REFERENCES

Adams, K. (2005). *The sources of innovation and creativity.* Paper commissioned by the National Center on Education and Economy for the new commission on the skills of American workforce. https://eric.ed.gov/?id=ED522111

Adeyemo, S. (2010). Students' ability level and their competence in problem solving task in physics. *International Journal of Educational Research and Technology*, *1(2)*, 35-47. https://pdfs.semanticscholar.org/d2b6/c20f2e6defa446cbf93bb224514 77082 ebe6.pdf

Adsul, R.K., & Kamble, V. (2008). Achievement motivation as a function of gender, economic background and caste differences in college students. *Journal of the Indian Academy of Applied Psychology*, *34 (2)*, 323-327.

Alıç, S., Balıbey, K., Meral, A., & Ozbal, A. (2019). Examining the attitudes and problems solving skills of physical education and sports students. *Universal Journal of Educational Research*, *7(3)*, 820-823. doi: 10.13189/ujer.2019.070323

Anastasi, A. (1976). *Psychological testing* (4th ed.). Macmillan.

Anbuselvi, G., & Leeson, J. (2015). Education of tribal children in India: A case study. *International Journal of Advanced and Innovative Research, 4 (3)*, 206-209. http://www.bodhijournals.com/pdf/spl/November2018/Bodhi_V3S9.p df

Antoine, D. (2015). *The correlation between parental involvement and student academic achievement.* Unpublished master's thesis, Louisiana State University and Agricultural and Mechanical College, LSU Digital Commons. https://digitalcommons.lsu.edu/gradschool_theses/185/

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review, 64*(6), 359-372.

Atkinson, J. (1974). *Motivation and achievement*. New York, V. H. Winston and Sons.

Atkinson, J.W., & Feather, N. T. (1966). *A theory of achievement motivation.* New York, John Wiley & Sons.

Atkinson, J.W., & Litwin, G.H. (1960). Achievement motive and test anxiety conceived as motive to approach success and motive to avoid failure. *Journal of Abnormal and Social Psychology, 60(1)*, 52-63. https://doi.org/10.1037/h0041119

Awh, E., Belopolsky, A.V., & Theeuwes, J. (2012). Top-down versus bottom-up attentional control: a failed theoretical dichotomy. *Trends in Cognitive Sci*ence, *16*, 437–443. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3426354/

AzimPremji Foundation, (2004).The social context of elementary education in rural India. Retrieved from http://righttoeducation.in/sites/default/files/TheSocialContextofElementaryEducation inRuralIndia.pdf

Baker, S.R. (2004). Intrinsic, extrinsic, and amotivational orientations: Their role in university adjustment, stress, well-being, and subsequent academic performance. *Current Psychology, 23*,189–202. https://doi.org/10.1007/s12144-004-1019-9

Bakhiet, S., & Lynn, R.(2015). Sex differences on the Wechsler Intelligence Scale for Children-III in Bahrain and the United States. *Psychological Reports*,*117(3)*, 794-798. doi: 10.2466/03.17.PR0.117c26z9

Bala, P., & Shaafiu, K. (2016). Academic achievement of secondary school students in relation to their problem solving ability and examination anxiety. *The International Journal of Indian Psychology, 3(4), 66*, 138-154. https://ijip.in/articles/academic-achievement-of-secondary-school-students-in-relation-to-their-problem-solving-ability-and-examination-anxiety

Banarek, L. (1996). *The effect of rewards and motivation on student achievement.*(Unpublished master's thesis, Grand Valley State University). http://scholarworks.gvsu.edu/theses/285

Baron, R.A. (1996). *Psychology.(3rd Ed)*. New Delhi, Prentice Hall of India.

Baruah, S., & Goswami, U. (2012). Factors influencing school dropouts at primary level. *International Journal of Farm Sciences*, *2(2)*, 141-144. http://www.inflibnet.ac.in/ojs/index.php/IJFS/article/view/2196

Batey, M., & Furnham, A. (2006). Creativity, intelligence and personality: a critical review of the scattered literature. *Genetic, Social and General Psychology Monographs, 132 (4)*, 355-429.

Baumer, J., & Camos,V. (2015). Why is it so hard to solve long divisions for 10-year-old children? *International Journal of School and Cognitive Psychology, 2 (7)*, 2-9. doi: 10.4172/2469-9837.1000S2-007

Behera, J., & Samal, R. (2015).Category (Tribe and Non-Tribe) as a factor in educational aspiration of secondary school students: an investigation. *Journal of Research & Method in Education, 5 (4)*, 1-11. https://www.iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-4/Version-1/A05410111.pdf

Behzadi, M., Mafakheri, S., Malkhalifeh, M., & Shahvarani, A. (2013). The study of effect of the main factors on problem solving self-confidence using cooperative learning. *Mathematics Education Trends and Research,1*,1-7. https://doi.org//10.5899/2013/metr00023

Benjafield, J. (1997). *Cognition (2ⁿᵈEd).*New Jersey, Prentice Hall

Bhargava, A. (2001). Nutrition, health, and economic development: Some policy priorities. *Food and Nutrition Bulletin, 22 (2)*, 173-177. https://journals.sagepub.com/toc/fnba/22/2

Bhatt, V., Singh, D., & Swanson, K. (2014*). School attendance in Banokda: Understanding irregularity and reasons behind it*. Retrieved from https://www.researchgate.net/publication/299975351

Bhattaria, N. (2017). *What factors affect school attendance? Quantitative and qualitative study of evidence from Nepal*. (Doctoral dissertation, Colorado State University, Colorado). https://mountainscholar.org/bitstream/handle/10217/185732/Bhattarai _colostate_0053A_14552.pdf?sequence=1

Bigelow, B., & Zhou, R. (2001). Relational scaffolding of school motivation: Developmental continuities in students' and parents' ratings of the importance of school goals. *The Journal of Genetic Psychology*, *162*, 75-92. doi10.1080/00221320109597882.

Bordhan, S. (2014).Parental attitude towards schooling of their children. *Journal of All India Association for Educational Research, 26(1)*, 1-13. http://www.aiaer.in/ejournal/vol26114/P3.pdf

Brahmanandam, T., & Babu, B. (2016). Educational status among the scheduled tribes: issues and challenges. *The NEHU Journal*, *14 (2)*, 69-85. https://nehu.ac.in/public/downloads/Journals/NEHU-Journal-July-Dec-2016-A5.pdf

Brand, L. M. (2010). *The effect of technology on attention and concentration within the classroom context*. Retrieved from http://oasis.col.org/handle/11599/558.

Brewster, C., & Fager, J. (2000). Increasing student engagement and motivation: from time-on task to homework. *Northwest regional educational laboratory*, 2-25. http://www.nwrel.org/request/oct00/textonly.html

Brucki, S., & Nitrini, R. (2008). Cancellation task in very low educated people. *Archives of Clinical Neuropsychology,23*, 139–147. https://www.academia.edu/27077474/Cancellation_Task_in_very_low_educated_people

Census of India.(2011).Population data of Naswadi, Vadodara district, Gujarat. Ministry of Home Affairs, Government of India.https://www.censusindia2011.com/gujarat/vadodara/Naswadi-population.html

Census of India. (2011).Rural urban population. http://www.censusindia.gov.in/2011-prov-results/paper2/data_files/india/Rural_Urban_2011.pdf

Chantia, A., & Misra, P. (2011). Factors influencing tribal education in India: An assessment of constitution and legal provision. In Padhi, S. (Ed). *Educational scenario of tribes in India: Current issues and concerns* (193-216)*. Delhi,* Mangalam Publishers & Distributers.

Chatterjee, P. (2014). Social and economic status of tribal women in India – The challenges and the road ahead. *International Journal of Interdisciplinary and Multidisciplinary Studies, 2(2)*, 5-60 http://www.ijims.com/uploads/3765dbde1a96580628d3D10.pdf

Chattopadhyay, A., & Dhurdhawale, V. (2009). Primary schooling in a tribal district of Maharashtra: Some policy relevance. *Journal of Educational Administration and Policy Studies,* 5, 70-78. http://www.acadamicjournals.org/jeaps

Chaturvedi, M. (2009). School environment, achievement motivation and academic achievement. *Indian Journal of Social Science Research*, *6(2)*, 29- 37.

Chaudhary, N. K., Ledingham. K. A., Eby, D. W., & Molnar, L. J. (2013). *Evaluating older drivers' skills.* (Report No. DOT HS 811 773).National Highway Traffic Safety Administration. https://www.nhtsa.gov/sites/nhtsa.dot.gov/files/811773.pdf

Chauhan, S.,& Sharma, A. (2017). A study of relationship between creativity and academic achievement among public and private school students in both the gender. *International Journal of Science Technology and Management*, *6 (1)*, 39-45. http://www.ijstm.com/images/short_pdf/1483099120_N182_IJSTM.pdf

Chetri, S. (2014). Achievement motivation of adolescents and its relationship with academic achievement. *International Journal of Humanities and Social Science Invention, 3(6)*, 8-15. http://www.ijhssi.org/papers/v3(6)/Version-1/C036108015.pdf

Chugh, S. (2011). Dropout in secondary education: A study of children living in slums of Delhi. National University of Education Planning and Administration. *Occasional Papers*, *37*, 2-48. http://uepa.org/new/download/Publications/Occasional

Cleary, L. (2014). *Student performance and motivation: investigating relationships, identifying potential areas for concentration of scarce resources.* (Final year project for higher diploma, Dublin Business School).http://hdl.handle.net/10788/2154

Cole, M., & Vygotsky, L.S. (1978). *Mind in society: the development of higher psychological processes.* Cambridge: Harvard University Press.

Committee on Early Childhood Pedagogy. (2000). Eager to learn: Educating our pre-schoolers. *The National Academies Press*. https://doi.org/10.17226/9745

Cornoldi, C., Carretti, B., Drusiand, S., & Tencati,C. (2015).Improving problem solving in primary school students: The effect of a training programme focusing on metacognition and working memory. *British*

Journal of Educational Psychology.85 (3), 424–439.
http://doi.org/10.1111/bjep.12083

CREATE. (2008). *Access to elementary education in India: Country analytical review.* Retrieved from
http://www.create-rpc.org/pdf_documents/India_CAR.pdf

CREATE. (2011). Absenteeism, repetition and silent exclusion in India. *CREATE India policy brief 3. Retrieved from* http://www.create-rpc.org/pdf_documents/India_Policy_Brief_3.pdf

Cremin, T., & Barnes, J. (2018). Creativity and creative teaching and learning. In: Cremin, T. & Burnett, C. (Eds).*Learning to Teach in the Primary School* (4th edition). Routledge.

Csikszentmihalyi M. (1999). Implications of system perspective for the study of creativity. In R. J. Sternberg, *Handbook of Creativity*, 313-336, Cambridge: Cambridge University Press.

Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2005). Flow. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (p. 598–608).Guilford Publications.

Dar, W., & Najar, I. (2017). Problems of teaching tribal children -a study of tribal schools of Khanshaib. *Academic Social Research*, *3 (4)*, 43-49. https://www.researchgate.net/profile/Wahid_Dar2/publication/332241065

Das, G. (2015). *Autonomy and decision making role of tribal women: a case study of Santoshpur village in Sundergargh district of Odisha.* Unpublished dissertation, Department of Humanities and social sciences, National Institute of Technology, Rourkela.

Das, A., & Talawar, M. S. (2014). A study of relationship between academic achievement and mental health of secondary school tribal students of Assam. *PERIPEX Indian Journal of Research, 3(11)*, 55-57.

Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013).Creative learning environments in education: A systematic literature review. *Thinking Skills and Creativity, 8*, 80-91. doi: 10.1016/j.tsc.2012.07.004

Dev, M. (2016). Factors affecting the academic achievement: A study of elementary school students of NCR, Delhi. *Journal of Education and Practice, 7(4)*, 70-74. https://files.eric.ed.gov/fulltext/EJ1092343.pdf.

Dev, P.C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education*, *18(1)*, 12-19.

Dhawan, M. L. (2005). *Issues in Indian education*. New Delhi, Isha Books.

Dinesh, N. A., & Chandrashekar, E. (2015). Parents' attitude and perception towards primary education in rural Karnataka. *Journal of Humanities and Social Science*, *20*, 20-26.

Dippo, C. (2013). *Evaluating the alternative uses test of creativity.* Paper presentation at National Conference on Undergraduate Research, University of Wisconsin La Crosse, WI. www.ncurproceedings.org/ojs/index.php/NCUR2013/article/viewFile/547/346.

Dixit, A., & Rai, A. (2016). Hindi and English letter cancellation tasks: Does language have an effect on performance? *Indian Journal of Physiological Pharmacology*, *60(3)*, 235-238.

Dongre, N., & Patel, R.C. (2015). Development of problem solving skill of adolescents through teaching of science for sustainable development. *Journal of Humanities and Social Science*, *20(7)*, 46-52.

Duffy, B. (1998). *Supporting creativity and imagination in the early Years.* United Kingdom: Open University Press.

D'Zurilla, T. J., & Goldfried, M. R. (1971). Problem solving and behavior modification. *Journal of Abnormal Psychology*, *78*, 197-226.

EdCIL (INDIA) Limited (2009). *Attendance of students & teachers in primary and upper primary schools: Synthesis report of study conducted in 20 States.* Report under Sarva Siksha Abhiyan EdCIL (INDIA) Limited. https://www.educationforallinindia.com/Report%20of%20school%20attendance.pdf

Erbstein, N., & Olagundoye, S. (2016). *Chronic absenteeism in Sacramento City Unified School District (SCUSD) 2015-2016: Attendance monitoring and promotion across five school sites.* UC Davis Center for Regional Change. https://regionalchange.ucdavis.edu/

Fadelelmoula, T. (2018). Impact of class attendance on student's performance. *International Research Journal of Medicine and Medical Sciences, 6(2)*, 47-49. https://www.researchgate.net/publication/325580345

Ford, B., & Roby, E. (2013). Why do high school students lack motivation in the classroom? *Global Education Journal*, *2013 (2)*, 101-113. https://libres.uncg.edu/ir/uncp/f/Why%20Do%20High%20School%20Students%20Lack%20Motivation%20in%20the%20Classroom.pdf

Francis, A., Goheer, A., Haver-Dieter, R., Kaplan, A.D., Kerstetter, K., &Kirk, A.L. (2004). *Promoting academic achievement and motivation: a discussion & contemporary issues based approach.* Gemstone Program, University of Maryland. Retrieved from https://www.academia.edu/4164237/Promoting_Academic_Achievement_and_Motivation_A_Discussion_and_Contemporary_Issues_Based_Approach_Gemstone_Generating_Eager-Minded_Students_Team

Funkhouser, C., & Dennis, J. (1992).The effects of problem-solving software on problem-solving ability. *Journal of Research on Computing in Education*, *24(3)*, 338-347. https://doi.org/10.1080/08886504.1992.10782015

Gafoor, A., & Madhu, K. A. (2008). Perception of tribes regarding the educational problems in Wayanad district. *Journal of Studies in Teacher Education*, *1*, 22-31. https://www.researchgate.net/publication/262923978

Gaida, S., & Sekher, T.V. (2014). Factors leading to school dropouts in India: An analysis of National Family Health Survey-3 Data. *Journal of Research & Method in Education*, *4(6)*, 75-83.

Gajre, N. S., Fernandez, S., Balakrishna, N., & Vazir, S. (2008). Breakfast eating habit and its influence on attention-concentration, immediate memory and school achievement. *Indian Pediatrics*, *45(10)*, 824-828. https://pubmed.ncbi.nlm.nih.gov/18948652-breakfast-eating-habit-and-its-influence-on-attention-concentration-immediate-memory-and-school-achievement/

Gandhi, D., & Patel, B. (2016).A study of girls' school dropout in rural Gujarat. *International Journal of Scientific Research, 5*, 75-76.

Galotti, K.(2014). *Cognitive psychology: In and out of the Laboratory. (5th Ed).* Sage Publications.

Geary, D. (1999). Sex differences in mathematical abilities: commentary on the math-fact retrieval hypothesis. *Contemporary Educational Psychology, 24*, 267–274. https://doi.org/10.1006/ceps.1999.1007

Gnaulati, E. (2014). Why girls tend to get better grades than boys do? *The Atlantic Newsletter*. Retrieved from https://www.theatlantic.com/education/archive/2014/09/why-girls-get-better-grades-than-boys-do/380318/

Gopalan, V.,Bakar, J., Zulkifli, A., Alwi, A., & Mat, R. (2017). *A review of motivation theories in learning.* Conference Paper in AIP Conference Proceedings.doi: 10.1063/1.5005376

Gosain, N. (2013). A study of the factors leading to truancy among adolescent students in district Faridabad. *IOSR Journal of Research & Method in Education*, *1(6)*, 13-19. doi: 10.9790/7388-0161319

Govinda, R., & Bandyopadhyay, M. (2008). *Access to elementary education in India.* Consortium for Research on Educational Access, Transitions and Equity (CREATE). http://sro.sussex.ac.uk/id/eprint/2145/;http://www.createrpc.org/pdf_documents/India _CAR.pdf

Guilford, J.P. (1967). *The nature of human intelligence*. New York, McGraw Hill.

Gupta, M., Pasrija, P., & Kavita. (2015). Effect of problem solving ability on academic achievement of high school students: A comparative study. *Bhartiyam International Journal of Education & Research, 4(2)*,45-59. http://angainstituteofeducation.com/NewDocs/vol-4/issue-3/2.pdf

Gupta, R. (2013). Problem solving ability and academic achievement among the students belonging to scheduled tribe and scheduled caste categories. *International Journal of Research Pedagogy and Technology in Education and Movement Sciences*, *1(3)*, 95-107. http://ijems.net/3%20IJEMSP%20000010.pdf

Gustafsson, J.E., Allodi M. Westling, AlinÅkerman, B. Eriksson, C., Eriksson, L., Fischbein, S., Granlund, M., Gustafsson, P. Ljungdahl, S., Ogden, T., & Persson, R.S. (2010). School, learning and mental health: a

systematic review. *Stockholm: The Royal Swedish Academy of Sciences, The Health Committee.*
http://su.diva-portal.org/smash/get/diva2:317965/FULLTEXT01

Hancock, K. J., Shepherd, C. C. J., Lawrence, D., & Zubrick, S. R. (2013). *Student attendance and educational outcomes: Every day counts.* Report for the Department Education, Employment and Workplace Relations, Canberra, Australia.
https://www.telethonkids.org.au/globalassets/media/documents/research-topics/student-attendance-and-educational-outcomes-2015.pdf

Hennessey, B., & Amabile, T. (2010).Creativity. *Annual Review of Psychology*, *61*, 569-598.
https://doi.org/10.1146/annurev.psych.093008.100416

Hossain, M., & Purohit, N. (2019). Improving child and adolescent mental health in India: Status, services, policies, and way forward. *Indian Journal of Psychiatry, 61(4)*, 415-419.
http://doi.org/10.4103/psychiatry.IndianJPsychiatry_217_18

Houtte, M. (2004).Why boys achieve less at school than girls: The difference between boys' and girls' academic culture. *Educational Studies*, *30 (2)*, 159-173.
http://www.sciencespo.fr/liepp/sites/sciencespo.fr.liepp/files/boysandgirlsES.pdf.

Incebacek, B., & Ersoy, E. (2016). Problem solving skills of secondary school students. *China-USA Business Review*, *15 (6)*, 275-285.
doi: 10.17265/1537-1514/2016.06.002

Jain, P. (2017). Role of optimistic attitude of school teachers in academic achievement of students : At primary level. *International Journal of Business Economics and Management Research*, 8 (12), 22-25.
https://www.academia.edu/35984320/role_of_optimistic_attitude_of_school_teachers_in_academic_achievement_of_students_at_primary_level

Jayanthi, J., & Srinivasan, K. (2015). Influence of home environment on academic achievement in mathematics. *Journal of Mathematics, 11(4)*, 26-31.http://doi.org/10.9790/5728-11422631

Joy, J., & Srihari, M. (2014).A Case study on the School dropout Scheduled
        Tribal students of Wayanad District, Kerala. *Research Journal of
        Educational Sciences,2(3)*, 1-6.

Kasmarik, K. (2011). *A computational model of achievement motivation for
        artificial agents.*10th International Conference on Autonomous
        Agents and Multiagent Systems 2011, AAMAS 2011. 2. 1067-1068.
        https://www.researchgate.net/publication/221456876

Kalina, A., & Walgrave, S. (2004). Normative evaluation of a letter
        cancellation instrument for the assessment of sustained attention: A
        construct validation study. *The Journal of Undergraduate Research,
        2 (1)*, Article 4, 17-24. http://openprairie.sdstate.edu/jur/vol2/iss1/4

Kar, P. (2007). Creative talents of tribal children in relation to their academic
        achievement. In Goel, D.R., Chhaya, G. C., & Madhavi, R.L. (Eds.).
        *Abstracts of research studies conducted by teacher education
        institutions in India*, Vol. III. CASE, The M.S. University of Baroda,
        Vadodara.
        https://www.scribd.com/doc/94856914/Research-Abstracts

Kaya, Z., & Akdemir, S. (2016). *Learning and teaching theories, approaches
        and models.* Available from
        https://www.researchgate.net/publication/304119354_Learning_and_
        Teaching_Theories_Approaches_and_Models

Khatoon, R. (2015). *A study of student absenteeism in the elementary schools
        of Eastern UP and its relation with socio-economic and familial
        factors.* (PhD thesis, Aligarh Muslim University). Inflibnet Centre.
        https://shodhganga.inflibnet.ac.in/handle/ 10603/52791

King, P. M. (2009). Principles of development and developmental change
        underlying theories of cognitive and moral development. *Journal of
        College Student Development, 50*, 597-620.
        https://eric.ed.gov/?id=EJ868894

Klose, L. (2008). Understanding and fostering achievement motivation.
        Principal Leadership, *9(4)*, 12-16. https://eric.ed.gov/?id=EJ829645

Koca, F. (2016).Motivation to learn and teacher–student relationship. *Journal
        of International Education and Leadership*, *6 (2)*, 1-20.
        https://www.academia.edu/34214770

Kolawole, E. B. (2007). Gender issues and academic performance of senior secondary school students in mathematics computation tasks in Ekitistate, Nigeria. *Pakistan Journal of Social Science*, *4 (6)*,701-708. http://medwelljournals.com/abstract/?doi=pjssci.2007.701.704

Kori, K., Pedaste, M., Tõnisson, E., Palts, T., Altin, H., Rantsus, R., Sell, R., Murtazin, K., & Rüütmann, T. (2015). *First-year dropout in ICT studies*. In: EDUCON2015, IEEE Global Engineering Education Conference, 18-20 March 2015, Tallinn University of Technology, Tallinn, Estonia, IEEE, 444–452. https://www.etis.ee/Portal/Publications/Display/c76a6138-22a9-446a-a537-cbb8b7193dc3

Korne, G. (2016). Mental health problems in a school setting in children and adolescents. *Deutsches Ärzteblatt International, 113*, 183-190. doi: 10.3238/arztebl.2016.0183

Krishnan, D., & Thamarasseri, I. (2013).*Contemporary issues in Indian education.* New Delhi, Kanishkan Publishers, Distributors.

Kumari, P., Pujar, L., & Naganur, S. (2014). Creative thinking ability among high school children. *Journal of Humanities And Social Science, 19 (1)*, 30-32.

Kumari, V. R., & Chamundeswari, S. (2015). Achievement motivation, study habits and academic achievement of students at the secondary level. *International Journal of Emerging Research in Management & Technology, 4 (10)*, 7-13. https://www.ermt.net/docs/papers/Volume_4/10_October2015

Lamba, S., Rawat, A., Jacob, J., Arya, M., Rawat, J., Chauhan,V., & Panchal, S. (2014). Impact of time on attention and concentration. *IOSR Journal of Nursing & Health Science,3(4)*, 1-4. https://www.researchgate.net/publication/316854241

Laws, B. (2013).*To research the correlation between school attendance and student achievement.* Principals Sabbatical Report. http;//www.educationalleaders.govt.nz

Maccoby, E. E., & Jacklin, C. N. (1974). *The psychology of sex differences*. Stanford CA, Stanford University Press.

Madhu.(1987). Relationship between creative thinking and field dependence independence cognitive styles of rural and urban female students. *Indian Educational Review*, *22, (1)*.

Mafakheri, S., Rostamy-Malkhalifeh, M., Shahvarani, A., & Behzadi, M. H. (2013). The study of effect of the main factors on problem solving self-confidence using cooperative learning. *Mathematics Education Trends and Research Journal*, *23*, 1-7. https://www.ispacs.com/journals/metr/2013/metr-00023/article.pdf

Maheswari, K., & Singh, J.G. (2014).Rural girl student's attitude towards education. *Journal of business management & social sciences research,3(10)*, 66-72.

Makwana, M., & Kaji, S. (2014). Adjustment of secondary school students in relation to their gender. *The International Journal of Indian Psychology*, *2 (1)*, 5-12. http://doi.org/10.1.1.674.7258

Malcolm, H., Wilson, V., Davidson, J., & Kirk, S. (2003). *Absence from school: A study of its causes and effects in seven LEAs*. Research Report RR424 for The SCRE Centre, University of Glasgow. https://dera.ioe.ac.uk/8655/1/RR424.pdf

Malyadri, P. (2012). Education for tribal children: an engine for human development. *International Journal of Research Studies in Education*, *1(1)*, 99-106. doi: 10.5861/ijrse.2012.v1i1.29

Manivannan, M.(2010).*Understanding educational psychology*. Hyderabad, Neelkamal Publications Pvt. Ltd.

Mangal, S.K. (2017).*Advanced educational psychology. (2ndEd.).*PHI Learning Private Limited.

Mayer, R. E., & Wittrock, M. C. (2006). Problem solving. In Alexander, P. A., & Winne, P. H. (Eds.), *Handbook of Educational Psychology*, (p.p.287–303). Mahwah, NJ: Lawrence Erlbaum.

Meyers, R., Pignault, A., & Houssemand, C. (2013). The role of motivation and self-regulation in dropping out of school. *Procedia-Social and Behavioral Sciences*, *89*, 270-275. https://www.sciencedirect.com/science/article/pii/S1877042813029765

Mikus, D. (2013). *School attendance relationship to student achievement on State standardized test.* (Research paper, Northwest Missouri State University Missouri). www.nwmissouri.edu/library/researchpapers

Miller, S. (2007). *Determinants of parental attitudes regarding girls' education in rural India.(*Doctoral dissertation, George Town University).http://hdl.handle.net/10822/555821

Ministry of Tribal Affairs Statistic Division (2013). Statistical Profile of Scheduled Tribes in India 2013. https://tribal.nic.in/

Minnalkodi, B. (1997). *A study of higher secondary school student's achievements in Zoology in relation to anxiety, achievement motivation and self-concept.*(PhD thesis, Annamalai University). https://shodhganga.inflibnet.ac.in/bitstream/10603/42810/7/chapter-2.pdf

Moran, A. (2012). The Oxford Handbook of Sport and Performance Psychology . DOI:10.1093/oxfordhb/9780199731763.013.0006

Morgan, C. (2000). *A brief introduction to psychology.* New York, The McGraw-Hill.

Mor, K., & Sethia, S. (2015). Parent's attitude towards girls' education in Haryana. *American International Journal of Research in Humanities, Arts and Social Sciences, 13(2)*, 130-135. http://iasir.net/AIJRHASSpapers/AIJRHASS15-843.pdf

Morris, W, (2017). *Creativity – Its place in education*. Retrieved from March 16, 2020 http://www.creativejeffrey.com/creative/Creativity_in_Education.pdf

Muchhal, M., & Ram, C. (2017). A study of creativity and academic achievement of adolescents in relation to their use of information technology. *The International Journal of Indian Psychology*, *4 (2)*, 114-121. doi:18.01.073/20170402

Nair, M.K.C. (2010). School absenteeism among children. *Indian Pediatrics, 47(17)*, 921-922. https://www.indianpediatrics.net/nov2010/921.pdf

National Mental Health Survey of India (2016). Ministry of Health and Family Welfare, Government of India. http://www.indianmhs. nimhans.ac.in/Docs/Summary.pdf

Oluwatelure T. A., & Oloruntegbe, K.O. (2010). Effects of parental involvement on students' attitude and performance in science. *African Journal of Microbiology Research*, *4*, 1-9. http://www.academicjournals.org/app/webroot/article/ article1380107064_ Oluwatelure%20and%20Oloruntegbe.pdf

Ormrod, J. (2011). *Educational psychology: Developing learners*, 7th Edition, Pearson.

Padhi, S., & Padhy, B. (2011). Educational scenario of tribes in India. In Pathy, S. (Ed.), *Educational scenario of tribes in India: Current issues and* concerns (pp 1-21).New Delhi, Mangalam Publishers & Distributers.

Padmanabhan, E.N., & Kumar, A. (2014). Relationship between attitude towards education and self-concept. *International Journal of Enhanced Research in Educational Development*, *2(2)*, 29-31.

Pang, J. (2010). The achievement motive: A review of theory and assessment of achievement, hope of success, and fear of failure. In *O.C. Schultheiss & J.C. Brunstein (Eds.), Implicit Motives.* Oxford University Press. https://www.joycespang.com/uploads

Panda, K.C., (1999). *Disadvantaged children: Theory, research and educational perspectives.* New Delhi, Mittal Publications.

Parimala, D. (2010). *Equity and education in India: Policy, issues and challenges.* New Delhi, Kanishka Publishers & Distributors.

Parashar, S., & Pingle, S. (2015). Creativity: An assessment of teachers and students. *University Journal of Research*, *1 (1)*, 124-139.

Patel, D., & Gandhi, B. (2016). A study of girls 'school dropout in rural Gujarat. *International Journal of Scientific Research,5 (5)*, 75-76. https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/article

Pathak, N. (2015). A study of problem solving ability in relation to academic achievement of pupil teachers. *Voice of Research*, *4(2)*, 7-9. http://www.voiceofresearch.org/Doc/Sep-2015/Sep-2015_3.pdf

Phillipson, S., & Phillipson, S. N. (2007). Academic expectation, belief of ability and involvement by parents as predictors of child achievement:

A cross-cultural comparison. *Educational Psychology*, *27(3)*, 329–348. https://doi.org/10.1080/01443410601104130

Pimta, S., Tayruakham, S., & Nuangchalerm, P. (2009). Factors influencing mathematic problem-solving ability of sixth grade students. *Journal of Social Sciences,5(4)*, 381-385. https://files.eric.ed.gov/fulltext/ED506983.pdf

Potur, A. A., & Barkul, O. (2009). *Gender and creative thinking in education: A theoretical and experimental overview.* Faculty of architecture Kocaeli, Turkey, *6(2)*, 44-57. https://www.researchgate.net/publication/283443059

Pradhan, N. (2015). *Issues and challenges of education in tribal areas*. (Paper presentation). National Seminar COATS, Koraput. https://www.academia.edu/10469824/Issues_and_Challenges_of_Education_in_Tribal_Areas

Pradhan, B., & Nagendra, HR. (2008). Normative data for the letter-cancellation task in school children. *International Journal of Yoga*, *1(2)*, 72-75.

Prajina, P.V. (2017). A study on the academic achievement motivation among the tribal children with special reference to Kannur district Kerala. *Journal of Humanities And Social Science*, *2*, 15-17. http://www.iosrjournals.org/iosrjhss/papers/Conf.17004/Volume-2/4.%2015- 17.pdf

Prajina, P.V., & Godwin, J. (2015). A study on the impact of life skills on the academic achievement motivation of tribal adolescents. *Paripex-Indian Journal of Research*, *4 (10)*, 34-36. https://doi.org/1036106/paripex

Puhan, R. (2016). Development of education among tribal women in the age of open education and e-learning: A critical analysis of Keonjhar district of Odisha. *European Journal of Open Education and E-Learning Studies, 1(1)*, 39-50. https://oapub.org/edu/index.php/ejoe/article/view/131

Punnaiah, A. (2018). Issues and challenges of tribal education: A study of Telangana State. *International Education and Research Journal*, *4 (1)*, 49-51. http://ierj.in/journal/index.php/ierj/article/view/1565

Rajam, V., & Malarvizhi, V. (2011). A study on educational status of tribal children in the Nilgris District. *Zenith International Journal of Business Economics & Management Research,1(2)*, 197-210. http://www.zenithresearch.org.in/images/stories/pdf/2011/Nov/zijmr/14_zibermr_vol1_issue%202.pdf

Rama, T. N., Anitha, T. S., & Vasudhakar Reddy, S. Y.(2014). Survey based study on causes for absenteeism among primary school children in Baireddypalli Mandal of Chittoor District. *IOSR Journal of Research & Method in Education (IOSR-JRME), 4(1)*, 12-21. https://pdfs.semanticscholar.org/fc7f/ddb0fcda0865d59a0c36e2d3b6f4e8d075c0.pdf

Rami, G. (2012). Status of primary education in the tribal district of Gujarat: A case study of the Dangs district. *International Journal of Rural Studies*, *19*, 1-6.

Rani, M. (2009).*Problems of tribal education in India: Issues and prospects.* New Delhi, Kanishka Publishers & Distributors.

Roby, D. (2003). Research on school attendance and student achievement: A study of Ohio Schools. *Educational Research Journal Quarterly, 28 (1)*, 3-16. https://eric.ed.gov

Rosselli, M., Ardila, A., & Rosas, P. (1990). Neuropsychological assessment in illiterates: II. Language and praxic abilities. *Brain and Cognition, 12(2)*, 281–296. https://doi.org/10.1016/0278-2626(90)90020-O

Roy, N., & Bondapadhyaya, M. (2016). Parental encouragement and academic achievement of secondary level students. *International Journal of Arts & Education Research*, *5 (3)*, 14-21.

Runco, M. A. (2007). *Creativity: theories and themes: research, development, and practice.* Elsevier Academic Press

Runco, M., & Acar, S. (2012). Divergent Thinking as an Indicator of Creative Potential. *Creativity Research Journal*, *24 (1)*, 66-75. doi: 10.1080/10400419.2012.652929

Sa, B. (2006). Achievement Motivation among Secondary School Tribal and Non-tribal Students. *Journal of Indian Education*, *32 (1)*, 108-116.

Samal, R. (2012).*Parents attitude towards education and schooling of children.(*Project report), National Institute of Rourkela).

https://pdfs.semanticscholar.org/f1da/a9206515b5a6182c223e68f86a8
3c0cb8bcd.pdf

Saeki, N., Fan, X., & Dusen, L.V. (2001). A comparative study of creative
thinking of American and Japanese college students. *Journal Creative
Behavior. Utah*, *35(1)*, 45-49. doi:10.1002/j.2162-057.2001.tb01219.x

Sahu, K. (2014). Challenging issues of tribal education in India. *Journal of
Economics and Finance*, *3 (2)*, 48-52.
https://www.iosrjournals.org/iosr-jef/papers/vol3-issue2/Version-
2/J03224852.pdf

Sarangi, C. (2015). Achievement motivation of the high school students: A
case study among different communities of Goalpara District of
Assam. J*ournal of Education and Practice*, *6 (19)*, 140-144.
https://eric.ed.gov/?id=EJ1079528

Sarang, S. P., & Telles, S. (2007). Immediate effect of two yoga-based
relaxation techniques on performance in a letter-cancellation
task. *Perceptual and Motor Skills*, *105(2)*, 379–385.
https://doi.org/10.2466/pms.105.2.379-385

Sasson, R. (n.d.). Lack of motivation and enthusiasm. *Success
Consciousness.*https://www.successconsciousness.com/lack-
motivation-enthusiasm.htm

Sharma, N. (2015). *Divergent Thinking ability in school children: Assessment
of available opportunities.*(PhD Thesis, University of Jammu, India).
http:// shodhganga.inflibnet.ac.in/handle/10603/82035

Shaheen, R. (2010). Creativity and education. *Creative Education*, *1(3)*, 166-
169. doi:10.4236/ce.2010.13026

Sherafat, R., & Murthy, C.G. (2016). A comparative study of government and
private school students on their critical thinking and study habits. *The
International Journal of Indian Psychology, 3 (4)*, 52-60.
https://ijip.in/wpcontent/uploads/2019/09/article_5b4bfd834976080c5b
b65e8bea500b37.pdf

Shivagunde, S., & Kulkarni, V.V. (2012). School adjustment and its
relationship with academic achievement among tribal students.
International Journal of Rural Development and Management Studies,
6(1), 139-152.http://docplayer.net/56342777

Siahi, E., & Maiyo, J. (2015). Study of the relationship between study habits & academic achievement of students: A case of Spicer Higher Secondary School, India. *International Journal of Educational Administration and Policy Studies,7 (7)*, 134-141. http://doi.org/10.5897/IJEAPS2015.0404

Siddiqi, S. (2011). A comparative study of creativity among boys and girls of class VII. *Indian Educational Review*, *49 (2)*, 5-15. www.ncert.nic.in/publication/indian_education_review/IER-July_2011_V49_N2

Singh, B. (2013). *A study of the reasons of urban deprived children repeatedly becoming out-of-school even after their mainstreaming in the regular schooling system.* (Research Report, Rajiv Gandhi Shiksha Mission, Raipur). Reference No.165/SSA/training/research/2012-13 http://scert.cg.gov.in/pdf/researchpapers/

Singh, K. (2011). Study of achievement motivation in relation to academic achievement of students. *International Journal of Educational Planning & Administration, 1(2)*, 161-171. https://www.ripublication.com/ijepa/ijepav1n2_8.pdf

Sleegers, P., Moolenaar, N., Galetzkab, M., & Zandenc, B. (2013).Lighting affects students' concentration positively: Findings from three Dutch studies. *Sage Journals,45 (2)*, 159-175. https://doi.org/10.1177/1477153512446099

Srinivas, P., & Venkatkrishnan, S. (2016). Factors affecting scholastic performance in school children. *Journal of Dental and Medical Sciences, 15 (7)*, 47-53. https://pdfs.semanticscholar.org/3445/a8be67e54f588e32c2909de759311027cc9a.pdf

Statistical Profile of Scheduled Tribes in India. (2019). Ministry of Tribal Affairs Statistical Division, Government of India. https://tribal.nic.in/writereaddata/AnnualReport/AREnglish1920.pdf,page24

Strand, S. (2003). *Sex differences in cognitive abilities test scores: a national picture.* Paper presented to the Annual Conference of the British Educational Research Association, Heriot-Watt University, Edinburgh.

http://www.leeds.ac.uk/bei/Educationline/browse/all_items/130861.html

Stasch, K. (2014). *The effect of focused attention span on overall academic achievement*. Report submitted to Goucher College Graduate Programs in Education. https://mdsoar.org/handle/11603/2227

Sulaiman, W., Mahbob, M. & Azlan, A. (2011). Learning outside the classroom: Effects on student concentration and interest. *Procedia Social and Behavioral Sciences,18*, 12–17. http://doi.org/10.1016/j.sbspro.2011.05.003

Sungur, G. (2016). Analysis of 4th grade students' problem solving skills in terms of several variables. *Journal of Education and Practice*, *7 (14)*, 1-9. https://files.eric.ed.gov/fulltext/EJ1102973.pdf

Surapuramath, A.K. (2014). A study of relationship between creativity and academic achievement of secondary school pupils. *International Journal of Social Science,3*, 303-309. https://ndpublisher.in/admin/issues/IJSSVSh.pdf

Talukdar, R. (2013). *Quality of elementary education among the tribal children of Meghalaya: An analytical study.* Project Report, The National Council of Educational Research and Training, New Delhi. http://www.ncert.nic.in/departments/nie/der/publication/pdf/Thalukdar.pdf

Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: a multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, *38(3)*, 183–197. http://doi.org//10.1080/10852352.2010.486297

Trivedi, K., & Bhargava, R. (2010). Relation of creativity and educational achievement in adolescence. *Journal of Psychology*, *1(2)*, 85-89. https://doi.org/10.1080/09764224.2010.11885449

Tripathy, K. K. (2011). Tribal education in India: A review of strategy and achievement. In Pathi, S. (Ed.), *Educational Scenario of Tribes in India Current Issues and Concern (*pp 164-171). Delhi, Mangalam Publishers & Distributors.

Urban, K. K. (2003). Toward a componential model of creativity. In D. Ambrose, L. M. Cohen, & A. J. Tannenbaum (Eds.), *Perspectives on creativity. Creative intelligence: Toward theoretic integration* (p. 81-112). Hampton Press.

Vijayasree, B., & Sarada, D. (2018). Educational status of Yanadi tribe children in early childhood (3-8 Years). *International Journal of Current Microbiology and Applied Sciences*, *7(11)*, 877-882. https://doi.org/10.20546/ijcmas.2018.711.104

Vellymalay, S.K. N. (2011). A study of the relationship between Indian parents 'education level and their involvement in their children's education. *Kajian Malaysia,29(2)* 47-65. http://web.usm.my/km/29(2)2011/Art3_KM29-2.pdf

Walker, S., Irving, K., & Berthelsen, D. (2002). Gender influences on preschool children's social problem solving strategies. *Journal of Genetic Psychology*, *163(2)*, 197-209. http://doi.org/10.1080/00221320209598677

Wasserman, J. D., Mitchell, J. H., & Melrose, S. (1995). Development of visual search strategies in normal children. *Archives of Clinical Neuropsychology*, *10*, 400-401.https://doi.org/10.1093/arclin/10.4.400a

Wilder S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, *66(3)*, 377–397. https://doi.org/10.1080/00131911.2013.780009

Woldehanna, T., & Gebremedhin, L. (2012). The effects of pre-school attendance on the cognitive development of urban children aged 5 and 8 years: Evidence from Ethiopia. *Young Lives: An International Study of Childhood Poverty.* https://www.younglives.org.uk/sites/www.younglives.org.uk/files/YL-WP89_Woldehanna-Gebremedhin.pdf

Wu, W. (2010). Trends study of divergent thinking among students from primary middle school. *International Journal of Psychological Studies*, *2 (1)*, 122-127.

Yadav, R. (2015). Study of creative thinking in relation to intelligence and self- concept of 10+2 students. *International Journal of Educational*

Planning & Administration,*5 (1)*,7-10.
https://www.ripublication.com/ijepa/ijepav5n1_02.pdf

Yadav, U., Parsekar, S., Prabhu,V., Patil, D., Kumar, S., Singh, M., Singh, R., & Thapa, P. (2013). A comparative study on self-esteem among tribal and non-tribal students in Udupi Taluk, Karnataka, India. *Global Journal of Medicine and Public Health*, *2(5)*, 1-3. https://www.semanticscholar.org/paper/A-comparative-study-on-self-esteemamongtribalandYadavParsekar/e5d9624c20486deef6c9d0cd4e4dae33a9a9e63c

Zenasni, F., Besançon, M., & Lubart, T. (2011). Creativity and tolerance of ambiguity: An empirical study. *Journal of Creative Behaviour*, *42 (1)*, 61-73. https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2162-6057.2008.tb01080.x

Zenzen, T. (2002). *Achievement motivation.* Research Paper for Masters of Science Degree, The Graduate College University of Wisconsin-Stout. https://core.ac.uk/download/pdf/5066238.pdf