



Self-identity and social competency as predictors of academic aspiration of secondary school students belonging to the mannan community

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Abstract

Multiple psychological factors influence the academic goals of pupils from marginalized backgrounds. This study analyzes the influence of self-identity and social competency as factors of academic aspiration among secondary school children from Mannan tribe. The study, which is based on Erikson's psychosocial theory and social identity theory, explores how students' awareness of themselves and their social abilities contribute to the development of their academic ambitions and aspirations. A descriptive-correlational research approach was adopted, comprising a representative sample of secondary school kids from the Mannan community. Self-identity, social competency, and academic aspiration were all measured using standardised tools. Self-Identity Inventory of Berzonsky, M. D. (1989) was used by the investigator, Social Competency Scale and Academic Aspiration Scale were designed by the investigator for the present study. The study discovered considerable positive connections between self-identity and social skills and academic aspiration. Regression analysis showed that these two qualities were major predictors of students' academic aspiration. The findings stress the significance of having a strong sense of self and interpersonal skills among tribal teenagers in order to increase their educational aspirations. The study has practical repercussions for educators, politicians, and community workers who wish to eliminate the aspiration gap and promote inclusive education for tribal pupils.

Keywords: Self-identity, Social competency, Academic aspiration, Predictor, Secondary school students, Mannan community

Introduction

Numerous psychological, social, and cultural factors impact the academic goals of adolescents. Social competency and self-identity are two important markers of students' learning goals. Motivation, resilience, and future orientation are all greatly influenced by an individual's self-identity, or how they see themselves in relation to their social, cultural, and personal environments. Students' confidence, school involvement, and sense of belonging are all enhanced by social competency, or the ability to engage in interpersonal relationships and adjust to various social situations. These qualities are particularly crucial for students from Kerala's Mannan community, a Scheduled Tribe with a distinct cultural background and a history of marginalization. They often develop their identities and social skills in two cultural contexts: one that is rooted in their indigenous customs and the other that is shaped by formal educational institutions that might not accurately represent their everyday lives. In order to shed light on how these internal and interpersonal skills affect students' educational objectives in the face of structural and cultural obstacles, this study examines how self-identity and social competency predict academic aspiration among secondary school students in the Mannan community.

Self-identity is a vital component of human progress since it incorporates an individual's notion of who they are in relation

to their personal experiences, cultural background, social ties, and broader societal systems. During adolescence, especially in secondary school, identity creation becomes a critical developmental process. During this stage, young individuals learn to define their sense of self more explicitly, negotiating their duties within their families, peer groups, and larger communities. For pupils from indigenous and underprivileged communities, such as the Mannan community in Kerala, the process of self-identity development is influenced by a specific mix of socio-cultural, educational, and economic factors. The Mannan community, a Scheduled Tribe, has long remained on the outskirts of mainstream educational and developmental discourses. Despite efforts to accommodate tribal communities into the official education system, many tribal students continue to encounter systemic impediments, cultural dissonance, and identity challenges as they balance traditional beliefs and modern institutional demands. In this setting, knowing the self-identity of Mannan secondary school children is vital. It provides insights into how these students view themselves within both their indigenous cultural contexts and the official educational institutions in which they engage. This study intends to analyze the dynamics of self-identity among Mannan teens, taking into account the interplay of cultural heritage, societal expectations, educational experiences, and personal objectives. By stressing their voices and lived

experiences, this study intends to contribute to a more inclusive understanding of identity development among tribal youth in India.

Social competency is defined as an individual's capacity to connect effectively with people, create and maintain relationships, communicate appropriately, and adapt to diverse social contexts. It is a crucial developmental feature, especially throughout adolescence, a time of increasing peer contact, identity exploration, and the need to handle intricate social contexts such as schools, families, and communities. Social competence not only enhances academic performance and emotional well-being, but it also prepares students to function effectively in society. The Mannan community, a Scheduled Tribe with a rich cultural heritage and traditional lifestyle, faces major difficulties to accessing and integrating into mainstream education and social services. Cultural dissonance, linguistic barriers, economic problems, and social marginalisation are all prevalent experiences for tribal students, which might have an impact on their social skill development and confidence in interpersonal connections. In the case of Mannan secondary school students, social competency is crucial to their capacity to integrate into formal education settings, participate in classroom activities, and create meaningful connections with classmates and teachers. Understanding their level of social competence and the factors that determine it is crucial for establishing culturally responsive educational interventions and support systems.

Academic aspiration refers to the amount of educational aspirations and desires that students set for themselves, is a major predictor of academic performance, professional advancement, and social mobility. It represents not only an individual's inner motivation, but also the impact of family, school environment, socioeconomic status, and cultural norms. Academic ambitions begin to crystallise during adolescence, particularly in secondary school, shaping pupils' decisions for future schools and jobs. Academic goals for kids from indigenous communities, such as the Mannan community in Kerala, are frequently governed by a complex combination of tradition, resource availability, cultural expectations, and institutional injustices. The Mannan community, a Scheduled Tribe, has long faced marginalisation and educational exclusion. Despite official programs meant at tribal upliftment, children from such communities continue to encounter a range of hurdles, including poverty, a lack of representation in curricula, a scarcity of role models, language obstacles, and cultural dissonance inside formal educational institutions. Understanding the academic aims of secondary school children from the Mannan community is vital and crucial. These youngsters are typically compelled to balance their indigenous identity and community obligations with the needs of a formal school system that may not fully reflect their cultural reality. Their academic aspirations are consequently impacted not just by personal ambition, but also by communal narratives, family educational histories, and perceived social mobility.

Need and significance of the study

The Mannan community, with its rich cultural traditions and close-knit social structures, provides a unique setting for

researching how youngsters negotiate their identities and acquire social skills in an ever-changing educational scene. Understanding how self-identity and social competency influence academic expectations in this society is crucial for establishing culturally relevant educational interventions and support mechanisms. Academic aspiration is critical in influencing students' future courses, particularly during the vital years of secondary schooling. Academic aspirations among tribal teenagers are usually impacted by a combination of psychological, social, and cultural aspects. Self-identity and social competency are indications of educational aims and personal motivation. Erikson (1968) [2] stressed adolescence as a vital stage of identity development, when people begin to recognize who they are and what they aspire to become. A strong self-identity has been associated to increased academic motivation and resilience in stressful conditions (Oyserman, Bybee, & Terry, 2006) [11]. In contrast, social competency refers to the ability to form and sustain positive social interactions, regulate emotions, and traverse varied social contexts (Rose-Krasnor, 1997) [12]. According to the findings of various researches, youngsters with higher levels of social competence display better classroom conduct, academic engagement, and interpersonal adaptability, all of which contribute to academic accomplishment. Students from tribal communities, such as the Mannan community in Kerala—a Scheduled Tribe with distinct cultural and social traditions are deeply shaped by their experiences of marginalisation, limited access to quality education, and cultural dissonance in mainstream school systems (Kumar & Sreedhar, 2020) [7]. Tribal students' cultural narratives may not be mirrored in textbooks and instruction, hurting their self-concept and involvement (Xaxa, 2005) [16]. Understanding how self-identity and social competency affect academic aspiration is especially crucial for Mannan students, who must combine cultural preservation with academic success. This study is crucial because it moves the focus away from treating tribal students as weak and towards acknowledging and strengthening their intrinsic capacities. This study can serve to inform the establishment of culturally responsive educational efforts by understanding how self-identity and social competence relate to academic success. It can help educators, curriculum designers, and politicians establish inclusive environments that honor indigenous children' identities while simultaneously equipping them with the social skills essential for academic and personal success. The findings will also contribute to a broader discussion on equality in education and the psychosocial development of underprivileged youth in India.

Research questions

- Is there any significant relationship between self-identity and academic aspiration of secondary school students belonging to the mannan community?
- Is there any significant relationship between social competency and academic aspiration of secondary school students belonging to the mannan community?
- Is there any combined influence of self-identity and social competency on academic aspiration of secondary school students belonging to the Mannan Community?

- Can self-identity and social competency predict academic aspiration of secondary school students belonging to the Mannan Community?

Statement of the problem

Academic goals are a major component in shaping their future educational and employment prospects. For students from marginalized and indigenous populations, such as the Mannan community, the development of academic goals is frequently influenced by a range of psychological concerns. Among these, self-identity one's perspective and awareness of oneself and social competency the capacity to effectively engage with others play essential roles. These factors are particularly crucial for indigenous youngsters, who typically endure socioeconomic hardships, cultural marginalisation, and restricted access to high-quality educational resources. Despite various educational programs and activities targeted at enhancing tribal children's academic involvement in India, there is still a substantial discrepancy in goals and academic accomplishment when compared to their non-tribal classmates. Understanding the impact of self-identity and social competency on the academic aspirations of secondary school students from the Mannan community is crucial in this environment. The purpose of this study is to evaluate whether these psychosocial variables support or inhibit Mannan students' academic aims and ambitions. By uncovering these relationships, the study seeks to reveal insights that help inspire culturally responsive educational practices and policies, ultimately enhancing the academic advancement and empowerment of Mannan students. Therefore, the current investigation is titled "Self-Identity and Social Competency as Predictors of Academic Aspiration of Secondary School Students belonging to the Mannan Community."

Hypotheses formulated for the study

- There exists a significant relationship between self-identity and academic aspiration of secondary school students belonging to the Mannan Community.
- There exists a significant relationship between social competency and academic aspiration of secondary school students belonging to the Mannan Community.
- There exists a significant combined effect of self-identity and social competency on academic aspiration of secondary school students belonging to the Mannan Community.
- Self-identity and social competency can significantly predict academic aspiration of secondary school students belonging to the Mannan Community.

Objectives of the study

- To find out the level of self-identity of secondary school students belonging to the Mannan Community.
- To find out the level of social competency of secondary school students belonging to the Mannan Community.
- To find out the level of academic aspiration of secondary school students belonging to the Mannan Community.

- To find out the relationship between self-identity and academic aspiration of secondary school students belonging to the Mannan Community.
- To find out the relationship between social competency and academic aspiration of secondary school students belonging to the Mannan Community.
- To find out the combined effect of self-identity and social competency on academic aspiration of secondary school students belonging to the Mannan Community.
- To find out the predictability of self-identity and social competency on academic aspiration of secondary school students belonging to the Mannan Community.

Methodology

The investigator employed survey method for the present investigation. Population of the study covers all the secondary school pupils belonging to the Mannan community. Sample of the present study consisted of 433 secondary school students belonging to the Mannan Community. Self-Identity Inventory, Social Competency Scale and Academic Aspiration Scale were the tools employed for the present study. Self-Identity inventory of Berzonsky, M. D. (1989) ^[1] as accepted by the investigator for the present study. The inventory examines the components of self-Identity which comprises personal identity, social identity, cultural identity and academic identity. The social competency scale and academic aspiration scale was developed by the investigator for the study. The final version of the Social Competency Scale has 47 items. The Social Competency Scale assesses interpersonal communication, intrapersonal communication, social interaction, decision making, cultural competency, self-regulation, and pro-social behaviour among secondary school adolescents from the Mannan community. The greatest score on the scale is 235, while the minimum score is 47. The final Academic Aspiration Scale has 43 items. The Academic Aspiration Scale assesses the academic aspirations of secondary school children from the Mannan community using five components: academic self-concept, wish/aspiration, social expectation and socioeconomic background, peer pressure, and school environment. The scale's highest and minimum scores are 215 and 43, respectively. Descriptive statistics, t-test, Karl Pearson's Correlation coefficient, Multiple Correlation and Multiple Regression were used for the analysis of data.

Analysis and interpretation of data

The primary objective of the study is to find out the role of self-identity and social competency in predicting academic aspiration of secondary school students belonging to the Mannan Community. Based on the objectives of the study, the obtained data were subjected to suitable statistical analysis and are interpreted under the following headings.

- Analysis on the level of self-identity of secondary school students belonging to the Mannan community.
- Analysis on the level of social competency of secondary school students belonging to the Mannan community.
- Analysis on the level of academic aspiration of secondary school students belonging to the Mannan community.

- Relationship between self-identity and academic aspiration of secondary school students belonging to the mannan community.
- Relationship between social competency and academic aspiration of secondary school students belonging to the mannan community.
- Combined effect of self-identity and social competency on academic aspiration of secondary school students belonging to the mannan community.
- Prediction of academic aspiration of secondary school students belonging to the mannan community on the basis of self-identity and social competency.

Analysis on the level of self-identity of secondary school students belonging to the mannan community

Table 1 shows the descriptive statistical scores of Self-Identity of secondary school students belonging to the Mannan Community.

Table 1: The descriptive statistical scores of self-identity of secondary school students belonging to the mannan community

Variable	N	Mean	Median	95 % CI		SD	Skewness	Kurtosis
				Lower	Upper			
Self-Identity	433	101.63	102.00	100.56	102.69	11.26	-0.158	-0.788

From Table 1, it is seen that the mean Self-Identity score was 101.63 with SD 11.26. Also, the median score reported was 102.00 indicating that more than half of the students obtained Self-Identity scores above 102.00. The Self-Identity score distribution is negatively skewed since the skewness factor was -0.158. Thus, majority of the scores concentrated at the upper end. The kurtosis level reported is - 0.788. Both the skewness and kurtosis values were in between +2 and -2 showed that the distribution of scores is not much deviated from the normal distribution. The 95% confidence interval for the mean of Self-Identity scores ranges from 100.56 to 102.69. Thus, it can be concluded that the Self-Identity of secondary school students belonging to the Mannan Community is average.

The level of Self-Identity of secondary school students belonging to the Mannan Community were analysed and the details are presented in Table 2 and Figure 1. The calculated mean value for Self-Identity is 101.63 and standard deviation is 11.26. The secondary school students belonging to the Mannan Community scored greater than 112.89 (i.e., Mean + Standard Deviation) have high level of Self-Identity and those who scored less than 90.37 (i.e., Mean – Standard Deviation) have low level of Self-Identity. The secondary school students belonging to the Mannan Community scored between 112.89 and 90.37 have average level of Self-Identity.

Table 2: Number and percentage of secondary school students belonging to the mannan community in different levels of self-identity

Level of self-identity	No. of students	Percentage
High	81	19
Average	255	59
Low	97	22
Total	433	100

From Table 2, it is interpreted that, 19% of secondary school students belonging to the Mannan Community have high level of Self-Identity, 59% of them have average level of Self-Identity and the remaining 22% have low level of Self-Identity. The diagrammatic representation of different levels of Self-Identity was shown in Figure 1.

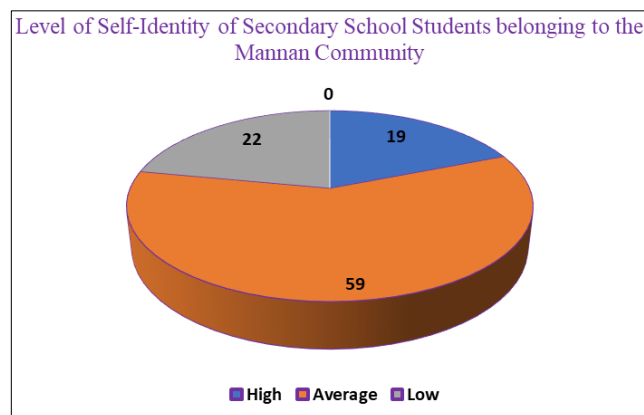


Fig 1: Pie diagram showing the percentage of different levels of self-identity of secondary school students belonging to the mannan community

Analysis on the level of social competency of secondary school students belonging to the mannan community

Table 3 shows the descriptive statistical scores of Social Competency of secondary school students belonging to the Mannan Community.

Table 3: The descriptive statistical scores of social competency of secondary school students belonging to the mannan community

Variable	N	Mean	Median	95 % CI		SD	Skew	Kurtosis
				Lower	Upper			
Social Competency	433	182.29	185.00	180.76	183.82	16.23	-0.358	-0.627

From Table 3, it is seen that the mean social competency score was 182.29 with SD 16.23. The median score reported was 185.00 indicating that more than half of the students belonging to the Mannan Community obtained social competency scores above 185.00. The social competency score distribution is negatively skewed since the skewness factor was -0.358. Thus, majority of the scores concentrated at upper end. The kurtosis level reported is -0.627. Both the skewness and kurtosis values were in between +2 and -2 showed that the distribution of scores is not much deviated from the normal distribution. The 95% confidence interval for the mean of social competency scores ranges from 180.76 to 183.82. Thus, it can be concluded that the social competency of secondary school students belonging to the Mannan Community is average.

The level of social competency of secondary school students belonging to the Mannan Community was analysed and the details are presented in Table 4 and Figure 2. The calculated mean value for social competency is 182.29 and standard deviation is 16.23. The secondary school students belonging to the Mannan Community scored greater than 198.52 (i.e., Mean + Standard Deviation) have high level of social competency and those who scored less than 166.06 (i.e., Mean – Standard

Deviation) have low level of social competency. The secondary school students belonging to the Mannan Community scored between 198.52 and 166.06 have average level of social competency.

Table 4: Number and percentage of secondary school students belonging to the mannan community in different levels of social competency

Level of social competency	No. of students	Percentage
High	66	15
Average	280	65
Low	87	20
Total	433	100

From Table 4 it is found that, 15% of secondary school students belonging to the Mannan Community have high level of social competency, 65% of them have average level of social competency and the remaining 20% have low level of social competency. The diagrammatic representation of different levels of social competency was shown in Figure 18.

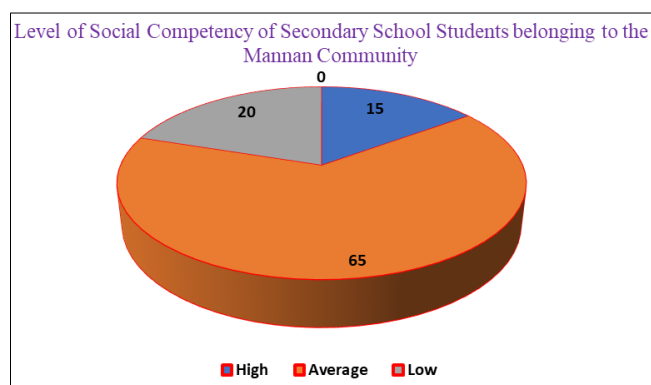


Fig 3: Pie diagram showing the percentage of different levels of social competency of secondary school students belonging to the mannan community

Analysis on the level of academic aspiration of secondary school students belonging to the mannan community

Table 5 shows the descriptive statistical scores of Academic Aspiration of secondary school students belonging to the Mannan Community.

Table 5: The descriptive statistical scores of academic aspiration of secondary school students belonging to the mannan community

Variable	N	Mean	Median	95 % CI		SD	Skew	Kurtosis
				Lower	Upper			
Academic aspiration	433	172.62	174.00	170.42	174.82	23.28	-0.280	-1.290

From Table 5, it is seen that the mean academic aspiration score was 172.62 with SD 23.28. The median score reported was 174.00 indicating that more than half of the students obtained academic aspiration scores above 174.00. The academic aspiration score distribution is negatively skewed since the skewness factor was -0.280. Thus, majority of the scores concentrated at upper end. The kurtosis level reported is -1.290. Both the skewness and kurtosis values were in between +2 and -2 showed that the distribution of scores is not much deviated

from the normal distribution. The 95% confidence interval for the mean of academic aspiration scores ranges from 170.42 to 174.82. Thus, it can be concluded that the academic aspiration of secondary school students belonging to the Mannan Community is average.

The level of academic aspiration of secondary school students belonging to the Mannan Community were analysed and the details are presented in Table 6 and Figure 3. The calculated mean value for academic aspiration is 172.62 and standard deviation is 23.28. The secondary school students belonging to the Mannan Community scored greater than 195.9 (i.e., Mean + Standard Deviation) have high level of academic aspiration and those who scored less than 149.34 (i.e., Mean – Standard Deviation) have low level of academic aspiration. The secondary school students belonging to the Mannan Community scored between 195.9 and 149.34 have average level of academic aspiration.

Table 6: Number and percentage of secondary school students belonging to the mannan community in different levels of academic aspiration

Level of academic aspiration	No. of students	Percentage
High	107	25
Average	212	49
Low	114	26
Total	433	100

From Table 6, it is found that, 25% of secondary school students belonging to the Mannan Community have high level of academic aspiration, 49% of them have average level of academic aspiration and the remaining 26% have low level of academic aspiration. The diagrammatic representation of different levels of academic aspiration of secondary school students belonging to the Mannan Community were shown in Figure 3.

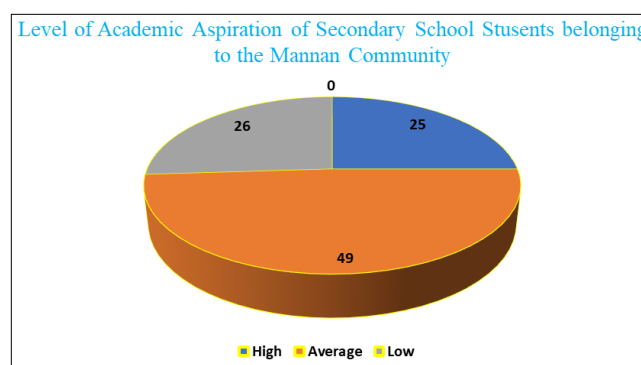


Fig 3: Pie diagram showing the percentage of different levels of academic aspiration of secondary school students belonging to the mannan community

Relationship between self-identity and academic aspiration of secondary school students belonging to the mannan community

In this section, relationship of the select psycho-social variables (Self-Identity and social competency) with academic aspiration was analysed and the results are given below.

Here the relationship of Self-Identity with academic aspiration of secondary school students belonging to the Mannan

Community has been found out through Karl Pearson's Correlation Coefficient and the result is shown in Table 7.

Table 7: Data and test of significance for the correlation between self-identity and academic aspiration of secondary school students belonging to the mannan community

Variables	N	R	SEr	95 % C I	Shared variance	CR	Level of sig.
Self-identity	433	0.570	0.0324	0.506 to 0.634	32.5	14.402	0.01*
Academic aspiration	433						

* Significant at 1% level ($p < 0.01$)

Table 7 shows the coefficient of correlation between Self-Identity and academic aspiration of secondary school students belonging to the Mannan Community. The calculated value of coefficient of correlation ($r = 0.570$) is significant at 0.01 level which is higher than the value set for the significance at 0.01 level. The obtained 't' value (14.402) is greater than the table value (2.58) at 0.01 level of significance with 431 degrees of freedom. Hence the obtained correlation is significant at 0.01 level which lies in between the confidence interval 0.506 and 0.634. It shows there exists a significant and moderate positive correlation between Self-Identity and academic aspiration of secondary school students belonging to the Mannan Community ($r = 0.570$, $p < 0.01$). The relationship shows that

there is a considerable dependence between Self-Identity and academic aspiration of secondary school students belonging to the Mannan Community. The obtained 'r' has a shared variance of 32.5 %.

Relationship between social competency and academic aspiration of secondary school students belonging to the mannan community

Here the relationship of social competency with academic aspiration of secondary school students belonging to the Mannan Community has been found out through Karl Pearson's Correlation Coefficient and the result is shown in Table 8.

Table 8: Data and test of significance for the correlation between social competency and academic aspiration of secondary school students belonging to the mannan community

Variables	N	R	SEr	95 % C I	Shared variance	CR	Level of sig.
Social competency	433	0.539	0.034	0.472 to 0.606	29.052	13.285	0.01*
Academic aspiration	433						

*Significant at 1% level ($p < 0.01$)

Table 8 shows the coefficient of correlation between social competency and academic aspiration of secondary school students belonging to the Mannan Community. The calculated value of coefficient of correlation ($r = 0.539$) is significant at 0.01 level which is higher than the value set for the significance at 0.01 level. The obtained 't' value (13.285) is greater than the table value (2.58) at 0.01 level of significance with 431 degrees of freedom. Hence the obtained correlation is significant at 0.01 level which lies in between the confidence interval 0.472 and 0.606. It shows that there exists a significant and moderate positive correlation between social competency and academic aspiration of secondary school students belonging to the Mannan Community ($r = 0.539$, $p < 0.01$). The relationship shows that there is a considerable dependence between social competency and academic aspiration of secondary school students belonging to the Mannan Community. The obtained 'r' has a shared variance of 29.052 %.

students belonging to the Mannan Community. The data and results of the analysis are given in Table 9.

Table 9: Multiple correlation coefficient for finding combined effect of self-identity and social competency on academic aspiration of secondary school students belonging to the mannan community

Variables correlated	Criterion	Multiple correlation coefficient (R)	Confidence interval
Self-identity & social competency	Academic aspiration	0.673	0.606 to 0.740

Table 9 specifies the multiple correlation coefficient (R) among independent variables (Self-Identity and social competency) and dependent variables (academic aspiration). From the table, it can be seen the obtained multiple correlation coefficient (R) is 0.673 and the confidence interval is 0.606 to 0.740. The value of multiple correlation coefficient ($R = 0.673$) indicates the strength and direction of linear relationship between the independent variables (Self-Identity and social competency) and the dependent variable (academic aspiration). This clearly shows that the variables Self-Identity and social competency have a combined effect on academic aspiration of secondary school students belonging to the Mannan Community.

Combined effect of self-identity and social competency on academic aspiration of secondary school students belonging to the mannan community

The coefficient of multiple correlation (R) is calculated to understand the combined effect of Self-Identity and social competency on academic aspiration of secondary school

Prediction of academic aspiration of secondary school students belonging to the mannan community on the basis of self-identity and social competency

In the present investigation, academic aspiration (Y) is taken as the dependent variable while Self-Identity (X) and social competency (Z) as the independent variables. Stepwise regression analysis by ANOVA approach was carried out for predicting academic aspiration of secondary school students belonging to the Mannan Community using the independent variables- Self-Identity and social competency. For that, a multiple regression equation of Y on X and Z has been formulated as given below:

$$Y = a + bX + cZ$$

where ‘a’ is the intercept term, ‘b’ and ‘c’ are the regression coefficients respectively.

Table 10: Regression model summary of self-identity, social competency and academic aspiration

Model	R	R square	Adjusted R square	Percentage of variance	Std. error of the estimate
1	0.673 ^a	0.453	0.450	45.3	17.258

a. Predictors: (Constant), Social Competency, Self-Identity

Table 10 specifies the multiple correlation coefficient among independent and dependent variables. The R² value signifies “how well a set of variables explains variation in the dependent variable and is an accurate value for the sample drawn. The adjusted R² adjusts for a bias in R² and is considered a better population estimate.” The multiple correlation coefficient is 0.673, which indicates the strength and direction of linear relationship between the independent variables (Self-Identity and social competency) and the dependent variable (academic aspiration). This clearly shows that the variables Self-Identity and social competency have a combined effect on the academic aspiration of secondary school students belonging to the Mannan Community. The coefficient of determination is 0.453, which means that approximately 45.3% of the variance in academic aspiration can be explained by the combined relationship of Self-Identity and social competency. The value of adjusted R² (0.450), considers the number of predictors and the sample size to provide a more accurate estimate of how much variance in the dependent variable is explained by the predictors. The standard error of the estimate is a measure of variability of the multiple correlations. Here, the standard error of the estimate is 17.258. This value represents the average amount by which the actual values of the dependent variable (academic aspiration) might deviate from the predicted values.

Table 11: ANOVA table for self-identity, social competency and academic aspiration

Model	Sum of squares	df	Mean square	F	Level of Sig.
1 Regression	105997.883	2	52998.941	177.949	p<0.01
Residual	128068.002	430	297.833		
Total	234065.885	432	-		

a. Predictors: (constant), social competency, self-identity

The ANOVA table investigates the importance of the R model to perceive if the “regression predicted by the independent

variables explains a significant amount of the variance in the dependent variable.” Table 11 shows the F-statistic is 177.949 (F=177.949, p<0.01). Thus, the F-value used for the model is momentous, which affirms that variation is not just a possibility factor but it subsists. Consequently, on this basis, it can be concluded that there exists a significant relationship between the select psycho-social variables (Self-Identity and social competency) and academic aspiration of secondary school students belonging to the Mannan Community. From the above table, it is seen that the constructed multiple regression equation for predicting academic aspiration (Y) by taking Self-Identity(X) and social competency(Z) as predictors seem to be perfect (F=177.949, R²=0.453, Adjusted R²=0.450). Hence the combined effect of Self-Identity and social competency is statistically significant in predicting academic aspiration of secondary school students belonging to the Mannan Community.

Table 12: Regression table for self-identity, social competency and academic aspiration coefficients

Model	Unstandardized coefficients		Standardized coefficients	T	Level of sig.
	β	Std. error	β		
(Constant)	18.361	10.357	-	-1.773	0.077
1 Self-identity	0.892	0.079	0.432	11.289	0.000
Social competency	0.550	0.055	0.384	10.037	0.000

a. Dependent variable: academic aspiration

Table 12 provides the coefficients of the independent variable in the R equation for both models. The Standardized Beta Coefficients (SBC) quantify the involvement of each and every variable to the model. Values symbolize the support of each independent variable to the dependent variable. The t and p values endow a suggestion of the influence of the independent variables on the dependent variable. A significant t-value and undersized p-value propose that an interpreter variable has a huge impact on the decisive variables. The beta coefficients of the variables X and Z are 0.892 and 0.550 respectively. Therefore, the regression equation can be written as,

$$Y = 0.892X + 0.550Z + 18.361$$

Self-identity: The coefficient of 0.892 means that for each unit increase in Self-Identity, holding social competency constant, the predicted academic aspiration increases by 0.892 units. Thus, there exists a significant positive relationship between academic aspiration and Self-Identity when the effect due to social competency was controlled (0.892, p<0.01).

Social competency: The coefficient of 0.550 means that for each unit increase in social competency, holding Self-Identity constant, the predicted academic aspiration increases by 0.550 units. Thus, there exists a significant positive relationship between academic aspiration and social competency when the effect due to Self-Identity was controlled (0.550, p<0.01).

So, it can be concluded that both Self-Identity and Social Competency have a statistically significant and positive effect

on Academic Aspiration and this clearly shows that the select Psycho-Social variables (Self-Identity and Social Competency) are the best predictive variables in predicting Academic Aspiration of secondary school students belonging to the Mannan community.

Findings of the study

- The level of Self-Identity of secondary school students belonging to the Mannan community is average.
- The level of Social Competency of secondary school students belonging to the Mannan community is average.
- The level of Academic Aspiration of secondary school students belonging to the Mannan community is average.
- There exists significant and moderate positive correlation between Self-Identity and Academic Aspiration of secondary school students belonging to the Mannan community.
- There exists significant and moderate positive correlation between Social Competency and Academic Aspiration of secondary school students belonging to the Mannan community.
- Self-Identity and Social Competency had a combined effect on Academic Aspiration of secondary school students belonging to the Mannan community.
- Self-Identity and Social Competency can predict Academic Aspiration of secondary school students belonging to the Mannan community.

Educational implications of the study

Educators must recognise the Mannan community's cultural background, values, and customs in order to foster a strong sense of affiliation among pupils. Incorporating tribal myths, folk legends, and cultural symbols into the curriculum could help kids confirm their identities and inspire them to reach larger academic goals. The study highlights the significance of developing interpersonal skills, self-regulation, and cooperative learning capacities in tribal pupils. Schools can use group projects, peer mentorship programs, and role-playing exercises to promote communication, conflict resolution, and empathy all of which are crucial aspects of social competence. Counsellors who have been trained in tribal psychology and culturally sensitive approaches can have a transformational impact. Teachers working with tribal students must be sensitised through professional development programs to appreciate the Mannan community's social and psychological background. Training should include techniques for supporting healthy identity formation and social skills in the classroom. The study highlights the role of the social environment in generating ambitions. Schools must actively engage parents and community elders in educational activities in order to develop a support system that fosters both academic and personal growth. Policymakers must address the specific difficulties that tribal students experience in mainstream education. Special measures that foster self-efficacy and social-emotional learning support should be implemented into tribal education plans.

Conclusion

The findings demonstrate a considerable positive link between self-identity and academic aspirations. Students with a strong sense of self those who recognise, respect, and take pride in their cultural and personal identities exhibited higher desire and ambition in academic pursuits. This highlights the necessity of identity building in defining educational goals. Communication abilities, interpersonal relationships, emotional regulation, and problem-solving ability were revealed as strong predictors of academic aspiration. Students with stronger social competence were more confident, better integrated into peer groups, and positive about their academic future. The study concluded that self-identity and social competency work together to promote academic aspiration. Students with a strong self-identity and well-developed social skills are more likely to pursue further education and have relevant academic goals. Mannan tribal students' academic objectives are directly related to their socio-cultural background. The degree to which the educational system respects and integrates their cultural identity influences their self-concept and, consequently, their drive to pursue academic success. The study emphasises the importance of developing school environments that promote identity affirmation and social growth. A culturally inclusive and emotionally supportive environment considerably improves the psychological and social foundations required for pupils to excel in academics. Finally, the study demonstrates that self-identity and social competency are key determinants of academic aspiration among secondary school students from the Mannan community. Improving these psychosocial traits through culturally sensitive and socially stimulating educational practices can lead to improved academic motivation and better long-term educational performance for tribal children.

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