Sociometric Status at Classroom's Context: Role of Emotional Intelligence

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Abstract

Emotional Intelligence refers to the ability to identify, understand, manage, and effectively use one's own emotions and emotions of others. It helps the students to be better performers in school, team activities, and conflict resolutions and many more. On the other hand, sociometric status of a student is determined by the extent to which they are liked or disliked by the peers. The present study has shed light on the association between the levels of Emotional Intelligence (High, Average, and Low) of the students and their Sociometric statuses (Preferred, Rejected, Neglected, Controversial and Average) in the classroom's context. A total of 178 students of Class IX from 4 conveniently selected classrooms participated in this study. They completed the 'BASPBEIT-Emotional Intelligence test' first before they gave the three names of the peers from their respective classrooms "whom they liked most" and "whom they liked least" in a blank sheet. A chi-square test of independence was used to examine this association. A "low to moderate"association was found between the Emotional Intelligence and Sociometric Status. Results also revealed that the sociometrically Preferred students have High Level of Emotional Intelligence in comparison with the students of other sociometric statuses. The sociometrically Rejected students have Low level of Emotional Intelligence. Sociometrically Neglected students are more associated with the Average Level of Emotional Intelligence. The other two sociometric statuses are not significantly associated with any levels of Emotional Intelligence.

Keywords: *Emotional Intelligence, Sociometric Status, Preferred, Rejected, Neglected, Controversial.*

INTRODUCTION

According to J. D. Mayer & P. Salovey (1997), the Emotional Intelligence (EI) is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". It is the constellation of four abilities. These abilities are, 'Perceiving Emotions' (PE), 'Using Emotion to Facilitate Thoughts' (UF),'Understanding Emotions' (UE), and 'Managing Emotions' (ME).

i) Perceiving Emotions(PE) is the ability to identify one's own emotions and emotions of others through observing faces, body languages, vocal intonations etc.

ii) Using Emotion to Facilitate Thoughts (UF) is the ability to associate the emotion with body sensations such as, 'lump in the throat, 'breathing changes', 'stomach sensations', 'feeling cold', 'feeling warm', 'heart beats faster', 'sweating', 'goose flesh', 'blushing' etc. It is also the ability to generate and employ emotion in the process of thinking and decision-making.

iii) Understanding Emotions (UE) is the ability to understand complex

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emotions in blended form (e.g., blended emotion 'contempt' is the mixture of the emotions Joy and Trust; Plutchik, 2001). It is also the ability to understand how emotions get transition from one stage to another (e.g. stages of transition of the emotion 'anger' from lower intensity to the higher intensity are Annoyance, Anger and Rage; Plutchik, 2001).

iv) Managing Emotions (ME) is the ability to manage or regulateone's own emotions and emotions of others.

The emotionally intelligent adolescents show better academic achievement and greater physical & psychological well-being. They also show better performance in team appropriate activities and conflict resolutions (Reyes et.al, 2012).

Human emotions play a significant role in the quality of the relationship we are making in our life. Today, our education system is giving more emphasis on the constructivist approach of learning, where students construct knowledge from their prior knowledge through the active collaboration and discussion with their peers (NCF-2005; NCERT, 2005). A good relationship is very essential for any kind of collaboration. A good relationship with the teachers and peers makes a healthy, positive classroom climate. It also fosters student engagement in study. Engaged students are more likely to exert effort in classroom activity, exhibit interest and motivation in study (Fredricks, Blumenfeld, & Paris, 2004). The students who are not engaged in the classroom, they become disruptive, and their aspirations become low. These students show lower grades in exams and are likely to be dropped out (Kaplan, Peck, & Kaplan, 1997).

In our schools, many students are not feeling connected. They feel unwelcomed, disconnected and lost in the schools (McNulty & Quaglia, 2007). Their lack of active participation and disengagement is one of the main reasons for this massive dropout. According to Social neuroscience, when two people interact with one another, the emotional centers in their brains make an influence on each other. It can have both positive and negative influences (Cacioppo & Berntson, 2005; Goleman, 2006; Cacioppo, Berntson, & Decety, 2010). So, the student's state of emotion has a great effect on the teacher's state of emotion and vice-versa. This state of emotion can make a healthy relationship with their teachers and peers. It helps the students to be attentive, engaged, and better performers in their academic and social life. The capability of awareness and regulation of the emotions of oneself and others are the key factors that influence the quality of interactions. Research revealed that quality social interactions influence human performance in every area of life (Salovey, Bedell, Detweiler & Mayer, 2000; Salovey & Mayer, 1990; Van der zee, Schakel & Thijs, 2002).

So, the emotional intelligence of the students may have some influence on their different relationships, especially with their peers. More emotionally intelligent students have greater emotional and social skills, so they may have a higher acceptance in the peer groups, which leads to different sociometric status.

Sociometric status

The sociometric status refers to the relative position that a person holds within a group in comparison to the other group members. This concept was first proposed by J L Moreno back in 1934. The sociometric status can be measured through the sociometric questionnaire, where each group members are asked to indicate the names of other members of that group to whom they like most and those to whom they like least (peer nominations). The liking and disliking are used to examine the relationship of acceptance or rejections according to the sociometric criteria (Poulin and Dishion, 2008; Cillessen, 2009; Hymel et al., 2010). There are different criteria which can be used at sociometric tests (e.g.; name of the person with whom you would like to participate in

an activity/ whom you like most etc.). These criteria must be logical and relevant to daily life experience of the individual or the group. Members of the group must know and spend some time with each other. Sociometry has been used to study the group dynamics. According to Cillessen and Bukowski (2000), in the sociometric technique the two dimensions of peer's nominations have been used in the various studies. These dimensions are (i) Positive Nominations Received (liked most) and (ii) Negative Nominations Received (liked least) by an individual. They also pointed out two independent composite dimensions, such as 'Social Preference' and 'Social Impact'. The Social Preference (SP) is measured by the number of the Positive Nominations Received (liked most) minus the Negative Nominations Received (liked least) by an individual. The Social Impact (SI) of an individual is measured by the number of Positive Nominations Received (liked most) plus the Negative Nominations Received (liked least). Based on these four parameters such as, number of 'Positive Nominations Received' (PNR) and 'Negative Nominations Received'(NNR), Social Preference (SP) and Social Impact (SI), each student is classified into five different sociometric statuses (Coie et al., 1982) such as,

i) ***Preferred:*** The preferred students are those who received more PNR than the average PNR of all the students in a particular classroom. In addition to that, these students received less NNR than the average NNR in the same classroom. The preferred students have a good amount of Social Preference (SP) with respect to their peers.

ii) ***Rejected:*** The rejected students are those who received more NNR than the average NNR by all the students in a particular classroom. In addition to that, these students received less PNR than the average PNR in the same classroom. The rejected students have a less amount of Social Preference (SP) with respect to their peers.

iii) ***Neglected:*** Neglected students are not liked or disliked by their peers. So, they received a very low amount of positive as well as negative nomination (both PNR & NNR) from their peers. The neglected students have a very low Social Impact (SI) among their peers.

iv) ***Controversial:*** The controversial students are those who received more PNR & NNR both than the average PNR & NNR by all the students in a particular classroom. The controversial students have a good amount of Social Impact (SI) among their peers.

v) ***Average:*** The average students have an average amount of Social Impact (SI) as well as the Social Preference (SP) with respect to their peers.

Rationale of the study

Numerous studies found that the sociometrically rejected children have delinquent behavior. They have lesser skills of social functioning and poor emotional regulation abilities (e.g. Asher and Coie, 1990). Sociometrically preferred children have been found highly competent as far as their social functioning is concerned (e.g. Rubin, Bukowski & Parker, 1998). On the other hand, the abilities of Emotional Intelligence enable the students to act wisely in human relations in the society as well as in classroom. The Emotional Intelligence is strongly related to social adjustment (Engelberg & Sjoberg, 2004). The skills of Social adjustment enhance the ability to monitor and regulate one's own emotions as well as the emotions of the persons who are in the same social groups. These findings also revealed that the abilities of Emotional Intelligence are essential for social adjustment and developing friendships. The social status in the peer group predicts youths' future adjustment (e.g., Van Noorden, Cillessen, Haselager, Lansu, & Bukowski, 2017).These skills of social functioning, social adjustment and developing friendships can contribute

to greater sociometric status. So, emotional intelligence may have influence on the sociometric status of the students. In a study conducted on the elementary school children at Andhra Pradesh, India, shows that the Emotional Intelligence positively influences the sociometric scores of the elementary children (Sujeevanamma and Anuradha, 2015). But this kind of study is very rare in the academic literature, especially for the students of West Bengal. So, the present paper is intended to fill this knowledge gap.

Hypothesis

The abilities of EI enable students to act wisely in human relations in the society as well as in the classroom. So, emotional intelligence influences the Sociometric status of the adolescents. Starting from this general idea, the following hypothesis is formulated and tested accordingly.

H0: The levels of Emotional Intelligence (High, Low and Average) of the adolescent students are not significantly associated with any five types of Sociometric status(Preferred, Rejected, Neglected, Controversial and Average).

Method: Participants: A total of 178 adolescent students of Class IX from 4 conveniently selected classrooms (Section/ unit) are the participants of this study.These students are chosen from two Government Sponsored schools in the District of North 24 Parganas, West Bengal. Among them, 99 are boys (55.61%) and 79 are girls (44.39%) having the mean age of 15.29 years (SD= 0.43 years).

Tools: BASPBEIT: 'Bhoumick and Saha Performance Based Emotional Intelligence Test (BASPBEIT)', developed by the present researcher is used to assess the Emotional Intelligence of the adolescent students. It comprises 8 Task, 28 stimuli, with 59 items measuring four branches of ability of emotional intelligence, i.e. Perceiving Emotions (PE), Using Emotion to Facilitate Thoughts (UF), Understanding Emotions (UE) and Managing Emotions (ME). Average score of all the four branches provides the Emotional Intelligence (EI) score. It is standardised on 608 adolescent students of West Bengal with an age range 13 to 19. The test retest Reliability of this test is 0.71. The internal consistency of the current study showed the Cronbach alpha value (α) 0.82. Score of this test is presented through STEN scores (M=5.5 and SD=2)with a range of 0 to 10.

Sociometric Nominations Questionnaire: The students are asked to write the three names of the peers in their respective classroom "whom they like most" and write three names "whom they like least". According to Cillessen (2009), these two items have shown good test-retest reliability in different studies. It is relatively easy to understand for the students as well as easy to implement (Gommans and Cillessen, 2015).

Scoring Scheme of Sociometric Nominations Questionnaire

Each student of a particular classroom provides six names of their peers (3 that they like most i.e., Positive Nominations and 3 that they dislike most i.e., Negative Nominations).

Based on the sociometric nominations of all the students, each student is assigned with a pair of raw sociometric Nominations scores. One score is the number of positive nominations received (PNR) i.e. number of peers who like that particular student. Another is the number of negative nominations received (NNR) i.e. number of peers who dislike that particular student. Each student is characterized by his/her pair of sociometric scores (PNR & NNR).

Let's assume we have students named as Rahul, Puja, Anwar, Shyam, Ronita, Lily, and James in a particular classroom. The sociometric nominations provided by Rahul, Puja, and Anwarare as follows:

i. Rahul's Sociometric Nominations:
Positive/Liked Nominations: Puja, Anwar, Shyam
Negative/Disliked Nominations: James, Lily, Ronita

ii. Puja's Sociometric Nominations:
Positive/Liked Nominations: Anwar, Shyam, James
Negative/Disliked Nominations: Lily, Ronita, Rahul

iii. Anwar's Sociometric Nominations:
Positive/Liked Nominations: Puja, Rahul, Shyam
Negative/Disliked Nominations: Ronita, James, Lily

Based on these nominations, the raw sociometric nomination scores for each student can be calculated:

Rahul:
Positive Nominations Received (PNR): 1
Negative Nominations Received (NNR): 1
Puja:
Positive Nominations Received (PNR): 2
Negative Nominations Received (NNR): 0
James:
Positive Nominations Received (PNR): 1
Negative Nominations Received (NNR): 2
Ronita:
Positive Nominations Received (PNR): 0
Negative Nominations Received (NNR): 3

These scores are the raw count of PNR and NNR received by each student.

To determine the sociometric status of a particular student, the standard score method of Sociometry (Coie et al., 1982) is used in this study. In this method, the raw numbers of PNR and NNR for each student of a particular classroom were calculated first. Then Standard scores of PNR (Z_{PNR}) and NNR (Z_{NNR}) for each student were calculated through the formula given below.

$$Z_{PNR} = (PNR-MPNR)/S.DPNR$$

Where, M_{PNR}= Mean of PNR for a particular classroom, $S.D_{PNR}$= Standard Deviation of PNR for a particular classroom.

$$Z_{NNR} = (NNR-MNNR)/S.DNNR$$

Where, M_{NNR}= Mean of NNR for a particular classroom, $S.D_{NNR}$= Standard Deviation of NNR for a particular classroom.

In the second stage, the Social Impact (SI) and Social Preference (SP) of a particular student are calculated using these formulas.

Social Impact, $SI = Z_{PNR} + Z_{NNR}$

Social Preference, $SP = Z_{PNR} - Z_{NNR}$

Then Standard scores of SI (Z_{SI}) and SP (Z_{SP}) for each student were calculated through the formula given below.

$$ZSI = (SI-M_{SI})/S.D_{SI}$$

Where, M_{SI}= Mean of SI for a particular classroom, $S.D_{SI}$= Standard Deviation of SI for a particular classroom.

$$Z_{SP} = (SP-M_{SP})/S.D_{SP}$$

Where, M_{SP}= Mean of SP for a particular classroom, $S.D_{SP}$= Standard Deviation of SP for a particular classroom.

Based on these four parameters such as, Z_{PNR}, Z_{NNR}, Z_{SI} and Z_{SP}, and the criteria given below, each student had been classified into five different sociometric statuses.

Criteria to determine the Sociometry Status: (modified version of standard score method; Coie & Dodge, 1983):

i. Preferred: $Z_{SP} > 1$, $Z_{PNR} > 0$, $Z_{NNR} < 0$.
ii. Rejected: $Z_{SP} < -1$, $Z_{PNR} < 0$, $Z_{NNR} > 0$.
iii. Neglected: $Z_{SI} < -1$, $Z_{PNR} < 0$, $Z_{NNR} < 0$.
iv. Controversial: $Z_{SI} > 1$, $Z_{PNR} > 0$, $Z_{NNR} > 0$.
v. Average: $-0.5 < Z_{SP} < +0.5$ and $-0.5 < Z_{SI} < +0.5$

Procedure

After getting the necessary permission from the concerned authorities, the present researcher visits each classroom and collects data manually. The data collected from those students who were present at the classroom on the date when the researcher visited that particular school. Participants first completed the 'BASPBEIT-Emotional Intelligence test' through paper-pencil mode. Then, they completed the Sociometric Nominations Questionnaire. They were requested to response both of the tools independently and without collaboration. Confidentiality of the data is ensured.

Results

The calculated value of mean and the SD of the Emotional Intelligence score were 0.414 and 0.038 respectively. Based on these values, each scores of EI were converted into the Standard Ten (STEN; Mean=5.5 and SD=2) score. The STEN score indicates an individual's approximate position regarding the others in the population. The raw scores (x) of EI of each individual were converted to the 'STEN score' by using the formula; St = [{(x -M)/SD} * 2] + 5.5.

Table 1

Descriptive Statistics (N= 178)

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
EI Emotional Intelligence	178	.19	.3	.49	.414	.0016	.0381

After computation of the test scores, all the students are classified into three levels of Emotional Intelligence based on the Mean (M=5.5) and Standard Deviation (SD=2). These three levels are,

i. High level of Emotional Intelligence[scored greater than 7.5 (M+1SD)]
ii. Low level of Emotional Intelligence[scored less than 3.5 (M-1SD)]
iii. Averagelevel of Emotional Intelligence [scored between 3.5 (M-1SD) and 7.5 (M+1SD)].

The group of 'Average level' of Emotional Intelligence consists of 84 adolescents (51 Males and 33 Females) with score range 3.6 to 7.49. The group of 'High level' of Emotional Intelligence comprises 56 adolescents (33 Males and 23 Females) with score range 7.58 to 8.91. The group of 'Low level' of Emotional Intelligence comprises 38 adolescents (15 Male and 23 Female) with score range 1.6 to 3.42 at BASPBEIT emotional intelligence test.

The Chi-Square Tests

A chi-square test of independence (see Table 2) examined the association between the levels of Emotional Intelligence and Sociometric status.

The result of Pearson Chi-Square test is statistically significant with x^2 (1, N=178)= 52.188, p<.00001. In this test the p-value is .00001, which is less than α, i.e., .05, hence null hypothesis (H0) is rejected. Hence, it can be inferred that there must be a statistical significant association exist between the Emotional Intelligence and sociometric status.

The Cramer's V Coefficient of .383, indicating a "low to moderate" relationship between these two constructs.

Table 2

Chi-Square Tests for EI and Sociometric status

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.188a	8	.00001
Likelihood Ratio	48.131	8	.00005
N of Valid Cases	178		

a. 2 cells (13.3%) have expected count less than 5. The minimum expected count is 2.56.

The Post-hoc test with Adjusted Residual

To find the statistical significance of all the possible combination of levels of Emotional Intelligence and different Sociometric statuses, a Post-hoc test with adjusted residuals and adjusted p-value is conducted further (see Table 3). 'Post-hoc test with Adjusted Residual' is used to analyze the association between two categorical variables. It helps to find which specific combinations of categories have a significant association.

Results of any statistical test in social sciences can be declared as significant, if the p-value is less than α=.05. But in the case of Post-hoc test with adjusted residuals, the value of adjusted Alfa for all the combinations of case should be considered (Bonferroni's correction).

Adjusted Alfa =(p-value)/(Number of possible combinations)

- Here, accepted p-value of social science = 0.5
- Number of possible combinations = (Number of category of EI) X (Number of category of sociometric status)
- Number of category of EI= 3 (Average, High and Low)
- Number of category of Sociometric Status = 5 (Preferred, Rejected, Neglected, Controversial and Average)

So, the value of Adjusted Alfa in this case is, α=.05/(3x5)=.05/15=.0033.

In this case, if obtained p-value is less than .0033 at 'Post-hoc test with Adjusted Residual' for a specific combination of the categories, then the association between those two categories is statistically significant.

Table 3

(5X3) Group Cross Tabulation with Post-hoc test with Adjusted Residual

Sociometric Status		Emotional Intelligence (EI)			Total
		Average	High	Low	
	p value (Sig.)	.0001*	.0244	.0297	
Preferred	Count	5	4	3	12
	Expected Count	5.7	3.8	2.6	12.0
	% within Sociometric Status	41.7%	33.3%	25.0%	100.0%
	Adjusted Residual	-.4	.1	.3	
	p value (Sig.)	.6914	.8850	.7492	
Rejected	Count	9	6	14	29
	Expected Count	13.7	9.1	6.2	29.0
	% within Sociometric Status	31.0%	20.7%	48.3%	100.0%
	Adjusted Residual	-1.9	-1.4	3.9	
	p value (Sig.)	.0568	.1722	.0001*	
Neglected	Count	40	12	7	59
	Expected Count	27.8	18.6	12.6	59.0
	% within Sociometric Status	67.8%	20.3%	11.9%	100.0%
	Adjusted Residual	3.9	-2.2	-2.2	
	p value (Sig.)	.0001*	.0244	.0297	
Controversial	Count	5	4	3	12
	Expected Count	5.7	3.8	2.6	12.0
	% within Sociometric Status	41.7%	33.3%	25.0%	100.0%
	Adjusted Residual	-.4	.1	.3	
	p value (Sig.)	.6914	.8850	.7492	

Average	Count	21	7	11	39
	Expected Count	18.4	12.3	8.3	39.0
	% within Sociometric Status	53.8%	17.9%	28.2%	100.0%
	Adjusted Residual	.9	-2.1	1.2	
	p value (Sig.)	.3461	.0397	.2370	

The result of the Post-hoc test reveals that, at the combination of "Preferred sociometric status" and "High level of EI", the p-value is .0000. It is well below the .0033. Hence it can be inferred that there is a statistical significant association between the "Preferred sociometric status" and "High level of EI". The value of Adjusted Residual shows a positive association of value +5.7. So, the "sociometrically Preferred" students are positively associated (Adjusted Residual=+5.7, p<.0033) with the "High level" of Emotional Intelligence.

Similarly, the table also reveals that, the "sociometrically Preferred" students are negatively associated (Adjusted Residual=-3.4, p<.0033) with the "Average level" of emotional intelligence.

The Post-hoc test also reveals that, there is a statistical significant association between the "Rejected sociometric status" and "Low level of EI". The value of Adjusted Residual shows a positive association of value +3.9. So, the "sociometrically Rejected" students of West Bengal are positively associated (Adjusted Residual=+3.9, p<.0033) with the "Low level"of Emotional Intelligence.

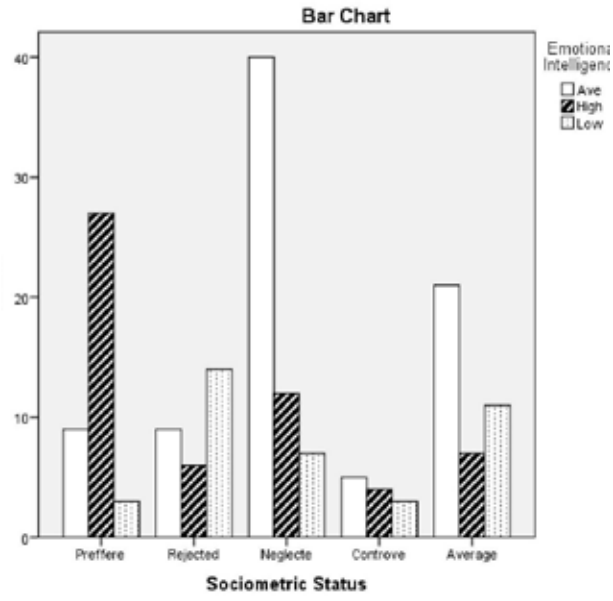
Similarly, the table also reveals that, the "sociometrically Neglected" students are significant positively associated (Adjusted Residual=3.9, p<.0033) with the "Average Level" of Emotional Intelligence.

The other two sociometric statuses such as, sociometrically "Controversial" and "Average" are not significantly associated with the "Average","High" or "Low" level of emotional intelligence.

Figure 1 also confirmed that the "sociometrically preferred" adolescents are more likely to have "High Emotional Intelligence" as compared to the students of other sociometric status.

Fig. 1

Bar graph of EI and Sociometric status



Similarly, the "sociometrically Rejected" adolescents are more likely to have "Low Emotional Intelligence"as compared to the students of other sociometric status.

But the "sociometrically Neglected" adolescents are more likely to have "Average Emotional Intelligence" as compared to the students of other sociometric status.

Discussion

The results confirmed that, most of the sociometrically Preferred students obtained High scores at EI test and few of them obtained Average score in that test. The sociometrically preferred students are those, who are liked by most of the students at a classroom and disliked by a few. Because, they received more number of 'positive

nominations' (PNR) than the average number of 'positive nominations received' (PNR) by all the students in a particular classroom. These students received less number of 'negative nominations' (NNR) than the average number of 'negative nominations received' (NNR) by all the students in a particular classroom.

It also revealed that, the sociometrically Rejected students obtained Low scores at EI test. The rejected students are those who are disliked by a most of the students at a classroom and liked by a few. These category of the students received more number of 'negative nominations' (NNR) than the average number of 'negative nominations received' (NNR) by all the students in a particular classroom. They received less number of 'positive nominations' (PNR). Similarly, the sociometrically Rejected adolescents are more likely to have Low Emotional Intelligence as compared to the students of other sociometric status.

This finding is in conformity with the finding of Rubin, Bukowski & Parker (1998) and Sujeevanamma & Anuradha (2015). In their study, Rubin, Bukowski & Parker (1998) found that, sociometrically preferred children are highly competent as far as their social functioning are concerned. In a study on elementary school children at Andhra Pradesh, Sujeevanamma and Anuradha, (2015) explored that the Emotional Intelligence positively influences the sociometric sores. The abilities of EI enable the students to act wisely in human relations. It influences their Sociometric status and strongly related to social adjustment (Engelberg & Sjoberg, 2004). The skills of Social adjustment enhance the ability to monitor and regulate one's own emotions as well as the emotions of the persons who are in the same social groups. The capabilities of awareness and regulation of the emotions of oneself and others are the key factors that influence the quality of social interactions. Research revealed that the quality social interactions influence human performance in every area of life (Salovey, Bedell, Detweiler & Mayer, 2000; Salovey & Mayer, 1990; Van der zee, Schakel Thijs, 2002). These findings revealed that the abilities of Emotional Intelligence are essential for social adjustment and developing friendships, socio emotional abilities and pro-social skills. In the same line of thought present research reveals that, higher skills of Emotional Intelligence enable a student to ensure higher sociometric status in their peer group. Similarly lower skills leads to lower sociometric status and makes a student Sociometrically Rejected.

The other two sociometric statuses such as, sociometrically "Controversial" and "Average" may have some relationship with emotional intelligence. But the present study did not find any significant association between these two types of sociometric statuses and any category (High, Average or Low) of the levels of emotional intelligence.

Conclusion

These results prove that, the Emotional Intelligence has a great influence on the relationships with the peers in the classroom. The students, who possess high emotional intelligence, have greater emotional and social skills. So, they have a higher acceptance in the peer groups, which leads them to be sociometrically preferred. A meaningful insight to the concept of Emotional Intelligence and its social implications can be provided through this study to the teachers, teacher educators, policymakers, curriculum and programme designers, parents, and students. Except all these findings, the present study has its own limitations regarding relatively small sample size. So, more experimental or longitudinal studies are needed to properly situate the nexus between these two constructs.

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