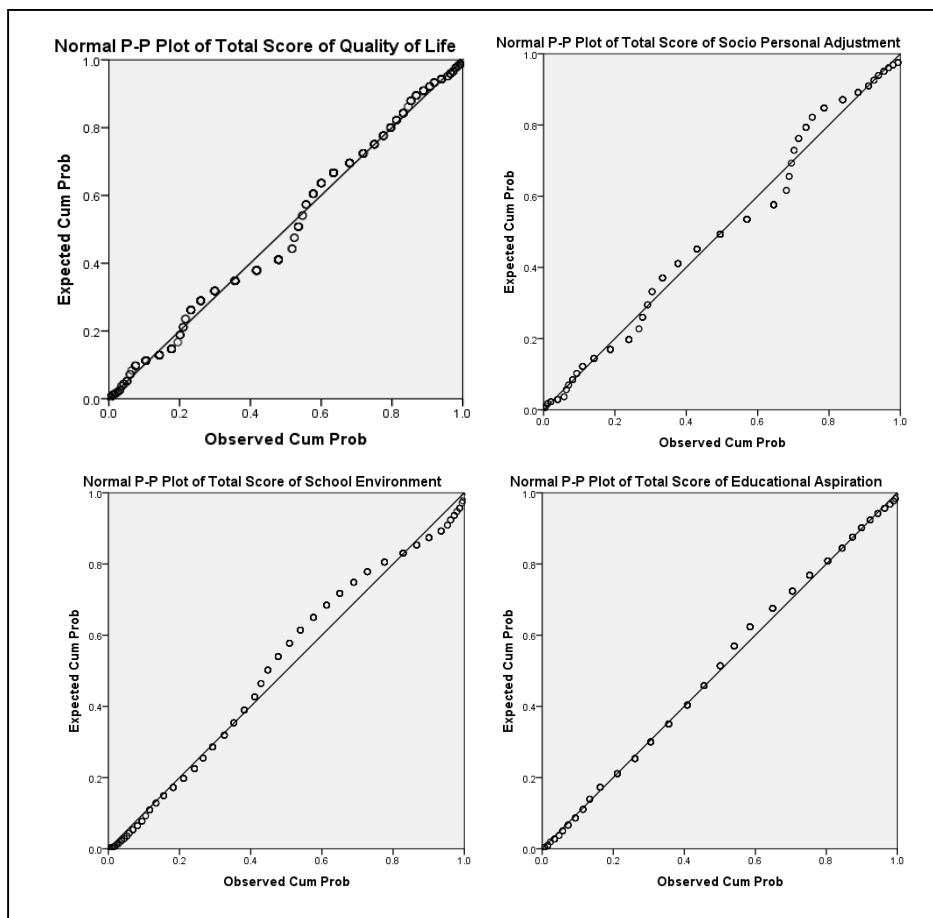
The nature of the distribution of independent variables and the dependent variable were examined by plotting graphs. For the further judgement of normality, P-P plots of independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable, Educational Aspiration were plotted for the total sample.

To compare the cumulative distribution functions of the two distributions (theoretical and empirical), the probability-to-probability (P-P) plot was used.

The P-P plots of independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable, Educational Aspiration are presented in Figure 7.

Figure 7

P-P Plots of Independent Variables Quality of Life, Socio Personal Adjustment, and School Environment and the Dependent Variable, Educational Aspiration



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

Visual examination of the data of the variables, Quality of Life, Socio Personal Adjustment, School Environment and Educational Aspiration using P-P plots indicate that there were only slight deviations of observed cumulative probability from that of the expected line. From this, it can be concluded that the distributions obtained for variables Quality of Life, Socio Personal Adjustment, School Environment and Educational Aspiration can be approximated to normality. The near normal distribution obtained suggests that the sample chosen for the study was approximately representative of the population.

The statistical constants of the dimensions of the independent variables such as Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable, Educational Aspiration are presented in Table 16.

Table 16

Important Statistical Constants for the Dimensions of the Variables Quality of Life, Socio Personal Adjustment, School Environment and Educational Aspiration for the Total Sample

Variable	Dimension	Mean	Median	Mode	SD	Skewness	Kurtosis
Quality of Life	Physical Health	16.26	17	17	2.29	-0.23	-0.78
	Psychological State	29.79	30	28	4.97	-0.23	-0.40
	Social Relationships	26.79	27	28	4.33	-0.04	-0.10
	Living Environment	18.92	19	18	3.01	0.36	-0.37
Socio Personal Adjustment	Personal Adjustment	60.30	60	58	4.68	-0.10	-0.69
	Social Adjustment	66.87	67	68	5.89	-0.16	-0.56
School Environment	Physical and Material Factors	34.25	35	38	4.55	-0.55	-0.18
	Academic Factors	35.47	36	39	4.76	-0.36	-0.47
	Personal Factors	19.23	19	21	2.98	-0.01	-0.61
Educational Aspiration	Available Support	19.58	20	21	2.90	-0.11	-0.84
	Parents' View	16.11	16	15	1.66	-0.09	-0.36
	Pupils' Effort	19.98	20	23	2.77	-0.22	-0.64
	Pupils' Views	14.68	15	15	1.17	-0.46	0.66
	Reality of Aspired Goal	14.40	14	14	1.10	0.02	0.35

Table 16 reveals that the mean (16.26), median (17), and mode (17) of the Physical Health dimension of the variable Quality of Life of children of migrant labourers for the total sample were nearly equal. The standard deviation (2.29) revealed that the scores of Physical Health did not deviate much from the mean. The values of skewness (-0.23) and kurtosis (-0.78) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Physical Health of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Physical Health were approximately normal.

From Table 16 it was clear that the mean (29.79), median (30), and mode (28) of the Psychological State dimension of the variable Quality of Life of children of migrant labourers for the total sample were nearly equal. The standard deviation (4.97) revealed that the scores of Psychological State did not deviate much from the mean. The values of skewness (-0.23) and kurtosis (-0.40) for the total sample indicate slightly negatively skewed, platykurtic distribution of the dimension Psychological State of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Psychological State were approximately normal.

Table 16 also reveals that the mean (26.79), median (27), and mode (28) of Social Relationships dimension of the variable Quality of Life of children of migrant labourers for total sample were nearly equal. The standard deviation (4.33) revealed that the scores of Social Relationships did not deviate much from the mean. The values of skewness (-0.04) and kurtosis (-0.10) for total sample indicate slightly negatively skewed, platykurtic distribution of the dimension, Social Relationships of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the distribution scores of Social Relationships were approximately normal.

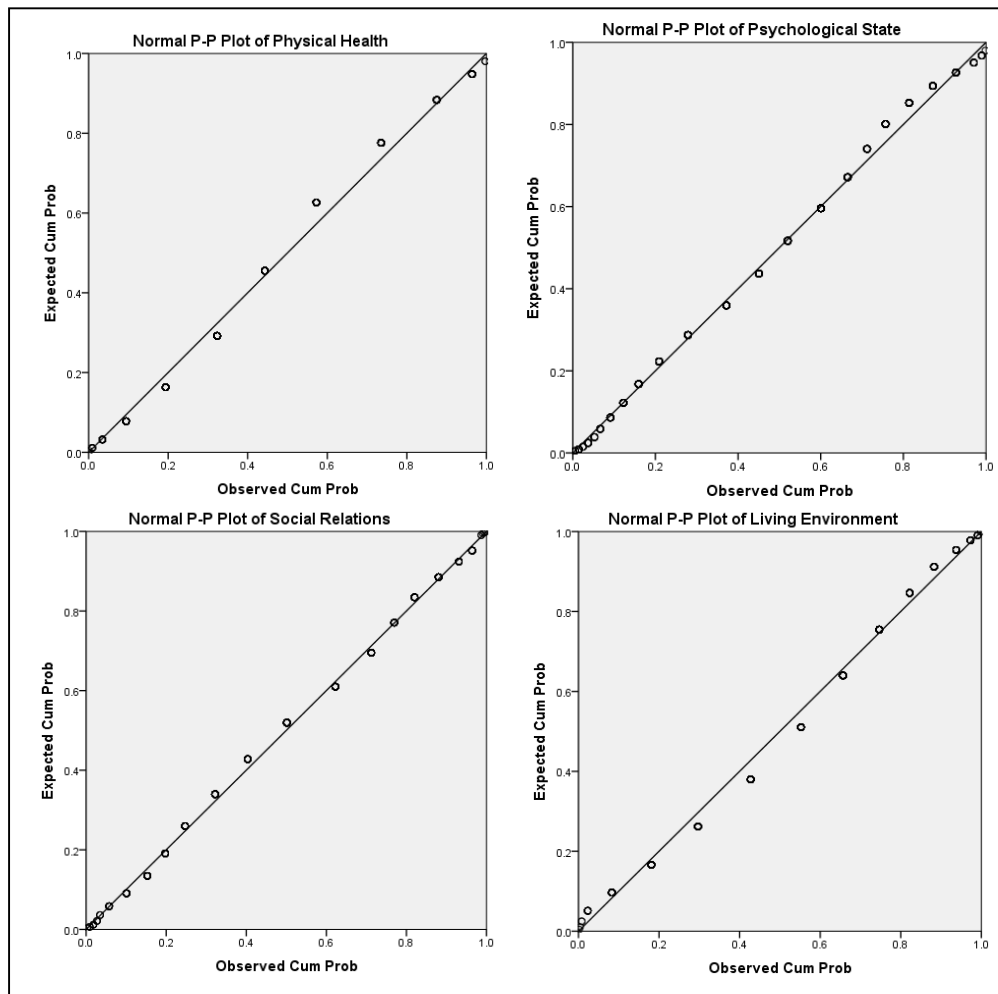
Table 16 shows that the mean (18.92), median (19), and mode (18) of the Living Environment dimension of the variable Quality of Life of children of migrant labourers for the total sample were nearly equal. The standard deviation (3.01)

revealed that the scores of Living Environment did not deviate much from the mean. The values of skewness (0.36) and kurtosis (-0.37) for the total sample indicate a slightly positively skewed, platykurtic distribution of the dimension, Living Environment of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Living Environment were approximately normal.

For the visual exposition of the nature of the distribution, P-P plots are drawn. The P-P plots of the dimensions of the variable Quality of Life are presented in Figure 8.

Figure 8

P-P Plots of the Dimensions of the Variable Quality of Life



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

From the plots, it is evident that most of the values of each dimension of Quality of Life fall on the expected value, that is, the diagonal of the plot. But some points had deviated from the diagonal, which means the distribution had slightly deviated from normality. Distribution of all dimensions of the variable Quality of Life, Physical Health, Psychological State, Social Relationships, and Living Environment were platykurtic and negatively skewed except for Living Environment.

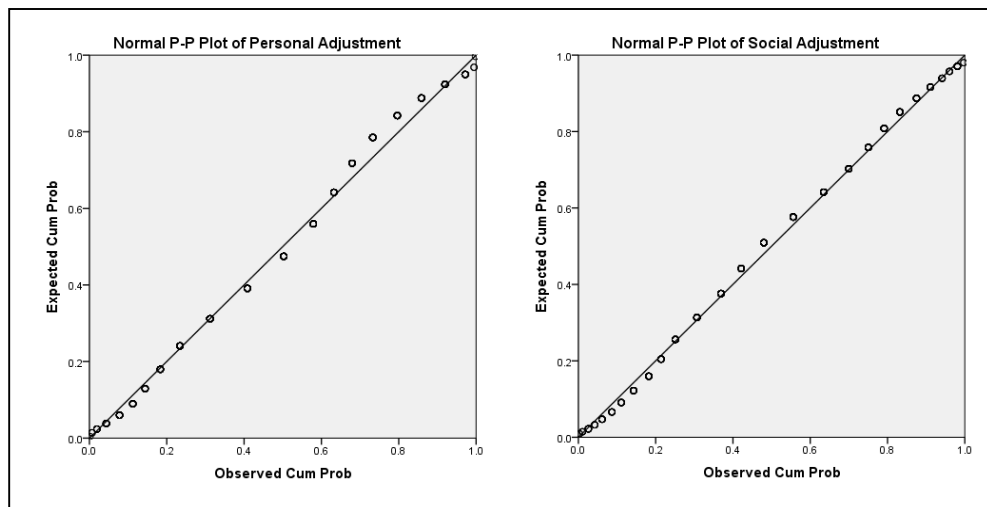
From Table 16 it was also found that the mean (60.30), median (60), and mode (58) of the Personal Adjustment dimension of the variable Socio Personal Adjustment of children of migrant labourers for the total sample were nearly equal. The standard deviation (4.68) revealed that the scores of Personal Adjustment did not deviate much from the mean. The values of skewness (-0.10) and kurtosis (-0.69) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Personal Adjustment of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Personal Adjustment were approximately normal.

From Table 16 it was evident that the mean (66.87), median (67), and mode (68) of the Social Adjustment dimension of the variable Socio Personal Adjustment of children of migrant labourers for the total sample were nearly equal. The standard deviation (5.89) revealed that the scores of Social Adjustment did not deviate much from the mean. The values of skewness (-0.16) and kurtosis (-0.56) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Social Adjustment of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Social Adjustment were approximately normal.

P-P plots are used to visually demonstrate the nature of the distribution. P-P plots of the dimensions of the variable Socio Personal Adjustment are presented in Figure 9.

Figure 9

P-P Plots of the Dimensions of the Variable Socio Personal Adjustment



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

The plots show that the majority of the values for each dimension of Socio Personal Adjustment fall on the expected score, which is the diagonal of the plot. However, some points deviated from the diagonal, indicating that the distribution deviated slightly from normality. The distributions of all two dimensions of the variable Socio Personal Adjustment, Personal Adjustment, and Social Adjustment were platykurtic and negatively skewed.

Table 16 also reveals that the mean (34.25), median (35), and mode (38) of the Physical and Material Factors dimension of the variable School Environment of children of migrant labourers for the total sample were nearly equal. The standard deviation (4.55) revealed that the scores of Physical and Material Factors did not deviate much from the mean. The values of skewness (-0.55) and kurtosis (-0.18) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Physical and Material Factors of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Physical and Material Factors were approximately normal.

Table 16 shows that the mean (35.47), median (36), and mode (39) of the Academic Factors dimension of the variable School Environment of children of

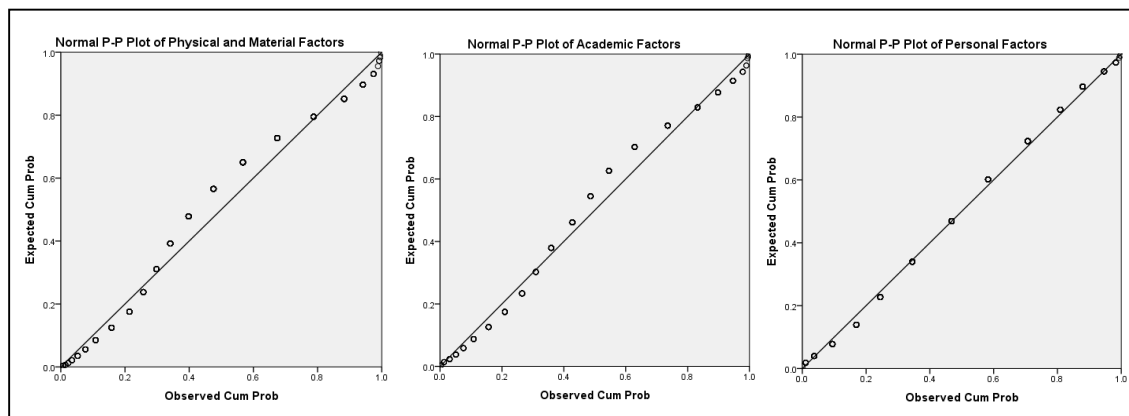
migrant labourers for the total sample were nearly equal. The standard deviation (4.76) revealed that the scores of Academic Factors did not deviate much from the mean. The values of skewness (-0.36) and kurtosis (-0.47) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Academic Factors of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Academic Factors were approximately normal.

Table 16 revealed that the mean (19.23), median (19), and mode (21) of the Personal Factors dimension of the variable School Environment of children of migrant labourers for the total sample were nearly equal. The standard deviation (2.98) revealed that the scores of Personal Factors did not deviate much from the mean. The values of skewness (-0.01) and kurtosis (-0.61) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Personal Factors of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Personal Factors were approximately normal.

P-P plots are used to visually represent the distribution's nature. Figure 10 shows P-P plots demonstrating the dimensions of the variable School Environment.

Figure 10

P-P Plots of the Dimensions of the Variable School Environment



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

The plots reveal that the majority of the values for each dimension of the School Environment lie on the estimated score, which is represented by the plot's diagonal. However, several points departed from the diagonal, indicating that the distribution was not completely normal. All three dimensions of the variable School Environment, Physical and Material Factors, Academic Factors, and Personal Factors had platykurtic and negatively skewed distributions.

From Table 16, it was evident that the mean (19.58), median (20), and mode (21) of the Available Support dimension of the variable Educational Aspiration of children of migrant labourers for the total sample were nearly equal. The standard deviation (2.90) revealed that the scores of Available Support did not deviate much from the mean. The values of skewness (-0.11) and kurtosis (-0.84) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Available Support of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Available Support were approximately normal.

Table 16 reveals that the mean (16.11), median (16), and mode (15) of Parents' View dimension of the variable Educational Aspiration of children of migrant labourers for the total sample were nearly equal. The standard deviation (1.66) revealed that the scores of Parents' View did not deviate much from the mean. The values of skewness (-0.09) and kurtosis (-0.36) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Parents' View of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Parents' View were approximately normal.

Table 16 also reveals that the mean (19.98), median (20), and mode (23) of Pupils' Effort dimension of the variable Educational Aspiration of children of migrant labourers for the total sample were nearly equal. The standard deviation

(2.77) revealed that the scores of Pupils' Effort did not deviate much from the mean. The values of skewness (-0.22) and kurtosis (-0.64) for the total sample indicate a slightly negatively skewed, platykurtic distribution of the dimension, Pupils' Effort of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Pupil's Effort were approximately normal.

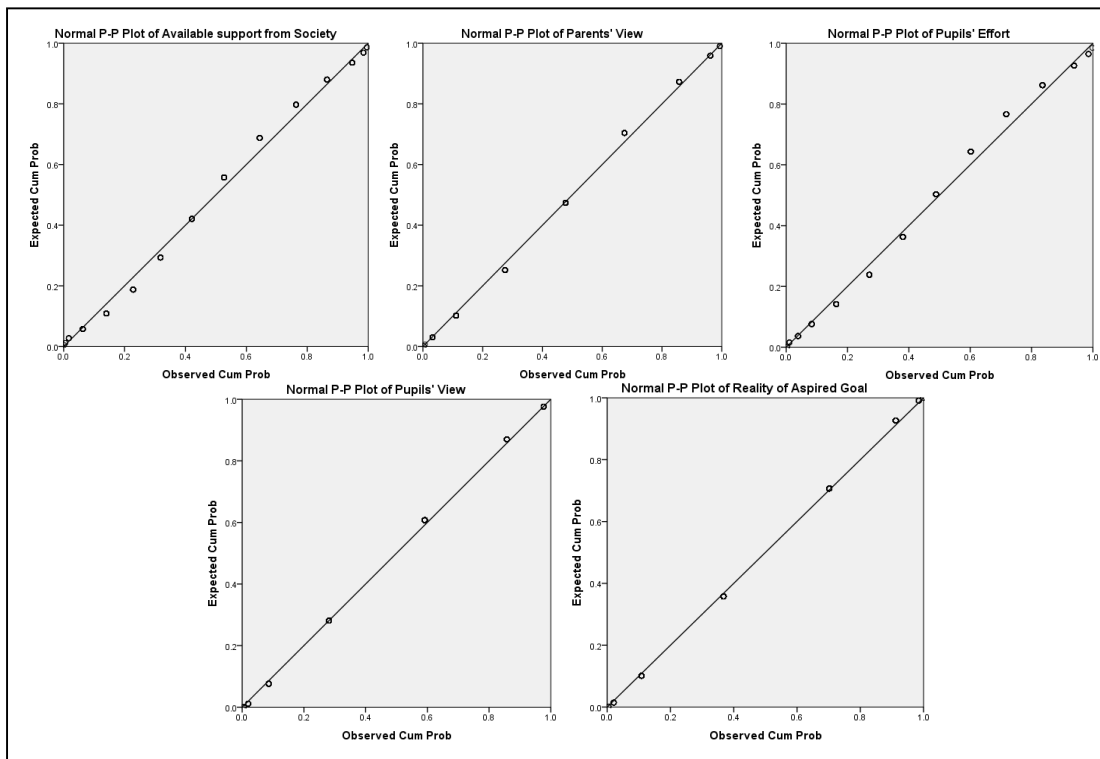
From Table 16, it is clear that the mean (14.68), median (15), and mode (15) of Pupil's Views dimension of the variable Educational Aspiration of children of migrant labourers for the total sample were nearly equal. The standard deviation (1.17) revealed that the scores of Pupils' Views did not deviate much from the mean. The values of skewness (-0.46) and kurtosis (0.66) for the total sample indicate a slightly negatively skewed, leptokurtic distribution of the dimension, Pupils' Views of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Pupils' Views were approximately normal.

Table 16 reveals that the mean (14.40), median (14), and mode (14) of Reality of Aspired Goals dimension of the variable Educational Aspiration of children of migrant labourers for the total sample were nearly equal. The standard deviation (1.10) revealed that the scores of Reality of Aspired Goals did not deviate much from the mean. The values of skewness (0.02) and kurtosis (0.35) for the total sample indicate a slightly positively skewed, leptokurtic distribution of the dimension, Reality of Aspired Goals of children of migrant labourers. All the measures of central tendency, standard deviation, skewness and kurtosis indicate that the scores of Reality of Aspired Goals were approximately normal.

The nature of the distribution of the dimensions of the dependent variable Educational Aspiration was examined by P-P plots. Figure 11 shows P-P plots demonstrating the distributions of the dimensions of the variable Educational Aspiration.

Figure 11

P-P Plots of the Dimensions of the Variable Educational Aspiration



Note: Observed Cum Prob: Observed Cumulative Probability, Expected Cum Prob: Expected Cumulative Probability

The plots show that the majority of the values for each dimension of Educational Aspiration fall on the estimated score, which is represented by the diagonal of the plot. Several points did, however, deviate from the diagonal, showing that the distribution was not perfectly normal. Except for the Reality of Aspired Goal and Pupils' Views dimensions, all other three dimensions of the variable Educational Aspiration, Available Support, Parents' View, and Pupils' Effort, had a negatively skewed and platykurtic distribution.

Percentage Analysis

Percentage analysis calculation was used to assess the levels of Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration for the total sample and the subsample formed on the basis of Gender and also confirm the nature of the distribution. The details of the percentage analysis were described in the following section.

Levels of Quality of Life for the Total Sample and the Subsample based on Gender

The variable Quality of Life was classified into High Quality of Life, Average Quality of Life and Low Quality of Life on the basis of the method of sigma(σ) distance from the mean. Students having Quality of Life score greater than or equal to $M+\sigma$ were considered as the High Quality of Life group and those having a score less than or equal to $M-\sigma$ were considered as the Low Quality of Life group. Those students having scores between $M+\sigma$ and $M-\sigma$ were considered as the Average Quality of Life Group. The number and percentage of Quality of Life score under High Quality of Life (HQoL), Average Quality of Life (AQoL) and Low Quality of Life (LQoL) groups are presented in Table 17.

Table 17

Data and Results of Level of Quality of Life for the Total Sample and the Subsample based on Gender

Measure		Gender		Total	
		Boys	Girls		
Mean		88.94	93.94	91.75	
Standard Deviation		10.99	12.59	12.16	
Level of Quality of Life	LQoL	Count	43	33	76
		% within Total Score of Quality of Life	56.6%	43.4%	100.0%
		% within Gender	25.0%	14.9%	
		% of Total	10.9%	8.4%	19.3%
	AQoL	Count	110	136	246
		% within Total Score of Quality of Life	44.7%	55.3%	100.0%
		% within Gender	64.0%	61.5%	
		% of Total	28.0%	34.6%	62.6%
	HQoL	Count	19	52	71
		% within Total Score of Quality of Life	26.8%	73.2%	100.0%
		% within Gender	11.0%	23.5%	18.1%
		% of Total	4.8%	13.2%	18.1%
Total	Count	172	221	393	
	% within Total Score of Quality of Life	43.8%	56.2%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	
	% of Total	43.8%	56.2%	100.0%	

Levels of Quality of Life for the Total Sample

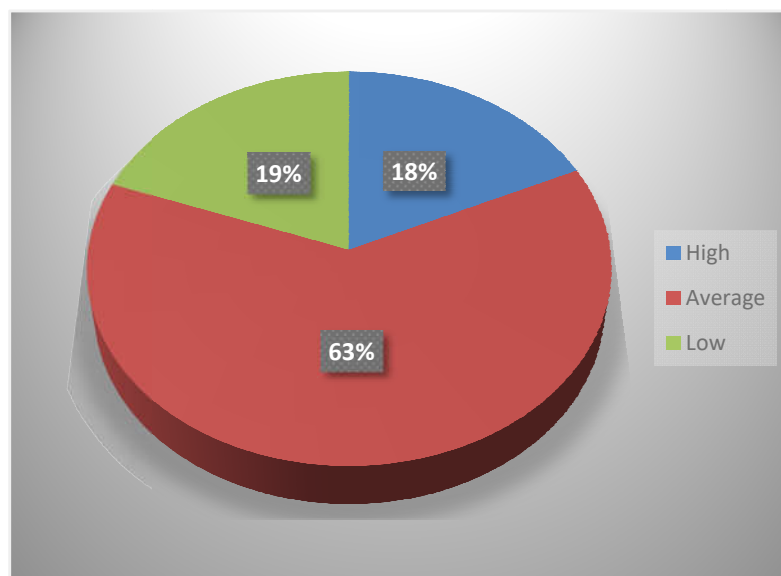
Table 17 shows that the mean and standard deviation of the Quality of Life of the total sample were 91.75 and 12.16 respectively. Out of 393 children of migrant labourers, only 71 students (18%) were in the High Quality of Life (HQoL) group, and 76 students (19.3%) were in the Low Quality of Life (LQoL) group. 246 students (62.6%) were in the Average Quality of Life (AQoL) group. That means, for the total sample, most students fall into the average Quality of Life group, and the distribution can be assumed to be normal.

Graphical Representation of Levels of Quality of Life for the Total Sample

The pie chart on the levels of Quality of Life for the total sample gives a comprehensive idea about the percentage of students included in each level.

Figure 12

Levels of Quality of Life for the Total Sample



It is clear from Figure 12 that the circle, which is divided into three portions, shows the Quality of Life of the total sample. The three levels, HQoL, AQoL, and LQoL, are each represented by a separate section. The majority of the sample, i.e., 63% falls into the average Quality of Life group, and the high and low Quality of Life

group includes 18% and 19% of students respectively. The scores of Quality of Life can be assumed to be normal.

Levels of Quality of Life for the Subsample Based on Gender

Table 17 reveals that for the subsample formed on the basis of gender, out of 172 boys, only 11% were in the HQoL group, 64% were in the AQoL group, 25% were in the LQoL group within gender, and 26.8% were in the HQoL group, 44.7% were in the AQoL group, and 56.6% were in the LQoL group within a total score of Quality of Life. In the case of girls, only 23.5% were in the HQoL group, 61.5% were in AQoL, and 14.9% were in LQoL groups within gender, while 73.2% were in the HQoL group, 55.3% were in AQoL, and 43.4% were in LQoL groups within the total score of Quality of Life. So, for the subsample based on gender, the majority of the boy and girl children of migrant labourers were coming under the average Quality of Life group. The percentage of girls in the HQoL group was higher than that of boys and the mean score of Quality of Life of girls ($M = 93.94$, $SD = 12.59$) was greater than that of boys ($M = 88.94$, $SD = 10.99$).

Levels of Socio Personal Adjustment for the Total Sample and the Subsample based on Gender

The variable Socio Personal Adjustment was classified into High Socio Personal Adjustment, Average Socio Personal Adjustment, and Low Socio Personal Adjustment on the basis of the method of sigma(σ) distance from the mean. Students having a Socio Personal Adjustment score greater than or equal to $M+\sigma$ were considered as the High Socio Personal Adjustment group and those having a score less than or equal to $M-\sigma$ were considered as the Low Socio Personal Adjustment group. Those students having the score in between $M+\sigma$ and $M-\sigma$ were considered as Average Socio Personal Adjustment Group. The number and percentage of Socio Personal Adjustment scores under High Socio Personal Adjustment (HSPA), Average Socio Personal Adjustment (ASPA), and Low Socio Personal Adjustment (LSPA) groups are presented in Table 18.

Table 18

Data and Results of Levels of Socio Personal Adjustment for the Total Sample and the Subsample based on Gender

	Measure	Gender		Total	
		Boys	Girls		
Mean		126.2	127.8	127.1	
Standard Deviation		9.1	9.9	9.5	
Level of Socio Personal Adjustment	Count	30	33	63	
	LSPA	% within Total Score of Socio Personal Adjustment	47.6%	52.4%	100.0%
		% within Gender	17.4%	14.9%	16.0%
		% of Total	7.6%	8.4%	16.0%
	Count	110	125	235	
	ASPA	% within Total Score of Socio Personal Adjustment	46.8%	53.2%	100.0%
		% within Gender	64.0%	56.6%	59.8%
		% of Total	28.0%	31.8%	59.8%
	Count	32	63	95	
	HSPA	% within Total Score of Socio Personal Adjustment	33.7%	66.3%	100.0%
		% within Gender	18.6%	28.5%	24.2%
		% of Total	8.1%	16.0%	24.2%
Total	Count	172	221	393	
		% within Total Score of Socio Personal Adjustment	43.8%	56.2%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	43.8%	56.2%	100.0%

Levels of Socio Personal Adjustment for the Total Sample

Table 18 shows that the mean and standard deviation of the Socio Personal Adjustment of the total sample were 127.1 and 9.5, respectively. Out of 393 children of migrant labourers, only 95 students (24.2%) were in the High Socio Personal

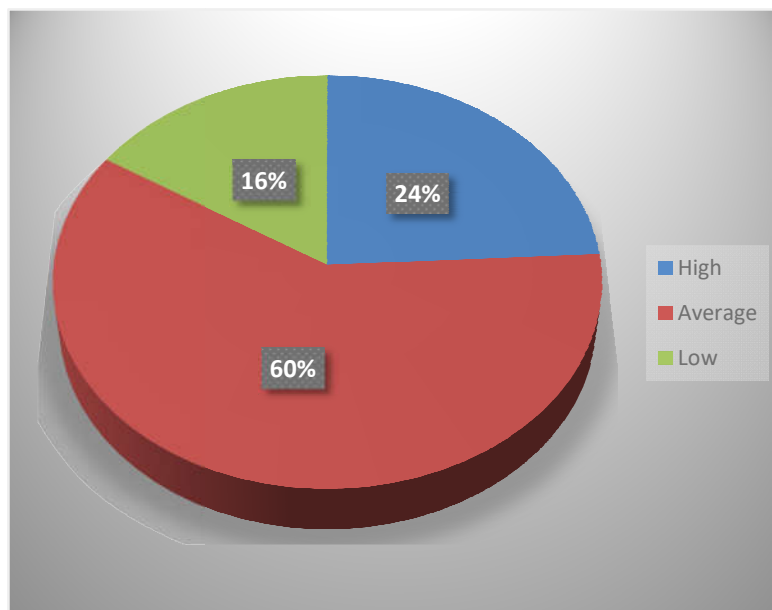
Adjustment (HSPA) group, and 63 students (16%) were in the Low Socio Personal Adjustment (LSPA) group. 235 students (59.8%) were in the Average Socio Personal Adjustment (ASPA) group. That means, for the total sample, most students fall into the Average Socio Personal Adjustment group, and also that the normality of the distribution can be assumed.

Graphical Representation of Levels of Socio Personal Adjustment for the Total Sample

A detailed understanding of the proportion of pupils included in each level is provided by a pie chart of the Socio Personal Adjustment levels for the total sample.

Figure 13

Levels of Socio Personal Adjustment for the Total Sample



From Figure 13 it is evident that the circle represents the Socio Personal Adjustment of the total sample, which is divided into three segments. Each segment represents one of the three levels: HSPA, ASPA, or LSPA. The majority of the sample, i.e., 60% falls into the average Socio Personal Adjustment group, and the high and low Socio Personal Adjustment groups include 24% and 16% of students respectively. The scores of Socio Personal Adjustment can be assumed to be normal.

Levels of Socio Personal Adjustment for the Subsample Based on Gender

Table 18 reveals that for the subsample formed on the basis of gender, out of 172 boys, only 18.6% of students were in the HSPA group, 64% of students were in the ASPA group, and 17.4% of students were in the LSPA group within gender, 33.7% of students were in the HSPA group, 46.8% of students were in the ASPA group, and 47.6% of students were in the LSPA within the total score of Socio Personal Adjustment. In the case of girls, only 28.5% were in the HSPA group, 56.6% of students were in the ASPA group, 14.9% were in the LSPA group within gender, while 66.3% were in the HSPA, 53.2% were in the ASPA groups, and 52.4% were in the LSPA group within the total score of Socio Personal Adjustment. So, for the subsample based on gender, the majority of the boy and girl children of migrant labourers were coming under the average group. The percentage of girl students in the HSPA group was higher than that of boy students and the mean score of Socio Personal Adjustment of girls ($M = 127.8$, $SD = 9.9$) was greater than that of boys ($M = 126.2$, $SD = 9.1$).

Levels of School Environment for the Total Sample and the Subsample based on Gender

The variable School Environment was classified into the High perceived School Environment group, Average perceived School Environment group and Low perceived School Environment group on the basis of the method of sigma (σ) distance from the mean. Students having School Environment score greater than or equal to $M + \sigma$ were considered as the High perceived School Environment group and those having the score less than or equal to $M - \sigma$ were considered as the Low perceived School Environment group. Those students having the score in between $M + \sigma$ and $M - \sigma$ were considered as the Average perceived School Environment group. Number and percentage of School Environment score under High perceived School Environment (HSE), Average perceived School Environment (ASE) and Low perceived School Environment (LSE) groups are presented in Table 19.

Table 19

Data and Results of Levels of School Environment for the Total Sample and the Subsample based on Gender

	Measure	Gender		Total	
		Boys	Girls		
Mean		86.6	90.6	88.9	
Standard Deviation		9.4	11	10.5	
Level of School Environment	Count	36	30	66	
	LSE	% within Total Score of School Environment	54.5%	45.5%	100.0%
		% within Gender	20.9%	13.6%	16.8%
		% of Total	9.2%	7.6%	16.8%
		Count	121	148	269
	ASE	% within Total Score of School Environment	45.0%	55.0%	100.0%
		% within Gender	70.3%	67.0%	68.4%
		% of Total	30.8%	37.7%	68.4%
		Count	15	43	58
	HSE	% within Total Score of School Environment	25.9%	74.1%	100.0%
		% within Gender	8.7%	19.5%	14.8%
		% of Total	3.8%	10.9%	14.8%
Total	Count	172	221	393	
		% within Total Score of School Environment	43.8%	56.2%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	43.8%	56.2%	100.0%

Levels of School Environment for the Total Sample

Table 19 shows that the mean and standard deviation of the School Environment of the total sample were 88.9 and 10.5 respectively. Out of 393

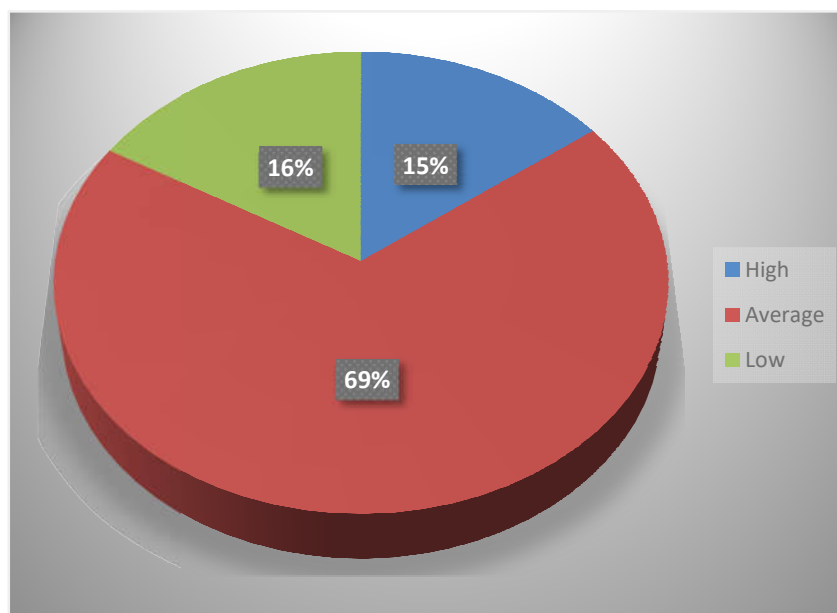
children of migrant labourers, only 58 students (14.8%) were in the High perceived School Environment (HSE) group and 65 students (16.8%) were in the low perceived School Environment (LSE) group. 269 students (68.4%) were in the Average perceived School Environment (ASE) group. That means, for the total sample, most students fall into the Average perceived School Environment group, and also that the distribution can be assumed to be normal.

Graphical Representation of Levels of School Environment for the Total Sample

The pie chart on the levels of School Environment for the total sample gives a comprehensive idea about the percentage of students included in each level.

Figure 14

Levels of School Environment for the Total Sample



It is clear from Figure 14 that the circle, which is divided into three portions, shows the School Environment of the total sample. The three levels, HSE, ASE, and LSE, are each represented by a separate section. The majority of the sample, i.e., 69% falls into the average perceived School Environment group, and the high and low perceived School Environment groups include 15% and 16% of students respectively. The scores of the School Environment can be assumed to be normal.

Levels of School Environment for the Subsample Based on Gender

Table 19 reveals that for the subsample formed on the basis of gender, out of 172 boys, only 8.7% of students were in the HSE group, 70.3% of students were in the ASE group, and 20.9% of students were in the LSE group within gender; 25.9% of students were in the HSE group, 45% of students were in the ASE group, and 54.5% of students were in the LSE group within the total score of School Environment. In the case of girls, out of 221 students, only 19.5% were in the HSE group, 67% were in the ASE group, 13.6% were in the LSE group within gender, 74.1% were in the HSE, 55% were in the ASE, and 45.5% were in the LSE groups within total School Environment scores. So, for the subsample based on gender, the majority of the boy and girl children of migrant labourers were coming under the average group. The percentage of girls in the HSE group was higher than that of boys. Also, the mean score of the School Environment for girls ($M = 90.6$, $SD = 11$) was greater than that of boys ($M = 86.6$, $SD = 9.4$).

Levels of Educational Aspiration for the Total Sample and the Subsample based on Gender

The variable Educational Aspiration was classified into High Educational Aspiration, Average Educational Aspiration, and Low Educational Aspiration on the basis of the method of sigma(σ) distance from the mean. Students having an Educational Aspiration score greater than or equal to $M + \sigma$ were considered as the High Educational Aspiration group and those having a score less than or equal to $M - \sigma$ were considered as the Low Educational Aspiration group. Those students having the score in between $M + \sigma$ and $M - \sigma$ were considered as the Average Educational Aspiration group. The number and percentage of Educational Aspiration scores under High Educational Aspiration (HEA), Average Educational Aspiration (AEA) and Low Educational Aspiration (LEA) groups are presented in Table 20.

Table 20

Data and Results of Levels of Educational Aspiration for the Total Sample and the Subsample based on Gender

Measure	Gender		Total		
	Boys	Girls			
Mean	84.3	85.0	84.7		
Standard Deviation	7.0	7.2	7.1		
Level of Educational Aspiration	LEA	Count	27	29	56
		% within Total Score of Educational Aspiration	48.2%	51.8%	100.0%
		% within Gender	15.7%	13.1%	14.2%
		% of Total	6.9%	7.4%	14.2%
	AEA	Count	119	150	269
		% within Total Score of Educational Aspiration	44.2%	55.8%	100.0%
		% within Gender	69.2%	67.9%	68.4%
		% of Total	30.3%	38.2%	68.4%
	HEA	Count	26	42	68
		% within Total Score of Educational Aspiration	38.2%	61.8%	100.0%
		% within Gender	15.1%	19.0%	17.3%
		% of Total	6.6%	10.7%	17.3%
Total	Count	172	221	393	
	% within Total Score of Educational Aspiration	43.8%	56.2%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	
	% of Total	43.8%	56.2%	100.0%	

Levels of Educational Aspiration for the Total Sample

Table 20 shows that the mean and standard deviation of the Educational Aspiration of the total sample were 84.7 and 7.1, respectively. Out of 393 children

of migrant labourers, only 68 students (17.3%) were in the High Educational Aspiration (HEA) group, and 56 students (14.2%) were in the Low Educational Aspiration (LEA) group. 269 students (68.4%) were in the Average Educational Aspiration (AEA) group. That means, for the total sample, the majority of the students fall into the Average Educational Aspiration group, and the distribution can assumed to be normal.

Graphical Representation of Level of Educational Aspiration for the Total Sample

The pie chart on the levels of Educational Aspiration for the total sample gives a comprehensive idea about the percentage of students included in each level.

Figure 15

Level of Educational Aspiration for the Total Sample

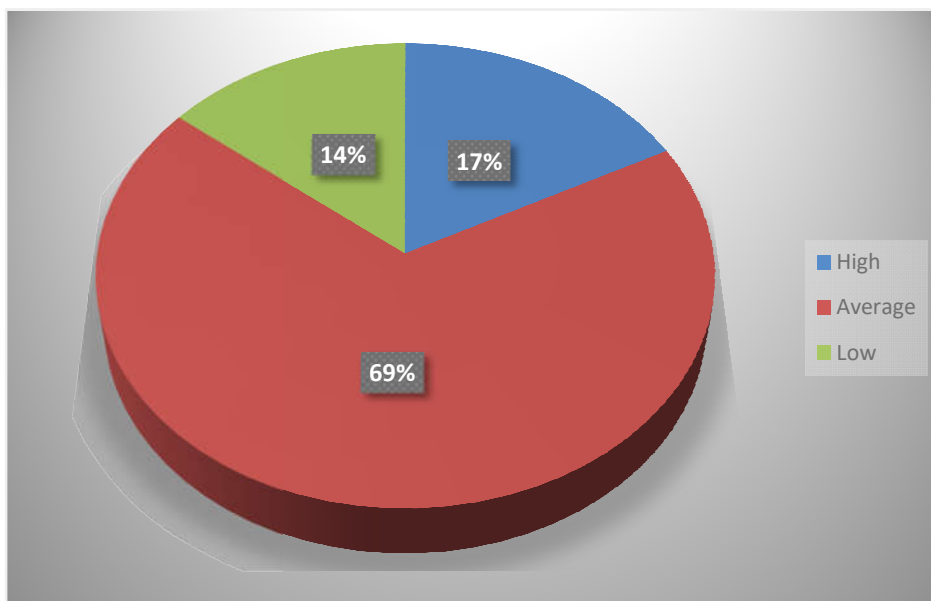


Figure 15 makes it evident that the circle, which is divided into three sections, represents the Educational Aspiration of the total sample. Each of the three levels—HEA, AEA, and LEA—is represented by a different section. The majority of the sample, i.e., 69% falls into the average Educational Aspiration group, and high and low Educational Aspiration groups include 17% and 14% of students respectively. The scores of Educational Aspiration can be assumed to be normal.

Levels of Educational Aspiration for the Subsample Based on Gender

Table 20 reveals that for the subsample formed on the basis of gender, out of 172 boys, only 15.1% of students were in the HEA group, 69.2% of students were in the AEA group, and 15.7% of students were in the LEA group within gender; 38.2% of students were in the HEA group, 44.2% of students were in the AEA group, and 48.2% of students were in the LEA group within total score of Educational Aspiration. In the case of girls, out of 221 students, only 19% were in the HEA, 67.9% were in the AEA, 13.1% were in the LEA groups within gender, and 61.8% were in the HEA, 55.8% were in the AEA, and 51.8% were in the LEA groups within total Educational Aspiration scores. So, for the subsample based on gender, the majority of the boy and girl children of migrant labourers were coming under the Average group. The percentage of girls in the HEA group was higher than that of boys and the mean score of Educational Aspiration among girls ($M = 85.0$, $SD = 7.2$) was greater than that of boys ($M = 84.3$, $SD = 7.0$).

Hence, from the results of the percentage analysis of all four variables, it was clear that the scores of each variable can be assumed to be normal, and it can also be deduced that most of the children of migrant labourers have an average level of Quality of Life, Socio Personal Adjustment, School Environment and Educational Aspiration for the total sample and subsample based on gender. It can also infer that for all four variables, the girl students were associated with a high mean score. That means girls have better Quality of Life, Socio Personal Adjustment, School Environment and Educational Aspiration.

From the preliminary analysis of the data obtained, it can be concluded that the independent variables; Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable Educational Aspiration were approximately satisfying the properties of normality. Hence, the investigator proceeded with the following major analysis.

Major Analysis

In the major analysis section, statistical techniques such as Test of Significance of Difference between Means, Correlation Analysis and Regression Analysis were included. These analyses were intended to compare the mean scores of the independent and dependent variables in terms of subsample gender, analyse the relationship between the independent and dependent variables, and analyse the efficiency of the independent variable to predict the dependent variable. The results obtained and their discussions were included in the following sections.

Mean Difference Analysis

The test of significance of difference between means for the large independent sample was used to mean difference analysis. It was used to test whether there exists any significant difference between the mean scores of the independent variables, Quality of Life, Socio Personal Adjustment, and School Environment, and the dependent variable, Educational Aspiration, and their dimensions with the subsample based on gender (boys and girls). For this, the mean and standard deviation of the independent variables, dependent variables, and their subsamples were calculated based on gender.

Comparison of the Mean Scores of Quality of Life and its Dimensions Based on Gender

To find out whether there exists any gender-wise difference in the mean scores of Quality of Life (QoL) and its dimensions, Physical Health (PH), Psychological State (PS), Social Relationships (SR), and Living Environment (LE), the data were analysed with the help of an independent sample *t*-test. The data and results are presented in Table 21.

Table 21

Data and Results of the Test of Significance of Difference between Mean Scores of QoL and its Dimensions PH, PF, SR, and LE for the Subsample based on Gender

Variables	Groups Compared	N	Mean	Standard Deviation	t-value	d-value
QoL	Boy	172	88.95	10.99	4.12**	0.42
	Girl	221	93.95	12.59		
PH	Boy	172	15.77	2.20	3.74**	0.38
	Girl	221	16.63	2.30		
PS	Boy	172	28.84	4.64	3.37**	0.36
	Girl	221	30.53	5.10		
SR	Boy	172	25.91	4.02	3.61**	0.37
	Girl	221	27.48	4.44		
LE	Boy	172	18.42	2.20	2.91**	0.39
	Girl	221	19.31	2.30		

** indicates $p < .01$

Table 21 reveals that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Quality of Life was significant, $t(391) = 4.12$, $p < .01$. It indicated that the mean scores of Quality of Life of boys ($M = 88.95$, $SD = 10.99$) and girls ($M = 93.95$, $SD = 12.59$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Quality of Life. The effect size, $d = 0.42$ represents a medium-sized effect.

Table 21 shows that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Physical Health was significant, $t(391) = 3.74$, $p < .01$. It indicated that the mean scores of Physical Health of boys ($M = 15.77$, $SD = 2.20$) and girls ($M = 16.63$, $SD = 2.30$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Physical Health. The effect size, $d = 0.38$, represents a medium-sized effect.

Table 21 reveals that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Psychological State was significant, $t(391) = 3.37, p < .01$. It indicated that the mean scores of Psychological State of boys ($M = 28.84, SD = 4.64$) and girls ($M = 30.53, SD = 5.10$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of the Psychological State. The effect size, $d = 0.36$, was a medium-sized effect.

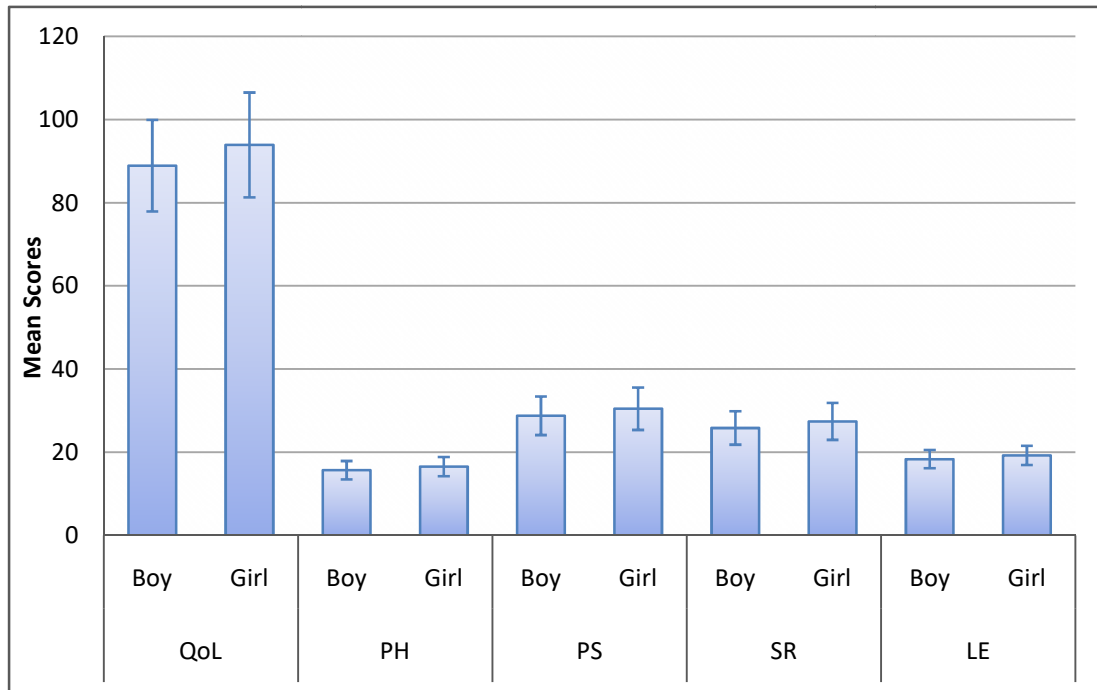
Table 21 also reveals that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Social Relationships was significant, $t(391) = 3.61, p < .01$. It indicated that the mean scores of Social Relationships of boys ($M = 25.91, SD = 4.02$) and girls ($M = 27.48, SD = 4.44$) differ significantly and the higher mean score was associated with girls. It showed the precedence of girls over boys in the case of Social Relationships. The effect size, $d = 0.37$, represents a medium-sized effect.

Table 21 shows that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Living Environment was significant, $t(391) = 2.91, p < .01$. It indicated that the mean scores of Living Environment of boys ($M = 18.42, SD = 2.20$) and girls ($M = 19.31, SD = 2.30$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Living Environment. The effect size, $d = 0.39$ represents a medium-sized effect.

For the purpose of a visual exposition, a bar plot depicting the mean and standard deviation of the independent variable QoL and its dimensions, PH, PS, SR and LE based on gender was presented in Figure 16.

Figure 16

Bar Plot Depicting Mean and Standard Deviation of the Independent Variable QoL and its Dimensions, PH, PS, SR, and LE based on Gender



From Figure 16, it is evident that the bar plots are used to compare differences in mean scores among two groups, i.e., boys and girls. The X-axis of the graph represents the gender for the variable QoL and its dimensions, PH, PS, SR, and LE. The Y-axis represents the mean scores, and the standard deviation is incorporated in the bar plot. The mean scores of the girl sample were higher than those of the boy sample for the variable Quality of Life and all its dimensions (PH, PS, SR, and LE). So, it can be inferred that girls have better QoL than boys.

Hence, the results of the test of significance of difference between means of Quality of Life and its dimensions (PH, PS, SR, and LE) based on gender disclose that there exists a significant difference between the mean scores. Higher mean scores were associated with girl students for the variable Quality of Life and also for all dimensions.

Comparison of the Mean Scores of Socio Personal Adjustment and its Dimensions Based on Gender

To find out whether there exists any gender difference in the mean scores of Socio Personal Adjustment (SPA) and its dimensions, Personal Adjustment (PA), and Social Adjustment (SA), the data were analysed with the help of an independent sample *t*-test. The data and results are presented in Table 22.

Table 22

Data and Results of the Test of Significance of Difference between Mean Scores of SPA and its Dimensions PA and SA for the Subsample Based on Gender

Variables	Groups Compared	N	Mean	Standard Deviation	<i>t</i> -value	<i>d</i> -value
SPA	Boy	172	126.28	9.10	1.60 ^{ns}	
	Girl	221	127.85	9.90		
PA	Boy	172	60.09	4.54	0.78 ^{ns}	
	Girl	221	60.46	4.80		
SA	Boy	172	66.20	5.70	1.98*	0.201
	Girl	221	67.38	5.99		

* indicates $p < .05$; ^{ns} indicates not significant

Table 22 reveals that the critical ratios obtained from the comparison of mean scores of boy and girl students in the case of Socio Personal Adjustment, $t(391) = 1.60$, $p > .01$, and its dimension Personal Adjustment, $t(391) = 0.78$, $p > .01$, were not significant. It indicated that the mean score of Socio Personal Adjustment of boys ($M = 126.28$, $SD = 9.10$) and girls ($M = 127.85$, $SD = 9.90$) and Personal Adjustment of boys ($M = 60.09$, $SD = 4.54$) and girls ($M = 6.46$, $SD = 4.80$) did not differ significantly. It will be due to the fact that boys and girls experience similar Socio Personal Adjustment and Personal Adjustment.

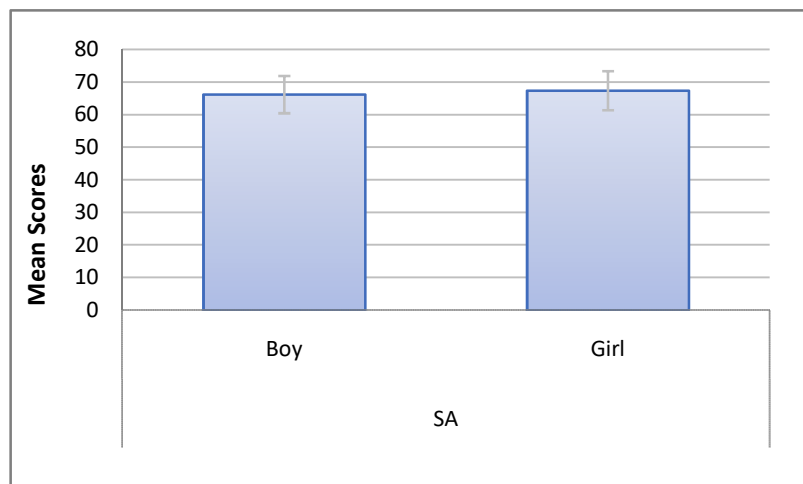
Table 22 also shows that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Social Adjustment was significant, $t(391) = 1.98$, $p < .05$. It indicated that the mean score of Social

Adjustment of boys ($M = 66.20$, $SD = 5.70$) and girls ($M = 67.38$, $SD = 5.99$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Social Adjustment. The effect size, $d = 0.20$, represents a small-sized effect.

For the purpose of a visual presentation, a bar plot depicting the mean and standard deviation of the Social Adjustment dimension of the independent variable Socio Personal Adjustment based on gender was presented in Figure 17.

Figure 17

Bar Plot Depicting the Mean and Standard Deviation of the Social Adjustment Dimension of the Independent Variable, Socio Personal Adjustment based on Gender



The bar graphs are used to compare differences in mean scores between two groups, boys and girls, as is evident in Figure 17. The X-axis of the graph displays the gender for the dimension, Social Adjustment. On the Y-axis, the mean score is depicted, and the error bar in the bar plot is the standard deviation. The mean scores for the Social Adjustment dimension of the variable SPA were slightly higher in the girl sample than in the boy sample. It indicates the better Social Adjustment of girls than boys.

Hence, the results of the test of significance of difference between means of SPA and its dimension PA based on gender disclose that there was no significant

difference between the mean scores. In the case of SA, there exists a significant difference between the mean scores of boys and girls and the higher mean score was associated with girl students.

Comparison of the Mean Scores of the School Environment and its Dimensions Based on Gender

To find out whether there exists any gender difference in the mean scores of School Environment (SE) and its dimensions, Physical and Material Factors (PMF) Academic Factors (AF) and Personal Factors (PF), the data were analysed with the help of an independent sample *t*-test. The data and results are presented in Table 23.

Table 23

Data and Results of the Test of Significance of Difference between Mean Scores of School Environment and its Dimensions PMF, AF, and PF for the Subsample based on Gender

Variables	Groups Compared	N	Mean	Standard Deviation	<i>t</i> -value	<i>d</i> -value
SE	Boy	172	86.69	9.40	3.80**	0.39
	Girl	221	90.70	11.02		
PMF	Boy	172	33.43	4.25	3.17**	0.32
	Girl	221	34.88	4.68		
AF	Boy	172	34.52	4.61	3.50**	0.35
	Girl	221	36.20	4.76		
PF	Boy	172	18.74	2.90	2.92**	0.29
	Girl	221	19.62	2.99		

** indicates $p < .01$

Table 23 reveals that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of School Environment was significant, $t(391) = 3.80$, $p < .01$. It indicated that the mean scores of School Environment of boys ($M = 86.69$, $SD = 9.40$) and girls ($M = 90.70$, $SD = 11.02$) differ significantly, and

the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of the School Environment. The effect size, $d = 0.39$, represents a medium-sized effect.

Table 23 shows that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Physical and Material Factors was significant, $t(391) = 3.17, p < .01$. It indicated that the mean scores of Physical and Material Factors of boys ($M = 33.43, SD = 4.25$) and girls ($M = 34.88, SD = 4.68$) differ significantly, with the higher mean score being associated with girls. It showed the dominance of girls over boys in the case of Physical and Material Factors. The effect size, $d = 0.32$, represents a medium-sized effect.

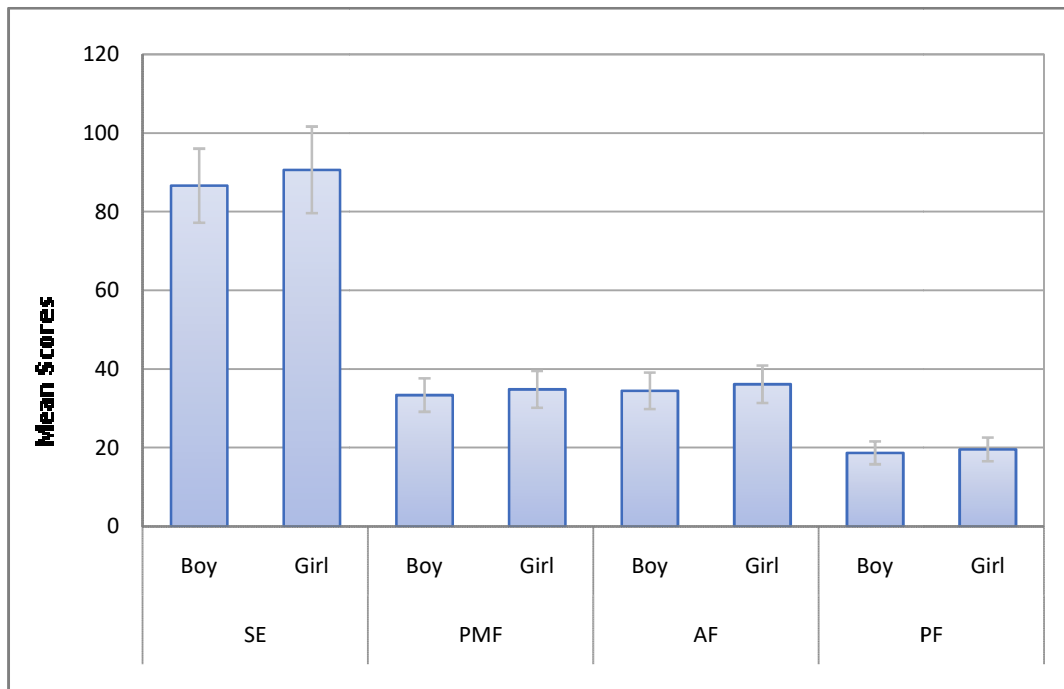
Table 23 also reveals that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Academic Factors was significant, $t(391) = 3.50, p < .01$. It indicated that the mean scores of Academic Factors of boys ($M = 34.52, SD = 4.61$) and girls ($M = 36.20, SD = 4.76$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Academic Factors. The effect size $d = 0.35$ represents a medium-sized effect.

Table 23 shows that the critical ratio obtained from the comparison of mean scores of boy and girl students in the case of Personal Factors was significant, $t(391) = 2.92, p < .01$. It indicated that the mean score of Personal Factors of boys ($M = 18.74, SD = 2.90$) and girls ($M = 19.62, SD = 2.99$) differ significantly, and the higher mean score was associated with girls. It showed the dominance of girls over boys in the case of Personal Factors. The effect size, $d = 0.29$, represents a medium-sized effect.

For the purpose of a visual exposition, bar plot depicting mean and standard deviation of the independent variable School Environment and its dimensions, PMF, AF and PF based on gender was presented in Figure 18.

Figure 18

Bar Plot Depicting Mean and Standard Deviation of the Independent Variable School Environment and its Dimensions, PMF, AF, and PF based on Gender



It is clear from Figure 18 that bar graphs are used to compare differences in mean scores between two groups, namely boys and girls. The gender for the variable SE and its dimensions, PMF, AF, and PF, are represented on the X-axis of the graph. The mean score is represented on the Y-axis, and the bar plot includes the standard deviation as an error bar. The mean scores of the girl sample were higher than those of the boy sample for the variable School Environment and its dimensions, PMF, AF, and PF. This means girls have a better perceived School Environment than boys.

Hence, the results of the test of significance of difference between means of School Environment and its dimensions (PMF, AF, and PF) based on gender disclose that there exists a significant difference between the mean scores. Higher mean scores were associated with girl students for the variable SE and also for all of its dimensions.

Comparison of the Mean Scores of Educational Aspiration and its Dimensions Based on Gender

To find out whether there exists any gender-wise difference in the mean scores of Educational Aspiration (EA) and its dimensions, Available Support (AS), Parents' Views (ParV), Pupils' Effort (PE), Pupils' Views (PupV), and Reality of Aspired Goal (RAG). The data were analysed with the help of an independent sample *t*-test. The data and results are presented in Table 24.

Table 24

Data and Results of the Test of Significance of Difference between Mean Scores of Educational Aspiration and its Dimensions AS, ParV, PE, PupV, and RAG for the Subsample based on Gender

Variables	Groups Compared	N	Mean	Standard Deviation	<i>t</i> -value
EA	Boy	172	84.37	7.05	0.91 ^{ns}
	Girl	221	85.04	7.24	
AS	Boy	172	19.40	2.81	1.11 ^{ns}
	Girl	221	19.72	2.97	
ParV	Boy	172	16.09	1.64	0.17 ^{ns}
	Girl	221	16.12	1.67	
PE	Boy	172	19.81	2.70	1.06 ^{ns}
	Girl	221	20.11	2.83	
PupV	Boy	172	14.66	1.21	0.24 ^{ns}
	Girl	221	14.69	1.14	
RAG	Boy	172	14.41	1.13	0.17 ^{ns}
	Girl	221	14.39	1.07	

ns-indicates not significant

Table 24 disclose that the critical ratios obtained for the comparison of mean scores of boy and girl students in the case of Educational Aspiration, $t(391) = 0.91, p > .01$ and its all dimensions, Available Support, $t(391) = 1.11, p > .01$, Parents' View, $t(391) = 0.17, p > .01$, Pupils' Effort, $t(391) = 1.06, p > .01$, Pupils' View, $t(391) =$

0.24, $p > .01$, Reality of Aspired Goals, $t(391) = 0.17$, $p > .01$ were not significant. It indicated that the mean score of Educational Aspiration of boys ($M = 84.37$, $SD = 7.05$) and girls ($M = 85.04$, $SD = 7.24$), Available Support for boys ($M = 19.40$, $SD = 2.81$) and girls ($M = 19.72$, $SD = 2.97$), Parents' Views of boys ($M = 16.09$, $SD = 1.64$) and girls ($M = 16.12$, $SD = 1.67$), Effort of boys ($M = 19.81$, $SD = 2.70$) and girls ($M = 20.11$, $SD = 2.83$), Pupils' View of boys ($M = 14.66$, $SD = 1.21$) and girls ($M = 14.69$, $SD = 1.14$) and Reality of Aspired Goals of boys ($M = 14.41$, $SD = 1.13$) and girls ($M = 14.39$, $SD = 1.07$) did not differ significantly. It will be due to the boys and girls experiencing similar Educational Aspiration.

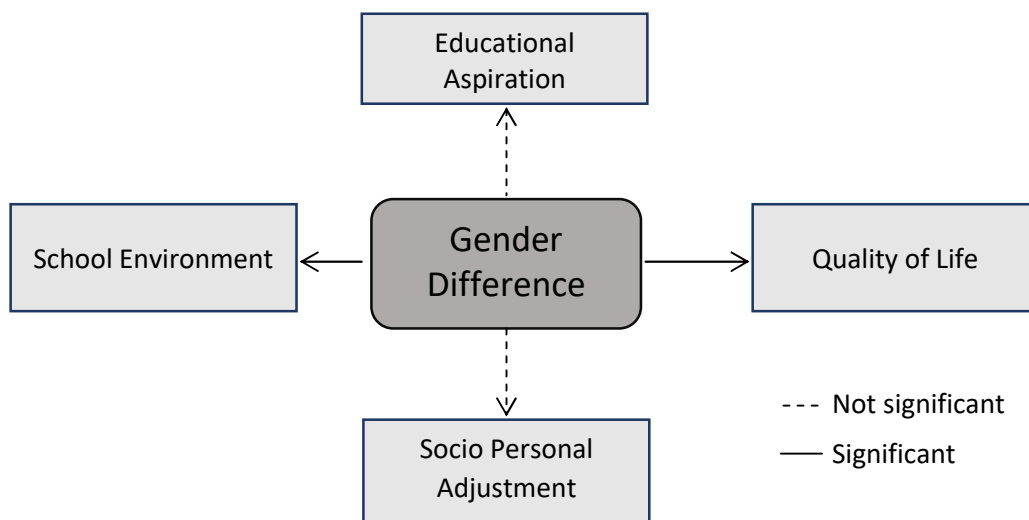
Hence, the results of the test of significance of difference between means of Educational Aspiration and its dimensions (AS, ParV, PE, PupV, and RAG) based on gender disclose that there was no significant difference between the mean scores. That means Educational Aspiration does not change with the gender of the students.

Conclusion

The overall results of the test of significance of difference between means can be summarised in Figure 19.

Figure 19

Overall Results of Test of Significance of Difference between Means



The results of the test of significant difference between means indicate that gender differences exist in the variables Quality of Life and School Environment and all its dimensions. The Social Adjustment dimension of the variable, Socio Personal Adjustment has also had gender differences. There was no gender difference in the mean scores of Educational Aspiration. For all the variables with gender differences, high mean scores were associated with the girl sample.

Correlation Analysis

Correlation analysis was done to find the relationship between the two variables. It was used to represent how strongly two variables were connected, either positively or negatively. The investigator used Pearson's product moment coefficient of correlation to know the extent of the relationship between the independent and dependent variables: Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration. The degree of association was represented by the correlation coefficient r and was verbally described by the criteria developed by Garrett (1966). The details of the correlation analysis were given in the following section.

Estimation of the Relationship between the Independent Variables, Quality of Life, Socio Personal Adjustment, and School Environment and the Dependent Variable Educational Aspiration for the Total Sample

The relationship between the independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable Educational Aspiration were computed to find out whether there is any significant relationship between the variables. The data and the relevant results of correlation analysis are presented in Table 25.

Table 25

Details of the Relationship between the Independent Variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the Dependent Variable Educational Aspiration for the Total Sample

Sl. No.	Variable	Mean	SD	1	2	3	4
1	Quality of Life	91.76	12.16	1			
2	Socio Personal Adjustment	127.16	9.58	.57**	1		
3	School Environment	88.94	10.52	.68**	.58**	1	
4	Educational Aspiration	84.75	7.15	.65**	.52**	.67**	1

** indicates $p < .01$, $N = 393$

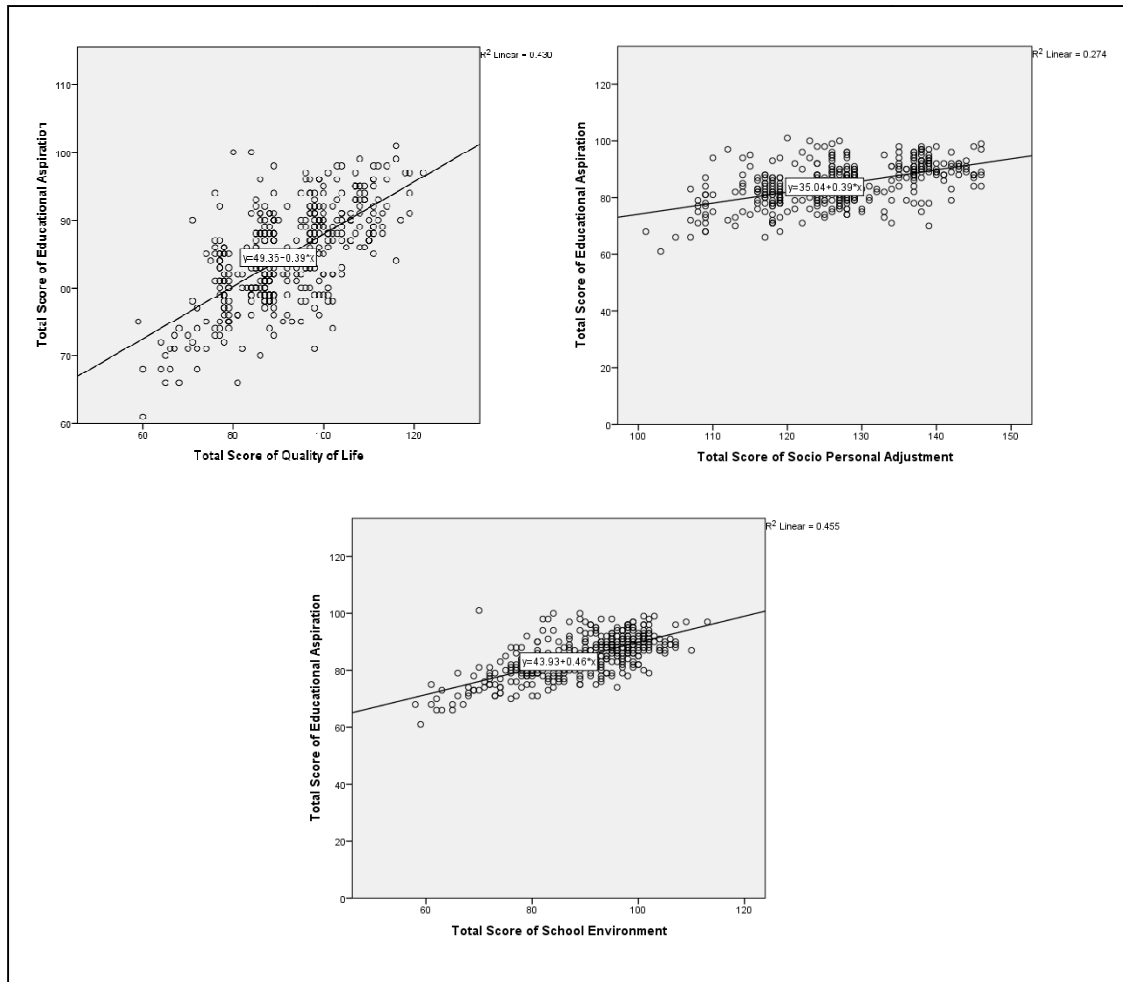
Table 25 shows that there was a significant substantial positive correlation between the dependent variable Educational Aspiration and the independent variable Quality of Life, $r(391) = .65, p < .01$. The variables Socio Personal Adjustment and Educational Aspiration were found to be substantially correlated, $r(391) = .52, p < .01$ and the relationship was positive and significant. The relationship between the variables School Environment and Educational Aspiration was also substantially positive and significant, $r(391) = .67, p < .01$.

Hence, the correlation matrix revealed that all three independent variables—Quality of Life, Socio Personal Adjustment, and School Environment—were substantially correlated with the dependent variable, Educational Aspiration. The relationship was positive and significant. This implies that when the independent variable changes, the dependent variable also changes in the same direction.

The graphical display provides a clear understanding of the data. For that purpose, a scatterplot was drawn between the dependent variable and the independent variable. The relationships between Educational Aspiration and Quality of Life, Educational Aspiration and Socio Personal Adjustment and Educational Aspiration and School Environment were displayed in the following section.

Figure 20

Correlation Scatter Plot between Educational Aspiration and Quality of Life, Educational Aspiration and Socio Personal Adjustment, and Educational Aspiration and School Environment



The Y-axis of each plot in Figure 20 indicates Educational Aspiration scores, while the X-axis represents the independent variables of Quality of Life, Socio Personal Adjustment, and School Environment. The majority of students had average scores for Quality of Life, Socio Personal Adjustment, and School Environment, according to the plots. Furthermore, there were no obvious outliers, as most points appeared to be near to one another. As indicated by the line, there was also a general trend in the data in which high levels of each independent variable, Quality of Life, Socio Personal Adjustment, and School Environment,

were associated with high Educational Aspiration and lower levels of each independent variable were always associated with low Educational Aspiration for the total sample.

Estimation of the Relationship between the Dimensions of Independent Variables, Quality of Life, Socio Personal Adjustment, and School Environment and the Dependent Variable Educational Aspiration

The relationship between the dimensions of the independent variables Quality of Life (Dimensions: Physical Health, Psychological State, Social Relationships, and Living Environment), Socio Personal Adjustment (Dimensions: Personal Adjustment and Social Adjustment), and School Environment (Dimensions: Physical and Material Factors, Academic Factors, and Personal Factors) and the dependent variable Educational Aspiration were computed to find out whether there is any significant relationship between the variables. The data and the relevant results of the correlation analysis are presented in Table 26.

Table 26

Details of the Relationship between the Dimensions of Independent Variables and Dependent Variable Educational Aspiration for the Total Sample

Sl. No.	Variable	Dimension	Mean	SD	1	2	3	4	5	6	7	8	9	10
1	Educational Aspiration		84.75	7.15	1									
2		Physical Health	16.26	2.29	.57**	1								
3	Quality of Life	Psychological State	29.79	4.97	.51**	.58**	1							
4		Social Relations	26.79	4.33	.54**	.49**	.67**	1						
5		Living Environment	18.92	3.01	.57**	.48**	.53**	.58**	1					
6	Socio Personal Adjustment	Personal Adjustment	6.30	4.68	.46**	.51**	.41**	.40**	.35**	1				
7		Social Adjustment	66.87	5.89	.48**	.54**	.41**	.44**	.44**	.63**	1			
8	School Environment	Physical and Material Factors	34.25	4.55	.56**	.55**	.49**	.48**	.40**	.46**	.46**	1		
9		Academic Factors	35.47	4.76	.56**	.51**	.53**	.51**	.45**	.47**	.49**	.69**	1	
10		Personal Factors	19.23	2.98	.60**	.45**	.43**	.46**	.55**	.31**	.42**	.49**	.52**	1

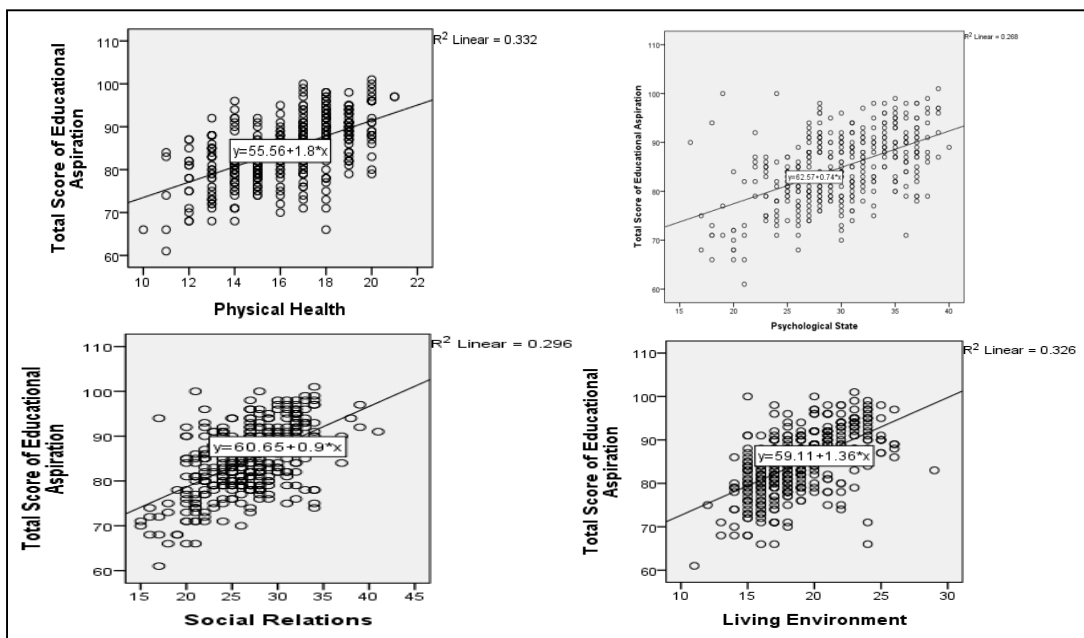
** indicates $p < .01$, N = 393

On analysing the Pearson's product-moment coefficients of correlation from Table 26 it was apparent that all the four dimensions of the variable Quality of Life; Physical Health, $r(391) = .57, p < .01$, Psychological State, $r(391) = .51, p < .01$, Social Relationships, $r(391) = .54, p < .01$ and Living Environment, $r(391) = .57, p < .01$ have a significant substantial positive correlation with the variable Educational Aspiration. That means when the scores of the dimensions of the variable Quality of Life change, the Educational Aspiration score likewise shifts in the same direction.

The graphical representation of the data provides a clear understanding of the data. For this purpose, a scatterplot was prepared between the dependent and independent variables. The following section shows the relationships between Educational Aspiration and each dimension of the variable Quality of Life (Physical Health, Psychological State, Social Relationships, and Living Environment).

Figure 21

Correlation Scatterplot between Educational Aspiration and Physical Health, Educational Aspiration and Psychological State, Educational Aspiration and Social Relationships, and Educational Aspiration and Living Environment



In each plot in Figure 21, the Y-axis of the graph represents Educational Aspiration scores, while the X-axis represents the dimensions of the independent variable Quality of Life, Physical Health, Psychological State, Social Relationships, and Living

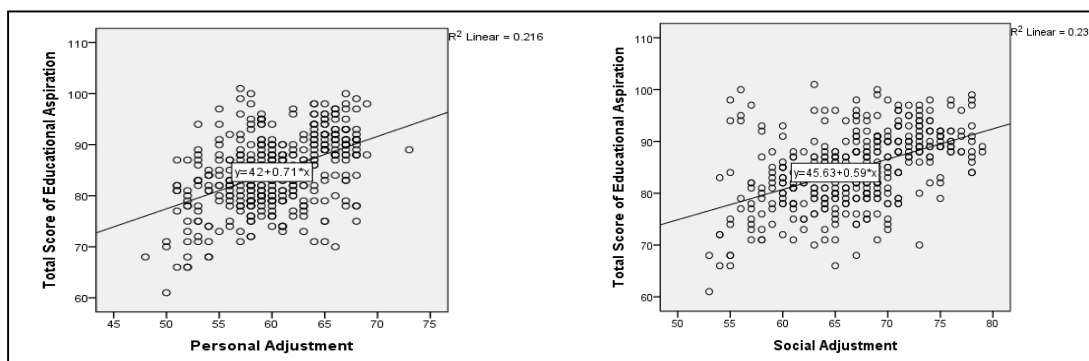
Environment respectively. According to the plots, the majority of students had average scores for Physical Health, Psychological State, Social Relationships, and Living Environment. Furthermore, there were no evident outliers, as most points appeared to be in close proximity to one another. There was also a general trend in the data, as indicated by the line, showing that higher levels of each dimension, Physical Health, Psychological State, Social Relationships, and Living Environment, were associated with high Educational Aspiration and lower levels of each independent variable were almost always associated with low Educational Aspiration.

From Table 26 it is also clear that the dimensions of the variable Socio Personal Adjustment; Personal Adjustment, $r(391) = .46, p < .01$ and Social Adjustment, $r(391) = .48, p < .01$ have a significant and substantial positive correlation with the variable Educational Aspiration. That implies when the scores of the dimensions of the variable Socio Personal Adjustment change, Educational Aspiration similarly varies in the same direction.

The data is more easily understood when it is represented graphically. A scatterplot was prepared between the dependent and independent variables for this purpose. The following section depicts the correlations between Educational Aspiration and each dimension of the variable Socio Personal Adjustment (Social Adjustment and Personal Adjustment).

Figure 22

Correlation Scatterplot between Educational Aspiration and Personal Adjustment, Educational Aspiration and Social Adjustment



The Y-axis of each plot in Figure 22 reflects Educational Aspiration scores, while the X-axis shows the dimensions of the independent variable Socio Personal Adjustment,

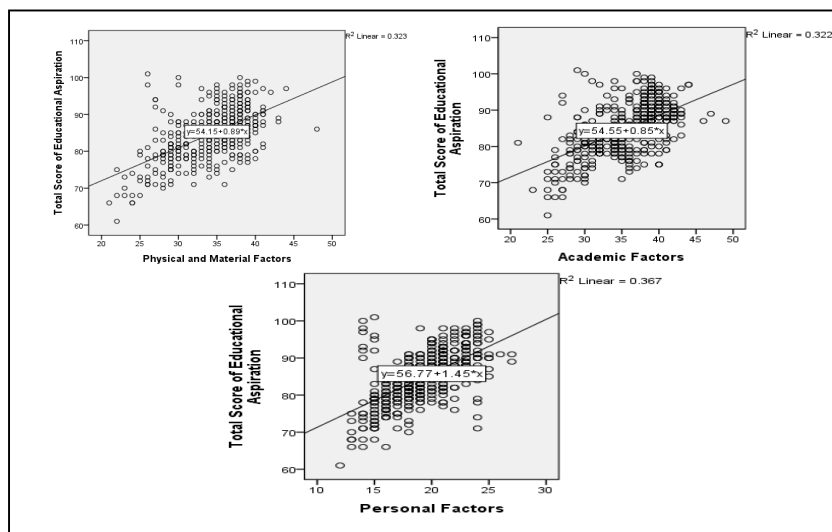
Personal Adjustment, and Social Adjustment. The majority of students had average scores for Personal Adjustment, and Social Adjustment, according to the plots. Furthermore, there were not any noticeable outliers, as most of the scores appeared to be near to one another. As indicated by the line, there was also a general trend in the data in which higher levels of each dimension, Personal Adjustment, and Social Adjustment were associated with high Educational Aspiration and lower levels of each independent variable were almost always associated with low Educational Aspiration.

Table 26 reveals that all three dimensions of the variable School Environment; Physical and Material Factors, $r(391) = .56, p < .01$, Academic Factors, $r(391) = .56, p < .01$ and Personal Factors, $r(391) = .60, p < .01$ have a significant and substantial positive relationship with the variable Educational Aspiration. It indicated that anytime the scores of the dimensions of the variable School Environment Changes, Educational Aspiration changes in the same direction.

For visual examination, a scatterplot was drawn between the dependent variable and the dimensions of the independent variable. The relationships between Educational Aspiration and each dimension of the variable School Environment (Physical and Material Factors, Academic Factors, and Personal Factors) are illustrated in the following section.

Figure 23

Correlation Scatterplot between Educational Aspiration and Physical and Material Factors, Educational Aspiration and Academic Factors, and Educational Aspiration and Personal Factors



The Y-axis of the graph in Figure 23 reflects Educational Aspiration scores, while the X-axis represents the dimensions of the independent variable School Environment, Physical and Material Factors, Academic Factors, and Personal Factors. There were not any noticeable outliers, as the majority of the points appeared to be near to one another. There was also a general trend in the data, as indicated by the line, indicating that higher levels of each dimension, Physical and Material Factors, Academic Factors, and Personal Factors, were associated with higher levels of Educational Aspiration and lower levels of each dimension of the independent variable were almost always associated with lower levels of Educational Aspiration.

Hence, the correlation matrix of the dimensions of the variable revealed that all the dimensions of the three independent variables, Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors have a significant and substantial positive correlation with the variable Educational Aspiration.

Visually analysing the scatterplots, it was clear that a positive linear correlation exists between the variables, Physical Health and Educational Aspiration, Psychological State and Educational Aspiration, Social Relationships and Educational Aspiration, Living Environment and Educational Aspiration, Personal Adjustment and Educational Aspiration, Social Adjustment and Educational Aspiration, Physical and Material Factors and Educational Aspiration, Academic Factors and Educational Aspiration, and Personal Factors and Educational Aspiration.

Estimation of the Relationship between the Independent Variables, Quality of Life, Socio Personal Adjustment, and School Environment and the Dependent Variable Educational Aspiration for the Subsample Boys

The relationship between the independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable

Educational Aspiration of the subsample boys was computed to find out whether there exists any significant relationship between the variables. The data and the relevant results of the correlation analysis are presented in Table 27.

Table 27

Details of the Relationship between the Independent Variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the Dependent Variable Educational Aspiration for the Subsample Boys

Sl. No.		Mean	SD	1	2	3	4
1	Quality of Life	88.95	10.99	1			
2	Socio Personal Adjustment	126.28	9.10	.53**	1		
3	School Environment	86.69	9.40	.48**	.59**	1	
4	Educational Aspiration	84.37	7.05	.54**	.49**	.59**	1

** indicates $p < .01$, $N = 172$

Table 27 reveals that there was a significant substantial positive correlation between the dependent variable Educational Aspiration and the independent variable Quality of Life, $r(170) = .54, p < .01$. The variables Socio Personal Adjustment and Educational Aspiration were found to be substantially correlated, $r(170) = .49, p < .01$ and the relationship was positive and significant. The relationship between the variables School Environment and Educational Aspiration was also substantially positive and significant, $r(170) = .59, p < .01$.

Hence, the correlation matrix revealed that all three independent variables; Quality of Life, Socio Personal Adjustment, and School Environment were substantially correlated with the dependent variable, Educational Aspiration for the subsample of boys. The relationship was positive and significant. This implies that when the independent variable changes, the dependent variable also changes in the same direction.

The graphical display provides a clear understanding of the data. For that purpose, a scatterplot was drawn between the dependent variable and the independent variable. The relationship between Educational Aspiration and Quality of Life,

Educational Aspiration and Socio Personal Adjustment and Educational Aspiration and School Environment for the subsample boys was displayed in the following section.

Figure 24

Scatterplot between Educational Aspiration and Quality of Life, Educational Aspiration and Socio Personal Adjustment, and Educational Aspiration and School Environment for the Subsample Boys

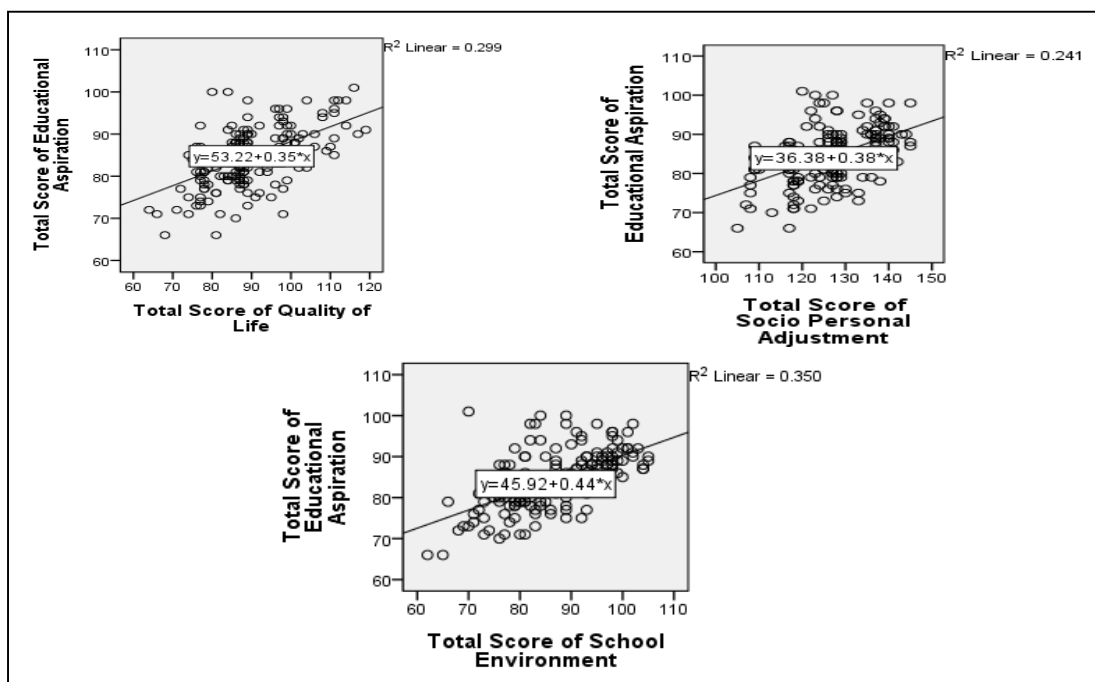


Figure 24 shows that the Y-axis of the graph indicates scores of Educational Aspiration and the X-axis indicates the independent variables, Quality of Life, Socio Personal Adjustment, and School Environment respectively in each figure. The plot tells us that the majority of students had average Quality of Life, Socio Personal Adjustment, and School Environment scores. Also, there were no obvious outliers in that most points seemed to fall within the vicinity of other points. There also some general trend in the data, shown by the line, such that higher levels of each independent variable, Quality of Life, Socio Personal Adjustment, and School Environment were associated with high Educational Aspiration and low levels of each independent variable was almost always associated with low Educational Aspiration for the subsample boys.

Estimation of the Relationship between the Independent Variables, Quality of Life, Socio Personal Adjustment, and School Environment and the Dependent Variable Educational Aspiration for the Subsample Girls

The relationship between the independent variables Quality of Life, Socio Personal Adjustment, and School Environment and the dependent variable Educational Aspiration of the subsample girls were computed to find out whether exists any significant relationship between the variables. The data and the relevant results of correlation analysis was presented in Table 28.

Table 28

Details of the Relationship between the Independent Variables (Quality of Life, Socio Personal Adjustment, and School Environment) and Dependent Variable Educational Aspiration for the Subsample Girls

Sl. No.	Variable	Mean	SD	1	2	3	4
1	Quality of Life	93.95	12.59	1			
2	Socio Personal Adjustment	127.85	9.90	.59**	1		
3	School Environment	90.70	11.02	.78**	.57**	1	
4	Educational Aspiration	85.04	7.24	.73**	.54**	.73**	1

** indicates $p < .01$, $N = 221$

Table 28 shows that there was a significantly high positive correlation between the dependent variable Educational Aspiration and the independent variable Quality of Life, $r(219) = .73$, $p < .01$. The variables Socio Personal Adjustment and Educational Aspiration were found to be substantially correlated, $r(219) = .54$, $p < .01$ and the relationship was positive and significant. The relationship between the variables School Environment and Educational Aspiration was also high, positive, and significant, $r(219) = .73$, $p < .01$.

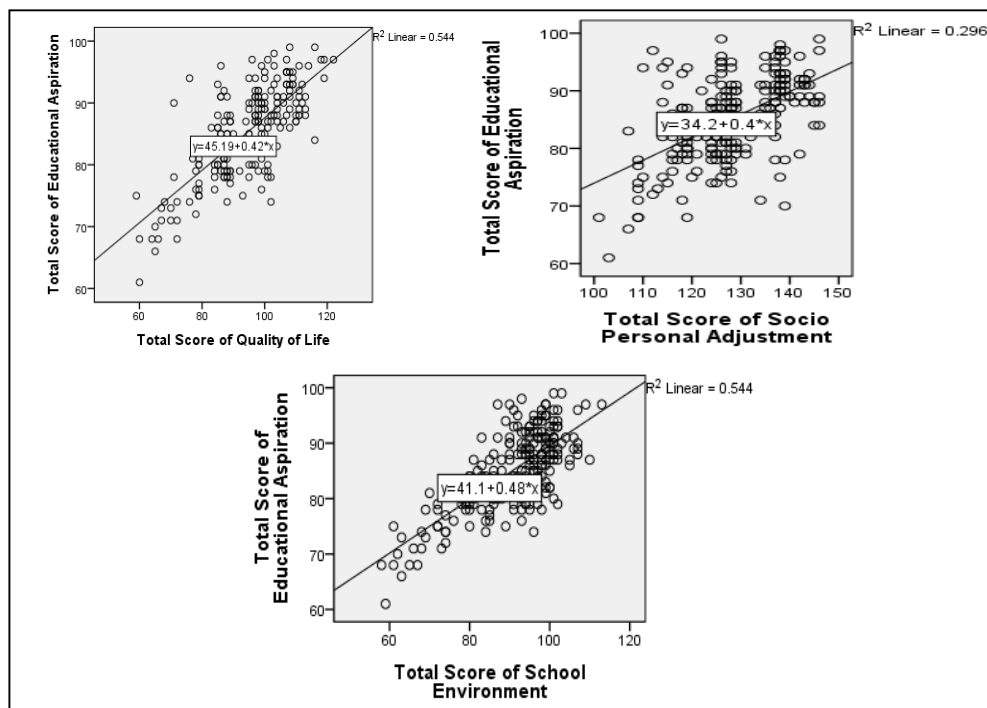
Hence, the correlation matrix revealed that all three independent variables; Quality of Life, Socio Personal Adjustment, and School Environment were substantially correlated with the dependent variable, Educational Aspiration for the

subsample of girls. The relationship was positive and significant. It implies that when the independent variable changes, the dependent variable also changes in the same direction.

The graphical display provides a clear understanding of the data. For that purpose, a scatterplot was drawn between the dependent variable and the independent variable. The plot between Educational Aspiration and Quality of Life, Educational Aspiration and Socio Personal Adjustment, and Educational Aspiration and School Environment for the subsample girls were displayed in the following section.

Figure 25

Scatterplot between Educational Aspiration and Quality of Life, Educational Aspiration and Socio Personal Adjustment and Educational Aspiration and School Environment for the Subsample Girls



In each plot in Figure 25, the Y-axis of the graph represents Educational Aspiration scores, while the X-axis represents the independent variables, Quality of Life, Socio Personal Adjustment, and School Environment. According to the plots, the majority

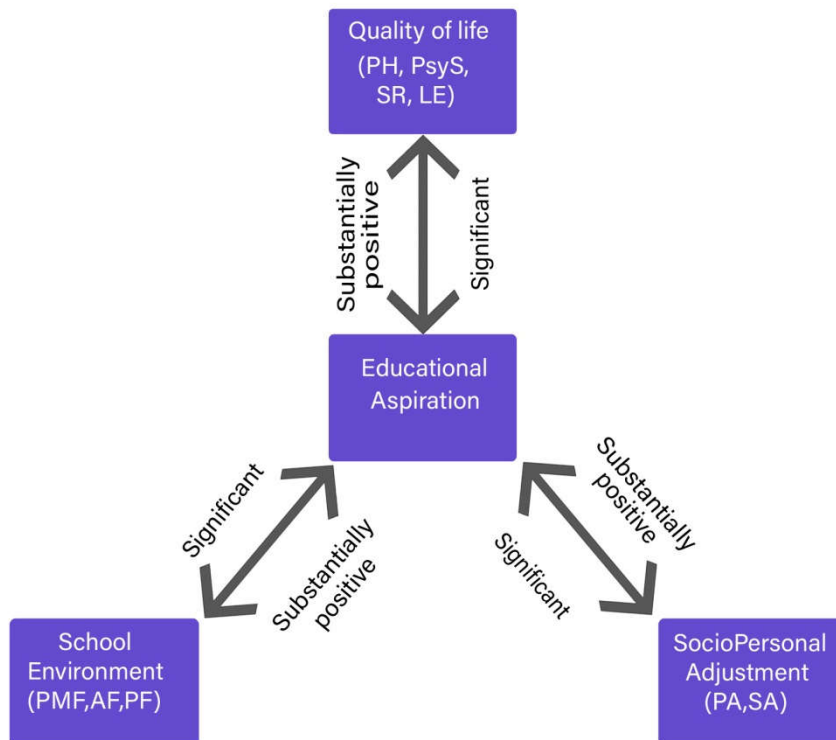
of students had average scores for Quality of Life, Socio Personal Adjustment, and School Environment. Furthermore, there were no evident outliers, as most points appeared to be in close proximity to one another. There was also a general trend in the data, as indicated by the line, in which higher levels of each independent variable, Quality of Life, Socio Personal Adjustment, and School Environment, were associated with high Educational Aspiration and lower levels of each independent variable were almost always associated with low Educational Aspiration for the subsample girls.

Conclusion

The overall results of correlation analysis can be summarised as in Figure 26.

Figure 26

A Brief Summary of Results of Correlation Analysis for the Total Sample



The correlation analysis of the independent variables Quality of Life, Socio Personal Adjustment, and School Environment with the dependent variable, Educational Aspiration revealed a substantially positive significant relationship between the

variables for the total sample and the subsample of boys. For the subsample girls, a highly positive significant relationship existed between Quality of Life and Educational Aspiration as well as School Environment and Educational Aspiration. The relationship was substantially positive and significant between the variable Socio Personal Adjustment and Educational Aspiration for the subsample girls. A substantially positive significant relationship existed between all the dimensions of the independent variable and the dependent variable Educational Aspiration.

Multiple Regression Analysis

Stepwise Multiple Regression Analysis, a statistical technique, was used in this section of the chapter to identify significant predictors and assess their relative efficiency in predicting the criterion variable Educational Aspiration in terms of the total sample and the subsample based on gender. To assess the predictability of the criterion variable, a dimension-wise analysis of the predictor variables was also conducted, and their relative efficiencies were computed.

Multiple regression analysis using the stepwise method analyses the regression of the criterion variable (Y Score) on the multiple predictor variables (X Scores). The three sections of the description of the regression analysis provide an interpretation for three sets of coefficients. For determining the strength of the bivariate relationships between the selected predictor variables and the criterion variable as well as the relationships among the predictor variables themselves, the first of these was made up of bivariate coefficients. The bivariate r , often known as Pearson's coefficient of correlation, was a coefficient used to express a bivariate relationship (r), which was done in the previous section.

The coefficients that characterise the entire regression equation constitute the second part. These were indicators of how effectively the regression equation "fits" the under-investigation model. The multiple correlation (R) and its square, the multiple determination (R^2), were the two coefficients taken into account.

The third section, which was the biggest, consists of coefficients that explain the function of each individual predictor variable in the regression analysis. They are unstandardized (B) and Standardized (beta, or β) regression coefficients.

The following sections provide a detailed explanation of the findings of multiple regression analysis in the stepwise method.

Relative Efficiency of Predictor Variables Quality of Life, Socio Personal Adjustment, and School Environment (Individual and Combined Contributions) in Predicting the Criterion Variable Educational Aspiration for the Total Sample

Stepwise multiple regression analysis was conducted to determine the relative efficiency of predictor variables—Quality of Life (QoL), Socio Personal Adjustment (SPA), and School Environment (SE)—in the individual and combined contribution in predicting the criterion variable, Educational Aspiration (EA), for the total sample. The details of the analysis are presented in this section.

The model summary of the regression analysis with multiple correlation coefficient (R), the multiple coefficient of determination (R^2) and changes in the coefficient of determination (R^2 Change) with the addition of predictors in successive stages for the total sample is given in Table 29.

Table 29

Regression Model Summary of Significant Predictor Variables; Quality of Life, Socio Personal Adjustment, School Environment on the Criterion Variable Educational Aspiration for the Total Sample

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.675	.455	.454	.455	5.29
2	.724	.525	.522	.069	4.94
3	.729	.532	.528	.007	4.91

Criterion Variable: EA

1. Predictors: (Constant), SE
2. Predictors: (Constant), SE, QoL
3. Predictors: (Constant), SE, QoL, SPA

Table 29 shows that the multiple correlation coefficients for the first, second, and third models were .675, .724 and .729, respectively. The coefficients of determination (R^2) for the first, second, and third models were .455, .525 and .532, respectively. So, it was evident that the first variable that entered into the model was SE.

For Model 1, the R value (.675) was the multiple correlation coefficient between the predictor variable SE and the criterion variable EA, which was positive with a standard error of the estimate (SE_R) of 5.29. The R^2 value (.455), the coefficient of determination, implies that 45.5% of the observed variance of the criterion variable can be explained by the predictor variable SE. The Adjusted R^2 (.454) explains the extent of generalisability. In this model, the value of R^2 and R^2 change was equal because this model explains the effect of a single predictor variable, SE. As a result, it can be concluded that SE was the most significant predictor and highly contributed to the model developed for the EA of children of migrant labourers for the total sample.

In step 2 of multiple regression analysis, the next variable that entered the model was QoL. For Model 2, the multiple correlation coefficient, R (.724) between the predictors (SE and QoL) and the criterion variable EA showed a strong positive correlation standard error of the estimate (SE_R) of 4.94. The coefficient of determination (R^2) value (.525) implies 52.5% of the observed variance of the criterion variable can be explained by the predictor variables SE and QoL. The adjusted R square value (.522) showed that 52.2% of the variance in the criterion variable could be explained if the model was derived from the population from which the sample was drawn. R^2 change value (.069) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable in Model 2, which was 6%. It accounts for the fact that the predictor variable QoL was also contributing to Model 2 along with SE. So, QoL arrived as the second significant predictor in the sequence of predictors of EA of children of migrant labourers for the total sample.

In step 3 of multiple regression analysis, the last variable that entered the model was SPA. For Model 3, the multiple correlation coefficient, R (.729) between the predictors (SE, QoL and SPA) and the criterion variable EA also showed a strong positive correlation with a standard error of the estimate (SE_R) 4.91. The

coefficient of determination (R^2) value (.532) implies 53.2% of the observed variance of the criterion variable can be explained by the predictor variables SE, QoL, and SPA jointly. The adjusted R square value (.528) showed that 52.8% of the variance in the criterion variable could be explained if the model was derived from the population from which the sample was drawn. R^2 change value (.007) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable SPA in Model 3, which was 0.7%. It accounts for the fact that the predictor variable SPA was also contributing to Model 3 along with SE and QoL. So, SPA arrived as the third significant predictor in the succession of predictors of EA of children of migrant labourers for the total sample.

The Significance of models derived for the predictor variables, QoL, SPA, and SE can be explained by the ANOVA table in regression analysis. It explains the significance of individual and combined contributions of predictors in predicting the criterion variable. Table 30 explains the ANOVA in regression analysis.

Table 30

ANOVA for Regression of the Predictor Variables; Quality of Life, Socio Personal Adjustment, and School Environment on the Criterion Variable Educational Aspiration for the Total Sample

	Model	Sum of Squares	df	Mean Square	F
1	Regression	9144.212	1	9144.212	
	Residual	10943.849	391	27.989	326.70**
	Total	20088.061	392		
2	Regression	10540.329	2	5270.165	
	Residual	9547.732	390	24.481	215.27**
	Total	20088.061	392		
3	Regression	10686.602	3	3562.201	
	Residual	9401.459	389	24.168	147.39**
	Total	20088.061	392		

**indicates $p < .01$

Criterion Variable: EA

1. Predictors: (Constant), SE
2. Predictors: (Constant), SE, QoL
3. Predictors: (Constant), SE, QoL, SPA

From Table 30, it was evident that, for Model 1, the F value obtained, $F(1, 391) = 326.70, p < .01$ exceeds the tabled value of $F(1, 391) = 6.69, p < .01$. It indicated that the SE significantly predicts the criterion variable EA of the children of migrant labourers for the total sample. For Model 2, the obtained F value, $F(2, 390) = 215.27, p < .01$ exceeds the tabled value for the corresponding degrees of freedom, $F(2, 390) = 4.65, p < .01$. This indicates that the combined contribution of SE and QoL to the prediction of the criterion variable EA was significant for the total sample. When it comes to Model 3, it is clear from the table that the obtained F value is, $F(3,389) = 147.39, p < .01$. Which was greater than the tabled value, $F(3,389) = 3.82, p < .01$. It means that the combined contribution of all three predictor variables under study; SE, QoL, and SPA in predicting the criterion variable EA was significant at the .01 level.

The individual and combined contributions of predictor variables in predicting the criterion variable were analysed in the stepwise multiple regression analysis. To study the role of individual predictors more clearly, the regression coefficients of predictor variables were further analysed and formed the regression equation. The data and relevant results of the coefficient summary for regression of the predictor variables, QoL, SPA and SE on the criterion variable EA are presented in Table 31.

Table 31

Regression Coefficients of Individual Contribution Predictor Variables (Quality of Life, Socio Personal Adjustment, School Environment) in Predicting the Criterion Variable Educational Aspiration for the Total Sample

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	
	B	Std. Error	Beta (β)		
1	(Constant)	43.93	2.274	19.32**	
	School Environment	.459	.025	.675	18.07**
2	(Constant)	39.44	2.208	17.86**	
	School Environment	.289	.033	.425	8.82**
	Quality of Life	.214	.028	.363	7.55**
3	(Constant)	33.32	3.316	10.04**	
	School Environment	.262	.034	.386	7.65**
	Quality of Life	.192	.029	.327	6.52**
	Socio Personal Adjustment	.082	.033	.110	2.46*

** indicates $p < .01$, * indicates $p < .05$, Criterion Variable: EA

From Table 31, it was clear that for Model 1, the unstandardised coefficient B value of the predictor, SE was .459 with a standard error (SE_R) of .025. It conveys that one unit change in SE was accompanied by an amount of .459 unit change in EA. The standardised regression coefficient beta value (β) .675 represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value of 43.93 represents the amount of the criterion variable without the contribution of the predictor variable in the model. The obtained critical ratio, $t(391) = 18.07$, $p < .01$, was significant. Hence, it can be inferred that the individual contribution of the SE in predicting EA was significant for the total sample.

Developing a regression equation for predicting a criterion variable from the predictors was explained in the following section.

Multiple Regression Equation for Model 1

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables (X_1, X_2, X_3, \dots) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence, the regression equation for Model 1 is $EA = 43.93 + .459 SE$.

According to this equation, a .459 unit increase in EA can be significantly predicted for every unit increase in SE.

Table 31 shows that for Model 2, the unstandardised coefficient B value of the predictor SE was .289 and that of QoL was .214 with standard errors (SE_R) of .033 and .028 respectively. It represents the change in the criterion variable with a unit change in the predictor variable. The standardised regression coefficient beta values (β) of SE and QoL were .425 and .363 respectively. It represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value of 39.44 represents the amount of criterion variables without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 8.82, p < .01$ and $t(391) = 7.55, p < .01$ respectively for SE and QoL were significant. Hence, it can be inferred that the combined contribution of SE and QoL in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 2

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables (X_1, X_2, X_3, \dots) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence the regression equation for Model 2 is $EA = 39.44 + .289 SE + .214 QoL$.

According to the regression equation of Model 2, it was evident that .289 unit increase in EA can be significantly predicted for every unit increase in SE, providing QoL held constant and .214 unit increase in EA can be significantly predicted for every unit increase in QoL, keeping SE constant.

Table 31 reveals that for Model 3, the unstandardised coefficient B value of the predictors, SE was .262, QoL was .192 and that of SPA was .082 with standard errors (SE_R) .034, .029 and .033 respectively. It represents the change in the criterion variable with a unit change in the predictor variables. The standardised regression coefficient beta values (β) of SE, QoL and SPA were .386 .327 and .110 respectively. It represents the estimated change in the criterion variable with a one standard deviation change in predictor variables. The constant value 33.32 represents the amount of criterion variables without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 7.65, p < .01$, $t(391) = 6.52, p < .01$ and $t(391) = 2.46, p < .05$ respectively for SE, QoL and SPA were significant. Hence it can be inferred that the combined contribution of SE, QoL and SPA in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 3

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence the regression equation for Model 3 is $EA = 33.32 + .262 SE + .192 QoL + .082 SPA$.

According to the regression equation of Model 3, it was evident that .262 unit increase in EA can be significantly predicted for every unit increase in SE, providing QoL and SPA held constant, .192 unit increase in EA can be significantly predicted for every unit increase in QoL, keeping SE and SPA constant .082 unit increase in EA can be significantly predicted for every unit increase in SPA provided nullifying the effects of SE and QoL.

In brief, it can be concluded that the multiple correlations imply that the three variables jointly have a significant relationship in explaining EA. The predictors QoL, SPA and SE can significantly predict, individually and combinedly, the criterion variable EA for the total sample. In stepwise regression analysis, SE was found to be the most significant predictor of EA, then QoL and SPA.

Relative Efficiency of the Dimensions of the Predictor Variables Quality of Life, Socio Personal Adjustment, and School Environment in Predicting the Criterion Variable, Educational Aspiration, for the Total Sample

The relative efficiency of the dimensions of predictor variables Physical Health (PH), Psychological State (PS), Social Relationships (SR), Living Environment (LE), Personal Adjustment (PA), Social Adjustment (SA), Personal and Material Factors (PMF), Academic Factors (AF), and Personal Factors (PF) in predicting the criterion variable Educational Aspiration (EA) individually and combinedly for the total sample was explained in the next section.

Table 32 explains the regression model summary of the dimensions of the predictor variables PH, PF, SR, LE, PA, SA, PMF, AF and PF on the criterion variable EA.

Table 32

Regression Model Summary of the Dimensions of the Predictor Variables PH, PS, SR, LE, PA, SA, PMF, AF and PF on the Criterion Variable EA

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.606	.367	.366	.367	5.70
2	.695	.482	.480	.115	5.16
3	.719	.518	.514	.035	4.99
4	.734	.539	.534	.021	4.88
5	.745	.555	.549	.016	4.80
6	.751	.563	.557	.009	4.76

1. Predictors: (Constant), PF
2. Predictors: (Constant), PF, PH
3. Predictors: (Constant), PF, PH, SR
4. Predictors: (Constant), PF, PH, SR, PMF
5. Predictors: (Constant), PF, PH, SR, PMF, LE
6. Predictors: (Constant), PF, PH, SR, PMF, LE, PA

Criterion Variable: EA

From Table 32, it was clear that the first variable contributing to the model was PF. For Model 1, the R value (.606) was the multiple correlation coefficient between the predictor variable PF and the criterion variable EA, which was positive with a standard error of the estimate (SE_R) of 5.70. The R^2 value (.367), the coefficient of determination, implies that 36.7% of the observed variance of the criterion variable can be explained by the predictor variable PF. The Adjusted R^2 (.366) explains the extent of generalisability. In this model, the values of R^2 and R^2 change were equal because this model explains the effect of a single predictor variable, PF. As a result, it can be concluded that the PF of SE was the most significant predictor and highly

contributes to the model developed for EA of children of migrant labourers for the total sample.

In step 2 of multiple regression analysis, the next variable to contribute to the model was PH. For Model 2, the multiple correlation coefficient, R (.695) between the predictors (PF and PH) and the criterion variable EA. It showed a strong positive correlation with a standard error of the estimate (SE_R) of 5.16. The coefficient of determination (R^2) value (.482) implies that 48.2% of the observed variance of the criterion variable can be explained by the predictor variables PF and PH. The adjusted R square value (.480) showed that 48% of the variance in the criterion variable was explained if the model was derived from the population from which the sample was drawn. R^2 change value (.115) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable in Model 2, which was 11.5%. It accounts for the fact that the predictor variable PH was also contributing to Model 2 along with PF. So, PH arrived as the second significant predictor in the sequence of predictors of EA of children of migrant labourers for the total sample.

In step 3 of multiple regression analysis, the next variable entered into the model was SR. For Model 3, the multiple correlation coefficient, R (.719) between the predictors (PF, PH, and SR) and the criterion variable EA. It also showed a strong positive correlation with the standard error of the estimate (SE_R) of 4.99. The coefficient of determination (R^2) value (.518) implies 51.8% of the observed variance of the criterion variable can be explained by the predictor variables PF, PH, and SR jointly. The adjusted R square value (.514) showed that 51.4% of the variance in the criterion variable was explained if the model was derived from the population from which the sample was drawn. R^2 change value (.035) was the percentage increase in the observed variance of EA by the inclusion of the predictor

variable SR in Model 3, which was 3.5%. It accounts for the fact that the predictor variable SR was also contributing to Model 3 along with PF and PH. So, SR arrived as the third significant predictor in the succession of predictors of EA of children of migrant labourers for the total sample.

In step 4 of multiple regression analysis, the next variable entered into the model was PMF. For Model 4, the multiple correlation coefficient, R (.734) between the predictors (PF, PH, SR and PMF) and the criterion variable EA. It also showed a strong positive correlation with the standard error of the estimate (SE_R) of 4.88. The coefficient of determination (R^2) value (.539) implies 53.9% of the observed variance of the criterion variable can be explained by the predictor variables PF, PH, SR, and PMF jointly. The adjusted R square value (.534) showed that 53.4% of the variance in the criterion variable could be explained if the model was derived from the population from which the sample was drawn. R^2 change value (.021) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable PMF in Model 4, which was 2.1%. It accounts for the fact that the predictor variable PMF was also contributing to Model 4 along with PF, PH, and SR. So, PMF arrived as the fourth significant predictor in the succession of predictors of EA of children of migrant labourers for the total sample.

In step 5 of multiple regression analysis, the next variable entered into the model was LE. For Model 5, the multiple correlation coefficient, R (.745) between the predictors (PF, PH, SR, PMF, and LE) and the criterion variable EA. It also showed a strong positive correlation with the standard error of the estimate (SE_R) of 4.80. The coefficient of determination (R^2) value (.555) implies 55.5% of the observed variance of the criterion variable can be explained by the predictor variables PF, PH, SR, PMF, and LE jointly. The adjusted R square value (.549) showed that 54.9% of the variance in the criterion variable was explained if the

model was derived from the population from which the sample was drawn. R^2 change value (.016) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable LE in Model 5, which was 1.6%. It accounts that the predictor variable LE was also contributing to Model 5 along with PF, PH SR and LE. So, LE arrived as the fifth significant predictor in the succession of predictors of EA of children of migrant labourers for the total sample.

In step 6 of multiple regression analysis, the last variable entered into the model was PA. For Model 6, the multiple correlation coefficient, R (.751) between the predictors (PF, PH, SR, PMF, LE, and PA) and the criterion variable EA. It also showed a strong positive correlation with the standard error of the estimate (SE_R) of 4.76. The coefficient of determination (R^2) value (.563) implies 56.3% of the observed variance of the criterion variable can be explained by the predictor variables PF, PH, SR PMF, LE, and PA jointly. The adjusted R square value (.557) showed that 55.7% of the variance in the criterion variable was explained if the model was derived from the population from which the sample was drawn. R^2 change value (.009) was the percentage increase in the observed variance of EA by the inclusion of the predictor variable PA in Model 6, which was 0.9%. It accounts that the predictor variable PA was also contributing to Model 6 along with PF, PH, SR, LE and PA. So, PA arrived as the sixth significant predictor in the succession of predictors of EA of children of migrant labourers for the total sample.

The significance of models derived for the dimensions of the predictor variables, PH, SR, LE, PA, PMF and PF can be explained by the ANOVA table in regression analysis. It explains the significance of individual and combined contributions of predictors in predicting the criterion variable. Table 33 explains the ANOVA in regression analysis.

Table 33

ANOVA for Regression of the Predictor Variables; PH, SR, LE, PA, PMF and PF on the Criterion Variable EA for the Total Sample

	Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
1	Regression	7379.500	1	7379.500	
	Residual	12708.562	391	32.503	227.04**
	Total	20088.061	392		
2	Regression	9689.957	2	4844.978	
	Residual	10398.104	390	26.662	181.72**
	Total	20088.061	392		
3	Regression	10396.148	3	3465.383	
	Residual	9691.913	389	24.915	139.08**
	Total	20088.061	392		
4	Regression	10823.313	4	2705.828	
	Residual	9264.748	388	23.878	113.31**
	Total	20088.061	392		
5	Regression	11145.010	5	2229.002	
	Residual	8943.051	387	23.109	96.45**
	Total	20088.061	392		
6	Regression	11316.648	6	1886.108	
	Residual	8771.413	386	22.724	83.00**
	Total	20088.061	392		

**indicates $p < .01$

1. Predictors: (Constant), PF
 2. Predictors: (Constant), PF, PH
 3. Predictors: (Constant), PF, PH, SR
 4. Predictors: (Constant), PF, PH, SR, PMF
 5. Predictors: (Constant), PF, PH, SR, PMF, LE
 6. Predictors: (Constant), PF, PH, SR, PMF, LE, PA
- Criterion Variable: EA

From Table 33 it was evident that, for Model 1, the F value obtained, $F(1, 391) = 227.04$, $p < .01$ exceeds the tabled value of $F(1, 391) = 6.69$, $p < .01$. It indicated that

the PF dimension of SE significantly predicts the criterion variable EA of the children of migrant labourers for the total sample. For Model 2, the obtained F value, $F(2, 390) = 181.72, p < .01$ exceeds the tabled value for the corresponding degrees of freedom, $F(2, 390) = 4.65, p < .01$. This indicated that the combined contribution of PF and PH in the prediction of criterion variable EA was significant for the total sample. When it comes to Model 3, it was clear from the table that the obtained F value is, $F(3,389) = 139.08, p < .01$. Which was greater than the tabled value, $F(3,389) = 3.82, p < .01$. It means that the combined contribution of all the three predictor variables under study; PF, PH, and SR in predicting the criterion variable EA were significant at .01 level. In the case of Model 4, it was clear from the table that the obtained F value is, $F(4,388) = 113.31, p < .01$. Which was greater than the tabled value, $F(4,388) = 3.36, p < .01$. It means that the combined contribution of all the four predictor variables under study; PF, PH, SR, and PMF in predicting the criterion variable EA was significant at .01 level. Observing the case of Model 5, it was clear from the table that the obtained F value is, $F(5,387) = 96.45, p < .01$. Which was greater than the tabled value, $F(5,387) = 3.05, p < .01$. It means that the combined contribution of all the five predictor variables under study; PF, PH SR, PMF and LE in predicting the criterion variable EA was significant at .01 level. In the case of Model 6, it was clear from the table that the obtained F value is, $F(6,386) = 83.0, p < .01$. Which was greater than the tabled value, $F(6,386) = 2.84, p < .01$. It means that the combined contribution of all the six predictor variables under study; PF, PH, SR, PMF, LE, and PA in predicting the criterion variable EA was significant at .01 level.

The individual and combined contributions of dimensions of the predictor variables in predicting criterion variable were analysed in the stepwise multiple regression analysis. To study the role of individual predictors more clearly, the regression coefficients of dimensions of the predictor variables were further analysed and formed the regression equation. The data and relevant results of coefficient summary for regression of the dimensions of the predictor variables; PH, SR, LE, PA, PMF and PF on criterion variable EA were presented in Table 34.

Table 34

Regression Coefficients of Individual Contribution Dimensions of the Predictor Variables (PH, SR, LE, PA, PMF and PF) in Predicting the Criterion Variable EA for the Total Sample

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	
	B	Std. Error	Beta (β)		
1	(Constant)	56.76	1.879	30.20**	
	Personal Factors	1.455	.097	.606	15.06**
2	(Constant)	45.45	2.091	21.73**	
	Personal Factors	1.042	.098	.434	10.63**
	Physical Health	1.184	.127	.380	9.30**
3	(Constant)	42.69	2.087	20.45**	
	Personal Factors	.882	.099	.367	8.86**
	Physical Health	.926	.132	.297	7.00**
	Social Relations	.375	.070	.227	5.32**
4	(Constant)	39.62	2.169	18.26**	
	Personal Factors	.768	.101	.320	7.60**
	Physical Health	.723	.138	.232	5.23**
	Social Relations	.314	.071	.190	4.44**
	Physical and Material Factors	.298	.070	.190	4.23**
5	(Constant)	38.47	2.155	17.85**	
	Personal Factors	.635	.106	.264	6.01**
	Physical Health	.635	.138	.204	4.60**
	Social Relations	.209	.075	.126	2.79**
	Physical and Material Factors	.303	.069	.193	4.36**
	Living Environment	.411	.110	.173	3.73**
6	(Constant)	32.00	3.181	10.06**	
	Personal Factors	.641	.105	.267	6.12**
	Physical Health	.525	.142	.169	3.68**
	Social Relations	.187	.075	.113	2.49*
	Physical and Material Factors	.263	.070	.167	3.74**
	Living Environment	.397	.109	.167	3.63**
	Personal Adjustment	.172	.062	.112	2.74**

** indicates $p < .01$, * indicates $p < .05$, Criterion Variable: EA

From Table 34 it was clear that for Model 1, the unstandardised coefficient B value of the predictor, PF was 1.455 with a standard error (SE_R) of .097. It conveys that one unit change in PF was accompanied by an amount of 1.455 unit change in EA. The standardised regression coefficient beta value (β), .606 represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value 56.76 represents the amount of criterion variable without the contribution of the predictor variable in the model. The obtained critical ratio, $t(391) = 15.06$, $p < .01$, was significant. Hence, it can be inferred that the individual contribution of PF in predicting EA was significant for the total sample.

For developing a regression equation for predicting criterion variable from the predictors, the method was explained in the following section.

Multiple Regression Equation for Model 1

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables (X_1, X_2, X_3, \dots) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = Personal Factors (PF)

X_2 = Physical Health (PH)

X_3 = Social Relationships (SR)

X_4 = Physical and Material Factors (PMF)

X_5 = Living Environment (LE)

X_6 = Personal Adjustment (PA)

Hence, the regression equation for Model 1 is $EA = 56.76 + 1.455 PF$.

According to this equation, 1.455 unit increase in EA can be significantly predicted for every unit increase in PF.

Table 34 shows that for Model 2, the unstandardised coefficient B value of the predictor, PF was 1.042 and that of PH was 1.184 with standard errors (SE_R) of .098 and .127 respectively. It represents the change in the criterion variable with the unit change in the predictor variable. The standardised regression coefficient beta values (β) of PF and PH were .434 and .380 respectively. It represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value 45.45 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 10.63, p < .01$ and $t(391) = 9.30, p < .01$ respectively for PF and PH were significant. Hence, it can be inferred that the combined contribution of PF and PH in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 2

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

The regression equation for Model 2 is $EA = 45.45 + 1.042 PF + 1.184 PH$

According to the regression equation of Model 2, it was evident that 1.04 unit increase in EA can be significantly predicted for every unit increase in PF, provided PH held constant and 1.18 unit increase in EA can be significantly predicted for every unit increase in PH, keeping PF constant.

Table 34 reveals that for Model 3, the unstandardised coefficient B value of the predictors, PF was .882, PH was .926 and that of SR was .375 with standard errors (SE_R) .099, .132 and .070 respectively. It represents the change in the criterion variable with unit change in predictor variables. The standardised regression coefficient beta values (β) of PF, PH and SR were .367, .297, and .227 respectively. It represents the estimated change in the criterion variable with one standard deviation change in predictor variables. The constant value 42.69

represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 8.86, p < .01$, $t(391) = 7.0, p < .01$ and $t(391) = 5.32, p < .01$ respectively for PF, PH and SR were significant. Hence, it can be inferred that the combined contribution of PF, PH and SR in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 3

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

The regression equation for Model 3 is $EA = 42.69 + .882 \text{ PF} + .926 \text{ PH} + .375 \text{ SR}$.

According to the regression equation of Model 3, it was evident that .882 unit increase in EA can be significantly predicted for every unit increase in PF, provided PH and SR held constant and .926 unit increase in EA can be significantly predicted for every unit increase in PH, keeping PF and SR constant. Also, .375 unit increase in EA can be significantly predicted for every unit increase in SR provided PF and PH were held constant.

Table 34 reveals that for Model 4, the unstandardised coefficient B value of the predictors, PF was .768, PH was .723, SR was .314 and that of PMF was .298 with standard errors (SE_R) .101, .138, .071 and .070 respectively. It represents the change in the criterion variable with unit change in predictor variables. The standardised regression coefficient beta values (β) of PF, PH, SR and PMF were .320, .232, .190 and .190 respectively. It represents the estimated change in the criterion variable with one standard deviation change in predictor variables. The constant value 39.62 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 7.60, p < .01$, $t(391) = 5.23, p < .01$, $t(391) = 4.44, p < .01$ and $t(391) = 4.23, p < .01$ respectively for PF, PH, SR and PMF were significant. Hence, it can be inferred

that the combined contribution of PF, PH, SR and PMF in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 4

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

The regression equation for Model 4 is $EA = 39.62 + .768 \text{ PF} + .723 \text{ PH} + .314 \text{ SR} + .298 \text{ PMF}$.

According to the regression equation of Model 4, it was evident that .768 unit increase in EA can be significantly predicted for every unit increase in PF, provided PH, SR and PMF held constant and .723 unit increase in EA can be significantly predicted for every unit increase in PH, keeping PF, SR and PMF constant. Also, .314 unit increase in EA can be significantly predicted for every unit increase in SR provided PF, PH and PMF held constant and .298 unit increase in EA can be significantly predicted for every unit increase in PMF keeping PF, PH and SR constant.

Table 34 reveals that for Model 5, the unstandardised coefficient B value of the predictors, PF was .635, PH was .635, SR was .209, PMF was .303 and that of LE was .411 with standard errors (SE_R) .106, .138, .075, .069 and .110 respectively. It represents the change in the criterion variable with unit change in predictor variables. The standardised regression coefficient beta values (β) of PF, PH, SR, PMF and LE were .264, .204, .126, .193 and .173 respectively. It represents the estimated change in the criterion variable with one standard deviation change in predictor variables. The constant value 38.47 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(391) = 6.01, p < .01$, $t(391) = 4.60, p < .01$, $t(391) = 2.79, p < .01$, $t(391) = 4.36, p < .01$ and $t(391) = 3.73, p < .01$ respectively for PF, PH, SR, PMF

and LE were significant. Hence, it can be inferred that the combined contribution of PF, PH, SR, PMF and LE in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 5

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

The regression equation for Model 5 is $EA = 38.47 + .635 PF + .635 PH + .209 SR + .303 PMF + .411 LE$.

According to the regression equation of Model 5, it was evident that .635 unit increase in EA can be significantly predicted for every unit increase in PF, provided PH, SR, PMF and LE held constant, .635 unit increase in EA can be significantly predicted for every unit increase in PH, keeping PF, SR, PMF and LE constant, .209 unit increase in EA can be significantly predicted for every unit increase in SR provided PF, PH, PMF and LE held constant, .303 unit increase in EA can be significantly predicted for every unit increase in PMF keeping PF, PH, SR and LE constant and .411 unit increase in EA can be significantly predicted for every unit increase in LE keeping PF, PH, PMF, and SR constant.

Table 34 also reveals that for Model 6, the unstandardised coefficient B value of the predictors, PF was .641, PH was .525, SR was .187, PMF was .263, LE was .397 and that of PA was .172 with standard errors (SE_R) .105, .142, .075, .070, .109 and .062 respectively. It represents the change in the criterion variable with unit change in predictor variables. The standardised regression coefficient beta values (β) of PF, PH, SR, PMF, LE and PA were .267, .169, .113, .167, .167 and .112 respectively. It represents the estimated change in the criterion variable with one standard deviation change in predictor variables. The constant value 32.00 represents the amount of criterion variable without the contribution of predictor

variables in the model. The obtained critical ratios, $t(391) = 6.12, p < .01$, $t(391) = 3.68, p < .01$, $t(391) = 2.49, p < .05$, $t(391) = 3.74, p < .01$, $t(391) = 3.63, p < .01$ and $t(391) = 2.74, p < .01$ respectively for PF, PH, SR, PMF, LE and PA were significant. Hence, it can be inferred that the combined contribution of PF, PH, SR, PMF, LE and PA in predicting EA was significant for the total sample.

Multiple Regression Equation for Model 6

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by,

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{etc.}$$

The regression equation for Model 6 is $EA = 32.00 + .641 PF + .525 PH + .187 SR + .263 PMF + .397 LE + .172 PA$

According to the regression equation of Model 6, it was evident that .641 unit increase in EA can be significantly predicted for every unit increase in PF, provided PH, SR, PMF, LE and PA held constant, .525 unit increase in EA can be significantly predicted for every unit increase in PH, keeping PF, SR, PMF, LE and PA constant, .187 unit increase in EA can be significantly predicted for every unit increase in SR provided PF, PH, PMF, LE and PA held constant, .263 unit increase in EA can be significantly predicted for every unit increase in PMF keeping PF, PH, SR, LE and PA constant and .397 unit increase in EA can be significantly predicted for every unit increase in LE keeping PF, PH, PMF, SR and PA constant and also .172 unit increase in EA can be significantly predicted for every unit increase in PA keeping PH, PF, PMF, SR and LE constant.

The dimension wise regression analysis revealed that out of nine components having a marked relationship with the criterion variable EA, only six had entered into the regression model. Out of these six models, the first dimension entered into the model was the PF dimension of the SE variable and the last variable entered into the model was PA. PF, PH, PMF, SR, LE and PA emerged as the significant predictors of

EA, PS of QoL variable, Social Adjustment of SPA variable and Academic Factors of SE variable were excluded from the model, even though the variables showed a substantial relationship with the criterion variable.

Relative Efficiency of the Predictor Variables Quality of Life, Socio Personal Adjustment, and School Environment (Individual and combined contribution) in Predicting the Criterion Variable Educational Aspiration for the Subsample Boys

Stepwise multiple regression analysis was conducted to determine the relative efficiency of the predictor variables in the individual and combined contribution in predicting the criterion variable for the subsample boys. The details of the analysis are presented in this section.

The model summary of the regression analysis with multiple correlation coefficient (R), the multiple coefficient of determination (R^2) and changes in the coefficient of determination (R^2 Change) with the addition of predictors in successive stages for subsample boys were given in Table 35.

Table 35

Regression Model Summary of Significant Predictor Variables Quality of Life, Socio Personal Adjustment, and School Environment on Criterion Variable (Educational Aspiration) for the Subsample Boys

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.592	.350	.347	.350	5.69
2	.661	.437	.431	.087	5.31

Criterion Variable: EA

1. Predictors: (Constant), SE
2. Predictors: (Constant), SE, QoL

Table 35 shows that the multiple correlation coefficient for the first and second models were .592 and .661 respectively. The coefficient of determination (R^2) for the first and second models were .350 and .437 respectively. So, it was evident that the first variable entered into the model was SE. For Model 1, the R value (.592) was

the multiple correlation coefficient between the predictor variable SE and the criterion variable EA, which was positive with a standard error of the estimate (SE_R) of 5.69. The R^2 value (.350), the coefficient of determination, implies that 35% of the observed variance of the criterion variable can be explained by the predictor variable SE. The Adjusted R^2 (.347) explains the extent of generalisability. In this model, the value of R^2 and R^2 change were equal because this model explains the effect of a single predictor variable, SE. As a result, it can be concluded that SE was the most significant predictor and highly contributes to the model developed for EA of children of migrant labourers for the subsample boys.

In step 2 of multiple regression analysis, the next variable entered into the model was QoL. For Model 2, the multiple correlation coefficient, R (.661) between the predictors (SE and QoL) and the criterion variable EA showed a strong positive correlation standard error of the estimate (SE_R) 5.31. The coefficient of determination (R^2) value (.437) implies 43.7% of the observed variance of the criterion variable can be explained by the predictor variables SE and QoL. The adjusted R square value (.431) showed that 43.1% of the variance in the criterion variable was explained if the model was derived from the population from which the sample was drawn. R^2 change value (.087) was the percentage increase of observed variance of EA by the inclusion of the predictor variable in Model 2, which was 8.7%. It accounts that the predictor variable QoL was also contributing to Model 2 along with SE. So, QoL arrived as the second significant predictor in the sequence of predictors of EA of children of migrant labourers for the subsample boys.

The significance of models derived for the predictor variables, QoL, SPA and SE can be explained by the ANOVA table in regression analysis. It explains the significance of individual and combined contributions of predictors in predicting the criterion variable. Table 36 explains the ANOVA in regression analysis.

Table 36

ANOVA for Regression of the Predictor Variables; Quality of Life, Socio Personal Adjustment, and School Environment on the Criterion Variable Educational Aspiration for the Subsample Boys

	Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
1	Regression	2977.311	1	2977.311	91.67**
	Residual	5520.875	170	32.476	
	Total	8498.186	171		
2	Regression	3717.668	2	1858.834	65.71**
	Residual	4780.518	169	28.287	
	Total	8498.186	171		

** indicates $p < .01$

Criterion Variable: EA

1. Predictors: (Constant), SE
2. Predictors: (Constant), SE, QoL

From Table 36 it was evident that, for Model 1, the F value obtained, $F(1, 170) = 91.67$, $p < .01$ exceeds the tabled value of $F(1, 170) = 91.67$, $p < .01$. It indicated that the SE significantly predicts the Criterion variable EA of the children of migrant labourers for the total sample. For Model 2, the obtained F value, $F(2, 169) = 65.71$, $p < .01$ exceeds the tabled value for the corresponding degrees of freedom, $F(2, 169) = 4.75$, $p < .01$. This indicated that the combined contribution of SE and QoL in the prediction of criterion variable EA was significant for the total sample. It means that the combined contribution of the two predictor variables; SE and QoL in predicting the criterion variable EA was significant at .01 level.

The individual and combined contributions of predictor variables in predicting criterion variable was analysed in the stepwise multiple regression analysis. To study the role of individual predictors more clearly, the regression coefficients of predictor variables were further analysed and formed the regression

equation. The data and relevant results of coefficient summary for regression of the predictor variables; QoL, SPA and SE on criterion variable EA for the subsample boys were presented in Table 37.

Table 37

Regression Coefficients of Individual Contribution Predictor Variables (Quality of Life, Socio Personal Adjustment, School Environment) in Predicting the Criterion Variable Educational Aspiration for the Subsample Boys

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	
	B	Std. Error	Beta (β)		
1	(Constant)	45.92	4.039	11.36**	
	School Environment	.444	.046	.592	9.57**
2	(Constant)	37.36	4.124	9.06**	
	School Environment	.320	.050	.427	6.45**
	Quality of Life	.217	.042	.338	5.11**

**indicates $p < .01$, Criterion Variable: EA

From Table 37 it was clear that for Model 1, the unstandardised coefficient B value of the predictor, SE was .444 with a standard error (SE_R) of .046. It conveys that one unit change in SE was accompanied by an amount of .444 unit change in EA. The standardised regression coefficient beta value (β) .592 represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value 45.92 represents the amount of criterion variable without the contribution of predictor variable in the model. The obtained critical ratio, $t(170) = 11.36$, $p < .01$, was significant. Hence, it can be inferred that the individual contribution of SE in predicting EA was significant for the subsample boys.

For developing a regression equation for predicting criterion variable from the predictors, the method was explained in the following section.

Multiple Regression Equation for Model 1

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence, the regression equation for Model 1 is $EA = 45.92 + .444 SE$.

According to this equation, .444 unit increase in EA can be significantly predicted for every unit increase in SE for the subsample boys.

Table 37 shows that for Model 2, the unstandardised coefficient B value of the predictor, SE was .320 and that of QoL was .217 with standard errors (SE_R) .050 and .042 respectively. It represents the change in the criterion variable with unit change in the predictor variable. The standardised regression coefficient beta values (β) of SE and QoL were .427 and .338 respectively. It represents the estimated change in the criterion variable with one standard deviation change in the predictor variable. The constant value 37.36 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(170) = 6.45, p < .01$ and $t(170) = 5.11, p < .01$ respectively for SE and QoL were significant. Hence, it can be inferred that the combined contribution of SE and QoL in predicting EA was significant for subsample boys.

Multiple Regression Equation for Model 2

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence, the regression equation for Model 2 is, $EA = 37.36 + .320 SE + .217 QoL$

According to the regression equation of Model 2, it was evident that .320 unit increase in EA can be significantly predicted for every unit increase in SE, provided QoL held constant and .217 unit increase in EA can be significantly predicted for every unit increase in QoL, keeping SE constant.

In brief, the regression analysis for subsample boys revealed that the variables SE and QoL can significantly predict the criterion variable EA. The first predictor variable entered in the regression model was SE and then QoL, even though the variable SPA showed a significant substantial relationship with the variable EA, it was excluded from the model.

Relative Efficiency of Predictor Variables Quality of Life, Socio Personal Adjustment, and School Environment (Individual and combined contribution) in Predicting the Criterion Variable Educational Aspiration for the Subsample Girls

Stepwise multiple regression analysis was conducted to determine the relative efficiency of predictor variables in the individual and combined contribution in predicting the criterion variable for the subsample girls. The details of the analysis are presented in this section.

The model summary of the Regression Analysis with multiple correlation coefficient (R), the multiple coefficient of determination (R^2) and changes in the coefficient of determination (R^2 Change) with the addition of predictors in successive stages for subsample girls were given in Table 38.

Table 38

Regression Model Summary of Significant Predictor Variables Quality of Life, Socio Personal Adjustment, School Environment on Criterion Variable (Educational Aspiration) for the Subsample Girls

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.738	.544	.542	.544	4.90
2	.781	.610	.606	.065	4.54

Criterion Variable: EA

1. Predictors: (Constant), QoL
2. Predictors: (Constant), QoL, SE

Table 38 shows that the multiple correlation coefficient for the first and second were .738 and .781 respectively. The coefficient of determination (R^2) for the first and second models were .544 and .610 respectively. So, it was evident that the first variable entered into the model was QoL. For Model 1, the R value (.738) was the multiple correlation coefficient between the predictor variable QoL and the criterion variable EA, which was positive with a standard error of the estimate (SE_R) of 4.90. The R^2 value (.544), the coefficient of determination, implies that 54.4% of the observed variance of the criterion variable can be explained by the predictor variable QoL. The Adjusted R^2 (.544) explains the extent of generalisability. In this model, the value of R^2 and R^2 change were equal because this model explains the effect of a single predictor variable, SE. As a result, it can be concluded that the SE was the most significant predictor and greatly contributes to the model developed for EA of children of migrant labourers for the subsample girls.

In step 2 of multiple regression analysis, the next variable entered into the model was SE. For Model 2, the multiple correlation coefficient, R (.781) between the predictors (QoL and SE) and the criterion variable EA showed a strong positive correlation with a standard error of the estimate (SE_R) of 4.54. The coefficient of determination (R^2) value (.610) implies 61% of the observed variance of the criterion variable can be explained by the predictor variables QoL and SE. The

adjusted R square value (.606) showed that 60.6% of the variance in the criterion variable was explained if the model was derived from the population from which the sample was drawn. R^2 change value (.065) was the percentage increase of observed variance of EA by the inclusion of the predictor variable in Model 2, which was 6.5%. It accounts that the predictor variable SE was also contributing to Model 2 along with QoL. So, SE arrived as the second significant predictor in the sequence of predictors of EA of children of migrant labourers for the subsample girls.

The significance of models derived for the predictor variables, QoL, SPA and SE can be explained by the ANOVA table in regression analysis. It explains the significance of individual and combined contributions of predictors in predicting the criterion variable. Table 39 explains the ANOVA in regression analysis.

Table 39

ANOVA for Regression of the Predictor Variables; Quality of Life, Socio Personal Adjustment, and School Environment on the Criterion Variable Educational Aspiration for the Subsample Girls

	Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
1	Regression	6282.483	1	6282.483	261.35**
	Residual	5264.151	219	24.037	
	Total	11546.633	220		
2	Regression	7038.488	2	3519.244	170.18**
	Residual	4508.145	218	20.680	
	Total	11546.633	220		

**indicates $p < .01$

Criterion Variable: EA

1. Predictors: (Constant), QoL
2. Predictors: (Constant), QoL, SE

From Table 39 it was evident that, for Model 1, the F value obtained, $F(1, 219) = 261.35$, $p < .01$ exceeds the tabled value of $F(1, 219) = 6.81$, $p < .01$. It indicated that the QoL significantly predicts the criterion variable EA of the children of

migrant labourers for the total sample. For Model 2, the obtained F value, $F(2, 218) = 170.18, p < .01$ exceeds the tabled value for the corresponding degrees of freedom, $F(2, 218) = 4.75, p < .01$. This indicated that the combined contribution of QoL and SE in the prediction of criterion variable EA was significant for the total sample. It means that the combined contribution of the two predictor variables; QoL and SE in predicting the criterion variable EA was significant at .01 level.

The individual and combined contributions of predictor variables in predicting criterion variable was analysed in the stepwise multiple regression analysis. To study the role of individual predictors more clearly, the regression coefficients of predictor variables were further analysed and formed the regression equation. The data and relevant results of coefficient summary for regression of the predictor variables; QoL, SPA, and SE on criterion variable EA of the subsample girls were presented in Table 40.

Table 40

Regression Coefficients of Individual Contribution Predictor Variables (Quality of Life, Socio Personal Adjustment, School Environment) in Predicting the Criterion Variable Educational Aspiration for the Subsample Girls

Model	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error	Beta (β)		
1	(Constant)	45.19	2.487	18.17**	
	Quality of Life	.424	.026	.738	16.16**
2	(Constant)	38.08	2.589	14.71**	
	Quality of Life	.238	.039	.414	6.06**
	School Environment	.271	.045	.413	6.04**

** indicates $p < .01$, Criterion Variable: EA

From Table 40 it was clear that for Model 1, the unstandardised coefficient B value of the predictor, QoL was .424 with a standard error (SE_R) of .026. It conveys that one unit change in QoL was accompanied by an amount of .424 unit change in EA. The standardised regression coefficient beta value (β) .738 represents the estimated

change in the criterion variable with one standard deviation change in the predictor variable. The constant value 45.19 represents the amount of criterion variable without the contribution of predictor variable in the model. The obtained critical ratio, $t(219) = 16.16$, $p < .01$, was significant. Hence, it can be inferred that the individual contribution of QoL in predicting EA was significant for the subsample girls.

For developing a regression equation for predicting criterion variable from the predictors, the method was explained in the following section.

Multiple Regression Equation for Model 1

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables ($X_1, X_2, X_3 \dots$) was given by

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence, the regression equation for Model 1 is $EA = 45.19 + .424 \text{ QoL}$.

According to this equation, .424 unit increase in EA can be significantly predicted for every unit increase in QoL for the subsample girls.

Table 40 shows that for Model 2, the unstandardised coefficient B value of the predictor, QoL was .238 and that of SE was .271 with standard errors (SE_R) .039 and .045 respectively. It represents the change in the criterion variable with unit change in the predictor variable. The standardised regression coefficient beta values (β) of QoL and SE were .414 and .413 respectively. It represents the estimated change in the criterion variable with one standard deviation change in

the predictor variable. The constant value 38.08 represents the amount of criterion variable without the contribution of predictor variables in the model. The obtained critical ratios, $t(219) = 6.06, p < .01$ and $t(219) = 6.04, p < .01$ respectively for QoL and SE were significant. Hence, it can be inferred that the combined contribution of QoL and SE in predicting EA was significant for subsample girls.

Multiple Regression Equation for Model 2

The general multiple regression equation of the criterion variable, Y in terms of the predictor variables (X_1, X_2, X_3, \dots) was given by

$$Y = B(\text{constant}) + B_1X_1 + B_2X_2 + B_3X_3 \dots \text{ etc.}$$

Where B_1, B_2, B_3, \dots etc were B values corresponding to X_1, X_2, X_3, \dots etc.

Y = Educational Aspiration (EA)

X_1 = School Environment (SE)

X_2 = Quality of Life (QoL)

X_3 = Socio Personal Adjustment (SPA)

Hence, the regression equation for Model 2 is, $EA = 38.08 + .238 \text{ QoL} + .271 \text{ SE}$.

According to the regression equation of Model 2, it was evident that .238 unit increase in EA can be significantly predicted for every unit increase in QoL, provided SE held constant and .271 unit increase in EA can be significantly predicted for every unit increase in SE, keeping QoL constant.

In brief, the regression analysis for subsample girls revealed that the variables QoL and SE can significantly predict the criterion variable EA. The first predictor variable entered in the regression model was QoL and then SE, even though the variable SPA showed a significant substantial relationship with the variable EA, it was excluded from the model.

Conclusions

The study revealed that there was a significant gender difference in the Quality of Life and School Environment among children of migrant labourers. But there was no significant gender difference in Socio Personal Adjustment and Educational Aspiration of these children. The variables Quality of Life, Socio Personal Adjustment, and School Environment have a significant substantial positive relationship with the Educational Aspiration of migrant labourer children in Kerala for the total sample and subsample boys. Girls show significantly high positive relationship between Quality of Life and Educational Aspiration as well as School Environment and Educational Aspiration. The dimension-wise analysis revealed that there was a substantially significant positive relationship between all the dimensions of the independent variables and the dependent variable, Educational Aspiration. Stepwise multiple regression analysis revealed that all three predictor variables—Quality of Life, Socio Personal Adjustment, and School Environment—can significantly predict Educational Aspiration. Among these, the strongest significant predictor of Educational Aspiration was identified as the School Environment. In dimension-wise regression analysis, the Personal Factor of the School Environment scale was identified as the most significant predictor of Educational Aspiration. The dimensions, Physical Health, Social Relationships, Physical and Material Factors, Living Environment, and Personal Adjustment can predict Educational Aspiration individually and combinedly. Educational Aspiration can be predicted from Quality of Life and School Environment for the subsample of boys and girls and Socio Personal Adjustment was excluded from the regression model.

Summary Findings & Conclusions

- ⇒ *Study in Retrospect*
- ⇒ *Major Findings of the Study*
- ⇒ *Tenability of Hypotheses*
- ⇒ *Conclusions*
- ⇒ *Limitations of the Study*
- ⇒ *Suggestions for Further Research*

SUMMARY FINDINGS AND CONCLUSIONS

This chapter provides a concise overview of the important aspects of the various stages of the execution of the present study, major findings, conclusions, limitations, and suggestions for further research. The following headings serve as the structure for this chapter:

Study in Retrospect

Major Findings of the Study

Tenability of Hypotheses

Conclusions

Limitations of the Study

Suggestions for Further Research

Study in Retrospect

Important details about the present study, such as the Restatement of the Problem, Variables, Objectives, Hypotheses, and Methodology used, are provided in retrospect.

Restatement of the Problem

The present study was intended to find out certain psychosocial factors affecting Educational Aspiration of children of migrant labourers in Kerala. Hence, the problem of the study was restated as Psychosocial Factors Affecting Educational Aspiration of Children of Migrant Labourers in Kerala.

Variables Selected for the Study

The following independent and dependent variables were selected for the study.

Independent Variables

- Quality of Life

- Socio Personal Adjustment
- School Environment

Dependent Variable

- Educational Aspiration

Categorical Variable

- Gender

Objectives of the Study

The study was carried out with the following objectives:

1. To find out the level of Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the total sample and the subsample based on gender.
2. To study whether there exist any significant differences in the mean scores of the variables, Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the subsample based on gender.
3. To study whether there exist any significant differences in the mean scores of dimensions of the variables, Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration of children of migrant labourers in Kerala for the subsample based on gender.
4. To find out whether there exists any significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the total sample and the subsample based on gender.
5. To find out whether there exists any significant relationship between the dimensions of the independent variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment,

Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and the dependent variable (Educational Aspiration) for the total sample and the subsample based on gender.

6. To find out the significant predictors (Quality of Life, Socio Personal Adjustment, and School Environment) and to estimate the relative efficiency of predictor variables (individual and combined contribution) in predicting the criterion variable (Educational Aspiration) for the total sample and the subsamples based on gender.
7. To find out the significant dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and to estimate the relative efficiency of the dimensions of the predictor variables (individual and combined contribution) in predicting the criterion variable (Educational Aspiration) for the total sample.
8. To establish a regression equation for predicting the Educational Aspiration of children of migrant labourers on the basis of their Quality of Life, Socio Personal Adjustment, and School Environment.

Hypotheses of the Study

The following hypotheses were developed in accordance with the study objectives:

1. There will be significant difference in the mean scores of Quality of Life of children of migrant labourers in Kerala between the samples of boys and girls.
2. There will be significant difference in the mean scores of Socio Personal Adjustment of children of migrant labourers in Kerala between the samples of boys and girls.
3. There will be significant difference in the mean scores of School Environment of children of migrant labourers in Kerala between the samples of boys and girls.

4. There will be significant difference in the mean scores of Educational Aspiration of children of migrant labourers in Kerala between the samples of boys and girls.
5. There will be significant difference in the mean scores of dimensions of Quality of Life (Physical Health, Psychological State, Social Relationships, and Living Environment) of children of migrant labourers in Kerala between the samples of boys and girls.
6. There will be significant difference in the mean scores of dimensions of Socio Personal Adjustment (Personal Adjustment and Social Adjustment) of children of migrant labourers in Kerala between the samples of boys and girls.
7. There will be significant difference in the mean scores of dimensions of School Environment (Physical and Material Factors, Academic Factors, and Personal Factors) of children of migrant labourers in Kerala between the samples of boys and girls.
8. There will be significant difference in the mean scores of dimensions of Educational Aspiration (Available support and assistance, Parents' views and support regarding education, Pupils' effort to attain the educational goal, Pupils' views regarding values and benefits of education, and Reality of aspired goal) of children of migrant labourers in Kerala between the samples of boys and girls.
9. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the total sample.
10. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the subsample of boys and girls.
11. There will be significant relationship between the dimensions of the independent variables (Physical Health, Psychological State, Social Relationships, Living

Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and the dependent variable (Educational Aspiration) for the total sample.

12. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the criterion variable, Educational Aspiration of children of migrant labourers for the total sample.
13. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the criterion variable, Educational Aspiration of children of migrant labourers for the subsample of boys and girls.
14. The relative efficiency of predictor variables (Quality of Life, Socio Personal Adjustment, and School Environment) (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.
15. The relative efficiency of predictor variables (Quality of Life, Socio Personal Adjustment, and School Environment) (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the subsample of boys and girls.
16. The dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) will be the significant predictors in predicting the criterion variable Educational Aspiration of the children of migrant labourers for the total sample.
17. The relative efficiency of the dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) (individual and combined) will be

significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.

Methodology

The design of the study was quantitative in nature, and the survey method was employed. The sample was selected by using the random sampling method.

Sample of the Study

The children of migrant labourers enrolled in upper primary classes in government and aided schools in Kerala constitute the population of the study. For the present study, a representative sample of 393 children of migrant labourers studying in the upper primary classes of government and aided schools was selected from Kasaragod, Kozhikode, Malappuram, Palakkad, Thrissur, Ernakulam and Idukki districts of Kerala.

Tools Used for the Study

With the help of the supervising teacher, the investigator constructed and standardised four tools for the current investigation, and their psychometric properties were established. The study employed the following tools.

- Scale on Quality of Life (Aruna & Roopa, 2018)
- Socio Personal Adjustment Scale (Aruna & Roopa, 2018)
- School Environment Scale (Aruna & Roopa, 2018)
- Educational Aspiration Scale (Aruna & Roopa, 2018)

Statistical Techniques Used for the Study

The following statistical techniques were used for the analysis of data.

- **Descriptive Statistics.** For each independent and dependent variable, the fundamental descriptive statistics such as mean, median, mode, standard

deviation, skewness, and kurtosis were computed. Descriptive statistics computations revealed the nature of the independent and dependent variable distributions.

- **Percentage Analysis.** In order to evaluate the existing levels of the independent and dependent variables, (Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration) as well as to check the nature of distribution, the percentage analysis was done for the total sample and the subsample based on gender.
- **Test of Significance of Difference between Means for Large Independent Sample.** The investigator used the Test of Significance of Difference between Means for Large Independent Sample to discover the difference in the mean scores of the variables Quality of Life, Socio Personal Adjustment School Environment, and Educational Aspiration based on gender.
- **Correlation Analysis.** The investigator used Pearson's Product Moment Coefficient of Correlation to find out the relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable Educational Aspiration.
- **Stepwise Multiple Regression Analysis.** To determine the individual and combined contributions of the predictor variables in predicting the criterion variable, stepwise multiple regression analysis was used. To predict the criterion variable Educational Aspiration from the selected predictor variables, (Quality of Life, Socio Personal Adjustment, and School Environment) regression equations were also developed.

Major Findings of the Study

In this section of the report, the findings of the study were summarised and presented under various titles, including findings of Percentage Analysis, Test of Significance of Difference between Means, Correlation Analysis, and Stepwise Multiple Regression Analysis.

Findings of Percentage Analysis

As a preliminary step in the study, percentage analysis was used to investigate the levels of Quality of Life, Socio Personal Adjustment, and School Environment for the total sample and the subsamples based on gender. The section that follows provides a succinct presentation of the findings of the percentage analysis.

- For the total sample of children of migrant labourers, only 18.1% of the students were in the high Quality of Life group, 19.3% were in the low Quality of Life group, and 62.6% of students were in the average Quality of Life group.
- For the subsample boys, only 11% of students were in the high Quality of Life group, 64% were in the average Quality of Life group, and 25% were in the low Quality of Life group. Only 23.5% of girls were in the high Quality of Life group, 61.5% were in the average Quality of Life group, and 14.9% were in the low Quality of Life group.
- For the total sample of children of migrant labourers, 24.2% of students were in the high Socio Personal Adjustment group, 16% were in the low Socio Personal Adjustment group, and 59.8% were in the average Socio Personal Adjustment group.
- For the subsample boys, 18.6% of students were in the high Socio Personal Adjustment group, 17.4% were in the Socio Personal Adjustment group, and 64% were in the average Socio Personal Adjustment group. In the case of girls, 28.5% were in the high Socio Personal Adjustment group, 14.9% were in the low Socio Personal Adjustment group, and 56.6% were in the average Socio Personal Adjustment group.
- In the total sample of children of migrant labourers, 14.8% of students were in the high perceived School Environment group, 16.8% were in the low

perceived School Environment group, and 68.4% were in the average perceived School Environment group.

- For the subsample boys, 8.7% of students were in the high perceived School Environment group, 20.9% were in the low perceived School Environment group, and 70.3% were in the average perceived School Environment group. In the case of girls, 19.5% were in the high perceived School Environment group, 13.6% were in the low perceived School Environment group, and 67% were in the average perceived School Environment group.
- In the total sample of children of migrant labourers, 17.3% were in the high Educational Aspiration group, 14.2% were in the low Educational Aspiration group, and 68.4% were in the average Educational Aspiration group.
- For the subsample boys, 15.1% of students were in the high Educational Aspiration group, 15.7% were in the low Educational Aspiration group, and 69.2% were in the average Educational Aspiration group. In the case of girls, 19% were in the high Educational Aspiration group, 13.1% were in the low Educational Aspiration group, and 67.9% were in the average Educational Aspiration group.

Findings of the Test of Significance of Difference between Means

The test of significance of difference between means was employed to determine whether there was a significant difference between the mean scores of boys and girls for the variables Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration and their dimensions of children of migrant labourers in Kerala. The subsequent section provides a concise presentation of the results of the mean difference analysis.

Gender Difference in Quality of Life and its Dimensions

- There exists a significant difference in Quality of Life between the boy and girl children of migrant labourers in Kerala, $t(391) = 4.12, p < .01$. In the case of all

four dimensions of Quality of Life—physical health, $t(391) = 3.74, p < .01$, psychological state, $t(391) = 3.37, p < .01$, social relationship, $t(391) = 3.61, p < .01$, and living environment, $t(391) = 2.91, p < .01$,—there exists a significant difference between the boy and girl children of migrant labourers.

- For both the variable Quality of Life and its dimensions, a high mean value was associated with the girl sample. It indicated the superiority of girls over boys.

Gender Difference in Socio Personal Adjustment and its Dimensions

- There exists no significant difference in Socio Personal Adjustment between the boy and girl children of migrant labourers in Kerala, $t(391) = 1.60, p > .01$. There was a significant difference in the dimension Social Adjustment, $t(391) = 1.98, p < .05$ between the boy and girl children of migrant labourers.
- But there was no significant difference in the dimension Personal Adjustment, $t(391) = 0.78, p > .01$ between the boy and girl of children of migrant labourers.

Gender Difference in School Environment and its Dimensions

- There exists a significant difference in School Environment between the boy and girl children of migrant labourers in Kerala, $t(391) = 3.80, p < .01$. In the case of all three dimensions of School Environment, Physical and Material Factors, $t(391) = 3.17, p < .01$, Academic Factors, $t(391) = 3.50, p < .01$, and Personal Factors, $t(391) = 2.92, p < .01$, there exists a significant difference between the boy and girl children of migrant labourers.
- For both the variable School Environment and its dimensions, a high mean value was associated with the girls. It indicated the superiority of girls over boys.

Gender Difference in Educational Aspiration and its Dimensions

- There exists no significant difference in Educational Aspiration between the boy and girl children of migrant labourers in Kerala, $t(391) = 0.91, p < .01$. In the case of all five dimensions of Educational Aspiration, Available Support, $t(391) = 1.11, p > .01$, Parents' View, $t(391) = 0.17, p > .01$, Pupils' Effort, $t(391) = 1.06, p > .01$, Pupils' View, $t(391) = 0.24, p > .01$, Reality of Aspired Goals, $t(391) = 0.17, p > .01$, there exists no significant difference between the boy and girl children of migrant labourers.

Results of Correlation Analysis

Multiple Correlation Analysis was used to determine the type and strength of the relationship between the independent variables and the dependent variable using Pearson's Product Moment Coefficient of Correlation.

The relationship of the independent variables Quality of Life, Socio Personal Adjustment, and School Environment and their dimensions with the dependent variable Educational Aspiration for the total sample and subsamples based on gender were summarised as follows:

Relationship of Quality of Life, Socio Personal Adjustment, and School Environment with Educational Aspiration for the Total Sample

- There exists a significant substantially positive relationship between the independent variables Quality of Life, $r(391) = .65, p < .01$, Socio Personal Adjustment, $r(391) = .52, p < .01$, and School Environment, $r(391) = .67, p < .01$, and the dependent variable, Educational Aspiration.

Relationship of the Dimensions of Quality of Life, Socio Personal Adjustment, and School Environment with Educational Aspiration for the Total Sample

- From the results of the study, it was clear that all the dimensions of the independent variables Physical Health, $r(391) = .57, p < .01$, Psychological State,

$r(391) = .51, p < .01$, Social Relationships, $r(391) = .54, p < .01$, Living Environment, $r(391) = .57, p < .01$, Personal Adjustment, $r(391) = .46, p < .01$, Social Adjustment, $r(391) = .48, p < .01$, Physical and Material Factors, $r(391) = .56, p < .01$, Academic Factors, $r(391) = .56, p < .01$, Personal Factors, $r(391) = .60, p < .01$) have a significant substantial positive relationship with the Educational Aspiration.

Relationship of Quality of Life, Socio Personal Adjustment, and School Environment with Educational Aspiration for the Subsample Boys

- The results of the study revealed that there was a significant substantial positive correlation between the dependent variable Educational Aspiration and all the three independent variables Quality of Life, $r(170) = .54, p < .01$, Socio Personal Adjustment, $r(170) = .49, p < .01$, and School Environment, $r(170) = .59, p < .01$ for the subsample boys.

Relationship of Quality of Life, Socio Personal Adjustment, and School Environment with Educational Aspiration for the Subsample Girls

- There was a significant high positive correlation between the dependent variable Educational Aspiration and the independent variable Quality of Life, $r(219) = .73, p < .01$. The variables Socio Personal Adjustment and Educational Aspiration were found to be substantially correlated, $r(219) = .54, p < .01$ and the relationship was positive and significant. The relationship between the variables School Environment and Educational Aspiration was also highly positive and significant, $r(219) = .73, p < .01$.

Results of Stepwise Multiple Regression Analysis

To identify the relevant predictors and their relative efficiency (individual and combined contributions) in predicting the criterion variable Educational Aspiration for the total sample and the subsamples based on gender, multiple

regression analysis using the stepwise method was performed. The following is a summary of the findings.

Relative Efficiency of Predictor Variables in Predicting the Educational Aspiration for the Total Sample

- In the present study, School Environment emerged as the most powerful predictor of Educational Aspiration. The coefficient of determination implies that 45.5% of the observed variance of the criterion variable Educational Aspiration can be explained by the predictor variable School Environment and it was significant, $F(1, 391) = 326.70, p < .01$.
- The second variable entered into the regression model was Quality of Life. The coefficient of determination implies 52.5% of observed variance of the criterion variable Educational Aspiration can be explained by the predictor variables School Environment and Quality of Life together and it was significant, $F(2, 390) = 215.27, p < .01$.
- The last variable entered into the regression model was Socio Personal Adjustment. The coefficient of determination implies 53.2% of the observed variance of the criterion variable can be explained by the predictor variables School Environment, Quality of Life, and Socio Personal Adjustment jointly and it was significant, $F(3, 389) = 147.39, p < .01$.
- The variation in other variables that were left out of this study was responsible for the remaining 46.8% of the variation in Educational Aspiration. Hence, the linear combination of three significant predictor variables (Quality of Life, Socio Personal Adjustment, and School Environment) significantly affect Educational Aspiration.
- Regression coefficients indicated that the three predictor variables—School Environment, $\beta = 0.386, p < .01$, Quality of Life, $\beta = 0.327, p < .01$, Socio Personal Adjustment, $\beta = 0.110, p < .01$ —individually have a significant

positive impact on Educational Aspiration. As a result, children who have high scores for Quality of Life, Socio Personal Adjustment, and School Environment, tend to have high Educational Aspiration.

- The regression equation developed for estimating the Educational Aspiration (EA) of children of migrant labourers by the linear combination of significant predictors; Quality of Life (QoL), Socio Personal Adjustment (SPA), and School Environment (SE) was given by,

$$EA = 33.32 + .262 SE + .192 QoL + .082 SPA$$

Relative Efficiency of the Dimensions of the Predictor Variables in Predicting the Educational Aspiration for the Total Sample

- In the present study, the Personal Factor dimension of the School Environment variable emerged as the most powerful predictor of Educational Aspiration. The coefficient of determination implies that 36.7% of the observed variance of the criterion variable Educational Aspiration can be explained by the Personal Factor dimension of the predictor variable School Environment and it was significant, $F(1, 391) = 227.04, p < .01$.
- The second dimension of the predictor variables entered into the regression model was Physical Health. The coefficient of determination implies that 48.2% of the observed variance of the criterion variable, Educational Aspiration, can be explained by the dimensions, Personal Factors and Physical Health together, and it was significant, $F(2, 390) = 181.72, p < .01$.
- The third dimension of the predictor variable entered into the regression model was Social Relationships. The coefficient of determination implies that 51.8% of the observed variance of the criterion variable, Educational Aspiration, can be explained by the dimensions, Personal Factors, Physical Health, and Social Relationships combinedly, and it was significant, $F(3,389) = 139.08, p < .01$.

- The fourth dimension of the predictor variable entered into the regression model was Physical and Material Factors. The coefficient of determination implies that 53.9% of the observed variance of the criterion variable, Educational Aspiration, can be explained by the dimensions, Personal Factors, Physical Health, Social Relationships, and Physical and Material Factors combinedly, and it was significant, $F(4,388) = 113.31, p < .01$.
- The fifth dimension of the predictor variable entered into the regression model was Living Environment. The coefficient of determination implies that 55.5% of the observed variance of the criterion variable, Educational Aspiration, can be explained by the dimensions, Personal Factors, Physical Health, Social Relationships, Physical and Material Factors, and Living Environment combinedly, and it was significant, $F(5,387) = 96.45, p < .01$.
- The sixth dimension of the predictor variable entered into the regression model was Personal Adjustment. The coefficient of determination implies that 56.3% of the observed variance of the criterion variable, Educational Aspiration, can be explained by the dimensions, Personal Factors, Physical Health, Social Relationships, Physical and Material Factors, Living Environment, and Personal Adjustment combinedly, and it was significant, $F(6,386) = 83.0, p < .01$.
- The dimensions, Psychological State, Social Adjustment, and Academic Factors were excluded, and they were not entered as significant predictors of Educational Aspiration for the total sample.
- Regression coefficients indicated that the six dimensions of the predictor variables, Personal Factors, $\beta = 0.267, p < .01$, Physical Health, $\beta = 0.169, p < .01$, Social Relationships, $\beta = 0.113, p < .01$, Physical and Material Factors, $\beta = 0.167, p < .01$, Living Environment, $\beta = 0.167, p < .01$, and Personal Adjustment, $\beta = 0.112, p < .01$, individually have a significant

positive impact on Educational Aspiration. As a result, children who have high scores for the dimensions Personal Factors, Physical Health, Social Relationships, Physical and Material Factors, Living Environment, and Personal Adjustment, tend to have high Educational Aspiration.

- The regression equation developed for estimating the Educational Aspiration of children of migrant labourers by the linear combination of significant dimensions of the predictors; Personal Factors (PF), Physical Health (PH), Social Relationships (SR), Physical and Material Factors (PMF), Living Environment (LE), and Personal Adjustment (PA) was given by,

$$EA = 32.00 + .641 PF + .525 PH + .187 SR + .263 PMF + .397 LE + .172 PA.$$

Relative Efficiency of the Predictor Variables in Predicting the Educational Aspiration for the Subsample Boys

- In the present study, School Environment emerged as the most powerful predictor of Educational Aspiration. The coefficient of determination implies that 35% of the observed variance of the criterion variable Educational Aspiration can be explained by the predictor variable School Environment and it was significant, $F(1, 170) = 91.67, p < .01$, for the subsample boys.
- The second variable entered into the regression model was Quality of Life. The coefficient of determination implies 43.7% of observed variance of the criterion variable Educational Aspiration can be explained by the predictor variables School Environment and Quality of Life together and it was significant, $F(2, 169) = 65.71, p < .01$, for the subsample boys.
- The variable Socio Personal Adjustment was excluded from the model, and it was not entered as a significant predictor of Educational Aspiration for the subsample boys.
- The variation in other variables that were left out of this study was responsible for the remaining 56.3% of the variation in Educational

Aspiration. Hence, the linear combination of two significant predictor variables (Quality of Life, and School Environment) significantly affects the Educational Aspiration of the migrant boys.

- Regression coefficients indicated that the two predictors, School Environment, $\beta = 0.427$, $p < .01$, and Quality of Life, $\beta = 0.338$, $p < .01$, individually have a significant positive impact on Educational Aspiration. As a result, migrant boys, who have high scores of Quality of Life, and School Environment, tend to have high Educational Aspiration.
- The regression equation developed for estimating the Educational Aspiration (EA) of children of migrant labourers by the linear combination of significant predictors; Quality of Life (QoL), and School Environment (SE) was given by,

$$EA = 37.36 + .320 SE + .217 QoL.$$

Relative Efficiency of the Predictor Variables in Predicting the Educational Aspiration for the Subsample Girls

- In the present study, Quality of Life emerged as the most powerful predictor of the Educational Aspiration. The coefficient of determination implies that 54.4% of the observed variance of the criterion variable Educational Aspiration can be explained by the predictor variable Quality of Life and it was significant, $F(1, 219) = 261.35$, $p < .01$, for the subsample girls.
- The second variable entered into the regression model was School Environment. The coefficient of determination implies 61% of observed variance of the criterion variable Educational Aspiration can be explained by the predictor variables School Environment and Quality of Life together and it was significant, $F(2, 218) = 170.18$, $p < .01$, for the subsample girls.
- The variable Socio Personal Adjustment was excluded, and it was not entered as a significant predictor of Educational Aspiration for the subsample girls.

- The variation in other variables that were left out of this study was responsible for the remaining 39% of the variation in Educational Aspiration. Hence, the linear combination of two predictor variables (Quality of Life, and School Environment) significantly affects the Educational Aspiration of the migrant girls.
- Regression coefficients indicated that the two predictors, Quality of Life, $\beta = 0.414, p < .01$, and School Environment, $\beta = 0.413, p < .01$, individually have a significant positive impact on Educational Aspiration. As a result, migrant girl students who have high scores of Quality of Life, and School Environment, tend to have high Educational Aspiration.
- The regression equation developed for estimating the Educational Aspiration (EA) of children of migrant labourers by the linear combination of significant predictors, Quality of Life (QoL), and School Environment (SE) was given by,

$$EA = 38.087 + .238 \text{ QoL} + .271 \text{ SE.}$$

Tenability of Hypotheses

Based on the findings of the study, the tenability of the hypotheses stated for the present study was examined. This section includes information about the tenability of the hypotheses.

1. There will be significant difference in the mean scores of Quality of Life of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there exists a significant difference in the mean scores of Quality of Life between boy and girl children of migrant labourers in Kerala. **Hence, the first hypothesis is fully substantiated.**

2. There will be significant difference in the mean scores of Socio Personal Adjustment of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there exists no significant difference in the mean scores of Socio Personal Adjustment between boy and girl children of migrant labourers in Kerala. **Hence, the second hypothesis is rejected.**

3. There will be significant difference in the mean scores of School Environment of children of migrant labourers in Kerala between the samples of boys and girls.

The study's findings showed that there was a significant difference in the mean School Environment scores between boy and girl children of migrant labourers in Kerala. **Hence, the third hypothesis is fully substantiated.**

4. There will be significant difference in the mean scores of Educational Aspiration of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there was no significant difference in the mean scores of Educational Aspiration between boy and girl children of migrant labourers in Kerala. **Hence, the fourth hypothesis is rejected.**

5. There will be significant difference in the mean scores of dimensions of Quality of Life (Physical Health, Psychological State, Social Relationships, and Living Environment) of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there exists a significant difference in the mean scores of all four dimensions of Quality of Life;

Physical Health, Psychological State, Social Relationships, and Living Environment between boy and girl children of migrant labourers in Kerala.

Hence, the fifth hypothesis is fully substantiated.

6. There will be significant difference in the mean scores of dimensions of Socio Personal Adjustment (Social Adjustment and Personal Adjustment) of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there was no significant difference in the mean scores of Personal Adjustment between boy and girl children of migrant labourers in Kerala. However, a significant difference exists in the mean scores of Social Adjustment between the sample of boys and girls. **Hence, the sixth hypothesis is partially substantiated.**

7. There will be significant difference in the mean scores of dimensions of School Environment (Personal and Material Factors, Academic Factors, and Personal Factors of the School Environment) of children of migrant labourers in Kerala between the samples of boys and girls.

The findings of the study revealed that there exists a significant difference in the mean scores of all three dimensions (Personal and Material Factors, Academic Factors, and Personal Factors of the School Environment) between the boy and girl children of migrant labourers in Kerala. **Hence, the seventh hypothesis is fully substantiated.**

8. There will be significant difference in the mean scores of dimensions of Educational Aspiration (Available support and assistance, Parents' views and support regarding education, Pupils' effort to attain educational goal, Pupils' views regarding values and benefits of education, and Reality of aspired goal)

of children of migrant labourers in Kerala between the samples of boy and girl.

The findings of the study revealed that there exists no significant difference in the mean scores of all five dimensions of Educational Aspiration (Available support and assistance, Parents' views and support regarding education, Pupils' effort to attain educational goal, Pupils' views regarding values and benefits of education, and Reality of aspired goal) between boy and girl children of migrant labourers in Kerala. **Hence, the eighth hypothesis is rejected.**

9. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the total sample.

Results of the correlation analysis revealed that there was a significant and substantial positive relationship between the variables Quality of Life and Educational Aspiration, Socio Personal Adjustment and Educational Aspiration and School Environment and Educational Aspiration for the total sample. **Hence, the ninth hypothesis is fully substantiated.**

10. There will be significant relationship between the independent variables (Quality of Life, Socio Personal Adjustment, and School Environment) and the dependent variable (Educational Aspiration) for the subsample of boys and girls.

Results of the correlation analysis for the subsample of boys revealed that there was a significant and substantial positive relationship between the variables Quality of Life and Educational Aspiration, Socio Personal Adjustment and Educational Aspiration and School Environment and Educational Aspiration. The results of the correlation analysis for the

subsample girls also revealed that there exists a significant and substantial positive relationship between the variables Quality of Life and Educational Aspiration, Socio Personal Adjustment and Educational Aspiration and School Environment and Educational Aspiration. **Hence, the tenth hypothesis is fully substantiated.**

11. There will be significant relationship between the dimensions of the independent variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) and the dependent variable (Educational Aspiration) for the total sample.

Results of the correlation analysis revealed that there was a significant and substantial positive relationship between the dimensions of the independent variables and the dependent variable, i.e., Physical Health and Educational Aspiration, Psychological State and Educational Aspiration, Social Relationships and Educational Aspiration, Living Environment and Educational Aspiration, Personal Adjustment and Educational Aspiration, Social Adjustment and Educational Aspiration, Physical and Material Factors and Educational Aspiration, Academic Factors and Educational Aspiration, and Personal Factors and Educational Aspiration. **Hence, the eleventh hypothesis is fully substantiated.**

12. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the Criterion variable, Educational Aspiration of children of migrant labourers for the total sample.

The results of multiple regression analysis revealed that the Educational Aspiration of children of migrant labourers can be significantly

predicted by Quality of Life, Socio Personal Adjustment, and School Environment for the total sample. School Environment was found to be the most significant predictor for the total sample, followed by Quality of Life and Socio Personal Adjustment. **Hence, the twelfth hypothesis is fully substantiated.**

13. Quality of Life, Socio Personal Adjustment, and School Environment will be the significant predictors in predicting the Criterion variable, Educational Aspiration of children of migrant labourers for the subsample of boys and girls.

The results of multiple regression analysis revealed that the Educational Aspiration of children of migrant labourers can be significantly predicted by Quality of Life and School Environment for the subsample based on gender. School Environment was found to be the most significant predictor for the subsample of boys and for the subsample of girls, Quality of Life was found to be the most significant predictor. For both the subsamples of boys and girls, Socio Personal Adjustment was not a significant predictor of Educational Aspiration. **Hence, the thirteenth hypothesis is partially substantiated.**

14. The relative efficiency of predictor variables (individual and combined) will be significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.

The results of multiple regression analysis showed that the individual and combined contributions of predictor variables in predicting Educational Aspiration were significant for the total sample. **Hence, the fourteenth hypothesis is fully substantiated.**

15. The relative efficiency of predictor variables (Quality of Life and School Environment) (individual and combined) will be significant in predicting the

criterion variable Educational Aspiration of children of migrant labourers for the subsample of boys and girls.

The results of multiple regression analysis showed that the individual and combined contributions of predictor variables—Quality of Life and School Environment—in predicting Educational Aspiration were significant for the subsample of boys and girls and the predictor variable, Socio Personal Adjustment was not significant and excluded from the regression model. **Hence, the fifteenth hypothesis is partially substantiated.**

16. The dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) will be the significant predictors in predicting the criterion variable Educational Aspiration of the children of migrant labourers for the total sample.

The results of multiple regression analysis revealed that the Educational Aspiration of children of migrant labourers can be significantly predicted by Physical Health, Social Relationships, Living Environment, Personal Adjustment, Physical and Material Factors, and Personal Factors. Psychological State, Academic Factors, and Social Adjustment were excluded from the total sample. **Hence, the sixteenth hypothesis is partially substantiated.**

17. The relative efficiency of the dimensions of the predictor variables (Physical Health, Psychological State, Social Relationships, Living Environment, Personal Adjustment, Social Adjustment, Physical and Material Factors, Academic Factors, and Personal Factors) (individual and combined) will be

significant in predicting the criterion variable Educational Aspiration of children of migrant labourers for the total sample.

Multiple regression analysis results showed that the individual and combined contributions of the dimensions of the predictor variables – Physical Health, Social Relationships, Living Environment, Personal Adjustment, Physical and Material Factors, and Personal Factors– in predicting Educational Aspiration were significant for the total sample. Psychological State, Academic Factors, and Social Adjustment were excluded from the model. **Hence, the seventeenth hypothesis is partially substantiated.**

Conclusions

The findings of the present study made the investigator derive the following conclusions.

From the study's major findings, it can be inferred that there exists a gender difference in the Quality of Life of children of migrant labourers in Kerala, as in the studies of Louzado et al. (2021). The study also revealed that all four dimensions of Quality of Life—physical health, psychological state, social relationships, and living environment—also had a gender difference. The high mean scores were associated with the girl sample. It can be deduced that girls have a higher Quality of Life than boys. This result was contrary to those of Bonsaksen (2012), Lee et al. (2020), Fodor et al. (2011), and Chraif and Dumitru (2015), which claim that women have lower levels of Quality of Life than men. Moirangthem and Ojha (2022) report more specifically that gender-related factors influence specific areas of QoL, such as girls scoring less in physical and psychological factors, whereas scoring better than boys in social relationship and environment areas. This conclusion and the findings of the current research were somewhat consistent.

The findings of the study also revealed that there was no gender difference in the Socio Personal Adjustment of children of migrant labourers, as in the studies of

Chowhan and Ravees (2019) and Thakur (2021). But the findings of the study conducted by Raj and Singaravelu (2019) were contrary to the present study. The personal adjustment dimension of the variable also does not have any gender difference, agreeing with the results of the study conducted by Wang and Zhang (2015). but the social adjustment dimension has a gender difference and a high mean score was associated with girl students, which was contrary to the results of the study conducted by Kaur et al. (2022) but agrees with the studies of Lalima and Prasad (2019) and Lee et al. (2009).

For the variable School Environment, there was a gender difference in the mean scores for the sample of children of migrant labourers in Kerala, and all its dimensions—physical and material factors, academic factors, and personal factors—showed gender differences. A high mean score was associated with girl students, as in the studies of Buckley et al. (2003), and Bhat and Joseph (2019). This result was contrary to those of Kuperminc et al. (1997), Amemiya and Wang (2018), and Jia et al. (2009). They claim from their studies that there was no gender difference in the perceived School Environment of students.

The findings of the study also indicated that in the case of children of migrant labourers, there was no gender difference in Educational Aspiration, and all five dimensions also showed any gender difference, as in the studies of Prajapati and Desai (2019), and Blackhurst and Auger (2008). But this result does not agree with those of Rampino and Taylor (2013) or Kumbhakarn (2011). Marini and Greenberger (1978), Gutman et al. (2014). These studies indicated that there was a gender difference in the Educational Aspiration of students. Most of the studies claim that girl students have more educational as well as occupational aspirations than boys.

The results of the correlation analysis indicated that for all three independent variables—the Quality of Life, Socio Personal Adjustment, and School Environment—there exists a substantially positive relationship with Educational

Aspiration. This result was contrary to those of Attas et al. (2021), who found that there was no relationship between Quality of Life and Educational Aspiration. But a study by Ameer et al. (2022) was in line with the findings of the present study. Rajkonwar et al. (2014) found in their study that there was no relationship between Adjustment and Educational Aspiration. But the findings of the study by Kulkarni and Nagamani (2019) agree with the result of the present study. As in the present study, Gupta et al. (2017), and Plucker (1998) found that the relationship between School Environment and Educational Aspiration was significant and positive. The findings of the study also revealed that there was a significant positive relationship between Quality of Life, Socio Personal Adjustment, School Environment, and Educational Aspiration for both boys and girls in the subsample.

Multiple regression analysis in the stepwise method revealed that all three predictor variables—the Quality of Life, Socio Personal Adjustment, and School Environment—can predict the Educational Aspiration of children of migrant labourers in Kerala. Among these variables, the School Environment was identified as the most powerful predictor of Educational Aspiration. The results of the study by Edgerton et al. (2011) support the findings of the present study that Quality of Life can predict Educational Aspiration. Kulkarni and Nagamani (2019), Ray and Elliott (2006), Holliman et al. (2018), DeRosier and Lloyd (2010), and Tamannaefar et al. (2019) agree with the conclusion of the present study that the adjustment can predict Educational Aspiration. But the result of the study by Watley (1965) was contrary to the present one. The studies of Gupta and Bashir (2017), Bashir and Kaur (2017), Martina and Anthony (2019), Ali et al. (2014), and Maxwell et al. (2017) were in line with the result that School Environment can predict Educational Aspiration. For the boys in the subsample, the School Environment was the best predictor of Educational Aspiration, followed by Quality of Life. For the girl sample, Quality of Life was the best predictor of Educational Aspiration, followed by the School Environment. It can

be noted that Socio Personal Adjustment was outside the model for both the boy and girl subsamples.

It was evident from the study that the School Environment, Quality of Life, and Socio Personal Adjustment can have an impact on the Educational Aspiration of children of migrant labourers. Therefore, the ruling authority and other stakeholders should take the initiative to promote an affable school climate, an elevated Quality of Life, and excellent Socio Personal adjustment.

Limitations of the Study

There was a probability of some limitations in every study despite all efforts to guarantee accuracy and generalisability. The following limitations for the current investigation are noted:

1. Only 393 samples were taken for the study because of the COVID-19 pandemic outbreak.
2. The dependent variable's dimension-wise analysis was not tried. It would take an excessively long investigation by doing a dimension-wise analysis of the dependent variable. Therefore, the investigator decided against performing a dimension-wise analysis of the dependent variable.
3. Statistical Package for Social Sciences (SPSS) was used to analyse the data. The constraints of performing analysis using premade software packages would make it impossible to take into account the particular needs of the study. The investigator was limited to using the tools and features included in the software programme.
4. Only upper primary school students from government and aided schools were included in the population of the study. Due to practical considerations, the sample of the study was limited to seven districts in Kerala: Kasargod, Kozhikode, Malappuram, Thrissur, Palakkad, Ernakulam, and Idukki.

5. Parental Attitude was discovered to be a significant factor when taking into account the children of migrant labourers' Educational Aspiration. However, the investigator was unable to gather information from the parents of the migrant students because of the language barrier.
6. The mother state-wise analysis of the data was intended, but it proved challenging due to the general data sheet's imprecise information given by the sample.
7. The only categorical variable used was gender. Because there was not enough sample available for the other categorical analysis of the study, factors like location, types of management, etc. could not be included.

Amidst these limitations, the investigator has confidence that the study is authentic and will yield precise findings that can be applied generally. The investigator also anticipates that the results of the present study will give the governmental and non-governmental agencies the information they need to support children of migrant labourers in their educational endeavours.

Suggestions for Further Research

The current study sheds light on the psychosocial factors that affect the Educational Aspiration of children of migrant labourers in Kerala. More areas need to be explored in order to gain a broader range of information regarding the education of children of migrant labourers. This field of study has numerous avenues for further investigation. The scope of the present study may even be broadened by related studies, making more generalisations possible. Following are some suggestions for additional research activities:

1. A study using qualitative approaches such as participant observation, in-depth interviewing, focus group discussions, etc. can be conducted to explore the educational problems of children of migrant labourers in a new light.

2. A study that focuses on the educational problems and challenges faced by the children of migrant workers will be more relevant to stakeholder groups in taking the necessary steps to address those problems.
3. A detailed study may be conducted including more independent variables that are relevant like motivation, self-efficacy, parental attitude towards education, self-regulation, learning styles, etc. for a comprehensive awareness of the factors impacting the Educational Aspiration of children of migrant labourers.
4. Researchers can create and test the effectiveness of instructional packages and interventions designed specifically for children of migrant labourers to help them learn without a language barrier.
5. A comprehensive policy analysis study of provisions for migrant labourers and their children can be done to find out the gaps in implementing them.
6. Investigate what happens to migrant children's educational achievement and aspirations as they grow older and pursue further education, longitudinal research may be carried out.
7. Similar studies can be conducted by measuring achievement instead of Educational Aspiration and socio-familial and economic variables rather than psychosocial variables.
8. Taking high-migrant child populated schools as a case, a case study investigation can be conducted to find out the needs of the institution, teachers, and peers to successfully integrate children of migrant labourers in the new environment.
9. Studies may be conducted to find out how the same psychosocial factors affect the Educational Aspiration of children with special needs and other groups.
10. Using different samples, such as secondary school students and students at the higher secondary level, similar research can be carried out.

Recommendations

RECOMMENDATIONS

Any research aims to improve society by advancing knowledge through the development of scientific theories, concepts, and ideas. The aim of educational research is to advance educational practices by creating new knowledge about the teaching-learning environment. The ultimate goal of every educational study or research can be accomplished by making changes to an existing system or by developing new ones. This intention guided the direction of the present investigation. The educational implications of the study merged with the recommendations are presented in the following section.

The migrant community is a necessary component of modern Kerala society. People who are migrants experience social inequity and discrimination, much like all other marginalised groups. Living in a place that is geographically, culturally, and linguistically distinct from their origins poses a variety of difficulties for their offspring as well. The education of children of migrant labourers is a burning problem, and it requires quick attention. The present study examined how certain psychosocial factors affected the Educational Aspirations of migrant labourers' children in Kerala. The scope of the study also included identifying predictors of Educational Aspiration and their relative efficiency in predicting the Educational Aspiration of children of migrant labourers.

The study revealed that the selected psychosocial variables - Quality of Life, Socio Personal Adjustment, and School Environment - can affect Educational Aspiration, and these variables can also significantly predict the Educational Aspiration of children of migrant labourers in Kerala. Based on the findings of the study, the investigator has proposed some practical measures for enhancing the Educational Aspiration of children of migrant labourers, and hence, their educational status.

Educational Aspiration: A Leading Light to Reach Educational Success

The greater failure is not the child who doesn't reach the stars, but the child who has no stars that they feel they are reaching for - Brown (2007).

The process of creating one's educational path begins with the development of Educational Aspirations. They are characterised as speculative declarations and convictions about students' goals for the future, like the educational level they desire to achieve. The results of the study revealed that the percentage of students with high Educational Aspirations is very low. For the subsample of boys, it is lower than that of the students with low and average Educational Aspirations. So, to improve Educational Aspiration, the following measures can be taken:

School authorities, teachers, PTAs, NGO volunteers, government authorities, etc. can effectively take the initiative to impart the value, need, and importance of education to migrant children as well as to their parents. For that purpose, awareness classes and special interventions for both parents and children can be arranged. Setting educational goals and raising Educational Aspirations of migrant children can be accomplished through motivational classes that include inspirational story narrations, the screening of biography documentaries and films of admirable and successful people, role-playing of famous people, and so on. Awareness classes should be given to the parents of children of migrant labourers to make them aware of the importance of education and the need to educate their children. Classes on educational rights and opportunities, career guidance, and counselling should be held for children of migrant labourers, with participation from their parents. For children of migrant labourers to learn effectively and enthusiastically, they should be given adaptable learning materials and methods. Inspiring and innovative learning materials should be available in all schools to help migrant students achieve their full potential through effective and cutting-edge technological development.

Improving School Environment: A Way to Facilitate Educational Aspiration

The study revealed that the School Environment is a significant predictor of Educational Aspiration. There are very few students who have a high positive perception of their School Environment and the School Environment has a substantial positive relationship with Educational Aspiration. So improving the School Environment is necessary to enhance Educational Aspiration among children of migrant labourers. The school's infrastructure and surroundings should be examined in order to accommodate multicultural students and consider providing all students with a high-quality education. School authorities and teachers should encourage a multilingual, multicultural environment in schools to support migrant students. Encourage healthy peer interactions and competitions. Adopt a teaching method that every child in the class can follow and consider the needs of children who have language difficulties. Encouraging collaborative practices among students can lead to a more engaged class of students. Providing positive reinforcement to promote a strong classroom culture, setting high academic goals among students, building positive relationships with students, allowing students to choose and consider their interests, being open to feedback, creating rules and expectations, providing flexibility, reviewing classroom procedures, etc. by teachers can contribute to a more positive School Environment.

The best approach to incorporating children of migrant labourers is for teachers to be creative with their curriculum, selecting topics that reflect the diversity of the children's cultural identities and experiences. This can help them gain confidence and pride in their home states while also providing valuable learning opportunities for their classmates.

The personal factor dimension of the School Environment is a significant predictor of Educational Aspiration. Student interactions and relations and students' feelings are the important elements of this dimension. So school authorities should

take good care to ensure good relations among students and also between students and teachers. With the support of educational volunteers and school counsellors, help children of migrant labourers maintain good mental health and solve personal difficulties.

The physical and material factor dimension of the School Environment is also a significant predictor of Educational Aspiration. So, for students to sustain their Educational Aspirations and foster a sense of self-motivation to achieve academic success, adequate opportunities for career counselling and motivation classes should be made available. School authorities should take the initiative to enrol children of migrant labourers along with native children. Regularly conduct PTA gatherings to discuss strategies for improving the learning environment and resolving issues. Take initiatives to conduct cultural festivals and food festivals, and encourage students to celebrate the festivals of other states, ensuring the participation of children of migrant labourers and providing an opportunity for cultural interaction to grow, which will help to develop self-confidence and a sense of worth among children of migrant labourers. Native students and their parents should be given awareness classes to promote the inclusion of children of migrant labourers in schools and society. Other language books should be available in libraries as well.

Improving Quality of Life: A Way to Improve Educational Aspiration

Quality of Life is identified as the second strongest predictor of Educational Aspiration in the present study. Quality of Life shows a significant positive relationship with Educational Aspiration. The majority of students under study have average or low levels of Quality of Life. So, by improving the Quality of Life of students, Educational Aspirations can be enhanced. The government and other relevant authorities should take the initiative to provide basic living conditions for

migrant families and their children. The study also revealed that the dimensions of Quality of Life, physical health, social relationships, and living environment - can significantly predict Educational Aspiration. The facilities, including proper housing with sanitation and hygiene, water, road, and traffic facilities, issuing migration cards with migration details and family details, membership in social protection schemes, ensuring minimum wages, providing financial support and concessions in fees and taxes, ensuring protection from any kind of harassment or exploitation, etc., should be ensured by the government.

The different government initiatives like the Interstate Migrant Workers Welfare Scheme, health cards for the migrant labourers, skill development institutes and the Kerala Academy of Skill Excellence (KASE), the Migrant Suraksha Project, etc. should be properly implemented and ensure the participation and enrolment of each migrant labourer. Give them awareness classes in their mother tongue about their constitutional rights with the help of volunteers.

Promote the participation of migrant families in various gatherings like PTA meetings, Gramasabhas, Ayalkoottam, Kudumbasree, and Kshemanidhi, and ensure the participation of children of migrant labourers in excursions, study tours, field visits, balasabhas, school club activities, arts and sports festivals in schools, school parliament, NSS, SPC, Red Cross, Little Kites, and Scouts.

The government and non-governmental organisations (NGOs) should take steps to provide literacy programmes for migrant families. Migrant workers can improve their communication skills and become more aware of their rights and responsibilities, as well as the rights of their children, by being educated. They can prevent exploitation and can make a better living. Educating parents can improve the Quality of Life for children of migrant labourers, allowing them to pursue their educational goals.

The psychological state dimension of Quality of Life also has a significant relationship with Educational Aspiration. So, in order to improve the psychological state of children of migrant labourers, counselling classes must be given. It can be done through Anganwadies, school counselling cells, or other special programmes initiated by the social justice department or the child justice department. School teachers and educational volunteers can give them mental support by regularly discussing their problems and barriers.

Improving Socio Personal Adjustment: A Way to Improve Educational Aspiration

The study observed that Socio Personal Adjustment has a significant positive relationship with Educational Aspiration. By improving Socio Personal Adjustment, we can enhance the Educational Aspirations of children of migrant labourers. Provide adequate counselling sessions to improve socio personal adjustment and identify the problems of migrant labourers' children. Teachers and students should maintain a good and healthy relationship with the children of migrant labourers. Teachers and social workers should attempt to ensure the participation of children of migrant labourers in social programmes, which will help them grow relationships in society. Children who require more support to resolve adjustment problems can be helped with clinical interventions like psychotherapy, family therapy, peer-group counselling, etc. A child gains superior problem-solving, communication, and stress-management skills by employing cognitive behavioural techniques in psychotherapy. Making the necessary changes in the family is frequently the emphasis of family therapy. It could involve enhancing interpersonal relationships and family interactions. Additionally, it could strengthen family members' support. Interpersonal and social abilities are developed through peer-group counselling approach. These three methods can effectively be made used in supporting migrant students.

To help migrant students, the government should foster an environment where services like guidance and counselling can function both in schools and in the community. To address the problems of socially disadvantaged students, all learning centres must be provided with the necessary facilities. Gibbian (1993) says that the social problem of one generation is the psychological problem of the next generation (Iqbal et al., 2013). So, any intervention to support the children of migrant labourers should start with their family itself. Give social support and security to the families of migrant labourers to improve their social as well as personal adjustment.

General Recommendations Based on the Results of Unstructured Interviews Conducted among Teachers

Most of the teachers experienced linguistic problems while interacting with the children of migrant labourers, and they are irregular in classes. At the time of the literature analysis, the investigator found that the dropout rate of children of migrant labourers is high. So special training programmes must be conducted for literate parents and children and parents must be trained in the local language. It is better to integrate children of migrant labourers into mainstream classes from the start of their academic careers than enrol them first in preparatory language programmes and delay enrollment in mainstream courses. Language training is important, but it should be provided in addition to, not in place of, regular coursework. Language training must begin at the preschool or Anganwadi level, with the help of special trainers. Children of migrant labourers who enrol in a state school may find Malayalam to be a difficult language. The Samagra Shiksha Kerala district office in Kozhikode proposed to start the "Meethi Malayalam" project to aid in language learning through Hindi with the help of teachers experienced in Malayalam and Hindi. Such projects should be implemented throughout Kerala.

The state literacy mission authority started a literacy programme for migrant labourers named Changathi. As part of the initiative, the literacy mission authority holds five hours of classes each week. For this, study centres made up of five to ten clusters have been established. Hamari Malayalam is a textbook exclusively for migrants. This programme began in the Ernakulam district and has since spread to eleven other districts. Nonetheless, the vast majority of migrant workers do not benefit from this programme. Stakeholders should make diligent efforts to effectively implement this type of programme.

Roshni is a project that aims to educate the children of migrant workers in Ernakulam district. With the support of the district Panchayath, education department, SSA, and NGOs, the district administration launched the Roshni programme to improve the social participation and educational performance of children of migrant labourers. The project uses a strategy of code-switching using special packages and extra early hours of about 90 minutes before the morning classes to help children of migrant labourers become proficient in Malayalam, English, and Hindi languages. This method can be adopted by all other districts in Kerala.

To mainstream underprivileged children and give them training in their languages, special training centres have been established by SSA Ernakulam. Educational volunteers are chosen to give the children of migrant labourers specialised instruction in their languages. SSA Ernakulam has educational volunteers in Bengali, Oriya, and Hindi. This practice can be followed by every other district in Kerala to help children of migrant labourers with language training and retention in schools.

The Education Guarantee Scheme and Alternative and Innovative Education programmes for the education of out-of-school children, which are part

of the SSA programme, are also applicable to children of migrant labourers. This programme includes provisions for temporary hostels and residential camps for the children of seasonal migrants, work-site schools at the sites where migrant families are employed, a programme for educational volunteers, the use of migration cards to track migrant labour children, the participation of non-governmental organisations in the mapping of migration and the facilitation of children of migrant labourers' education, etc. This programme must be properly implemented in each district to aid the children of migrant labourers' education.

Other Sarva Shiksha Kerala programmes like the Parental Awareness Programme, Shaam Ka Milan, Special Module Preparation for migrants, training of educational volunteers, collaboration with social workers, Kudumbasree volunteers, Asha workers, and NSS volunteers for enrolling children of migrant labourers, etc. Should be properly implemented for the education of children of migrant labourers.

NPE 2020 envisions that alternative and innovative education centres will be established in collaboration with civil society to ensure that children of migrant labourers and other children who drop out of school due to various circumstances are re-enrolled. Realising this concept of alternative and innovative education centres will be extremely beneficial in meeting the diverse educational needs of children of migrant labourers.

Conclusions

A lot of programmes and policies are framed for migrant labourers and their children. But they are not systematically implemented. The facilities envisioned in each programme and policy will help the children of migrant labourers get access to quality education and improve their Educational Aspirations. Only by integrating conscious efforts from the part of the government, social workers, NGOs, school authorities, teachers, and other stakeholders can help the education of the children of

migrant labourers. Providing a positive and safe School Environment, a healthy living environment, and favourable circumstances, as well as treating them with courtesy and respect, providing opportunities and guidance, and assisting them in recognising their worth and confidence, will enhance their Educational Aspirations, and achieve success in life.

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Appendices

Appendix A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

GENERAL DATA SHEET

Prof. (Dr.) P.K.Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ:

താഴെ പറയുന്ന ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് എഴുതേണ്ടിടത്ത് എഴുതുക. ഉത്തരങ്ങൾ കൊടുത്തിട്ടുള്ളിടത്ത് ശരിയായ ഉത്തരത്തിനെതിരെ ശരി അടയാളം ഇടുക.

1. പേര്:..... 2. ആൺകുട്ടി/പെൺകുട്ടി
3. വയസ്:..... 4. ക്ലാസ്: 4. സ്കൂൾ/സ്ഥാപനം.....
5. കുടുംബാംഗങ്ങളെക്കുറിച്ചുള്ള വിവരം താഴെ [1] മുതൽ [9] വരെയുള്ള കോളങ്ങളിൽ സൂചിപ്പിക്കാവുന്നതാണ്. അതിൽ ആവശ്യമുള്ള കോളത്തിൽ ശരി [✓] അടയാളപ്പെടുത്തുക.

അംഗങ്ങൾ	അക്ഷരാഭ്യാസം ഇല്ല	Std. I to IV	Std. V to VII	Std VIII to X	Pre University, Pre-Degree T.T.C. Intermediate	BA, B.Sc., B..Com., Eng. Diploma	MA, MSc, M.Ed., BL, B.Sc(Tech), Ph.D. etc.	ജോലിയുണ്ടെങ്കിൽ ജോലിയുടെ പേര്	പ്രതിമാസ വരുമാനം
	1	2	3	4	5	6	7	8	9
പിതാവ് (രക്ഷാകർത്താവ്)									
മാതാവ്									

6. വീട്ടിലെ ആകെ അംഗങ്ങളുടെ എണ്ണം:
7. സഹോദരങ്ങളുടെ എണ്ണം :
8. ജന്മസ്ഥലം (Native Place) :
9. എത്രവർഷമായി ഇവിടെ താമസിക്കുന്നു:
10. അറിയാവുന്ന ഭാഷകൾ:

Appendix B
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON QUALITY OF LIFE
(DRAFT-Malayalam)

Prof. (Dr.) P. K. Aruna
 Professor

Roopa Gopal V.
 Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	വൈദ്യുതിസൗകര്യത്തോടു കൂടിയതാണ് ഞാൻ താമസിക്കുന്ന സ്ഥലം			
2.	എന്റെ വീടിന് ചുറ്റുപാടും എനിക്ക് കളിക്കാനാവശ്യമായ സ്ഥലം ലഭ്യമാണ്			
3.	വൃത്തിഹീനമായ ചുറ്റുപാടിയാണ് ഞാൻ താമസിക്കുന്നത്			
4.	സ്ഥിരമായി മരുന്നുകൾ ഉപയോഗിക്കുന്ന വ്യക്തികൾ എന്റെ വീട്ടിലുണ്ട്			
5.	സർക്കാർ പദ്ധതികളിലൂടെ വീടിനുള്ള സൗകര്യം ലഭിച്ചിട്ടുണ്ട്			
6.	അസുഖങ്ങൾ വരുമ്പോൾ മതിയായ ചികിത്സ എനിക്ക് ലഭിക്കാറുണ്ട്			
7.	ദൈനംദിന കാര്യങ്ങൾക്കാവശ്യമായ ഉൾജം എനിക്കുണ്ട്			
8.	മറ്റുള്ളവരെ അപേക്ഷിച്ച് ഞാൻ പെട്ടെന്നു ക്ഷീണിതനാവുന്നു			
9.	എനിക്ക് ഇടക്കിടക്ക് അസുഖങ്ങൾ വരാറുണ്ട്			
10.	എനിക്ക് എന്റെ ഇഷ്ടപ്രകാരം സഞ്ചരിക്കുവാൻ സാധിക്കുന്നു			
11.	ആരോഗ്യപരമായ ഞാൻ വളരെ താഴ്ന്ന നിലയിലാണ്			
12.	വിവിധ ഭക്ഷണപദ്ധതികളിലൂടെ ഭക്ഷണസാമഗ്രികൾ ലഭിക്കാറുണ്ട്			

ക്ര. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ല/പായമില്ല	വിയോജിക്കുന്നു
13.	വീട്ടിലുള്ളവരുടെ അസുഖം എന്റെ ജീവിതത്തെ പ്രതികൂലമായി ബാധിക്കാറുണ്ട്			
14.	എന്റെ സഹപാഠികളുമായി എനിക്ക് നല്ല ബന്ധമാണുള്ളത്			
15.	ആവശ്യമായ വിശ്രമം എനിക്ക് ലഭിക്കുന്നുണ്ട്			
16.	പഠനം ഉപേക്ഷിച്ച് ജോലി ചെയ്യുവാൻ വീട്ടുകാർ നിർബന്ധിക്കാറുണ്ട്			
17.	സ്കൂളിലും വീട്ടിലും എനിക്കു തരുന്ന ജോലികൾ ഏറ്റവും നന്നായി ചെയ്തു തീർക്കാറുണ്ട്			
18.	കുടിക്കാൻ ശുദ്ധമായ ജലം ഞങ്ങൾക്കു ലഭ്യമാണ്			
19.	ഒന്നിനും കൊള്ളാത്തവനാണ് ഞാൻ എന്നു തോന്നാറുണ്ട്			
20.	മറ്റുള്ളവരെ അപേക്ഷിച്ച് എനിക്ക് സൗന്ദര്യം കുറവാണെന്നു തോന്നാറുണ്ട്			
21.	ഞാൻ വൃത്തിയോടെയാണ് എപ്പോഴും നടക്കാറുള്ളത്			
22.	എന്റെ വീട്ടിലുള്ളവർക്ക് ഇവിടെ റേഷൻകാർഡും വോട്ടേഴ്സ് കാർഡും ഉണ്ട്			
23.	മറ്റു കുട്ടികൾ എന്നോട് കൂട്ടുകൂടാതെ ഒഴിവാക്കുന്നതായി തോന്നാറുണ്ട്			
24.	എന്നെ കാരണങ്ങൾ കൂടാതെ മറ്റു കുട്ടികൾ പരിഹസിക്കുന്നതായി തോന്നാറുണ്ട്			
25.	ടീച്ചർ എന്നെ ശ്രദ്ധിക്കാതിരിക്കുമ്പോൾ ടീച്ചറോട് ദേഷ്യം തോന്നാറുണ്ട്			
26.	എനിക്ക് ഇഷ്ടമല്ലാത്ത ആളുകളെ അക്രമിക്കാൻ തോന്നാറുണ്ട്			
27.	എന്റെ പ്രശ്നങ്ങൾ മനസിലാക്കി സഹായിക്കുന്ന ഒരുപാട് കൂട്ടുകാർ എനിക്കുണ്ട്			
28.	എനിക്ക് സംഭവിക്കുന്ന എല്ലാ കാര്യങ്ങളും നല്ലതിനാണെന്ന വിശ്വാസം എനിക്കുണ്ട്			
29.	എല്ലാവരും സ്നേഹത്തോടും സൗഹൃദത്തോടും കൂടി എന്നോട് പെരുമാറാറുണ്ട്			
30.	വീട്ടിലും ക്ലാസിലും ഞാൻ എല്ലാവർക്കും പ്രിയപ്പെട്ടവനാണ് എന്ന് തോന്നാറുണ്ട്			
31.	സമൂഹത്തിലെ ഉയർന്ന പദവികളിൽ എത്തിച്ചേരാൻ കഴിയും എന്ന് എനിക്ക് വിശ്വസമുണ്ട്			
32.	എനിക്ക് സർക്കാരിൽ നിന്നും പഠനത്തിനാവശ്യമായ സ്കോളർഷിപ്പ് ലഭിക്കുന്നുണ്ട്			
33.	എന്റെ ജീവിതരീതിയിലും സംസ്കാരത്തിലും ഞാൻ അഭിമാനിക്കുന്നു			
34.	സത്യത്തിനും ആദർശങ്ങൾക്കും വേണ്ടി ഞാൻ നിലകൊള്ളാറുണ്ട്			

ക്ര. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ലപോയില്ല	വിയോജിക്കുന്നു
35.	എന്റെ അറിവിനും വിശ്വാസങ്ങൾക്കും അനുസരിച്ചാണ് എന്റെ പ്രവർത്തനങ്ങൾ			
36.	എന്റെ വീട്ടുകാർക്ക് സർക്കാരിൽനിന്നും ഇൻഷുറൻസ് പരിരക്ഷ ലഭിക്കുന്നുണ്ട്			
37.	മറ്റുള്ളവരെ അന്ധമായി പിൻതുടരാതെ ഞാൻ എനിക്ക് ശരിയായി തോന്നുന്ന കാര്യങ്ങളിൽ ഉറച്ചു നിൽക്കുന്നുണ്ട്			
38.	പഠിക്കാൻ എനിക്ക് വളരെ ഇഷ്ടമാണ്			
39.	ക്ലാസിൽ ഏകാഗ്രതയോടുകൂടി ഇരിക്കാൻ എനിക്ക് സാധിക്കുന്നുണ്ട്			
40.	പഠനപ്രവർത്തനങ്ങൾ ഞാൻ വളരെ ശ്രദ്ധയോടുകൂടി ചെയ്തുതീർക്കുന്നുണ്ട്			
41.	പഠിച്ചകാര്യങ്ങൾ ഓർത്തു വയ്ക്കാൻ എനിക്ക് സാധിക്കുന്നു			
42.	എന്റെ എല്ലാ കാര്യങ്ങളും ഞാൻ വീട്ടുകാരുമായി പങ്കുവെയ്ക്കുന്നുണ്ട്			
43.	സമൂഹവുമായി ഇടപഴകി ജീവിക്കുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു			
44.	എന്റെ മതചാരങ്ങൾ പിന്തുടരാൻ ഇവിടെ സ്വാതന്ത്ര്യമുണ്ട്			
45.	വീടിന് സമാധാനപരമായ ഒരന്തരീക്ഷം ലഭ്യമാണ്			
46.	ബന്ധുക്കളുമായി നല്ല സ്നേഹത്തിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കുന്നുണ്ട്			
47.	നല്ല വ്യക്തികളുമായി ബന്ധം കാത്തു സൂക്ഷിക്കുന്നതിൽ ഞാൻ ശ്രദ്ധിക്കുന്നു			
48.	പൊതുപരിപാടികളിൽ ഞാൻ പങ്കെടുക്കുന്നുണ്ട്			
49.	സമൂഹത്തിൽ എന്നെ ഒറ്റപ്പെടുത്തുന്നതായി എനിക്ക് തോന്നുന്നുണ്ട്			
50.	അയൽക്കാരുമായി എനിക്ക് വളരെ നല്ല ബന്ധമാണുള്ളത്			
51.	ക്ലാസിലെ ഗ്രൂപ്പ് വർക്കുകളിൽനിന്നും എന്നെ ഒറ്റപ്പെടുത്തുന്നുണ്ട്			
52.	സർക്കാരിൽനിന്നും ഒരാനുകൂല്യവും എനിക്കും കുടുംബത്തിനും ലഭിക്കാറില്ല			
53.	നന്നായി ഭാഷ അറിയാത്തത് മറ്റുള്ളവരുമായി ഇടപഴകുന്നതിന് തടസം സൃഷ്ടിക്കുന്നു			
54.	ഞാൻ താമസിക്കുന്ന വീട് ഞങ്ങളുടെ സ്വന്തം അല്ല			
55.	എന്റെ കുടുംബത്തിന് സ്വന്തമായി ഭൂമിയുണ്ട്			
56.	എന്റെ വീട്ടുകാർക്ക് ജീവിക്കാനാവശ്യമായ വരുമാനം ഉണ്ട്			
57.	എന്റെ ഇഷ്ടങ്ങൾക്കനുസരിച്ച് പ്രവർത്തിക്കാനുള്ള സ്വാതന്ത്ര്യം എന്റെ വീട്ടുകാർ താരുന്നുണ്ട്			

ക്ര. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ലെങ്കിൽ	വിയോജിക്കുന്നു
58.	നിയമത്തിന്റെ പരിരക്ഷ എനിക്കും കുടുംബത്തിനും ലഭ്യമാണ്			
59.	ശരീരത്തിന് പരിക്കുപറ്റുന്നതരം പണികളിൽ ഏർപ്പെടാൻ ഞാൻ നിർബന്ധിതനാവരുണ്ട്			
60.	സാമൂഹിക സുരക്ഷാപദ്ധതികളിൽ ഞാൻ അംഗമാണ്			
61.	പോക്ഷകസമൃദ്ധമായ ഭക്ഷണം എനിക്ക് ലഭിക്കാറുണ്ട്			
62.	എനിക്ക് കമ്പ്യൂട്ടർ/ഇന്റർനെറ്റ് സൗകര്യം ലഭ്യമാണ്			
63.	പത്രങ്ങളിൽനിന്നും വായനശാലകളിൽനിന്നും വിവരങ്ങൾ ശേഖരിക്കാൻ എനിക്ക് സാധിക്കുന്നു			
64.	ഒരുപാടുപേരുമായി സൗഹൃദം കാത്തുസൂക്ഷിക്കുവാൻ എനിക്കു സാധിക്കുന്നുണ്ട്			
65.	ബാലസഭകളിലും സ്കൂളിലെ വിവിധ ക്ലബുകളിലും ഞാൻ അംഗമാണ്			
66.	പാർക്കുകളിലും മറ്റു പൊതുകളിസ്ഥലങ്ങളിലും ഞാൻ പോകാറുണ്ട്			
67.	മറ്റു കുട്ടികളോടുകൂടി വിവിധ കളികളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്			
68.	വിനോദയാത്രകളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്			
69.	വീട്ടിലേക്ക് എത്തിച്ചേരാൻ റോഡും വാഹനസൗകര്യവും ഉണ്ട്			
70.	യാത്ര ചെയ്യാൻ സ്വന്തമായി വാഹനം ഞങ്ങൾക്കുണ്ട്			
71.	ചപ്പുചവറുകളും മാലിന്യങ്ങളും വൃത്തിയായി സംസ്കരിക്കാൻ സൗകര്യമുണ്ട്			
72.	ദുരസ്ഥലങ്ങളിലേക്കുപോലും കാൽനടയായി പോകേണ്ടി വരാറുണ്ട്			
73.	എന്റെ വീട്ടിൽ ശുചിമുറിസൗകര്യം ഉണ്ട്			
74.	ശുചിമുറി സർക്കാർ പദ്ധതി പ്രകാരം നിർമ്മിച്ചിതാണ്			
75.	എനിക്ക് പഠനമുറിസൗകര്യം സർക്കാർ ലഭ്യമാക്കി തന്നിട്ടുണ്ട്			
76.	സഹപാഠികളിൽനിന്നും മാനസിക/ശാരീരിക പീഡനം അനുഭവിക്കാറുണ്ട്			
77.	അദ്ധ്യാപകരിൽനിന്നും മാനസിക/ശാരീരിക പീഡനം അനുഭവിക്കാറുണ്ട്			
78.	ചെറിയ തോൽവികളിൽപോലും വലിയ നിരാശ തോന്നാറുണ്ട്			
79.	സ്കൂളിൽ പഠനപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ ഉത്കണ്ഠ തോന്നാറുണ്ട്			
80.	കളിക്കാനാവശ്യമായ സമയം എനിക്ക് ലഭിക്കാറുണ്ട്			
81.	ആവശ്യമുള്ളപ്പോൾ സഹപാഠികളെന്ന സഹായിക്കാറുണ്ട്			
82.	എന്റെ സ്വന്തം കാര്യങ്ങൾ ചെയ്യുന്നതിനുള്ള സമയം എനിക്ക് കിട്ടുന്നുണ്ട്			

Appendix C
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON QUALITY OF LIFE
(DRAFT-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'agree', 'undecided', and 'disagree' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	The place where I live is with electricity facility			
2.	Around my house, I have enough space to play			
3.	I live in an unsanitary environment			
4.	I have people in my house who use medicines regularly			
5.	Housing facilities have been provided through government schemes			
6.	I get adequate treatment and medical facilities when I get sick			
7.	I have enough energy for everyday things			
8.	I get tired sooner than others in activities			
9.	I get sick from time to time			
10.	I can travel as I wish			
11.	My health is very low			
12.	Food items are available through various welfare schemes			
13.	The illness of my family members affects my life negatively			

Sl.No.	Statements	Agree	Undecided	Disagree
14.	I have a good relationship with my classmates			
15.	I am getting much rest as I needed			
16.	My family forces me to drop out of my studies and go to work			
17.	I do my best work at school and at home			
18.	Clean water is available for us to drink			
19.	I feel like I'm good for nothing			
20.	I feel less beautiful than others			
21.	I always stay clean			
22.	People in my house have a ration card and voters' cards here			
23.	Other children seem to avoid me			
24.	I feel like other children make fun of me for no reason			
25.	I get angry with the teacher when the teacher does not pay attention to me			
26.	I tend to attack people I don't like			
27.	I have many friends who understand my problems and help me			
28.	I have faith that everything that happens to me is for good			
29.	Everyone treats me with love and friendship			
30.	At home and in class, I feel loved by all			
31.	I believe that I can reach high positions in society			
32.	I am getting a scholarship from the government			
33.	I am proud of my lifestyle and culture			
34.	I stand for truth and ideals			
35.	My actions are according to my knowledge and beliefs			
36.	My family is getting insurance coverage from the government			
37.	I do not blindly follow others in what I feel is right			
38.	I like to study very much			
39.	I can study with concentration in class			
40.	I do my studies very carefully			

Sl. No.	Statements	Agree	Undecided	Disagree
41.	I can memorise what I studied			
42.	I share all my matters with my family			
43.	I like to live harmoniously with society			
44.	I am free to follow my religious beliefs here			
45.	My house has a peaceful atmosphere			
46.	I am able to treat relatives with good love			
47.	I care about maintaining relationships with good people			
48.	I attend public events			
49.	I often feel isolated in society			
50.	I have a very good relationship with my neighbours			
51.	I feel isolated from group work in class			
52.	My family and I do not get any benefits from the government			
53.	Not knowing the language well creates a barrier to interacting with others			
54.	The house I live in is not our own			
55.	My family owns land			
56.	My family has enough income to live on			
57.	My family gives me the freedom to do what I want			
58.	The protection of the law is available to me and my family			
59.	I am forced to engage in work that injures my body			
60.	I am a member of social security schemes			
61.	I get nutritious food			
62.	I have a computer/internet facility available			
63.	I can gather information from newspapers and libraries			
64.	I am able to maintain friendships with many people			
65.	I am a member of 'Balasabhas' and various clubs at school			
66.	I go to parks and other public places			
67.	I participate in various activities with other children			

Sl. No.	Statements	Agree	Undecided	Disagree
68.	I have the opportunity to take part in excursions			
69.	There is road and vehicle access to reach my house			
70.	We have our own vehicle to travel			
71.	There is a facility for the clean disposal of garbage for us			
72.	I have to go on foot even to distant places			
73.	There is a toilet facility in my house			
74.	The toilet is built as per the government scheme			
75.	I have been provided a study room facility by the government			
76.	I experience mental and physical abuse from my classmates			
77.	Suffers mental and physical abuse from teachers			
78.	Even small defeats can cause great disappointment for me			
79.	Feeling anxious while engaging in academic activities at school			
80.	I get enough time to play			
81.	I help my classmates when needed			
82.	I find time to do my own things			

Appendix D

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SCALE ON QUALITY OF LIFE

(FINAL-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്ര. നമ്പർ		യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	എന്റെ വീടിന് ചുറ്റുപാടും എനിക്ക് കളിക്കാനാവശ്യമായ സ്ഥലം ലഭ്യമാണ്			
2.	സ്ഥിരമായി മരുന്നുകൾ ഉപയോഗിക്കുന്ന വ്യക്തികൾ എന്റെ വീട്ടിലുണ്ട്			
3.	അസുഖങ്ങൾ വരുമ്പോൾ മതിയായ ചികിത്സ എനിക്ക് ലഭിക്കാറുണ്ട്			
4.	എനിക്ക് ഇടക്കിടക്ക് അസുഖങ്ങൾ വരാറുണ്ട്			
5.	എന്റെ സഹപാഠികളുമായി എനിക്ക് നല്ല ബന്ധമാണുള്ളത്			
6.	ആവശ്യമായ വിശ്രമം എനിക്ക് ലഭിക്കുന്നുണ്ട്			
7.	സ്കൂളിലും വീട്ടിലും എനിക്കു തരുന്ന ജോലികൾ ഏറ്റവും നന്നായി ചെയ്തു തീർക്കാറുണ്ട്			
8.	കുടിക്കാൻ ശുദ്ധമായ ജലം ഞങ്ങൾക്കു ലഭ്യമാണ്			
9.	ഒന്നിനും കൊള്ളാത്തവനാണ് ഞാൻ എന്നു തോന്നാറുണ്ട്			

ക്ര. നമ്പർ		യോജിക്കുന്നു	അല്ല/പാലില്ല	വിയോജിക്കുന്നു
10.	മറ്റുള്ളവരെ അപേക്ഷിച്ച് എനിക്ക് സൗന്ദര്യം കുറവാണെന്നു തോന്നാറുണ്ട്			
11.	മറ്റു കുട്ടികൾ എന്നോട് കൂട്ടുകൂടാതെ ഒഴിവാക്കുന്നതായി തോന്നാറുണ്ട്			
12.	എന്നെ കാരണങ്ങൾ കൂടാതെ മറ്റു കുട്ടികൾ പരിഹസിക്കുന്നതായി തോന്നാറുണ്ട്			
13.	എന്റെ പ്രശ്നങ്ങൾ മനസിലാക്കി സഹായിക്കുന്ന ഒരുപാട് കൂട്ടുകാർ എനിക്കുണ്ട്			
14.	എനിക്ക് സംഭവിക്കുന്ന എല്ലാ കാര്യങ്ങളും നല്ലതിനാണെന്ന വിശ്വാസം എനിക്കുണ്ട്			
15.	എല്ലാവരും സ്നേഹത്തോടും സൗഹൃദത്തോടും കൂടി എന്നോട് പെരുമാറാറുണ്ട്			
16.	വീട്ടിലും ക്ലാസിലും ഞാൻ എല്ലാവർക്കും പ്രിയപ്പെട്ടവനാണ് എന്ന് തോന്നാറുണ്ട്			
17.	സത്യത്തിനും ആദർശങ്ങൾക്കും വേണ്ടി ഞാൻ നിലകൊള്ളാറുണ്ട്			
18.	പഠിക്കാൻ എനിക്ക് വളരെ ഇഷ്ടമാണ്			
19.	പഠനപ്രവർത്തനങ്ങൾ ഞാൻ വളരെ ശ്രദ്ധയോടുകൂടി ചെയ്തു തീർക്കാറുണ്ട്			
20.	പഠിച്ച കാര്യങ്ങൾ ഓർത്തു വയ്ക്കാൻ എനിക്ക് സാധിക്കുന്നു			
21.	എന്റെ എല്ലാ കാര്യങ്ങളും ഞാൻ വീട്ടുകാരുമായി പങ്കുവെയ്ക്കാറുണ്ട്			
22.	എന്റെ മതചാരങ്ങൾ പിന്തുടരാൻ ഇവിടെ സ്വാതന്ത്ര്യമുണ്ട്			
23.	വീടിന് സമാധാനപരമായ ഒരന്തരീക്ഷം ലഭ്യമാണ്			
24.	ബന്ധുക്കളുമായി നല്ല സ്നേഹത്തിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കാറുണ്ട്			
25.	പൊതുപരിപാടികളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്			
26.	സമൂഹത്തിൽ എന്നെ ഒറ്റപ്പെടുത്തുന്നതായി എനിക്ക് തോന്നാറുണ്ട്			
27.	അയൽക്കാരുമായി എനിക്ക് വളരെ നല്ല ബന്ധമാണുള്ളത്			
28.	സർക്കാരിൽനിന്നും ഒരാനുകൂല്യവും എനിക്കും കുടുംബത്തിനും ലഭിക്കാറില്ല			
29.	നന്നായി ഭാഷ അറിയാത്തത് മറ്റുള്ളവരുമായി ഇടപഴകുന്നതിന് തടസം സൃഷ്ടിക്കുന്നു			
30.	ഞാൻ താമസിക്കുന്ന വീട് ഞങ്ങളുടെ സ്വന്തം അല്ല			
31.	എന്റെ വീട്ടുകാർക്ക് ജീവിക്കാനാവശ്യമായ വരുമാനം ഉണ്ട്			
32.	പോക്ഷകസമൃദ്ധമായ ഭക്ഷണം എനിക്ക് ലഭിക്കാറുണ്ട്			

ക്ര. നമ്പർ		യോജിക്കുന്നു	അല്ലപോയില്ല	വിയോജിക്കുന്നു
33.	എനിക്ക് കമ്പ്യൂട്ടർ/ഇന്റർനെറ്റ് സൗകര്യം ലഭ്യമാണ്			
34.	ഒരുപാടുപേരുമായി സൗഹൃദം കാത്തുസൂക്ഷിക്കുവാൻ എനിക്കു സാധിക്കുന്നുണ്ട്			
35.	ബാലസഭകളിലും സ്കൂളിലെ വിവിധ ക്ലബുകളിലും ഞാൻ അംഗമാണ്			
36.	പാർക്കുകളിലും മറ്റു പൊതുകളിസ്ഥലങ്ങളിലും ഞാൻ പോകാറുണ്ട്			
37.	വിനോദയാത്രകളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്			
38.	വീട്ടിലേക്ക് എത്തിച്ചേരാൻ റോഡും വാഹനസൗകര്യവും ഉണ്ട്			
39.	യാത്ര ചെയ്യാൻ സ്വന്തമായി വാഹനം ഞങ്ങൾക്കുണ്ട്			
40.	ചപ്പുചവറുകളും മാലിന്യങ്ങളും വൃത്തിയായി സംസ്കരിക്കാൻ സൗകര്യമുണ്ട്			
41.	കളിക്കാനാവശ്യമായ സമയം എനിക്ക് ലഭിക്കാറുണ്ട്			
42.	ആവശ്യമുള്ളപ്പോൾ സഹപാഠികളെന്നെ സഹായിക്കാറുണ്ട്			

Appendix E
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCALE ON QUALITY OF LIFE
(FINAL-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'agree', 'undecided', and 'disagree' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	Around my house, I have enough space to play			
2.	I have people in my house who use medicines regularly			
3.	I get adequate treatment and medical facilities when I get sick			
4.	I get sick from time to time			
5.	I have a good relationship with my classmates			
6.	I am getting much rest as I needed			
7.	I do my best work at school and at home			
8.	Clean water is available for us to drink			
9.	I feel like I'm good for nothing			
10.	I feel less beautiful than others			
11.	Other children seem to avoid me			
12.	I feel like other children make fun of me for no reason			
13.	I have many friends who understand my problems and help me			
14.	I have faith that everything that happens to me is for good			
15.	Everyone treats me with love and friendship			

Sl. No.	Statements	Agree	Undecided	Disagree
16.	At home and in class, I feel loved by all			
17.	I stand for truth and ideals			
18.	I like to study very much			
19.	I do my studies very carefully			
20.	I can memorise what I studied			
21.	I share all my matters with my family			
22.	I am free to follow my religious beliefs here			
23.	My house has a peaceful atmosphere			
24.	I am able to treat relatives with good love			
25.	I attend public events			
26.	I often feel isolated in society			
27.	I have a very good relationship with my neighbours			
28.	My family and I do not get any benefits from the government			
29.	Not knowing the language well creates a barrier to interacting with others			
30.	The house I live in is not our own			
31.	My family has enough income to live on			
32.	I get nutritious food			
33.	I have a computer/internet facility available			
34.	I am able to maintain friendships with many people			
35.	I am a member of 'Balasabhas' and various clubs at school			
36.	I go to parks and other public places			
37.	I have the opportunity to take part in excursions			
38.	There is road and vehicle access to reach my house			
39.	We have our own vehicle to travel			
40.	There is a facility for the clean disposal of garbage for us			
41.	I get enough time to play			
42.	My classmates help me when I needed			

Appendix F

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO PERSONAL ADJUSTMENT SCALE (DRAFT-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും’, ‘ചിലപ്പോഴൊക്കെ’, ‘ഒരിക്കലുമില്ല’ എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ ‘✓’ അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്ര. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
Part A				
1.	എന്നെ ഏൽപ്പിക്കുന്ന ഏതു ജോലിയും ഞാൻ കൃത്യതയോടെ ചെയ്തുതീർക്കാറുണ്ട്			
2.	എന്റെ സഹപാഠികൾ എന്നെക്കാൾ കഴിവുള്ളവരാണെന്ന് തോന്നാറുണ്ട്			
3.	എനിക്ക് പരിചയമില്ലാത്തവരോടും അധികാരസ്ഥാപനങ്ങളിൽ ഇരിക്കുന്നവരോടും അനായാസം സംസാരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്			
4.	എന്റെ ആവശ്യങ്ങളും അഭിപ്രായങ്ങളും തുറന്നു പറയാൻ എനിക്ക് മടിയാണ്			
5.	മറ്റുള്ളവർ എന്നെ മനസിലാക്കാതെ ഒറ്റപ്പെടുത്തുന്നതായി തോന്നാറുണ്ട്			
6.	മറ്റുള്ളവരുടെ വിമർശനങ്ങളിൽ ശരിയുണ്ടോ എന്ന് ഞാൻ ചിന്തിക്കാറുണ്ട്			
7.	എനിക്ക് ഇഷ്ടമുള്ള കാര്യങ്ങൾ ചെയ്യാനുള്ള സ്വാതന്ത്ര്യം വീട്ടുകാർ തരാറുണ്ട്			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
8.	മറ്റുള്ള കുട്ടികൾക്ക് പുറത്തുപോകുന്നതിനും കളിക്കുന്നതിനും എന്നെക്കാൾ സ്വാതന്ത്ര്യം ലഭിക്കാറുണ്ട്			
9.	ക്ലാസിൽ സ്വന്തം അഭിപ്രായങ്ങളും ആശയങ്ങളും പ്രകടിപ്പിക്കാൻ അധ്യാപകർ സമ്മതിക്കാറില്ല			
10.	മറ്റുള്ള ആളുകൾ എന്റെ കാര്യത്തിൽ അനാവശ്യമായി ഇടപെടുന്നതായി തോന്നാറുണ്ട്			
11.	എന്റെ ഇഷ്ടത്തിനനുസരിച്ച് പഠിക്കാനും കളിക്കാനുമുള്ള സ്വാതന്ത്ര്യം എനിക്ക് കിട്ടാറുണ്ട്			
12.	ക്ലാസിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ ഏത് ഗ്രൂപ്പിൽ പ്രവർത്തിക്കണം എന്നു തീരുമാനിക്കുന്നത് അധ്യാപകരാണ്			
13.	മറ്റുള്ളവർ എന്റെ അഭിപ്രായങ്ങൾക്ക് വില കൊടുക്കാത്തതുപോലെ തോന്നാറുണ്ട്			
14.	ക്ലാസിൽ മറ്റുകുട്ടികൾക്ക് കിട്ടുന്ന അത്രയും പരിഗണന എനിക്ക് കിട്ടാറില്ല			
15.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ മറ്റുകുട്ടികൾ എന്ന ലീഡർ ആയി തിരഞ്ഞെടുക്കാറുണ്ട്			
16.	മറ്റുള്ളവർ എന്നോട് മര്യാദയോടുകൂടി പെരുമാറാറുണ്ട്			
17.	അധ്യാപകർക്കും മാതാപിതാക്കൾക്കും എന്റെ കഴിവുകളിൽ പരിപൂർണ്ണമായി വിശ്വാസമുണ്ട്			
18.	സഹപാഠികൾ എന്നെ പുച്ഛത്തോടുകൂടി കാണുന്നതായി തോന്നാറുണ്ട്			
19.	മറ്റുള്ള കുട്ടികളുമായി ഞാൻ എളുപ്പത്തിൽ കൂട്ടുകൂടാറുണ്ട്			
20.	എന്റെ കൂട്ടുകാർക്കും പ്രിയപ്പെട്ടവർക്കും വേണ്ടി സഹായങ്ങൾ ചെയ്തുകൊടുക്കാൻ എനിക്കിഷ്ടമാണ്			
21.	ഞാൻ കൂടെയുള്ളത് മറ്റു കുട്ടികൾക്ക് ഇഷ്ടമില്ലാത്തതായി തോന്നാറുണ്ട്			
22.	അയൽക്കാരും പരിചയമുള്ളവരും എന്നോട് സ്നേഹത്തോടെ പെരുമാറാറുണ്ട്			
23.	കൂട്ടുകാരുടെയും അയൽക്കാരുടെയും വീട്ടിലെ ആഘോഷ പരിപാടികളിൽ എന്നെ ക്ഷണിക്കാറില്ല			
24.	ക്ലാസിലും വീട്ടിലും പലപ്പോഴും ഏകാന്തത അനുഭവപ്പെടുന്നതായി തോന്നാറുണ്ട്			
25.	അർഹിക്കുന്ന സ്നേഹവും ബഹുമാനവും എനിക്ക് സ്കൂളിൽ നിന്നും ലഭിക്കാറില്ല			
26.	എന്റെ അഭിപ്രായങ്ങൾ തുറന്നു പറഞ്ഞാൽ മറ്റുള്ളവർ പരിഹസിക്കും എന്നു ഭയപ്പെടുന്നു			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
27.	വീട്ടിലെ മോശം സാഹചര്യങ്ങൾ കാരണം കൂട്ടുകാരെ ഞാൻ വീട്ടിൽ കൊണ്ടുവരാറില്ല			
28.	മറ്റുള്ളവർ എന്റെ മനസിനെ വേദനിപ്പിക്കും വിധം പെരുമാറാറുണ്ട്			
29.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുന്നത് എനിക്ക് അസ്വസ്തത ഉണ്ടാക്കുന്നു			
30.	ഈ സമൂഹത്തിനു യോജിക്കാത്തവനാണു ഞാൻ എന്നു തോന്നാറുണ്ട്			
Part B				
31.	സ്കൂളിലും മറ്റിടങ്ങളിലും ഞാൻ സമയകൃത്യത പാലിക്കാൻ ശ്രമിക്കാറുണ്ട്			
32.	എല്ലാവരോടും മര്യാദയോടുകൂടി പെരുമാറണമെന്നു ഞാൻ കരുതുന്നു			
33.	പിടിക്കപ്പെടില്ലെന്നു ഉറപ്പുണ്ടെങ്കിലും കള്ളം ചെയ്യുന്നത് തെറ്റാണ് എന്നു ഞാൻ വിശ്വസിക്കുന്നു			
34.	പ്രായമായവരെ ബഹുമാനിക്കണം എന്നു തോന്നാറില്ല			
35.	എന്നോട് ദേഷ്യപ്പെടുന്നവരോട് തിരിച്ചും അതുപോലെയാണ് ഞാൻ പെരുമാറുന്നത്			
36.	സ്വന്തം ആവശ്യങ്ങൾക്കായി കാത്തുനിൽക്കുന്നത് ബുദ്ധിമുട്ടായി തോന്നാറുണ്ട്			
37.	സ്കൂളിലെ നിയമങ്ങൾ പാലിക്കാൻ ബുദ്ധിമുട്ടു തോന്നാറുണ്ട്			
38.	വിജയിക്കുന്നവരെ ഏതു സന്ദർഭത്തിലും അഭിനന്ദിക്കണമെന്ന് ഞാൻ കരുതുന്നു			
39.	പരിചയമില്ലാത്ത ആളുകളോടും മാനുഷമായി ഇടപഴകാറുണ്ട്			
40.	ആവശ്യമുള്ള സന്ദർഭങ്ങളിൽ മറ്റുള്ളവരെ ഞാൻ സഹായിക്കാറുണ്ട്			
41.	പൊതുവേദികളിൽ സംസാരിക്കാൻ ബുദ്ധിമുട്ടു തോന്നാറുണ്ട്			
42.	മറ്റുള്ളവരുടെ വിഷമം മനസിലാക്കി അവരെ ആശ്വസിപ്പിക്കാറുണ്ട്			
43.	എന്റെ ആഗ്രഹങ്ങൾക്ക് തടസം നിന്നാൽ എന്റെ മതാപിതാക്കളെ ഞാൻ ധിക്കരിക്കാറുണ്ട്			
44.	എനിക്ക് ഇഷ്ടമല്ലാത്ത കുട്ടികളെ ഞാൻ ഉപദ്രവിക്കാറുണ്ട്			
45.	അധ്യാപകർ ശിക്ഷിച്ചാൽ അവരോട് ശത്രുത തോന്നാറുണ്ട്			
46.	എന്നെ ഉപദ്രവിക്കുന്നവരോട് ക്ഷമിച്ച് പ്രശ്നം ഒഴിവാക്കാറുണ്ട്			
47.	മറ്റു കുട്ടികളോട് എപ്പോഴും വഴക്കിടാറുണ്ട്			
48.	അധ്യാപകർ വഴക്കു പറയുമ്പോൾ സ്കൂൾ നശിപ്പിക്കണമെന്നു തോന്നാറുണ്ട്			
49.	വീട്ടിലെ അംഗങ്ങൾ തമ്മിൽ സ്നേഹത്തോടെയാണ് കഴിയുന്നത്			
50.	സഹോദരങ്ങളുമായി ഞാൻ പലപ്പോഴും വഴക്കിടാറുണ്ട്			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
51.	അവധി ദിനങ്ങളിൽ വീട്ടിലിരിക്കുന്നത് എനിക്ക് വളരെ വിരസമായി തോന്നാറുണ്ട്			
52.	മാതാപിതാക്കളും സഹോദരങ്ങളും എന്റെ പഠനകാര്യത്തിൽ ശ്രദ്ധിക്കാറുണ്ട്			
53.	വീട്ടുകാരുമൊത്ത് അവധി ദിനങ്ങളിൽ വിനോദയാത്രകൾ പോകാറുണ്ട്			
54.	സ്കൂളിൽ എല്ലാ കുട്ടികളോടും ഞാൻ സൗഹൃദപരമായി പെരുമാറാറുണ്ട്			
55.	അധ്യാപകരുമായി ഞാൻ പഠനകാര്യങ്ങൾ ചർച്ച ചെയ്യാറുണ്ട്			
56.	ക്ലാസിൽ പല കുട്ടികളും എന്നോട് കൂട്ടുകൂടാതെ അകന്നു നിൽക്കുന്നതായി തോന്നാറുണ്ട്			
57.	മറ്റുള്ളവരുടെ കൂടെ ഇരിക്കാതെ ഒറ്റക്കിരിക്കുന്നതാണ് നല്ലതെന്നു തോന്നാറുണ്ട്			
58.	ചില അധ്യാപകരെ ഭയന്ന് സ്കൂളിൽ പോകാൻ മടി തോന്നാറുണ്ട്			
59.	അടുത്തവർഷവും ഈ സ്കൂളിൽ തന്നെ പഠിക്കണമെന്ന് ആഗ്രഹമുണ്ട്			
60.	ചില സഹപാഠികളുടെ പെരുമാറ്റത്തിൽനിന്നും സ്കൂളിൽ പോകേണ്ട എന്നു തോന്നാറുണ്ട്			
61.	വിവാഹങ്ങളിലും മറ്റു ആഘോഷപരിപാടികളിലും പങ്കെടുക്കാൻ എനിക്ക് ഇഷ്ടമാണ്			
62.	അയൽക്കാരുമായി ഞാൻ സൗഹൃദബന്ധം സൂക്ഷിക്കുന്നു			
63.	പരിചയമില്ലാത്ത ആളുകളോട് ഇടപെടാനോ സംസാരിക്കാനോ എനിക്ക് ഇഷ്ടമല്ല			
64.	വീടിനടുത്തുള്ള കുട്ടികൾ മോശമായതിനാൽ കളിക്കാൻ കൂട്ടരുതെന്നും തോന്നാറുണ്ട്			
65.	ഈ നാട്ടിലെ ജീവിത രീതിയുമായി ചേർന്നുപോകാൻ എനിക്ക് വിഷമം തോന്നാറുണ്ട്			

Appendix G

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO PERSONAL ADJUSTMENT SCALE

(DRAFT-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'Always', 'Sometimes', and 'Never' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Always	Sometimes	Never
<u>Part A</u>				
1.	I complete any work assigned to me with precision			
2.	My classmates seem to be more talented than me			
3.	I can easily talk to people I don't know and people in positions of authority			
4.	I hesitate to express my needs and opinions openly			
5.	Others seem to isolate me by not understanding me			
6.	Rethink if other people's criticisms about me are correct			
7.	My family gives me the freedom to do what I like			
8.	Other children have more freedom to go out and play than I do			
9.	Teachers do not allow to express my own opinions and ideas in class			
10.	Other people seem to meddle unnecessarily in my matters			
11.	I get the freedom to study and play as I like			
12.	It is the teachers who decide which group I should work with during group activities in class			
13.	Others seem to not value my opinions			

Sl. No.	Statements	Always	Sometimes	Never
14.	I don't get the same attention as other students in class			
15.	In group activities, other children are often chosen me as the leader			
16.	Others treat me with courtesy			
17.	Teachers and parents have complete faith in my abilities			
18.	My classmates seem to sneer at me			
19.	I get along with other children easily			
20.	I love doing favours for my friends and loved ones			
21.	Other children seem to dislike me when I am with them			
22.	Neighbours and acquaintances treat me with love			
23.	I am not invited to parties at friends' and neighbours' houses			
24.	I often feel lonely in class and at home			
25.	I don't get the love and respect I deserve from school			
26.	Afraid that others will ridicule me for expressing my opinions			
27.	I don't bring my friends home because of the bad conditions at home			
28.	Others behave in a way that hurts my mind			
29.	Participating in group activities makes me feel uncomfortable			
30.	I feel like I do not fit into this society			
<u>Part B</u>				
31.	I try to be punctual in school and other places			
32.	I believe everyone should be treated with courtesy			
33.	I believe it is wrong to lie, even if you are sure, you will not be caught			
34.	I feel that elderly people are not supposed to be respected			
35.	I do the same to those who are angry with me			
36.	Waiting for our own needs seems difficult			
37.	Finding it difficult to follow school rules			
38.	I think winners should be congratulated in any context			
39.	I can interact with strangers politely			
40.	I help others when they needed			
41.	I find it difficult to speak in public			
42.	I can understand the distress of others and comforts them			
43.	I defy my parents if they get in the way of my desires			

Sl. No.	Statements	Always	Sometimes	Never
44.	I bully children I don't like			
45.	I feel hostile towards teachers if they punish me			
46.	I tend to avoid the problem by forgiving those who hurt me			
47.	Always fights with other children			
48.	When teachers scold me, I feel like destroying the school			
49.	The members of the house live with love			
50.	I used to quarrel with my siblings			
51.	I get really bored at home during the holidays			
52.	My parents and siblings pay attention to my studies			
53.	I used to go for pleasure trips during the vacation with my family			
54.	I am friendly with all children at school			
55.	I discuss academic matters personally with teachers			
56.	Many children in the class seem to be distant from me			
57.	I feel like it is better to be alone than to be with others			
58.	I feel reluctant to go to school due to the fear of some teachers			
59.	I wish to study in this school next year as well			
60.	I feel that I should not go to school because of the behaviour of some classmates			
61.	I like to attend weddings and other celebrations			
62.	I am friendly with my neighbours			
63.	I don't like interacting or talking to people, whom I don't know			
64.	I feel that children near my house are bad so I should not join them to play			
65.	I find it hard to adapt to the way of life in this place			

Appendix H

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO PERSONAL ADJUSTMENT SCALE (FINAL-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും’, ‘ചിലപ്പോഴൊക്കെ’, ‘ഒരിക്കലുമില്ല’ എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ ‘✓’ അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
Part A				
1.	എന്നെ ഏൽപ്പിക്കുന്ന ഏതു ജോലിയും ഞാൻ കൃത്യതയോടെ ചെയ്തു തീർക്കാറുണ്ട്			
2.	എന്റെ സഹപാഠികൾ എന്നെക്കാൾ കഴിവുള്ളവരാണെന്ന് തോന്നാറുണ്ട്			
3.	എനിക്ക് പരിചയമില്ലാത്തവരോടും അധികാരസ്ഥാപനങ്ങളിൽ ഇരിക്കുന്നവരോടും അനായാസം സംസാരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്			
4.	എന്റെ ആവശ്യങ്ങളും അഭിപ്രായങ്ങളും തുറന്നു പറയാൻ എനിക്ക് മടിച്ചാണ്			
5.	മറ്റുള്ളവർ എന്നെ മനസിലാക്കാതെ ഒറ്റപ്പെടുത്തുന്നതായി തോന്നാറുണ്ട്			
6.	മറ്റുള്ളവരുടെ വിമർശനങ്ങളിൽ ശരിയുണ്ടോ എന്ന് ഞാൻ ചിന്തിക്കാറുണ്ട്			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
7.	മറ്റുള്ള കുട്ടികൾക്ക് പുറത്തുപോകുന്നതിനും കളിക്കുന്നതിനും എന്നെക്കാൾ സ്വാതന്ത്ര്യം ലഭിക്കാറുണ്ട്			
8.	ക്ലാസിൽ സ്വന്തം അഭിപ്രായങ്ങളും ആശയങ്ങളും പ്രകടിപ്പിക്കാൻ അധ്യാപകർ സമ്മതിക്കാറില്ല			
9.	മറ്റുള്ള ആളുകൾ എന്റെ കാര്യത്തിൽ അനാവശ്യമായി ഇടപെടുന്നതായി തോന്നാറുണ്ട്			
10.	ക്ലാസിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ ഏത് ഗ്രൂപ്പിൽ പ്രവർത്തിക്കണം എന്നു തീരുമാനിക്കുന്നത് അധ്യാപകരാണ്			
11.	മറ്റുള്ളവർ എന്റെ അഭിപ്രായങ്ങൾക്ക് വില കൊടുക്കാത്തതുപോലെ തോന്നാറുണ്ട്			
12.	ക്ലാസിൽ മറ്റുകുട്ടികൾക്ക് കിട്ടുന്ന അത്രയും പരിഗണന എനിക്ക് കിട്ടാറില്ല			
13.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ മറ്റുകുട്ടികൾ എന്ന ലീഡർ ആയി തിരഞ്ഞെടുക്കാറുണ്ട്			
14.	മറ്റുള്ളവർ എന്നോട് മര്യാദയോടുകൂടി പെരുമാറാറുണ്ട്			
15.	അധ്യാപകർക്കും മാതാപിതാക്കൾക്കും എന്റെ കഴിവുകളിൽ പരിപൂർണ്ണമായി വിശ്വാസമുണ്ട്			
16.	എന്റെ കൂട്ടുകാർക്കും പ്രിയപ്പെട്ടവർക്കും വേണ്ടി സഹായങ്ങൾ ചെയ്തുകൊടുക്കാൻ എനിക്കിഷ്ടമാണ്			
17.	ഞാൻ കൂടെയുള്ളത് മറ്റു കുട്ടികൾക്ക് ഇഷ്ടമില്ലാത്തതായി തോന്നാറുണ്ട്			
18.	അയൽക്കാരും പരിചയമുള്ളവരും എന്നോട് സ്നേഹത്തോടെ പെരുമാറാറുണ്ട്			
19.	കൂട്ടുകാരുടെയും അയൽക്കാരുടെയും വീട്ടിലെ ആഘോഷ പരിപാടികളിൽ എന്നെ ക്ഷണിക്കാറില്ല			
20.	അർഹിക്കുന്ന സ്നേഹവും ബഹുമാനവും എനിക്ക് സ്കൂളിൽ നിന്നും ലഭിക്കാറില്ല			
21.	എന്റെ അഭിപ്രായങ്ങൾ തുറന്നുപറഞ്ഞാൻ മറ്റുള്ളവർ പരിഹസിക്കും എന്നു ഭയപ്പെടുന്നു			
22.	വീട്ടിലെ മോശം സാഹചര്യങ്ങൾ കാരണം കൂട്ടുകാരെ ഞാൻ വീട്ടിൽ കൊണ്ടുവരാറില്ല			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
23.	മറ്റുള്ളവർ എന്റെ മനസിനെ വേദനിപ്പിക്കും വിധം പെരുമാറാറുണ്ട്			
24.	ഈ സമൂഹത്തിനു യോജിക്കാത്തവനാണു ഞാൻ എന്നു തോന്നാറുണ്ട്			
Part B				
25.	സ്കൂളിലും മറ്റിടങ്ങളിലും ഞാൻ സമയകൃത്യത പാലിക്കാൻ ശ്രമിക്കാറുണ്ട്			
26.	എല്ലാവരോടും മര്യാദയോടുകൂടി പെരുമാറണമെന്നു ഞാൻ കരുതുന്നു			
27.	പിടിക്കപ്പെടില്ലെന്നു ഉറപ്പുണ്ടെങ്കിലും കള്ളം ചെയ്യുന്നത് തെറ്റാണ് എന്നു ഞാൻ വിശ്വസിക്കുന്നു			
28.	പ്രായമായവരെ ബഹുമാനിക്കണം എന്നു തോന്നാറില്ല			
29.	എന്നോട് ദേഷ്യപ്പെടുന്നവരോട് തിരിച്ചും അതുപോലെയാണ് ഞാൻ പെരുമാറുന്നത്			
30.	സ്വന്തം ആവശ്യങ്ങൾക്കായി കാത്തുനിൽക്കുന്നത് ബുദ്ധിമുട്ടായി തോന്നാറുണ്ട്			
31.	വിജയിക്കുന്നവരെ ഏതു സന്ദർഭത്തിലും അഭിനന്ദിക്കണമെന്ന് ഞാൻ കരുതുന്നു			
32.	പരിചയമില്ലാത്ത ആളുകളോടും മാന്യമായി ഇടപഴകാറുണ്ട്			
33.	ആവശ്യമുള്ള സന്ദർഭങ്ങളിൽ മറ്റുള്ളവരെ ഞാൻ സഹായിക്കാറുണ്ട്			
34.	പൊതുവേദികളിൽ സംസാരിക്കാൻ ബുദ്ധിമുട്ടു തോന്നാറുണ്ട്			
35.	മറ്റുള്ളവരുടെ വിഷമം മനസിലാക്കി അവരെ ആശ്വസിപ്പിക്കാറുണ്ട്			
36.	എന്നെ ഉപദ്രവിക്കുന്നവരോട് ക്ഷമിച്ച് പ്രശ്നം ഒഴിവാക്കാറുണ്ട്			
37.	വീട്ടിലെ അംഗങ്ങൾ തമ്മിൽ സ്നേഹത്തോടെയാണ് കഴിയുന്നത്			
38.	സഹോദരങ്ങളുമായി ഞാൻ പലപ്പോഴും വഴിക്കിടാറുണ്ട്			
39.	അവധി ദിനങ്ങളിൽ വീട്ടിലിരിക്കുന്നത് എനിക്ക് വളരെ വിരസമായി തോന്നാറുണ്ട്			
40.	മാതാപിതാക്കളും സഹോദരങ്ങളും എന്റെ പഠനകാര്യത്തിൽ ശ്രദ്ധിക്കാറുണ്ട്			
41.	വീട്ടുകാരുമൊത്ത് അവധി ദിനങ്ങളിൽ വിനോദയാത്രകൾ പോകാറുണ്ട്			

ക്രമ. നമ്പർ		എല്ലായ്പ്പോഴും	ചിലപ്പോഴൊക്കെ	ഒരിക്കലുമില്ല
42.	സ്കൂളിൽ എല്ലാ കുട്ടികളോടും ഞാൻ സൗഹൃദപരമായി പെരുമാറാറുണ്ട്			
43.	അധ്യാപകരുമായി ഞാൻ പഠനകാര്യങ്ങൾ ചർച്ച ചെയ്യാറുണ്ട്			
44.	ക്ലാസിൽ പല കുട്ടികളും എന്നോട് കൂട്ടുകൂടാതെ അകന്നു നിൽക്കുന്നതായി തോന്നാറുണ്ട്			
45.	മറ്റുള്ളവരുടെ കൂടെ ഇരിക്കാതെ ഒറ്റക്കിരിക്കുന്നതാണ് നല്ലതെന്നു തോന്നാറുണ്ട്			
46.	ചില അധ്യാപകരെ ഭയന്ന് സ്കൂളിൽ പോകാൻ മടി തോന്നാറുണ്ട്			
47.	അടുത്തവർഷവും ഈ സ്കൂളിൽ തന്നെ പഠിക്കണമെന്ന് ആഗ്രഹമുണ്ട്			
48.	വിവാഹങ്ങളിലും മറ്റു ആഘോഷപരിപാടികളിലും പങ്കെടുക്കാൻ എനിക്ക് ഇഷ്ടമാണ്			
49.	അയൽക്കാരുമായി ഞാൻ സൗഹൃദബന്ധം സൂക്ഷിക്കുന്നു			
50.	പരിചയമില്ലാത്ത ആളുകളോട് ഇടപെടാനോ സംസാരിക്കാനോ എനിക്ക് ഇഷ്ടമല്ല			
51.	ഈ നാട്ടിലെ ജീവിത രീതിയുമായി ചേർന്നുപോകാൻ എനിക്ക് വിഷമം തോന്നാറുണ്ട്			

Appendix I

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SOCIO PERSONAL ADJUSTMENT SCALE

(FINAL-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'Always', 'Sometimes', and 'Never' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Always	Sometimes	Never
<u>Part A</u>				
1.	I complete any work assigned to me with precision			
2.	My classmates seem to be more talented than me			
3.	I can easily talk to people I don't know and people in positions of authority			
4.	I hesitate to express my needs and opinions openly			
5.	Others seem to isolate me by not understanding me			
6.	Rethink if other people's criticisms about me are correct			
7.	Other children have more freedom to go out and play than I do			
8.	Teachers do not allow to express my own opinions and ideas in class			
9.	Other people seem to meddle unnecessarily in my matters			
10.	It is the teachers who decide which group I should work with during group activities in class			
11.	Others seem to not value my opinions			
12.	I don't get the same attention as other students in class			
13.	In group activities, other children are often chosen me as the leader			

Sl. No.	Statements	Always	Sometimes	Never
14.	Others treat me with courtesy			
15.	Teachers and parents have complete faith in my abilities			
16.	I love doing favours for my friends and loved ones			
17.	Other children seem to dislike me when I am with them			
18.	Neighbours and acquaintances treat me with love			
19.	I am not invited to parties at friends' and neighbours' houses			
20.	I don't get the love and respect I deserve from school			
21.	Afraid that others will ridicule me for expressing my opinions			
22.	I don't bring my friends home because of the bad conditions at home			
23.	Others behave in a way that hurts my mind			
24.	I feel like I don't fit into this society			
<u>Part B</u>				
25.	I try to be punctual in school and other places			
26.	I believe everyone should be treated with courtesy			
27.	I believe it is wrong to lie, even if you are sure, you will not be caught			
28.	I feel that elderly people are not supposed to be respected			
29.	I do the same to those who are angry with me			
30.	Waiting for our own needs seems difficult			
31.	I think winners should be congratulated in any context			
32.	I can interact with strangers politely			
33.	I help others when they needed			
34.	I find it difficult to speak in public			
35.	I can understand the distress of others and comforts them			
36.	I tend to avoid the problem by forgiving those who hurt me			
37.	The members of the house live with love			
38.	I used to quarrel with my siblings			
39.	I get really bored at home during the holidays			
40.	My parents and siblings pay attention to my studies			
41.	I used to go for pleasure trips during the vacation with my family			
42.	I am friendly with all children at school			
43.	I discuss academic matters personally with teachers			

Sl. No.	Statements	Always	Sometimes	Never
44.	Many children in the class seem to be distant from me			
45.	I feel like it is better to be alone than to be with others			
46.	I feel reluctant to go to school due to the fear of some teachers			
47.	I wish to study in this school next year as well			
48.	I like to attend weddings and other celebrations			
49.	I am friendly with my neighbours			
50.	I don't like interacting or talking to people, whom I don't know			
51.	I find it hard to adapt to the way of life in this place			

Appendix J

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SCHOOL ENVIRONMENT SCALE (DRAFT-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	പഠനസൗകര്യത്തിനായി ക്ലാസിലെ ബഞ്ചും ഡസ്കും ഇടക്കിടെ മാറ്റി ക്രമീകരിക്കാറുണ്ട്			
2.	ക്ലാസിൽ വിദ്യാർത്ഥികൾക്കും അധ്യാപകനും തമ്മിൽ കാണാനും ഇടപഴകാനും സാധിക്കുന്ന രീതിയിലാണ് ക്ലാസിലെ ഫർണിച്ചർ ക്രമീകരിച്ചിരിക്കുന്നത്			
3.	വിദ്യാർത്ഥികളുടെ പഠനപുരോഗതിക്കനുസരിച്ച് ക്ലാസിൽ അവർ ഇരിക്കേണ്ട സ്ഥലം ക്രമീകരിക്കാൻ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ട്			
4.	ക്ലാസിലെ ഫർണിച്ചറിനും പഠനോപകരണങ്ങൾക്കും കുറവുണ്ടെങ്കിൽ അവയുടെ ക്രമീകരണംവഴി പഠനത്തിനുള്ള തടസം നീക്കാറുണ്ട്			
5.	പഠനപ്രവർത്തനങ്ങൾക്ക് ക്ലാസ് മുറിക്ക് പുറത്തുള്ള ശബ്ദം ശല്യമാകാറുണ്ട്			
6.	ക്ലാസിലെ സ്ഥലം പരിമിതിക്കനുസരിച്ച് അധ്യാപനരീതിയിൽ മാറ്റം വരുത്താൻ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ട്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
7.	പഠനപ്രവർത്തനങ്ങൾ നടത്തുന്നതിനാവശ്യമായ വായുവും വെളിച്ചവും ക്ലാസിൽ ലഭിക്കാറുണ്ട്			
8.	പഠിക്കാനാവശ്യമായ രസകരമായ വസ്തുക്കൾ സ്കൂളിൽ നിന്നും ലഭിക്കാറുണ്ട്			
9.	ക്ലാസിൽ തിങ്ങിത്തീർന്നിരുന്ന പഠിക്കേണ്ടിവരാറുണ്ട്			
10.	സ്കൂളിൽ സ്മാർട്ട്ക്ലാസ് റൂമുകളിലാണ് പഠനം നടക്കുന്നത്			
11.	സ്കൂളിൽ വിദ്യാർത്ഥികൾക്ക് ബസ് സൗകര്യം ഏർപ്പെടുത്തിയിട്ടുണ്ട്			
12.	വൃത്തിയുള്ളതും സൗകര്യങ്ങളോടും കൂടിയ കെട്ടിടങ്ങളാണ് സ്കൂളിനുള്ളത്			
13.	ക്ലാസ് മുറികൾ പൊടിപടലങ്ങൾ നിറഞ്ഞതാണ്			
14.	സ്കൂളിൽ വിശാലമായ കളിസ്ഥലമുണ്ട്			
15.	കളിക്കാനാവശ്യമായ സാമഗ്രികൾ (പന്ത്, ബാറ്റ്, മുതലയാവ) സ്കൂളിൽ ലഭ്യമല്ല			
16.	സ്കൂളിലേക്ക് റോഡും വാഹനസൗകര്യങ്ങളും ഉണ്ട്			
17.	കമ്പ്യൂട്ടർ ലാബും മറ്റു ലബോറട്ടറികളും പഠിക്കാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്			
18.	സ്കൂളിൽ ലൈബ്രറിയിൽ നിന്നും പുസ്തകങ്ങൾ ലഭിക്കാറുണ്ട്			
19.	വൃത്തിയുള്ള വെള്ളവും ശൗചാലയങ്ങളും സ്കൂളിലുണ്ട്			
20.	വൃത്തിയുള്ള ഉച്ചഭക്ഷണം ലഭിക്കാറുണ്ട്			
21.	ക്ലാസിൽ കൃത്യമായും വിജയകരമായും പഠനപ്രവർത്തനങ്ങൾ ചെയ്തുതീർക്കാൻ അധ്യാപകർ പ്രത്യേകം ശ്രദ്ധിക്കാറുണ്ട്			
22.	കുട്ടികൾക്ക് മനസിലാക്കാൻ എളുപ്പമുള്ളവിധം അധ്യാപകർ പാഠഭാഗങ്ങൾ വിശദീകരിച്ചു തരുന്നു			
23.	ക്ലാസിൽ ബഹളം വരുന്നവരെയും പഠനത്തിൽ ശ്രദ്ധ ഇല്ലാത്തവരെയും അധ്യാപകർ തന്ത്രപൂർവ്വം പഠനപ്രവർത്തനങ്ങളിലേക്ക് നയിക്കുന്നു			
24.	കുട്ടികളുടെ വ്യത്യസ്ത കഴിവുകളനുസരിച്ചുള്ള പ്രവർത്തനങ്ങൾ ക്ലാസിൽ പിൻതുടരാറുണ്ട്			
25.	വിദ്യാർത്ഥികളുടെ ആവശ്യങ്ങൾ മനസിലാക്കി അവരോട് പെരുമാറാൻ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ട്			
26.	പഠനത്തിൽ മിടുക്കരായ കുട്ടികളെ ക്ലാസിൽ വെച്ചുതന്നെ അഭി			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അടിപ്രായമില്ല	വിയോജിക്കുന്നു
	നന്ദിക്കാറുണ്ട്			
27.	കുട്ടികളുടെ അടിപ്രായം അധ്യാപകർ ശ്രദ്ധാപൂർവ്വം കേൾക്കാറുണ്ട്			
28.	പഠനം തൃപ്തികരമായും വേഗത്തിലും ആക്കാൻ അധ്യാപകൻ കൃത്യമായ നിബന്ധനകൾ അനുസരിക്കാറുണ്ട്			
29.	പാഠ്യപ്രവർത്തനങ്ങളിൽ അധ്യാപകരെ സഹായിക്കാൻ വിദ്യാർത്ഥികൾക്ക് അവസരം നൽകാറുണ്ട്			
30.	ഓരോ കുട്ടിയുടെയും പഠനനിലവാരം അവരെ ബോധ്യപ്പെടുത്താൻ അധ്യാപകർ ഇടക്കിടെ ശ്രമിക്കാറുണ്ട്			
31.	പാഠഭാഗങ്ങൾക്കനുസരിച്ച് ഉചിതമായ പഠനോപകരണങ്ങൾ ഉപയോഗിച്ച് അധ്യാപകൻ പഠിപ്പിക്കാറുണ്ട്			
32.	വിദ്യാർത്ഥികൾ കൃത്യസമയത്ത് ക്ലാസിൽ ഹാജരാവാൻ അധ്യാപകർ നിഷ്കർഷിക്കാറുണ്ട്			
33.	ക്ലാസിൽ കുട്ടികൾ നിശബ്ദരായി കേൾവിക്കാരായി ഇരിക്കുന്നത് അധ്യാപകർ നിരൂത്സാഹപ്പെടുത്താറുണ്ട്			
34.	ക്ലാസിൽ മര്യാദയില്ലാതെ പെരുമാറുന്ന കുട്ടികളെ അധ്യാപകൻ നിശ്ചയദാർഢ്യത്തോടെ കൈകാര്യം ചെയ്യാറുണ്ട്			
35.	കുട്ടികൾ പരസ്പരം സഹായിക്കാനുള്ള മനസ്ഥിതി അധ്യാപകൻ അവരിൽ വളർത്തി എടുക്കാറുണ്ട്			
36.	അധ്യാപകന്റെയോ ചില കുട്ടികളുടെയോ പെരുമാറ്റംകൊണ്ട് ക്ലാസിൽ പിരിമുറുക്കം അനുഭവപ്പെടാറുണ്ട്			
37.	ചില കുട്ടികളെ പ്രത്യേക പ്രാധാന്യത്തോടെയാണ് അധ്യാപകർ കാണാറുള്ളത്			
38.	ചില പാഠഭാഗങ്ങൾ മനസിലാക്കുവാനിടം അധ്യാപകർ പഠിപ്പിക്കാറില്ല			
39.	പരീക്ഷകളിൽ കൃത്യമായി മൂല്യനിർണ്ണയം നടത്താറുണ്ട്			
40.	അധ്യാപകർ ഒരുപാട് ഗൃഹപാഠങ്ങൾ നൽകുന്നതിനാൽ ചെയ്തു തീരാറില്ല			
41.	കുട്ടികളുടെ വ്യത്യസ്ത കഴിവുകൾക്കനുസരിച്ചുള്ള പ്രവർത്തനങ്ങൾ ക്ലാസിൽ നടത്താറുണ്ട്			
42.	പാഠ്യപ്രവർത്തനങ്ങൾ വിരസമായി തോന്നാറുണ്ട്			
43.	പഠനം എനിക്ക് സന്തോഷകരമായ അനുഭവമാണ്			
44.	ക്ലാസിലെ സ്ഥാനം എനിക്കൊരു പ്രശ്നമായി തോന്നാറില്ല			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
45.	ക്ലാസിലെ കുട്ടികളുമായി വഴിക്കിടാറുണ്ട്			
46.	സ്കൂളിലെ കുട്ടികൾ തമ്മിൽ സൗഹൃദപരമായ ബന്ധമുണ്ട്			
47.	ചില കുട്ടികൾ കൂട്ടുകൂടാതെ മാറ്റിനിർത്തുന്നതായി തോന്നാറുണ്ട്			
48.	ക്ലാസിൽ അച്ചടക്കം വളരെ കുറവാണ്			
49.	വഴക്കങ്ങളുള്ള കുട്ടികൾ ക്ലാസിൽ ബഹളവും വഴക്കും ഉണ്ടാക്കാറുണ്ട്			
50.	ശുപ്പുകളായി തിരിഞ്ഞ് പഠനപ്രവർത്തനങ്ങൾ സഹകരണത്തോടെ ചെയ്യാറുണ്ട്			
51.	ശുപ്പ് പ്രവർത്തനങ്ങൾ തുടർപഠനത്തിന് ആത്മവിശ്വാസം നൽകുന്നതായി തോന്നാറുണ്ട്			
52.	സ്കൂളിൽനിന്നും വിനോദയാത്രകൾക്കും മറ്റും കൊണ്ടുപോകാറുണ്ട്			
53.	പല സന്ദർഭങ്ങളിലും സ്കൂളിൽ ഞാൻ ഒറ്റപ്പെടുന്നതായി തോന്നാറുണ്ട്			
54.	സ്കൂളിലെ വിവിധ ക്ലബുകളിൽ അംഗമായി പ്രവർത്തിക്കാറുണ്ട്			
55.	സ്കൂളിൽ ഇടക്കിടെ പിടിഎ മീറ്റിങ്ങുകൾ നടത്താറുണ്ട്			
56.	സ്കൂളിൽ കലാ-ശാസ്ത്ര മേളകൾ സംഘടിപ്പിക്കാറുണ്ട്			
57.	കൃത്യമായി അസംബ്ലികൾ നടത്താറുണ്ട്			
58.	ടീച്ചർമാർക്കും മറ്റു കുട്ടികൾക്കും എന്നെ ഇഷ്ടമല്ലാത്തതായി തോന്നാറുണ്ട്			
59.	ടീച്ചർമാരും രക്ഷിതാക്കളും തമ്മിൽ കുട്ടികളുടെ പഠനനിലവാരത്തെക്കുറിച്ച് ഇടക്കിടെ ചർച്ചകൾ നടത്താറുണ്ട്			
60.	അത്യാവശ്യ ഘട്ടങ്ങളിൽ കുട്ടികളെ മറ്റു കുട്ടികളും അധ്യാപകരും ചേർന്ന് സഹായിക്കാറുണ്ട്			
61.	ക്ലാസിലെ ചില കുട്ടികൾ ആരാലും ശ്രദ്ധിക്കപ്പെടാത്തവരാണ്			
62.	കുട്ടികൾ ആവശ്യമുള്ളപ്പോൾ പുസ്തകങ്ങളും പഠനസാമഗ്രികളും കൈമാറാറുണ്ട്			
63.	ഉത്തരവാദിത്വത്തോടെ പ്രവർത്തനങ്ങൾ ഏറ്റെടുത്ത് നടത്താൻ അധ്യാപകർ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്			
64.	ക്ലാസിൽ കഴിവുകൾ പ്രകടിപ്പിക്കാൻ എനിക്ക് ഭയമാണ്			
65.	ക്ലാസിലെ പെരുമാറ്റരീതികളെക്കുറിച്ച് അധ്യാപകർ പറഞ്ഞു തരാറുണ്ട്			

Appendix K
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCHOOL ENVIRONMENT SCALE
(DRAFT-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'Always', 'Sometimes', and 'Never' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	The bench and desk in the class are frequently changed for the convenience of learning			
2.	The classroom furniture is arranged in such a way that Students and teachers can meet and interact in the class easily			
3.	Teachers take care to adjust the seating position of the students in the class according to their learning progress			
4.	If there is a lack of furniture and learning materials in the class, the hindrance to learning is removed by arranging them properly			
5.	Study activities are disturbed by external noise			
6.	Teachers pay attention to changing the teaching method according to the space limitation in the class			
7.	Air and light needed for learning activities are available in the classroom			
8.	Interesting materials for learning are available from the school			
9.	Have to study in a congested class			
10.	In the school, learning is done in smart classrooms			
11.	Bus facility has been arranged for the students in the school			

Sl. No.	Statements	Agree	Undecided	Disagree
12.	The school has clean and comfortable buildings			
13.	Classrooms are filled with dust			
14.	The school has a spacious playground			
15.	Playing equipments (ball, bat etc) are not available in the school			
16.	Good road and transport facilities are available at the school			
17.	Computer labs and other laboratories are used for learning			
18.	Gets books from the school library			
19.	Clean water and toilet facilities are available at the school			
20.	Clean mid-day meal is available at school			
21.	The teacher pays special attention to the correct and successful completion of learning activities in the class			
22.	The teachers explain the lessons in a way that is easy for the children to understand			
23.	Those who make noise in the class and are not focused on their studies are strategically directed to study activities by teachers			
24.	Activities are followed in the class according to the different abilities of the children			
25.	Teachers take care to understand the needs of the students and behave according to them			
26.	Children who excel in studies are praised in the class itself			
27.	Teachers listen carefully to children's opinions			
28.	The teacher follows precise terms to make learning satisfactory and fast			
29.	Students are given the opportunity to help the teachers in the lesson activities			
30.	Teachers often try to convince them of the learning level of each child			
31.	The teacher uses appropriate learning materials according to the lessons			
32.	Teachers insist that students attend class on time			
33.	Teachers discourage students from sitting passively and listening in class			

Sl. No.	Statements	Agree	Undecided	Disagree
34.	The teachers deal decisively with children who misbehave			
35.	The teacher instilled in the children the attitude of helping each other			
36.	Experience tension in the class due to the behaviour of the teacher or some children			
37.	Teachers treat some children with special importance			
38.	Teachers do not teach certain parts of the lesson to be understood			
39.	Students are correctly evaluated through examinations			
40.	Teachers give me a lot of home work so I could not finish them			
41.	Activities are conducted in the class according to the different abilities of the children			
42.	Learning activities seem boring			
43.	Studying is a pleasant experience for me			
44.	My position in the class is not a problem for me			
45.	I often quarrel with students in my class			
46.	There is a friendly relationship between the children in the school			
47.	I feel like some children isolate me without befriending me			
48.	There is very little discipline in the class			
49.	Quarrelsome children tend to cause noise and fights in class			
50.	Learning activities are done cooperatively in groups			
51.	Group activities seem to provide confidence for further learning			
52.	Study tours and pleasure trips are conducted in the school			
53.	I feel isolated at school many times			
54.	Works as a member of various clubs in the school			
55.	PTA meetings are organized in the school from time to time			
56.	Art and science fairs are arranged in the school			
57.	Assemblies are held regularly			
58.	Teachers and other children seem to dislike me			
59.	Frequent discussions between teachers and parents about children's academic performance are conducted			

Sl. No.	Statements	Agree	Undecided	Disagree
60.	In some critical situations, children are helped by other children and teachers			
61.	Some children in the class are ignored by everybody			
62.	Children hand over books and study materials when they needed			
63.	Teachers encourage students to undertake activities with responsibility			
64.	I'm hesitant about exhibiting my skills in class			
65.	Teachers often dictate how to behave in the class			

Appendix L

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

SCHOOL ENVIRONMENT SCALE (FINAL-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'അഭിപ്രായമില്ല', 'വിയോജിക്കുന്നു' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	ക്ലാസിലെ സ്ഥലം പരിമിതിക്കനുസരിച്ച് അധ്യാപനരീതിയിൽ മാറ്റം വരുത്താൻ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ട്			
2.	പഠിക്കാനാവശ്യമായ രസകരമായ വസ്തുക്കൾ സ്കൂളിൽ നിന്നും ലഭിക്കാറുണ്ട്			
3.	സ്കൂളിൽ സ്മാർട്ട്ക്ലാസ് റൂമുകളിലാണ് പഠനം നടക്കുന്നത്			
4.	സ്കൂളിൽ വിദ്യാർത്ഥികൾക്ക് ബസ് സൗകര്യം ഏർപ്പെടുത്തിയിട്ടുണ്ട്			
5.	വൃത്തിയുള്ളതും സൗകര്യങ്ങളോടും കൂടിയ കെട്ടിടങ്ങളാണ് സ്കൂളിനുള്ളത്			
6.	സ്കൂളിൽ വിശാലമായ കളിസ്ഥലമുണ്ട്			
7.	കളിക്കാനാവശ്യമായ സാമഗ്രികൾ (പന്ത്, ബാറ്റ്, മുതലയാവ) സ്കൂളിൽ ലഭ്യമല്ല			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
8.	സ്കൂളിലേക്ക് റോഡും വാഹനസൗകര്യങ്ങളും ഉണ്ട്			
9.	കമ്പ്യൂട്ടർ ലാബും മറ്റു ലബോറട്ടറികളും പഠിക്കാൻ ഉപയോഗപ്പെടുത്താറുണ്ട്			
10.	സ്കൂളിൽ ലൈബ്രറിയിൽ നിന്നും പുസ്തകങ്ങൾ ലഭിക്കാറുണ്ട്			
11.	വൃത്തിയുള്ള വെള്ളവും ശൗചാലയങ്ങളും സ്കൂളിലുണ്ട്			
12.	വൃത്തിയുള്ള ഉച്ചഭക്ഷണം ലഭിക്കാറുണ്ട്			
13.	കുട്ടികൾക്ക് മനസിലാക്കാൻ എളുപ്പമുള്ളവിധം അധ്യാപകർ പഠഭാഗങ്ങൾ വിശദീകരിച്ചു തരുന്നു			
14.	കുട്ടികളുടെ വ്യത്യസ്ത കഴിവിനനുസരിച്ചുള്ള പ്രവർത്തനങ്ങൾ ക്ലാസിൽ പിൻതുടരാറുണ്ട്			
15.	വിദ്യാർത്ഥികളുടെ ആവശ്യങ്ങൾ മനസിലാക്കി അവരോട് പെരുമാറാൻ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ട്			
16.	പഠനത്തിൽ മിടുക്കരായ കുട്ടികളെ ക്ലാസിൽ വെച്ചുതന്നെ അഭിനന്ദിക്കാറുണ്ട്			
17.	കുട്ടികളുടെ അഭിപ്രായം അധ്യാപകർ ശ്രദ്ധാപൂർവ്വം കേൾക്കാറുണ്ട്			
18.	പഠ്യപ്രവർത്തനങ്ങളിൽ അധ്യാപകരെ സഹായിക്കാൻ വിദ്യാർത്ഥികൾക്ക് അവസരം നൽകാറുണ്ട്			
19.	ഓരോ കുട്ടിയുടെയും പഠനനിലവാരം അവരെ ബോധ്യപ്പെടുത്താൻ അധ്യാപകർ ഇടക്കിടെ ശ്രമിക്കാറുണ്ട്			
20.	പഠഭാഗങ്ങൾക്കനുസരിച്ച് ഉചിതമായ പഠനോപകരണങ്ങൾ ഉപയോഗിച്ച് അധ്യാപകൻ പഠിപ്പിക്കാറുണ്ട്			
21.	വിദ്യാർത്ഥികൾ കൃത്യസമയത്ത് ക്ലാസിൽ ഹാജരാവാൻ അധ്യാപകർ നിഷ്കർഷിക്കാറുണ്ട്			
22.	ക്ലാസിൽ കുട്ടികൾ നിശബ്ദരായി കേൾവിക്കാരായി ഇരിക്കുന്നത് അധ്യാപകർ നിരൂത്സാഹപ്പെടുത്താറുണ്ട്			
23.	കുട്ടികൾ പരസ്പരം സഹായിക്കാനുള്ള മനസ്ഥിതി അധ്യാപകൻ അവരിൽ വളർത്തി എടുക്കാറുണ്ട്			
24.	ചില കുട്ടികളെ പ്രത്യേക പ്രാധാന്യത്തോടെയാണ് അധ്യാപകർ കാണാറുള്ളത്			
25.	ചില പഠഭാഗങ്ങൾ മനസിലാക്കുവിധം അധ്യാപകർ പഠിപ്പിക്കാറില്ല			
26.	പരീക്ഷകളിൽ കൃത്യമായി മൂല്യനിർണ്ണയം നടത്താറുണ്ട്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
27.	പഠനം എനിക്ക് സന്തോഷകരമായ അനുഭവമാണ്			
28.	ക്ലാസിലെ സ്ഥാനം എനിക്കൊരു പ്രശ്നമായി തോന്നാറില്ല			
29.	ക്ലാസിലെ കുട്ടികളുമായി വഴിക്കിടാറുണ്ട്			
30.	സ്കൂളിലെ കുട്ടികൾ തമ്മിൽ സൗഹൃദപരമായ ബന്ധമുണ്ട്			
31.	ചില കുട്ടികൾ കൂട്ടുകൂടാതെ മാറ്റിനിർത്തുന്നതായി തോന്നാറുണ്ട്			
32.	ക്ലാസിൽ അച്ചടക്കം വളരെ കുറവാണ്			
33.	ഗ്രൂപ്പുകളായി തിരിഞ്ഞ് പഠനപ്രവർത്തനങ്ങൾ സഹകരണത്തോടെ ചെയ്യാറുണ്ട്			
34.	സ്കൂളിൽനിന്നും വിനോദയാത്രകൾക്കും മറ്റും കൊണ്ടുപോകാറുണ്ട്			
35.	സ്കൂളിലെ വിവിധ ക്ലബുകളിൽ അംഗമായി പ്രവർത്തിക്കാറുണ്ട്			
36.	സ്കൂളിൽ ഇടക്കിടെ പിടിഎ മീറ്റിംഗുകൾ നടത്താറുണ്ട്			
37.	സ്കൂളിൽ കലാ-ശാസ്ത്ര മേളകൾ സംഘടിപ്പിക്കാറുണ്ട്			
38.	കൃത്യമായി അസംബ്ലികൾ നടത്താറുണ്ട്			
39.	ടീച്ചർമാരും രക്ഷിതാക്കളും തമ്മിൽ കുട്ടികളുടെ പഠനനിലവാരത്തെക്കുറിച്ച് ഇടക്കിടെ ചർച്ചകൾ നടത്താറുണ്ട്			
40.	കുട്ടികൾ ആവശ്യമുള്ളപ്പോൾ പുസ്തകങ്ങളും പഠനസാമഗ്രികളും കൈമാറാറുണ്ട്			

Appendix M
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCHOOL ENVIRONMENT SCALE
(FINAL-English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'Always', 'Sometimes', and 'Never' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	Teachers pay attention to changing the teaching method according to the space limitation in the class			
2.	Interesting materials for learning are available from the school			
3.	In the school, learning is done in smart classrooms			
4.	Bus facility has been arranged for the students in the school			
5.	The school has clean and comfortable buildings			
6.	The school has a spacious playground			
7.	Playing equipments (ball, bat, etc.) are not available in the school			
8.	Good road and transport facilities are available at the school			
9.	Computer labs and other laboratories are used for learning			
10.	Gets books from the school library			
11.	Clean water and toilet facilities are available at the school			
12.	Clean mid-day meal is available at school			
13.	The teachers explain the lessons in a way that is easy for the children to understand			
14.	Activities are followed in the class according to the different abilities of the children			

Sl. No.	Statements	Agree	Undecided	Disagree
15.	Teachers take care to understand the needs of the students and behave according to them			
16.	Children who excel in studies are praised in the class itself			
17.	Teachers listen carefully to children's opinions			
18.	Students are given the opportunity to help the teachers in the lesson activities			
19.	Teachers often try to convince them of the learning level of each child			
20.	The teacher uses appropriate learning materials according to the lessons			
21.	Teachers insist that students attend class on time			
22.	Teachers discourage students from sitting passively and listening in class			
23.	The teacher instilled in the children the attitude of helping each other			
24.	Teachers treat some children with special importance			
25.	Teachers do not teach certain parts of the lesson to be understood			
26.	Students are correctly evaluated through examinations			
27.	Studying is a pleasant experience for me			
28.	My position in the class is not a problem for me			
29.	I often quarrel with students in my class			
30.	There is a friendly relationship between the children in the school			
31.	I feel like some children isolate me without befriending me			
32.	There is very little discipline in the class			
33.	Learning activities are done cooperatively in groups			
34.	Study tours and pleasure trips are conducted in the school			
35.	Works as a member of various clubs in the school			
36.	PTA meetings are organized in the school from time to time			
37.	Art and science fairs are arranged in the school			
38.	Assemblies are held regularly			
39.	Frequent discussions between teachers and parents about children's academic performance are conducted			
40.	Children hand over books and study materials when they needed			

Appendix N

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

EDUCATIONAL ASPIRATION SCALE

(DRAFT-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	മാതാപിതാക്കളുടെ നിർബന്ധപ്രകാരം മാത്രമാണ് ഞാൻ സ്കൂളിൽ വരുന്നത്			
2.	നല്ലൊരു ജോലി നേടിയെടുക്കാൻ വിദ്യാഭ്യാസം അനിവാര്യമാണെന്ന് ഞാൻ കരുതുന്നു			
3.	എന്റെ ലക്ഷ്യത്തിലുള്ള ജോലി ലഭിക്കുവാൻ കഠിനമായി പരിശ്രമിക്കുവാൻ ഞാൻ തയ്യാറാണ്			
4.	പുതിയ കാര്യങ്ങൾ പഠിക്കുവാൻ ഞാൻ വ്യത്യസ്ത രീതികൾ പിന്തുടരുന്നു			
5.	അന്നന്നു പഠിപ്പിച്ച കാര്യങ്ങൾ അന്നന്നു തന്നെ പഠിച്ചുതീർക്കാൻ ഇഷ്ടപ്പെടുന്നു			
6.	പഠനസംബന്ധിയായ പ്രവർത്തനങ്ങളിലും യാത്രകളിലും പങ്കെടുക്കുവാൻ എനിക്ക് താല്പര്യമില്ല			
7.	അവധി ദിവസങ്ങൾ പഠിക്കുവാനുള്ളതല്ല എന്നു ഞാൻ വിശ്വസിക്കുന്നു			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ല/പായമില്ല	വിയോജിക്കുന്നു
8.	ഇപ്പോഴത്തെ എന്റെ പഠനനിലവാരം വെച്ച് തുടർന്നു പഠിച്ച് ഒരു ജോലി നേടാനാവും എന്നു തോന്നുന്നില്ല			
9.	ഏതവസ്ഥയിലും പഠനം തുടർന്നുകൊണ്ടുപോവണം എന്നു ഞാൻ ആഗ്രഹിക്കുന്നു			
10.	നല്ലൊരു മനുഷ്യനാവാനുമാർ വിദ്യാഭ്യാസംകൊണ്ട് സാധിക്കും എന്നു ഞാൻ കരുതുന്നു			
11.	രാജ്യത്തിന്റെ പുരോഗതി നിർണ്ണയിക്കുന്നത് ആ രാജ്യത്തിലെ പൗരൻമാരുടെ വിദ്യാഭ്യാസമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു			
12.	ഇഷ്ടപ്പെട്ട മേഖലയിൽ പഠനം തുടരാൻ വീടുവിട്ടു നിൽക്കുന്നതിനും ഞാൻ തയ്യാറാണ്			
13.	ക്ലാസിൽ ചെല്ലാത്ത ദിവസങ്ങളിലെ പാഠഭാഗങ്ങൾ അധ്യാപകരോട് ചോദിച്ച് പഠിച്ചെടുക്കാറുണ്ട്			
14.	സഹപാഠികളുമൊത്തുള്ള ഗ്രൂപ്പ് പഠനം എനിക്ക് സഹായകരമാണ്			
15.	അവധി ദിവസങ്ങളിൽ കൂട്ടുകാരുമൊത്ത് പഠനപ്രവർത്തനങ്ങൾ ചെയ്യാറുണ്ട്			
16.	തുടർപഠനത്തിനു പോകാവുന്ന വിവിധ മേഖലകളെക്കുറിച്ച് കൂട്ടുകാരുമായി ചർച്ച ചെയ്യാറുണ്ട്			
17.	കൂട്ടുകാർ ഉയർന്ന ഗ്രേഡുകൾ വാങ്ങുന്നത് എനിക്കും നന്നായി പഠിക്കാൻ പ്രചോദനമാകുന്നു			
18.	ക്ലാസിൽ നല്ല കൂട്ടുകാർ ഇല്ലാത്തതിനാൽ സ്കൂളിൽപോയി പഠിക്കുന്നത് എനിക്കിഷ്ടമല്ല			
19.	സഹപാഠികൾക്കിടയിലെ പഠനമത്സരം എന്റെ പഠനത്തെ മോശമായി ബാധിക്കുന്നു			
20.	മറ്റു കുട്ടികളെപ്പോലെ പഠിക്കാനുള്ള സൗകര്യങ്ങൾ എനിക്കില്ല എന്ന് തോന്നാറുണ്ട്			
21.	ഉയർന്ന മാർക്ക് വാങ്ങുക എന്നതു മാത്രമാണ് പഠനത്തിന്റെ ലക്ഷ്യം എന്നു ഞാൻ കരുതുന്നു			
22.	പരീക്ഷയിൽ പരാജയപ്പെടുമെന്ന ചിന്ത എന്റെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു			
23.	ഓരോ പരീക്ഷയിലും നന്നായി പഠിച്ച് ഗ്രേഡുകൾ മെച്ചപ്പെടുത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്			
24.	സ്കൂളിലെ വിവിധ പഠനക്യാമ്പുകളിലും ഗ്രൂപ്പുകളിലും ഞാൻ അംഗമാണ്			
25.	സ്കൂളും ടീച്ചർമാരും എന്റെ പഠനത്തിനാവശ്യമായ എല്ലാ സൗകര്യങ്ങളും ചെയ്തു തരാറുണ്ട്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
26.	ചില ടീച്ചർമാരുടെ പെരുമാറ്റം എന്റെ പഠനതാൽപര്യത്തെ ഇല്ലാതാക്കുന്നു			
27.	ക്ലാസിൽ മനസിലാക്കാത്ത പഠനഭാഗങ്ങൾ ടീച്ചറോടു ചോദിച്ച് പഠിച്ചെടുക്കാറുണ്ട്			
28.	തുടർപഠനത്തെക്കുറിച്ചുള്ള എന്റെ സംശയങ്ങൾ ടീച്ചർമാർ പരിഹരിച്ചു തരാറില്ല			
29.	ടീച്ചർമാർ ശിക്ഷിക്കുമെന്ന ഭയംകൊണ്ട് മാത്രമാണ് ഞാൻ പഠിക്കുന്നത്			
30.	സ്കൂളിൽ പഠനത്തിനു വേണ്ടത്ര സൗകര്യങ്ങൾ ഇല്ല എന്നു തോന്നാറുണ്ട്			
31.	അഡീഷണൽ സ്കിൽ അക്വിസിഷൻ പ്രോഗ്രാം(ASAP)യിൽ വളരെ താൽപര്യപൂർവ്വം പങ്കെടുക്കാറുണ്ട്			
32.	സ്കൂൾ പഠനത്തിനുശേഷം എന്തു പഠിക്കണമെന്ന വ്യക്തമായ ധാരണ എനിക്കുണ്ട്			
33.	ഏതെല്ലാം പഠനമേഖലകൾ ഉണ്ടെന്നും അതിലൂടെ പോയാൽ എന്തു ജോലി ലഭിക്കുമെന്നും എനിക്കറിയാം			
34.	പ്ലസ് ടു പഠനത്തിനുശേഷം എന്തു ചെയ്യണമെന്ന് എനിക്കറിയില്ല			
35.	എന്റെ കഴിവുകൾക്കിണങ്ങുന്ന പഠനമേഖല ഏതാണെന്ന് എനിക്കറിയില്ല			
36.	പുതിയ പുതിയ പഠനമേഖലകളെക്കുറിച്ച് കൂടുതൽ അറിയുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്			
37.	എന്റെ വീട്ടുകാർ പഠനത്തിന് വേണ്ടത്ര പ്രാധാന്യം നൽകുന്നില്ല എന്നു തോന്നാറുണ്ട്			
38.	ഉയർന്ന വിദ്യാഭ്യാസം നേടി നല്ല ജോലി സമ്പാദിക്കുന്നതിനെക്കുറിച്ച് വീട്ടുകാർ ഓർമ്മപ്പെടുത്താറുണ്ട്			
39.	ഗൃഹപഠനങ്ങളും മറ്റു പഠനപ്രവർത്തനങ്ങളും ചെയ്യാൻ വീട്ടുകാർ സഹായിക്കാറുണ്ട്			
40.	പഠനംകൊണ്ട് കാര്യമില്ലെന്നും ജോലിക്കുപോയി വീട്ടുകാരെ സഹായിക്കണമെന്നും വീട്ടുകാർ പറയാറുണ്ട്			
41.	എന്റെ പഠനങ്ങൾക്കാവശ്യമായ എല്ലാ പ്രോത്സാഹനങ്ങളും സഹായങ്ങളും വീട്ടുകാർ ചെയ്യാറുണ്ട്			
42.	വീട്ടുകാർ ഉപരിപഠനത്തെക്കുറിച്ച് അന്വേഷിക്കുകയും ആവശ്യമായ സഹായങ്ങൾ തരികയും ചെയ്യാറുണ്ട്			
43.	രക്ഷിതാക്കൾ സ്കൂളിൽ വന്ന് എന്റെ പഠനത്തെക്കുറിച്ച് അന്വേഷിക്കുകയും ആവശ്യമായ സഹായങ്ങൾ തരികയും ചെയ്യാറുണ്ട്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ലപ്രായമില്ല	വിയോജിക്കുന്നു
44.	പഠനത്തിന് സഹായകരമായ ട്യൂഷൻ ക്ലാസുകളും പുസ്തകങ്ങളും വീട്ടുകാർ ഏർപ്പാടാക്കി തരാറുണ്ട്			
45.	ഉന്നത വിദ്യാഭ്യാസത്തിനുവേണ്ട ചിലവു വഹിക്കാൻ എന്റെ വീട്ടുകാർക്ക് സാധിക്കും എന്ന് എനിക്കു തോന്നുന്നില്ല			
46.	എന്റെ ആഗ്രഹപ്രകാരം പഠിക്കുവാൻ ഒരുപാട് ചിലവു വരും എന്ന ചിന്ത എന്റെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു			
47.	ഇന്റർനെറ്റും മൊബൈൽ ഫോണുമടക്കം ആധുനിക സൗകര്യങ്ങളെല്ലാം എന്റെ പഠനത്തിനായി ഉപയോഗപ്പെടുത്താൻ എനിക്ക് സാധിക്കുന്നുണ്ട്			
48.	വീട്ടുകാരെ സഹായിക്കുന്നതിനായി പഠനം ഉപേക്ഷിച്ച് ജോലിക്കു പോകുവാൻ തോന്നാറുണ്ട്			
49.	സമൂഹത്തിൽ ഉന്നത സ്ഥാനം നേടിയെടുക്കാൻ വിദ്യാഭ്യാസം കൊണ്ട് സാധിക്കും എന്നു ഞാൻ വിശ്വസിക്കുന്നു			
50.	എന്റെ കുടുംബത്തിൽ ആരും തന്നെ ഉയർന്ന വിദ്യാഭ്യാസം ഉള്ളവരല്ല എന്നത് എന്റെ പഠനത്തെ തളർത്തുന്നു			
51.	വിദ്യാഭ്യാസത്തിന്റെ ആവശ്യകതയെക്കുറിച്ച് വീട്ടുകാരും ബന്ധുക്കളും സംസാരിക്കാറില്ല			
52.	ഉന്നത വിദ്യാഭ്യാസത്തിനായി സർക്കാരിൽനിന്നും മറ്റും ധനസഹായം ലഭിക്കുന്നതിനായി ഞാൻ പ്രയത്നിക്കും			
53.	പ്രശസ്തരായ വ്യക്തികളുടെ കുട്ടിക്കാലത്തെക്കുറിച്ചും വിദ്യാഭ്യാസത്തെക്കുറിച്ചുമുള്ള കഥകൾ എനിക്ക് പഠിക്കാൻ പ്രചോദനം നൽകാറുണ്ട്			
54.	സ്കൂളിൽ പോകാനും പഠനപ്രവർത്തനങ്ങൾ ചെയ്യുന്നതിനും എനിക്ക് മടി തോന്നാറുണ്ട്			
55.	പഠിച്ച് ഒന്നാമതെത്താൻ എപ്പോഴും ഞാൻ ശ്രമിക്കാറുണ്ട്			
56.	പഠിക്കുവാൻ അമിതമായി നിർബന്ധിക്കുന്നത് എന്റെ പഠനതാൽപര്യത്തെ ഇല്ലാതാക്കുന്നു			
57.	ചില അധ്യാപകരുടെ പ്രോത്സാഹനം തുടർപഠനത്തിന് പ്രചോദനം നൽകാറുണ്ട്			
58.	ഉന്നതവിദ്യാഭ്യാസത്തിന് സഹായകരമായ സ്കോളർഷിപ്പുകളെക്കുറിച്ച് എനിക്കറിയാം			
59.	ഏതൊക്കെ സ്ഥാപനങ്ങളിൽ ഏതൊക്കെ പഠനകോഴ്സുകൾ ഉണ്ടെന്ന് ഞാൻ മനസ്സിലാക്കാൻ ശ്രമിക്കാറുണ്ട്			

Appendix O
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
EDUCATIONAL ASPIRATION SCALE
(DRAFT- English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'agree', 'undecided', and 'disagree' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	I come to school only at the insistence of my parents			
2.	I think education is essential to get a good job			
3.	I am willing to work hard to get my target job			
4.	Follow different methods to learn new things			
5.	Likes to finish learning what was taught that day			
6.	I am not interested in participating in study related activities and trips			
7.	I believe that holidays are not for studying			
8.	It seems that I can't continue my studies and accrue a good job with my current level of education			
9.	In any circumstance, I wish to continue my studies			
10.	I think that it is possible to become a good person through education			

Sl. No.	Statements	Agree	Undecided	Disagree
11.	I believe that the progress of a country is determined by the education of its citizens			
12.	I am willing to stay away from home to pursue studies in a field of my interest			
13.	Lessons are learned by asking the teachers on days when I do not attend class			
14.	Group study with classmates is helpful for me			
15.	Study activities are done with friends during holidays			
16.	Discusses with friends about various areas for further study			
17.	Friends getting high grades motivate me to study well			
18.	I don't like going to school because I don't have good friends in class			
19.	Academic competition among classmates affects my studies badly			
20.	I feel like I don't have the same learning opportunities as other children			
21.	I think that the only purpose of studying is to get high marks			
22.	The thought of failing an exam affects my studies adversely			
23.	I try to improve my grades by studying hard for every exam			
24.	I am a member of various study camps and groups in school			
25.	The school and teachers provide all the necessary facilities for my studies			
26.	The behaviour of some teachers adversely affects my interest in the study			
27.	I try to clarify my doubts by asking the teachers			
28.	Teachers do not clear my doubts about further studies			
29.	I study only because of the fear of being punished by the teachers			
30.	It seems that the school does not have enough facilities for learning			

Sl. No.	Statements	Agree	Undecided	Disagree
31.	Actively participate in Additional Skill Acquisition Program (ASAP)			
32.	I have a clear idea of what I want to study after school			
33.	I know about what are the different fields of study and what kind of job can I get if I go through them			
34.	I don't know what to do after my Plus two studies			
35.	I do not know which field of study suits my abilities			
36.	I try to learn more about new areas of study			
37.	I feel that my family does not give enough importance to my studies			
38.	Family members remind me of getting a good education and a good job			
39.	Family helps with homework and other learning activities			
40.	Family members say that studying is not important and should go to work and support the family			
41.	My family does all the encouragement and support I need for my studies			
42.	My parents inquire about further studies and provide the necessary assistance			
43.	Parents come to school and inquire about my studies and provide necessary assistance			
44.	My family arranged tuition classes and books to help with learning			
45.	I don't think my family can afford the cost of higher education			
46.	Thinking that it will cost a lot to study according to my wishes has a negative effect on my studies			
47.	I am able to use all modern facilities including the Internet and mobile phone for my studies			
48.	Feel like dropping out of school and going to work to support the family			

Sl. No.	Statements	Agree	Undecided	Disagree
49.	I believe that it is possible to achieve a high position in society through education			
50.	The thought of no one in my family highly educated is negatively affects my studies			
51.	Family members and relatives do not talk about the importance of education			
52.	I will strive to get financial assistance from the government etc. for higher education			
53.	Stories about childhood and the education of famous people inspire me to study more			
54.	I feel reluctant to go to school and do academic activities			
55.	I always try to study and come first			
56.	Compelling me to study too much demotivates my interest in learning			
57.	Encouragement by some teachers gives me inspiration for further study			
58.	I know about scholarships that help in higher education			
59.	I try to understand which courses are available in which institutes			

Appendix P

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

EDUCATIONAL ASPIRATION SCALE (FINAL-Malayalam)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചശേഷം അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു', 'അഭിപ്രായമില്ല' എന്നീ മൂന്നു പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. അതാത് പ്രസ്താവനയ്ക്കുള്ള പ്രതികരണങ്ങൾ അതാത് പ്രസ്താവനയ്ക്കു നേരെ '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണ ആവശ്യത്തിനുവേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
1.	നല്ലൊരു ജോലി നേടിയെടുക്കാൻ വിദ്യാഭ്യാസം അനിവാര്യമാണെന്ന് ഞാൻ കരുതുന്നു			
2.	എന്റെ ലക്ഷ്യത്തിലുള്ള ജോലി ലഭിക്കുവാൻ കഠിനമായി പരിശ്രമിക്കുവാൻ ഞാൻ തയ്യാറാണ്			
3.	പുതിയ കാര്യങ്ങൾ പഠിക്കുവാൻ ഞാൻ വ്യത്യസ്ത രീതികൾ പിന്തുടരുന്നു			
4.	അന്നന്നു പഠിപ്പിച്ച കാര്യങ്ങൾ അന്നന്നു തന്നെ പഠിച്ചുതീർക്കാൻ ഇഷ്ടപ്പെടുന്നു			
5.	നല്ലൊരു മനുഷ്യനാവാൻ വിദ്യാഭ്യാസംകൊണ്ട് സാധിക്കും എന്ന് ഞാൻ കരുതുന്നു			
6.	രാജ്യത്തിന്റെ പുരോഗതി നിർണ്ണയിക്കുന്നത് ആ രാജ്യത്തിലെ പൗരൻമാരുടെ വിദ്യാഭ്യാസമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു			
7.	ഇഷ്ടപ്പെട്ട മേഖലയിൽ പഠനം തുടരാൻ വീടുവിട്ടു നിൽക്കുന്നതിനും ഞാൻ തയ്യാറാണ്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ലെങ്കിലും	വിയോജിക്കുന്നു
8.	ക്ലാസിൽ ചെല്ലാത്ത ദിവസങ്ങളിലെ പാഠഭാഗങ്ങൾ അധ്യാപകരോട് ചോദിച്ച് പഠിച്ചെടുക്കാറുണ്ട്			
9.	സഹപാഠികളുമൊത്തുള്ള ഗ്രൂപ്പ് പഠനം എനിക്ക് സഹായകരമാണ്			
10.	അവധി ദിവസങ്ങളിൽ കൂട്ടുകാരുമൊത്ത് പഠനപ്രവർത്തനങ്ങൾ ചെയ്യാറുണ്ട്			
11.	തുടർപഠനത്തിനു പോകാവുന്ന വിവിധ മേഖലകളെക്കുറിച്ച് കൂട്ടുകാരുമായി ചർച്ച ചെയ്യാറുണ്ട്			
12.	കൂട്ടുകാർ ഉയർന്ന ഗ്രേഡുകൾ വാങ്ങുന്നത് എനിക്കും നന്നായി പഠിക്കാൻ പ്രചോദനമാകുന്നു			
13.	സഹപാഠികൾക്കിടയിലെ പഠനമത്സരം എന്റെ പഠനത്തെ മോശമായി ബാധിക്കുന്നു			
14.	മറ്റു കുട്ടികളെപ്പോലെ പഠിക്കാനുള്ള സൗകര്യങ്ങൾ എനിക്കില്ല എന്ന് തോന്നാറുണ്ട്			
15.	ഉയർന്ന മാർക്ക് വാങ്ങുക എന്നതു മാത്രമാണ് പഠനത്തിന്റെ ലക്ഷ്യം എന്നു ഞാൻ കരുതുന്നു			
16.	പരീക്ഷയിൽ പരാജയപ്പെടുമെന്ന ചിന്ത എന്റെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു			
17.	ഓരോ പരീക്ഷയിലും നന്നായി പഠിച്ച് ഗ്രേഡുകൾ മെച്ചപ്പെടുത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്			
18.	സ്കൂളിലെ വിവിധ പഠനക്യാമ്പുകളിലും ഗ്രൂപ്പുകളിലും ഞാൻ അംഗമാണ്			
19.	സ്കൂളും ടീച്ചർമാരും എന്റെ പഠനത്തിനാവശ്യമായ എല്ലാ സൗകര്യങ്ങളും ചെയ്തു തരാറുണ്ട്			
20.	ക്ലാസിൽ മനസിലാക്കാത്ത പഠനഭാഗങ്ങൾ ടീച്ചറോടു ചോദിച്ച് പഠിച്ചെടുക്കാറുണ്ട്			
21.	ടീച്ചർമാർ ശിക്ഷിക്കുമെന്ന ഭയംകൊണ്ട് മാത്രമാണ് ഞാൻ പഠിക്കുന്നത്			
22.	സ്കൂൾ പഠനത്തിനുശേഷം എന്തു പഠിക്കണമെന്ന വ്യക്തമായ ധാരണ എനിക്കുണ്ട്			
23.	എന്റെ കഴിവുകൾക്കിണങ്ങുന്ന പഠനമേഖല ഏതാണെന്ന് എനിക്കറിയില്ല			
24.	പുതിയ പുതിയ പഠനമേഖലകളെക്കുറിച്ച് കൂടുതൽ അറിയുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്			

ക്രമ. നമ്പർ	പ്രസ്താവനകൾ	യോജിക്കുന്നു	അല്ലെങ്കിൽ	വിയോജിക്കുന്നു
25.	ഉയർന്ന വിദ്യാഭ്യാസം നേടി നല്ല ജോലി സമ്പാദിക്കുന്നതിനെക്കുറിച്ച് വീട്ടുകാർ ഓർമ്മപ്പെടുത്താറുണ്ട്			
26.	ഗൃഹപാഠങ്ങളും മറ്റു പഠനപ്രവർത്തനങ്ങളും ചെയ്യാൻ വീട്ടുകാർ സഹായിക്കാറുണ്ട്			
27.	എന്റെ പഠനങ്ങൾക്കാവശ്യമായ എല്ലാ പ്രോത്സാഹനങ്ങളും സഹായങ്ങളും വീട്ടുകാർ ചെയ്യാറുണ്ട്			
28.	വീട്ടുകാർ ഉപരിപഠനത്തെക്കുറിച്ച് അന്വേഷിക്കുകയും ആവശ്യമായ സഹായങ്ങൾ തരികയും ചെയ്യാറുണ്ട്			
29.	രക്ഷിതാക്കൾ സ്കൂളിൽ വന്ന് എന്റെ പഠനത്തെക്കുറിച്ച് അന്വേഷിക്കുകയും ആവശ്യമായ സഹായങ്ങൾ തരികയും ചെയ്യാറുണ്ട്			
30.	പഠനത്തിന് സഹായകരമായ ട്യൂഷൻ ക്ലാസുകളും പുസ്തകങ്ങളും വീട്ടുകാർ ഏർപ്പാടാക്കി തരാറുണ്ട്			
31.	എന്റെ ആശ്രമപ്രകാരം പഠിക്കുവാൻ ഒരുപാട് ചിലവു വരും എന്ന ചിന്ത എന്റെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു			
32.	സമൂഹത്തിൽ ഉന്നത സ്ഥാനം നേടിയെടുക്കാൻ വിദ്യാഭ്യാസം കൊണ്ട് സാധിക്കും എന്നു ഞാൻ വിശ്വസിക്കുന്നു			
33.	വിദ്യാഭ്യാസത്തിന്റെ ആവശ്യകതയെക്കുറിച്ച് വീട്ടുകാരും ബന്ധുക്കളും സംസാരിക്കാറില്ല			
34.	പ്രശസ്തരായ വ്യക്തികളുടെ കുട്ടിക്കാലത്തെക്കുറിച്ചും വിദ്യാഭ്യാസത്തെക്കുറിച്ചുമുള്ള കഥകൾ എനിക്ക് പഠിക്കാൻ പ്രചോദനം നൽകാറുണ്ട്			
35.	സ്കൂളിൽ പോകാനും പഠനപ്രവർത്തനങ്ങൾ ചെയ്യുന്നതിനും എനിക്ക് മടി തോന്നാറുണ്ട്			
36.	പഠിച്ച് ഒന്നാമതെത്താൻ എപ്പോഴും ഞാൻ ശ്രമിക്കാറുണ്ട്			
37.	ചില അധ്യാപകരുടെ പ്രോത്സാഹനം തുടർപഠനത്തിന് പ്രചോദനം നൽകാറുണ്ട്			

Appendix Q
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
EDUCATIONAL ASPIRATION SCALE
(FINAL- English)

Prof. (Dr.) P. K. Aruna
Professor

Roopa Gopal V.
Research Scholar

Instructions

Read each statement below carefully and decide how true they are about you. For each statement, three responses namely 'agree', 'undecided', and 'disagree' are given in the response sheet. Record the response to the respective statement on the response sheet by ticking (✓) the respective statement number. Be sure to record your response to every statement. It is assured that the information obtained through this will be kept strictly confidential and will be used only for research purpose.

Sl. No.	Statements	Agree	Undecided	Disagree
1.	I think education is essential to get a good job			
2.	I am willing to work hard to get my target job			
3.	Follow different methods to learn new things			
4.	Likes to finish learning what was taught that day			
5.	I think that it is possible to become a good person through education			
6.	I believe that the progress of a country is determined by the education of its citizens			
7.	I am willing to stay away from home to pursue studies in a field of my interest			
8.	Lessons are learned by asking the teachers on days when I do not attend class			
9.	Group study with classmates is helpful for me			
10.	Study activities are done with friends during holidays			

Sl. No.	Statements	Agree	Undecided	Disagree
11.	Discusses with friends about various areas for further study			
12.	Friends getting high grades motivate me to study well			
13.	Academic competition among classmates affects my studies badly			
14.	I feel like I don't have the same learning opportunities as other children			
15.	I think that the only purpose of studying is to get high marks			
16.	The thought of failing an exam affects my studies adversely			
17.	I try to improve my grades by studying hard for every exam			
18.	I am a member of various study camps and groups in school			
19.	The school and teachers provide all the necessary facilities for my studies			
20.	I try to clarify my doubts by asking the teachers			
21.	I study only because of the fear of being punished by the teachers			
22.	I have a clear idea of what I want to study after school			
23.	I do not know which field of study suits my abilities			
24.	I try to learn more about new areas of study			
25.	Family members remind me of getting a good education and a good job			
26.	Family helps with homework and other learning activities			
27.	My family does all the encouragement and support I need for my studies			
28.	My parents inquire about further studies and provide the necessary assistance			
29.	Parents come to school and inquire about my studies and provide necessary assistance			
30.	My family arranged tuition classes and books to help with learning			
31.	Thinking that it will cost a lot to study according to my wishes has a negative effect on my studies			

Sl. No.	Statements	Agree	Undecided	Disagree
32.	I believe that it is possible to achieve a high position in society through education			
33.	Family members and relatives do not talk about the importance of education			
34.	Stories about childhood and the education of famous people inspire me to study more			
35.	I feel reluctant to go to school and do academic activities			
36.	I always try to study and come first			
37.	Encouragement by some teachers gives me inspiration for further study			

Appendix R

RTI Information Copy

ഭരണഭാഷ മാതൃഭാഷ

നമ്പർ.ബി/4970/2019/എൽ.ഡിസ്

ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസറുടെ കാര്യാലയം
കാഞ്ഞിരപ്പള്ളി, തീയതി 19/07/2019

Phone: 04828 224560 Pin 686 506

Email: aeokanjirappally@gmail.com

പ്രേഷിതൻ

വിനോദ് കെ.ആർ,
പബ്ലിക് ഇൻഫർമേഷൻ ഓഫീസർ ആന്റ്
സീനിയർ സൂപ്രണ്ട്,
ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസ്,
കാഞ്ഞിരപ്പള്ളി.

സ്വീകർത്താവ്

രൂപാ ഗോപാൽ വി,
രൂപ നിവാസ്,
തേഞ്ഞിപ്പലം പി.ഒ,
മലപ്പുറം ജില്ല,
പിൻ 673 636.

സർ /മാഡം,

വിഷയം: പൊതുവിദ്യാഭ്യാസം-വിവരാവകാശ നിയമം 2005
2019-20 അദ്ധ്യയന വർഷം കോട്ടയം ജില്ലയിൽ
സർക്കാർ / എയ്ഡഡ് സ്കൂളുകളിൽ 5,6,7,8,9,10 ക്ലാസ്സുകളിൽ
പ്രവേശനം നേടിയിട്ടുള്ള ഇതര സംസ്ഥാന തൊഴിലാളികളുടെ
മക്കളുടെ വിവരങ്ങൾ സംബന്ധിച്ച്.

സൂചന: താങ്കൾ 22/06/2019 ന് കോട്ടയം വിദ്യാഭ്യാസ
ഉപഡയറക്ടറാഫീസിലെ വിവരാവകാശ ഓഫീസർക്ക്
സമർപ്പിച്ച അപേക്ഷ.

സൂചന കത്ത് പ്രകാരം താങ്കൾ സമർപ്പിച്ച അപേക്ഷയിന്മേൽ ഈ ഓഫീസിന്റെ
പരിധിയിൽ വരുന്ന സ്കൂളുകളിൽ പഠിക്കുന്ന അന്യസംസ്ഥാന തൊഴിലാളികളുടെ
മക്കളെ സംബന്ധിച്ച വിവരങ്ങൾ ഇതോടൊപ്പം സമർപ്പിക്കുന്നു.

വിശ്വസ്തതയോടെ

വിനോദ് കെ.ആർ
പബ്ലിക് ഇൻഫർമേഷൻ ഓഫീസർ ആന്റ്
സീനിയർ സൂപ്രണ്ട്
ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസ്
കാഞ്ഞിരപ്പള്ളി




Handwritten signature or initials at the bottom left corner.

ഉപജില്ലാ വിദ്യാഭ്യാസ ആഫീസ് കാഞ്ഞിരപ്പള്ളി

അന്യസംസ്ഥാന തൊഴിലാളികളുടെ മക്കളെ സംബന്ധിച്ച വിവരങ്ങൾ

നമ്പർ	സ്കൂളിന്റെ പേര്	വിദ്യാർത്ഥിയുടെ പേര്	ക്ലാസ്സ്	ലിംഗം	മാതൃ സംസ്ഥാനം	സ്കൂളിന്റെ വിലാസം
1	എൻ.എം എൽ.പി സ്കൂൾ കനകപ്പലം	സുരേന്ദ്രൻ ബഹാദൂർ വിഷ്ക്	II	ആൺ	നേപ്പാൾ	എൻ.എം എൽ.പി സ്കൂൾ കനകപ്പലം കനകപ്പലം പി.ഒ എരുമേലി കോട്ടയം ജില്ല 686 509
2	സെന്റ് മേരീസ് എൽ.പി സ്കൂൾ ഇളങ്ങുളം	ആയുഷ് തോപ്പോ പ്രവീൺകുമാർ	II I	ആൺ ആൺ	ഓഡീഷ തമിഴ്നാട്	സെന്റ് മേരീസ് എൽ.പി സ്കൂൾ ഇളങ്ങുളം കുരാലി പി.ഒ, പൊൻകുന്നം പിൻ 686 522
3	വി.എസ് യു.പി സ്കൂൾ ചിറക്കടവ്	മുഹമ്മദ് അഹ്മത്താഫ് മണികണ്ഠൻ ആർ മരുതായി കെ	V VI VI	ആൺ ആൺ പെൺ	ബീഹാർ തമിഴ്നാട് തമിഴ്നാട്	വി.എസ് യു.പി സ്കൂൾ ചിറക്കടവ് പി.ഒ, പൊൻകുന്നം
4	എൻ.എച്ച്.എ യു.പി സ്കൂൾ കാഞ്ഞിരപ്പള്ളി	ദിവാൻ ബാലകുമാരൻ കീർത്തിക	I III V	ആൺ ആൺ പെൺ	തമിഴ്നാട് തമിഴ്നാട് തമിഴ്നാട്	എൻ.എച്ച്.എ യു.പി സ്കൂൾ കാഞ്ഞിരപ്പള്ളി കാഞ്ഞിരപ്പള്ളി പി.ഒ കോട്ടയം ജില്ല 686 507




ഉപജില്ലാ വിദ്യാഭ്യാസ ആഫീസർ
കാഞ്ഞിരപ്പള്ളി

ഭരണഭാഷ - മാതൃഭാഷ

നമ്പർ: എ/2198/2019

ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസ്,
കോട്ടയം വെസ്റ്റ്, തീയതി 12/7/19
ഫോൺ: 0481-2585123

ഇ മെയിൽ - aeokottayamwest@yahoo.in

പ്രേഷകൻ

പബ്ലിക് ഇൻഫർമേഷൻ ഓഫീസർ
ഉപ ജില്ലാ വിദ്യാഭ്യാസ ഓഫീസ്,
കോട്ടയം വെസ്റ്റ്.

സ്വീകർത്താവ്

രുപാ ഗോപാൽ വി
രുപാ നിവാസ്
തേഞ്ഞിപ്പാലം പി. ഒ, മലപ്പുറം
പിൻ 673636

സർ,

വിഷയം:- വിവരാവകാശ നിയമനം 2005- ശ്രീമതി രൂപാ ഗോപാൽ വി
രുപാ നിവാസ് സമർപ്പിച്ച അപേക്ഷ .

സൂചന :- 22.6.19 തീയതിയിലെ ശ്രീമതി രൂപാ ഗോപാൽ വി യുടെ
വിവരാവകാശ നിയമം - 2005 പ്രകാരമുള്ള അപേക്ഷ.

മേൽ സൂചന കത്തിലേയ്ക്ക് ശ്രദ്ധ ക്ഷണിക്കുന്നു. ഇതര സംസ്ഥാന
തൊഴിലാളികളുടെ മക്കളുടെ വിവരങ്ങൾ ഈ ഓഫീസിൽ ശേഖരിച്ച് വച്ചിട്ടില്ല
എന്നറിയിക്കുന്നു. ഈ ഓഫീസിന്റെ പരിധിയിലുള്ള സ്കൂളിൽ കുമ്മനം ജി യു പി
എസ് ൽ പ്രസ്തുത വിഭാഗത്തിൽപ്പെടുന്ന കുട്ടികൾ ഉണ്ടെന്നും വിശദമായ വിവരം
സ്കൂളിൽ നിന്നും ശേഖരിയ്ക്കാമെന്നും അറിയിക്കുന്നു.

വിശ്വസ്തതയോടെ,



പബ്ലിക് ഇൻഫർമേഷൻ ഓഫീസർ
ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസ്
കോട്ടയം വെസ്റ്റ്

