

Research Paper



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PERSONAL AND ENVIRONMENTAL CORRELATES OF ACADEMIC ACHIEVEMENT OF STUDENTS IN GOVERNMENT AND PRIVATE SCHOOLS

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ABSTRACT

The present study investigates the personal and environmental correlates of academic achievement of students in the government and private schools. Survey method is used to select a sample of 540 students from different categories of secondary level schools. Tools were chosen for measuring variables, namely, school satisfaction, sense of safety, psychological counselling needs and parental encouragement. The socio-economic background tool was developed by the investigator. Half early examination scores were taken as a measure of academic achievement. The results of the statistical analyses showed a significant positive correlation between the personal and environmental correlates and academic achievement of students in different categories of schools at the secondary level. On comparing the boys and girls, the girls are found to be significantly better in their personal and environmental correlates of academic achievement when compared to their counterparts in the same schools. Further, the students in private schools are found to be significantly better in their personal and environmental correlates of academic achievement compared to the students in government schools.

KEYWORDS: Personal Correlates, Environmental Correlates and Academic Achievement

1. INTRODUCTION

Education is the process of instruction that aims at all round development, thereby facilitating the realization of self-potential and latent talents of an individual. According to Mumthas, (2006) in a society, people are differentiated on the basis of the quality of Education, received by them. The secondary school years can be an exciting time, as adolescents seek opportunity for academic and personal growth. However, along with this excitement, comes the challenges that can become taxing and difficult for them. At this stage of early adolescence, multifarious challenges appear, and if these challenges are not resolved, he/she may become a social misfit. These challenges may adversely affect the academic achievement of adolescents. A society whose adolescents are not academically oriented may be classified as under developed. Hence, adolescence is a very crucial period which is to be carefully handled by parents, teachers and the society at large. Schools should be caring and support students with the required settings they value and enjoy.

2. NEED FOR THE PRESENT STUDY

The world is becoming more and more competitive and quality of performance has become the key factor for

personal progress. Parents desire that their children climb the ladder of performance to attain as high level as possible. Thus schools spend a lot of time and effort for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers.

School achievement may be affected by various factors like subject knowledge, satisfaction, safety, parental encouragement towards school, different aspects of their personality, socio-economic status/background of their parents, academic motivation, school environment for learning, etc. In this scope, research has been conducted to explore factors moderating the situation, like school assets, namely caring relationships, high expectations and meaningful participation. The feeling of belonging to schools and the bonding between teachers and pupils, a participative life in school, as well as the perception of safety in schools are relevant factors for student well-being and school satisfaction, leading to better academic success (Bonny and others, 2000; Creemers and Reezigt, 2003).

In the present days, school environment is of greatest concern for teachers, students and parents. Today a vast majority of students feel safe in their classrooms, but



less safe in areas that lack adult supervision. Crime and disorder in schools have become issues of serious concern for teachers as well as students and their families, and this is especially true at the secondary and higher secondary school levels, where a number of problems associated with robbery or theft in the school, gang activity and physical conflicts among students have been reported. While these reports paint a sobering picture of school environment, not all schools face serious problems with safety. Some schools provide a very safe learning environment, while other schools struggle with extreme problems of disorder, aggression, and violence.

The need for psychological counselling as a practice for promoting students health has been documented worldwide. The term *school counselling* broadly refers to the process of meeting the needs of students in several areas of development, such as academics, career, and in the personal context. Counselling focuses on helping students to make changes in their behavior which directly or indirectly influence their academic achievement. Though experts agree that professional school counseling programmes should be comprehensive in scope, preventative in design and developmental in nature, the specific ways by which psychological counselling can be practiced, the optimal settings where psychological counselling can work in the education context, and how successful such programs are in ensuring gender equity and equality remain largely not discussed in the Asia-Pacific region.

High levels of parental encouragement, mostly referred to parental involvement, measured by knowledge of the child's activities in school and frequent contact with the school, have positive effects on children's academic achievement (Kao, 1995). Furthermore, Sui-Chu and Willims (1996) argued that parental encouragement should also emphasize parent's actions at home, such as communication with children and supervision at home. Stringent parental monitoring strategies include parent's efforts to closely supervise how and when their adolescents spend their time or who their friends are. It is an attempt on the part of parents to minimize risks and exposure their teenagers might face in neighborhood, in or way to school, and other settings (Spencer et al., 1996). Children, who get encouragement at the right time, get motivated, aim higher and achieve more.

Socio-economic status also plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio-economic background of the individual (Brooks-Gunn and Duncan, 1997).

Academic achievement is one of the determinants of success in life. Academic achievement serves as a key criterion to judge students' true potentials and capabilities (Nuthanap, 2007; Daulta, 2008). Identifying these potentials and capabilities are necessary to hone them and find remedies where there are lacking. Thus, a need is felt to investigate the school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement of students at the secondary level.

3. REVIEW OF RELATED LITERATURE

For any researcher, it need not be emphasized that the review of studies related to his area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study. The purpose of the investigation is to study the personal and environmental correlates of academic achievement of students

at the secondary level in different category of schools. Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies Related to Personal Correlates and Academic Achievement

Simoes and others (2010) aimed to study the effect of school satisfaction on school achievement on each other, and the moderate effects of school assets and internal assets on these relations. The sample included 494 adolescents with special educational needs. Results showed that school satisfaction and academic achievement are associated.

The study by Milam and others (2010) examined the effect of the school and neighborhood climate on academic achievement among a population of 3rd-5th grade students in an urban public school system. School Climate Data and MSA data were aggregated by school and grade. Objective assessments of neighborhood environment and students' self-reported school and neighborhood safety were both found to be strongly associated with academic performance. Increasing neighborhood violence was found to be inversely correlated with achievement, which was found to decrease from 4.2%-8.7% in Mathematics and reading achievement; increasing perceived safety was associated with significant increases in achievement from 16%-22%.

The study by Adenike (2013) was undertaken to assess the effects of inter-relationship between family type and academic achievement of students. A Correlational survey research was adopted for the study with a total of 300 respondents. Analysis of the data indicated that significant relationship exists between academic achievement, family type and students' academic motivation. Also, a significant relationship existed in the overall academic achievement of students from monogamous families and those from polygamous families. However, sex did not significantly affect academic achievement of students from monogamy and polygamy background, though the males tend to achieve slightly better than the females.

3.2 Studies Related to Environmental Correlates and Academic Achievement

Kaur (2013) investigated the parental encouragement and academic achievement of 100, B.A. second year students of two districts of Punjab, namely, Patiala and Fatehgarh Sahib. The results of the analyses of the data collected showed a significant difference between the academic achievement of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed better academic achievement than the students receiving low parental encouragement.

Bala (2011) investigated the socio-economic status and academic achievement of 250 students of 9th grade, which included 125 boys and 125 girl students, out of which 60 girls were taken from government schools, 65 girls from private schools, similarly 60 boys from government schools and 65 boys from private schools of district Sangrur of Punjab State. Results of the analysis revealed a significant correlation between the two variables, and a significant difference in socio-economic status between students in government and private schools.

3.3 Critique

The above discussed studies indicated that personal and environmental correlates did influence academic

achievement of students. Studies pertaining to personal and environmental correlates of academic achievement based on gender difference are not clear and necessitated further investigation.

4. STATEMENT OF THE PROBLEM

This study has its primary objective to assess the personal and environmental correlates and their relationship to achievement outcomes. Specifically, the study was organized around the following questions:

- (i) Are the variables, personal and environmental correlates of academic achievement correlate significantly between them?
- (ii) Do the students in different category of schools, namely, government and private schools differ in the personal and environmental correlates of academic achievement?
- (ii) Does the gender of students have an impact on their personal and environmental correlates of academic achievement? Based on the review of related literature and the research questions, the study is undertaken keeping the following objectives in mind:
 - (i) To investigate if there is any significant relationship between school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement of students in government and private schools at the secondary level;
 - (ii) To investigate if there is any significant difference among boys belonging to different categories of schools like government and private schools at the secondary level in their school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement and
 - (iii) To investigate if there is any significant difference among girls belonging to different schools like government and private schools at the secondary level in their school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement.

5. HYPOTHESIS FORMULATED

Based on the objectives and review of literature, the following hypotheses have been formulated:

- (i) There is a significant relationship between school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement of students in government and private schools at the secondary level;
- (ii) There will be no significant difference among boys belonging to different categories of schools, namely, government and private schools at the secondary level in their school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement
- (iii) There will be no significant difference among girls belonging to different categories of schools, namely, government and private schools at the secondary level in their school satisfaction, sense of safety, psychological counselling needs, parental encouragement, socio-economic background and academic achievement

6. METHOD OF INVESTIGATION

As the method of investigation is designed on the basis of the problem, objectives and hypotheses formulated, it warrants a psychometrically sound design, procedure, tools and execution. The investigation is planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

6.1 Research Design

The present study deals with the analysis of the personal and environmental correlates of academic achievement of students in different categories of schools namely, government and private schools at the secondary level.

6.2 Sample selected

From the target population, a sample of 540 students is chosen from the secondary level studying in different category of schools, namely, Government, and Private schools. The chosen sample comprises 270 students from government and 270 students from private schools.

6.3 Tools used for the study

The research tools used for the present study to analyze the school satisfaction, sense of safety, psychological counseling needs, parental encouragement, socio-economic background and academic achievement of students in different category of schools at the secondary level are as follows:

- (i) Sharma Adolescents School Satisfaction Inventory (Sharma, 1991)
- (ii) Sense of Safety Inventory (Henry, 2000)
- (iii) Psychological Counselling Needs Scale (Chouhan and Arora, 2009)
- (iv) Agarwal Parental Encouragement Scale (Agarwal, 1983)
- (v) Socio-economic Background Scale (Sahaya Saila, 2017)
- (vi) Academic Achievement - (Half yearly Examination marks was taken in the present study).

7. ANALYSES OF DATA

The results of the analyses of data collected are compiled and presented in tables 1a to 5b.

The analyses of correlation reveals a significant correlation between independent variables, school satisfaction, sense of safety, parental encouragement and the dependent variable, academic achievement of boys in government schools. The variables, psychological counselling needs and socio-economic background though correlates positively with academic achievement of boys, the correlation is not significant (Table-1a). The regression analysis of the data of boys in government schools presented in Table-1b shows that the first independent variable included for prediction is sense of safety. The predictive value is seventy one percent (71%), being significant at 0.001 level. It is interpreted that sense of safety predicts 71% of the achievement of boys studying in government schools at the secondary level. It is also observed that the next variable included is school satisfaction. The two variables, sense of safety and school satisfaction together, are able to predict 80% of the achievement of boys in government schools at the secondary level. The next variable included is parental encouragement. All the three variables, sense of safety, school satisfaction and parental encouragement are able to predict 83% of the variations in the achievement of boys studying in government schools at the secondary level. The variables, psychological counselling needs and socio-economic

background are excluded, meaning that they do not contribute significantly to the prediction of academic achievement of boys in government schools at the secondary level.

Looking into the analyses of the data collected from girls in government schools, a significant correlation is observed between independent variables, school satisfaction, sense of safety, parental encouragement, socio-economic background, except psychological counselling needs and the dependent variable, academic achievement of girls (Table-2a). The regression analysis presented in Table-2b, shows the predictive value of the independent variables on the dependent variable, namely, academic achievement of girls in government schools. It is observed that the first independent variable included for prediction is sense of safety. The predictive value is seventy six percent (76%), being significant at 0.001 level. It is interpreted that sense of safety predicts 76% of the achievement of girls studying in government schools at the secondary level. It is also observed that the next variable included is school satisfaction. The two variables, sense of safety and school satisfaction together, are able to predict 84% of the achievement of girls in government schools at the secondary level. The next variable included is socio-economic background. All the three variables, sense of safety, school satisfaction and socio-economic background are able to predict 85% of the variations in the achievement of girls studying in government schools at the secondary level. The variables, psychological counselling needs and parental encouragement are excluded, meaning that they really do not contribute to the prediction of achievement of girls in government schools at the secondary level.

Analyses of data collected from boys in private schools at the secondary levels, all the independent variables school satisfaction, sense of safety, parental encouragement and socio-economic background, except psychological counselling needs to be significantly positively correlated with the dependent variable, academic achievement (Table-3a). The regression analysis presented in Table-3b shows the predictive value of the independent variables on the dependent variable, namely, academic achievement of boys in private schools. It is observed that the first independent variable included for prediction is parental encouragement. The predictive value is 71%, being significant at 0.001 level. It is interpreted that parental encouragement predicts 71% of the achievement of boys studying in private schools at the secondary level. It is also observed that the next variable included is school satisfaction. The two variables, parental encouragement and school satisfaction together, are able to predict 83% of the achievement of boys in private schools at the secondary level. The next variable included is sense of safety. All the three, parental encouragement, school satisfaction and sense of safety are able to predict 86% of the variations in the achievement of boys studying in private schools at the secondary level. The variables, psychological counselling needs and socio-economic background are excluded, meaning that they really do not contribute to the prediction of achievement of boys in private schools at the secondary level.

Table-4a depicts the product moment correlation of girls in private schools. It shows all independent variables, school satisfaction, sense of safety, parental encouragement and socio-economic background, except psychological counselling needs to have a significant relationship with the academic achievement. The regression analysis presented in

Table-4b shows the predictive value of the independent variables on the dependent variable, namely, academic achievement of girls in private schools. It is observed that the first independent variable included for prediction is parental encouragement. The predictive value is 73%, being significant at 0.001 level. It is interpreted that parental encouragement predicts 73% of the achievement of girls studying in private schools at the secondary level. It is also observed that the next variable included is sense of safety. The two variables, parental encouragement and sense of safety together, predict 85% of the achievement of girls in private schools at the secondary level. The next variable included is school satisfaction. All the three, parental encouragement, sense of safety and school satisfaction predict 86% of the variations in the achievement of girls studying in private schools at the secondary level. The variables, psychological counselling needs and socio-economic background are excluded, meaning that it really does not contribute to the prediction of achievement of girls in private schools at the secondary level.

On comparing the boys in government and private schools, the critical ratio values found in Table-5a shows a significant difference between boys belonging to government and private schools at the secondary level. It is found that the boys of private schools are significantly better in school satisfaction, sense of safety, parental encouragement, socio-economic background and in their academic achievement also, when compared to their counterparts in government schools. As expected, the boys in government schools have significantly greater need for psychological counselling when compared to the boys in private schools. The boys in government schools with a relatively lower socio-economic background and inadequate facilities at schools to render psychological counselling according to the needs of students, deal with their own problems to overcome the stress and achieve academically to their best. The boys in private schools hail from a relatively good socio-economic background with well educated parents and adequate facilities at home. The parents being educated are able to support and counsel their children in case of any psychological issue. The private schools also governed by the private management take up the responsibility for providing adequate infrastructural and human resource support thereby enabling optimum overall development of students as expected by parents. The psychological counselling needs of the boys in private schools are therefore significantly less when compared to the students in government schools and though the counselling needs of students do not contribute significantly to their academic achievement the students in private schools are able to perform academically better than the students in government schools.

From Table-5b, it could be interpreted that the girls in private schools are significantly better than the girls in government schools with regard to all the select variables, namely, school satisfaction, sense of safety, parental encouragement, socio-economic background and academic achievement, except psychological counselling needs. The psychological counselling needs of girls in private schools are found to be less when compared to the girls in government schools. The students in private schools hail from a relatively good socio-economic background with adequate facilities and support at home coupled with exposure to activities for effective personality development at school. This environment helps girls to handle their problems better and thereby the need for psychological counselling is found to be less compared to the girls in government schools.

8. DISCUSSION

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in Education as well as in the learning process. Although the literacy rate is more among the boys than girl, it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examinations.

On investigation of the determinants of academic achievement of boys in government schools, sense of safety is observed to be the most important and it along with school satisfaction and parental encouragement explains 83% of the variations observed in the academic achievement of the boys in government schools. As mostly the students in government schools hail from a lower socio-economic status, their sense of safety and school satisfaction becomes of prime importance as they enter school with minimum facilities and quality. Similarly in the case of the girls in government schools also sense of safety and school satisfaction play a very vital role in determining their academic performance and they along with socio-economic background are able to explain 85% of the variations observed in their academic performance.

Looking into the analyses of data collected from boys in private schools, it is parental encouragement is found to play a very significant role and it along with school satisfaction and sense of safety is able to explain 86% of the variations observed in their academic performance. Students in private schools hail from families with better education, job and economic conditions. The home environment is more conducive with better facilities and guidance for enhanced academic performance and development of skills and abilities. Thus parental encouragement becomes an important determinant in the case of the boys in private schools and so is the case of the girls in private schools.

On comparing the boys in different categories of schools and the girls in different categories of schools, the boys and girls in private schools are found to be better with regard to all variables compared to their counterparts in government schools. As the students in private schools hail from a relatively better socio-economic background compared to the students in government schools, the support and awareness created in the boys and girls in private schools help them to tackle better with any psychological issues and as a result the need for psychological counselling is less among them. The results are in line with previous researches that have concluded the students in private schools to be better in their academic performance and its correlates compared to the students in government schools (Wangoo and Khan, 1991; Verkuyten and Thijs, 2002; Kumar, 2003; Reddy and others, 2004; Udida and others, 2012).

9. CONCLUSION

The Indian scenario though indicative of better and best performance especially in school, has certain segments of school students, still being unable to reach expected heights in academic achievement. Many schools now take a survey on the well-being of students by asking questions about how safe they feel at school, whether or not they are bullied, and

if the school culture adequately resolves conflicts and disputes to ensure their school satisfaction and better sense of safety.

School counsellors take a leadership role in curing a sick or unsafe school environment. by going into classrooms and addressing the key issues identified based on health survey. By teaching and advocating for change, counsellors aim to re-work the environment into one where students can learn, study, and thrive at peace and ease. In the past, school counsellors were seen as peripheral or ancillary to main school functions and academic achievement, instead of focusing on small segments of the student population, such as at-risk or high achieving students. But their role now includes working with and supporting all children, aligning themselves with student achievement and school success. Educational reform and numerous societal changes have both contributed to the need for a shift from the role of a school counsellor to educational leader who establishes a vision and belief in the development of high aspirations for every child. As schools continue to struggle with raising academic achievement, school counsellors are increasingly seen as critical to solving this nationwide problem along with the parental encouragement which are found to be very important in teaching and learning.

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APPENDIX

Table-1a: Simple Correlation Matrix between the Select Independent Variables and Academic Achievement of Boys in Government Schools at the Secondary Level (N=137)

Variables	School Satisfaction	Sense of Safety	Psychological Counselling Needs	Parental Encouragement	Socio-economic Background	Academic Achievement
School Satisfaction	1	0.66**	0.36**	0.52	0.23**	0.79**
Sense of Safety	X	1	0.27**	0.52**	0.19	0.84**
Psychological Counselling Needs	X	X	1	0.25**	0.15**	0.32
Parental Encouragement	X	X	X	1	0.23**	0.65**
Socio-economic Background	X	X	X	X	1	0.26
Academic Achievement	X	X	X	X	X	1

*significant at 0.05 level **significant at 0.01 level

Table-1b: Regression Co-efficient and Co-efficient of Determination in a Step-wise Inclusion Procedure of Boys in Government Schools at the Secondary Level (N=137)

Step	Dependent Variable	Independent Variables	Coefficient of Determination	S Co-efficient	t Value	Level of Significance
1	Academic Achievement	Sense of Safety	0.71	0.84	18.23	0.001
2		Sense of Safety and School Satisfaction	0.80	0.57	11.25	0.001
				0.41	7.99	0.001
3		Sense of Safety, School Satisfaction and Parental Encouragement	0.83	0.51	10.34	0.001
				0.34	7.01	0.001
				0.21	4.85	0.001
4		Psychological Counselling Needs	Excluded	0.01	0.34	NS
5		Socio-economic Background	Excluded	0.04	1.02	NS

Table-2a: Simple Correlation Matrix between the Select Independent Variables and Academic Achievement of Girls in Government Schools at the Secondary Level (N=133)

Variables	School Satisfaction	Sense of Safety	Psychological Counselling Needs	Parental Encouragement	Socio-economic Background	Academic Achievement
School Satisfaction	1	0.80**	0.11	0.60	0.46**	0.86**
Sense of Safety	X	1	0.15	0.51**	0.49	0.87**
Psychological Counselling Needs	X	X	1	0.03	0.27	0.20
Parental Encouragement	X	X	X	1	0.30**	0.58**
Socio-economic Background	X	X	X	X	1	0.56**
Academic Achievement	X	X	X	X	X	1

*significant at 0.05 level **significant at 0.01 level

Table-2b: Regression Co-efficient and Co-efficient of Determination in a Step-wise Inclusion Procedure of Girls in Government Schools at the Secondary Level (N=133)

Step	Dependent Variable	Independent Variables	Coefficient of Determination	S Co-efficient	t Value	Level of Significance
1	Academic Achievement	Sense of Safety	0.76	0.87	20.52	0.001
2		Sense of Safety and School Satisfaction	0.84	0.51	8.60	0.001
3		Sense of Safety, School Satisfaction and Socio-economic Background	0.85	0.46	7.73	0.001
				0.46	7.93	0.001
				0.43	7.54	0.001
4	Psychological Counselling Needs	Excluded	0.04	1.22	NS	
5	Parental Encouragement	Excluded	0.07	1.76	NS	

Table-3a: Simple Correlation Matrix between the Select Independent Variables and Academic Achievement of Boys in Private Schools at the Secondary Level (N=129)

Variables	School Satisfaction	Sense of Safety	Psychological Counselling Needs	Parental Encouragement	Socio-economic Background	Academic Achievement
School Satisfaction	1	0.57**	0.15	0.64	0.20**	0.81*
Sense of Safety	X	1	0.01	0.69**	0.34	0.76*
Psychological Counselling Needs	X	X	1	0.19	0.49**	0.12
Parental Encouragement	X	X	X	1	0.25**	0.84*
Socio-economic Background	X	X	X	X	1	0.30**
Academic Achievement	X	X	X	X	X	1

*significant at 0.05 level

**significant at 0.01 level

Table-3b: Regression Co-efficient and Co-efficient of Determination in a Step-wise Inclusion Procedure of Boys in Private Schools at the Secondary Level (N=129)

Step	Dependent Variable	Independent Variables	Coefficient of Determination	S Co-efficient	t Value	Level of Significance
1	Academic Achievement	Parental Encouragement	0.71	0.84	17.47	0.001
2		Parental Encouragement	0.83	0.55	11.33	0.001
3		School Satisfaction		0.46	9.50	0.001
		Parental Encouragement	0.86	0.40	7.90	0.001
		School Satisfaction and Sense of Safety		0.41	9.07	0.001
4	Psychological Counselling Needs	Excluded	0.02	0.57	NS	
5	Socio-economic Background	Excluded	0.03	0.89	NS	

Table-4a: Simple Correlation Matrix between the Select Independent Variables and Academic Achievement of Girls in Private Schools at the Secondary Level (N=141)

Variables	School Satisfaction	Sense of Safety	Psychological Counselling Needs	Parental Encouragement	Socio-economic Background	Academic Achievement
School Satisfaction	1	0.72**	0.30**	0.72	0.19**	0.79**
Sense of Safety	X	1	0.28**	0.72**	0.20	0.85**
Psychological Counselling Needs	X	X	1	0.25**	0.36**	0.27
Parental Encouragement	X	X	X	1	0.28**	0.86**
Socio-economic Background	X	X	X	X	1	0.27**
Academic Achievement	X	X	X	X	X	1

*significant at 0.05 level **significant at 0.01 level

Table-4b: Regression Co-efficient and Co-efficient of Determination in a Step-wise Inclusion Procedure of Girls in Private Schools at the Secondary Level (N=141)

Step	Dependent Variable	Independent Variables	Coefficient of Determination	S Co-efficient	t Value	Level of Significance
1	Academic Achievement	Parental Encouragement	0.73	0.86	19.61	0.001
2		Parental Encouragement	0.85	0.50	10.71	0.001
		Sense of Safety		0.49	10.48	0.001
3		Parental Encouragement	0.86	0.43	8.67	0.001
		Sense of Safety and School Satisfaction		0.42	8.40	0.001
				0.17	03.36	0.001
4	Psychological Counselling Needs	Excluded	0.01	0.31	NS	
5	Socio-economic Background	Excluded	0.04	1.22	NS	

Table-5a: Summary of Significance of Mean Difference between Boys in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
School Satisfaction	Government	137	76.57	13.35	1.14	1.91	15.30	0.001
	Private	129	105.81	17.64	1.55			
Sense of Safety	Government	137	6.97	1.97	0.17	0.29	14.38	0.001
	Private	129	11.12	2.71	0.24			
Psychological Counselling Needs	Government	137	68.46	11.30	0.97	1.61	10.28	0.001
	Private	129	51.88	14.86	1.31			
Parental Encouragement	Government	137	127.78	23.16	1.98	3.55	11.95	0.001
	Private	129	170.19	34.07	2.99			
Socio-economic Background	Government	137	37.21	4.34	0.37	0.62	23.95	0.001
	Private	129	52.00	5.68	0.50			
Academic Achievement	Government	137	234.02	35.35	3.02	5.15	16.01	0.001
	Private	129	316.47	48.05	4.23			

Table-5b: Summary of Significance of Mean Difference between Girls in Government and Private Schools at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
School Satisfaction	Government	133	86.14	14.38	1.25	1.81	15.37	0.001
	Private	141	113.98	15.53	1.31			
Sense of Safety	Government	133	8.10	2.33	0.20	0.28	14.79	0.001
	Private	141	12.18	2.24	.19			
Psychological Counselling Needs	Government	133	68.68	11.57	1.00	1.91	6.99	0.001
	Private	141	55.37	18.88	1.59			
Parental Encouragement	Government	133	143.41	34.67	3.01	4.60	10.77	0.001
	Private	141	192.97	41.02	3.46			
Socio-economic Background	Government	133	40.82	6.88	0.60	0.74	15.94	0.001
	Private	141	52.68	5.39	0.45			
Academic Achievement	Government	133	257.40	47.63	4.13	5.41	16.70	0.001
	Private	141	347.78	41.91	3.53			