

Adjustment of Secondary School Students in Relation to School Organization, Parental Educational Level, and Place of Residence: A Comparative Statistical Analysis

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ABSTRACT

Adolescent adjustment describes how students respond to challenges while developing emotionally, forming peer relationships, and understanding classroom practices and completing school obligations. This study analyzed the impact of regional location, school organization, and the parental education level on adolescent adjustment. Survey data and simulations of participant level data at the research design were used. There was no field dataset; therefore, a methodological demonstration was provided with a simulated participant level dataset of 400 students in secondary schools. The sample was distributed to be representative of government and private schools, rural and urban residents, and parents educated from secondary to postgraduate levels. The adjustment was measured by the emotional, social, educational, and overall components which were all summarized after 18 different responses were completed. Reliability, descriptive statistics, independent t-tests, analysis of variance (one-way and two-way), Spearman correlations, Tukey comparisons, and multiple linear regressions were used. As revealed by the research, private school students had overall adjustment scores that were significantly higher than public school students and this was a small to medium effect. The overall adjustment associated with the educational levels of parents was small, but after multiple comparisons Tukey tests were not significant. There were no significant effects for urban and rural students and the interaction effect of school organization and regional location was negligible. Two predictors in a multiple linear regression model – school organization and parents' level of education – were shown to be significant. However, the model was able to only a very minimal amount of the variability. This shows the necessity for the school and family contexts to be integrated in order to avoid absolute adjustment evaluation.

Keywords: student adjustment; secondary education; school organization; parental education; rural-urban residence; educational psychology; adolescent adjustment

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INTRODUCTION

Adjustment throughout secondary school is challenging, and involves regulating emotions, building relationships with peers and teachers, and negotiating changes that are both rapid and significant. Contemporary research acknowledges that school adjustment is more than just academic. It captures a sense of belonging, engagement and social integration, emotional and psychological competence, and adaptation to the demands of the school environment (Azpiazu et al., 2024; Park & Kim, 2024). Beyond academics, longitudinal studies have shown that school climate and perceived social and emotional support at school and during lessons have a positive effect and supportive influence on engagement during learning, and ultimately, on students' mental well-being and psychological health (Wong et al., 2021; Leurent et al., 2021; Chen et al., 2024a).

There are a number of aspects of school organization that impact a student's ability to adjust i.e. school climate, school management style, teacher support, peer groups, available resources, and types of academic tasks. There are differences in student outcomes based on school sectors, and to some extent, school climate and student engagement help to explain the differences (Tomaszewski et al., 2024). In India, the management of students within the public and private sectors of secondary schooling is different and, in addition to the selective

differences of socio-economic status, it is difficult to interpret the results of simple sector comparisons (Bagde et al., 2022; Kumar and Choudhury, 2021). National educational data show a huge variation in the types of institutions that make up secondary schooling (Ministry of Education, 2022, 2024 and UNESCO, 2021).

Family educational resources are based on how and when adolescents engage, achieve, and develop school-related adjustments (Wei et al., 2022; Yau et al., 2022; Park & Kim, 2024). Adjustment to Indian schools has been studied in relation to involvement and support by parents (Fayaz, 2023; Chaudhary & Garg, 2023). However, adjustment to schools in India can also be supported by context such as family's opportunity to live in an urban, rural or suburban area. Indicators such as access to educational resources, quality schools, good peer groups, and opportunities will be different for rural or urban families. Researchers have stressed the need to study the location and not make assumptions about disparity (Chen et al., 2024b; Zhang & Wang, 2024).

Review of Literature and Theoretical Background

The recent literature provides evidence for an ecological framework of adjustment that focuses on the interaction between

school, family, peer, and individual components. Adolescents' emotional competence and school engagement are positively impacted by a supportive school environment and mental health is promoted (Vang & Nishina, 2022; Chan & Lam, 2023; Chen et al., 2024a). Teacher support and involvement in students' learning processes has been shown to motivate and engage their emotional involvement (Tao et al., 2022). Teacher support serves an important role in motivating and engaging students' emotional participation in learning (An et al., 2022; Sadoughi & Hejazi, 2021). Peer and teacher support is important across all education systems (Martinot et al., 2022).

There are correlations between adaptation and resilience and social support. A system consisting of positive peer and teacher social support, resilience, affect, and engagement alongside problems of integration all impact one's perceived academic performance. Fullerton et al. (2020) described resilience as the process of adaptation through the use of resources and strategies. In this study, they discouraged adaptation being explained by a single demographic variable.

The context of the family is critical. Park and Kim (2024) explained that the extent of parental involvement in their child's school adjustment, in addition to schools, was partially explained by students academic performance. Wei et al. (2022) revealed that through the provision of academic guidance and support, positive outcomes were still observed for children in junior and senior high school, even though children were able to complete homework with little to no support from their parents. findings from India indicate that there is a positive correlation between parental support, adjustment, and achievement (Fayaz, 2023), and positive parental involvement was correlated with child adjustment (Chaudhary and Garg, 2023).

The existing literature on school organization is fragmented. Most Indian studies suggest that school type (for example, government versus private school) affects adjustment and achievement, though not consistently (Rani & Rashmi, 2023; Rajput & Bala, 2023; Ganai & Mattoo, 2023). Private school attendance (Bagde et al., 2022) is related to selective socioeconomic status and attendance (Kumar & Choudhury, 2021), limiting the differences that can be explained. Chen et al. (2024) argue that social factors and school contexts matter most for rural-urban differences in adjustment, rather than the differences of location. An ecological person-environment perspective is needed for understanding the overlapping outcomes of adaptation due to limited demographic factors.

Background, Objectives and Hypotheses

Adjustment is the result of several interactions at the school and family levels. Many gaps remain regarding students' school organization, parental education and residence levels, as well as the reporting of effect sizes, interactions and multi-level prediction. Most adjustment studies of Indian students are based on small sample sizes and bivariate analysis. This restricts our understanding of the contextual variables.

The study has seven goals: describe the emotional, social and educational, and overall adjustment; conduct a comparative analysis for government and private schools students; conduct a comparative analysis for rural and urban students; assess the impact of the paternal education levels; assess the school organization and residence interaction; analyze the paternal education and the adjustment domains; and evaluate the combined effect of school organization, paternal education, residence, age and gender.

The null hypotheses were that school organization will have no overall adjustment impact; paternal education will have no impact; there will be no rural-urban effect; no school and residence interaction; and no independent effect of paternal

education when the other variables are accounted for. The statistical analysis was conducted with a confidence level of 95% and the effect size of the result was analyzed.

Another reason for grouping these predictors is methodological. School sector, parental education, and residence are socially patterned and may overlap; analyzing them separately can make apparent differences seem even greater. Grouping these predictors also helps distinguish unique associations, and effect sizes reduce the overreliance on statistical significance. School adjustment can respond differently to contextual resources across socioeconomic and cultural groups, so interaction testing is warranted, rather than assuming uniform effects (Hillekens et al., 2023; Schotte et al., 2022). This integrated approach is particularly applicable in secondary-school systems where institutional structures and family resources may be simultaneously present within the student experience.

MATERIALS AND METHODS

The research design was quantitative, cross-sectional, comparative and correlational. Real participant data was not collected. Hence, the numerical analysis used a simulated dataset to illustrate a complete journal-style statistical workflow. The dataset lacks real participation, consent, field measurement, recruiting, or school participation, as well as approval for Ethics, etc.

The analytic dataset comprised 400 students of which 202 were males and 198 were females and were between the ages of 14 to 17. Each of the two categories; government and private schools, and rural and urban residence provided 200 records. Parental education was classified into four levels: up to secondary, higher secondary, graduate and postgraduate and above. Variables for father's and mother's education were built using the combined category and slight variations to capture some differences that a family may demonstrate.

The measurement of adjustment was done using a 18-item demonstration index consisting of 6 emotional, 6 social and 6 educational items, which were rated on a 1 to 5 scale. The dimensions of the subscales were within the range of 6 to 30 while overall adjustment was within the range of 18 to 90; a higher score indicated a more positive adjustment. Responses to the items were generated by correlated latent dimensions; therefore, the item structure provided the reliability of the items, and was not a consequence of artificially set coefficients. Cronbach's alpha was computed for each of the six-item subscales and for the whole 18-item index. The measure is not proposed in lieu of a validated, copyrighted instrument, but serves as a public, transparent and illustrative proxy to illustrate the statistical methods.

The data screening process examined parameters related to missing values, outliers beyond defined ranges, outliers as measured by the interquartile range (IQR), skewness, kurtosis, and residual behavior. The dataset contained no missing values or out of range scores. Adjustment was found to have a balanced platykurtic skew. It was determined there were no outliers based on the IQR. With a balanced sample of $N = 400$ and good residual behavior, parametric group comparison was justified.

The report stated descriptive statistics and provided means, standard deviations, medians, and minima and maxima. An independent-samples t test examined rural and urban samples; other reports focused on the differences of school-organization. ANOVA examined parental education groups; Tukey HSD was utilized after the omnibus test was found to be significant. A two-way ANOVA was utilized to examine school organization, residence, and their interaction. Given the nature of parental education being ordinal, Spearman correlations were used. Multiple linear regression was utilized in predicting overall

adjustment, including private school, urban residence, age, gender, and parental education. VIF was analyzed to determine multicollinearity. Cohen's d, eta squared, partial eta squared,

standardized beta, R squared, and 95% confidence intervals were presented where applicable.

Table 1. Demographic and Educational Characteristics of the Analytic Dataset

Characteristic	n	%
Gender: Male	202	50.5
Gender: Female	198	49.5
Age 14	92	23.0
Age 15	126	31.5
Age 16	131	32.8
Age 17	51	12.8
Grade 9	126	31.5
Grade 10	182	45.5
Grade 11	92	23.0
Government school	200	50.0
Private school	200	50.0
Rural residence	200	50.0
Urban residence	200	50.0
Parental education: Up to secondary	102	25.5
Parental education: Higher secondary	109	27.2
Parental education: Graduate	125	31.2
Parental education: Postgraduate+	64	16.0

Table 2. Reliability Statistics for Adjustment Dimensions

Scale	Items	Cronbach's alpha
Emotional adjustment	6	0.877
Social adjustment	6	0.866
Educational adjustment	6	0.862
Overall adjustment index	18	0.940

Distribution of participants by school organization

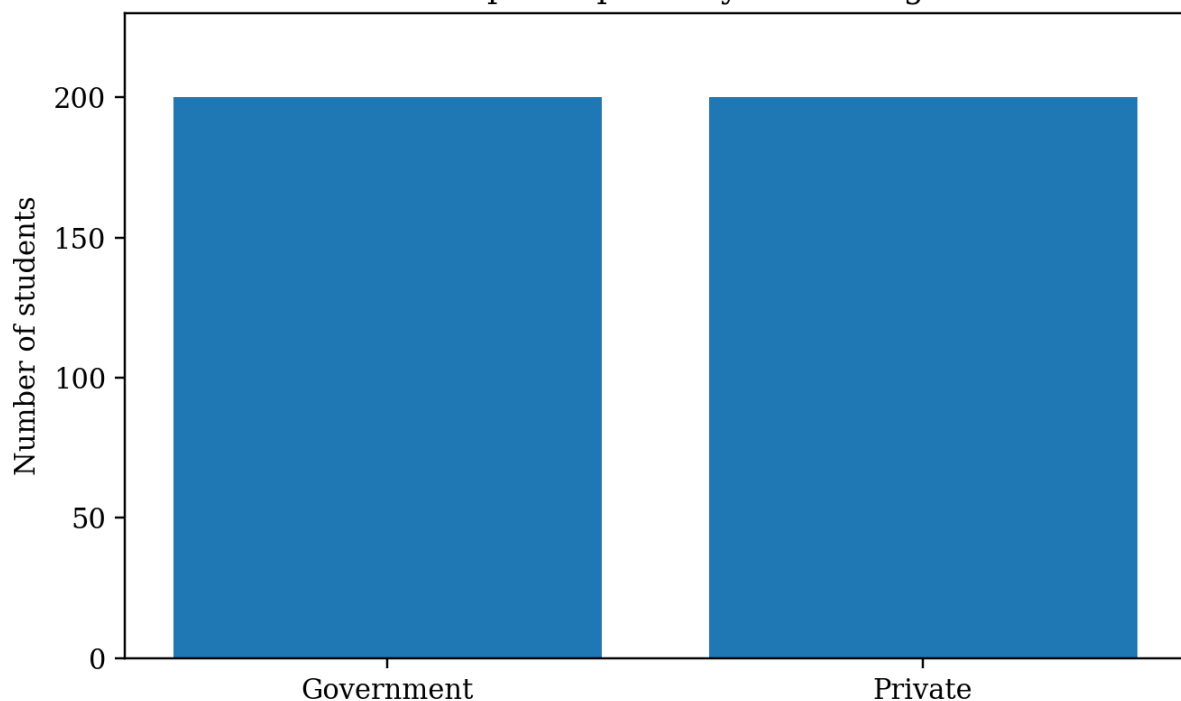


Figure 1. Distribution of participants by school organization.

RESULTS

Coefficients for internal consistency were all moderate and high, with alpha coefficients of .877 for emotional adjustment, .866 for social adjustment, .862 for educational adjustment, and .940 for the 18-item index. The mean overall adjustment score was 62.89 with a SD of 16.56, whereas the scores for the emotional, social, and educational adjustment subscales were 20.91, 20.70, and 21.28 respectively.

Students of private schools had a higher mean overall adjustment score of 66.08 (with a SD of 16.11) as compared to government-school students whose mean adjustment score was 59.70 (with a SD of 16.44). This difference was significant, $t(398) = 3.92$, $p < .001$, but was considered small to moderate, and therefore, was likely to represent a situational difference rather than an absolute difference. The overall mean adjustment scores for rural students (mean = 62.46, with a SD of 16.36) and urban students (mean = 63.32, with a SD of 16.79) were the same, $t(398) = 0.52$, mean adjustment scores for rural students (mean = 62.46, with a SD of 16.36) and urban students (mean = 63.32, with a SD of 16.79) were the same, $t(398) = 0.52$, $p = .606$, $d = 0.05$, and the 95% confidence interval of the urban - rural adjustment gap ranged from -2.40 to 4.11.

Parental education also influenced the adjustment scores, $F(3, 396) = 2.72$, $p = .044$, and the effect size eta squared was .020. It was observed that mean adjustment scores gradually increased from 60.35 for the students in the up to secondary education

category, to 66.52 for the post graduate and higher education category of parents. However, no significant Tukey pairwise comparisons remained at the family wise .05 level; therefore, it can be inferred that there was very weak graded variation.

The factorial model indicated a significant main effect of school organization ($F(1, 396) = 15.29$, $p < .001$, partial eta squared = .037). Residence was non-significant ($F(1, 396) = 0.27$, $p = .600$, partial eta squared = .001), and the school-by-residence interaction was also non-significant ($F(1, 396) = 0.24$, $p = .626$, partial eta squared = .001). Therefore, school-sector differences were similar across rural and urban groups.

Parental education and adjustment Spearman correlations were all positive and of a small size ($\rho = .153$ for emotional, .135 for social, .112 for educational, and .146 for overall adjustment). The three adjustment dimensions were strongly correlated, as they all made up the score, while correlations between the three dimensions were strong.

The multiple regression model had a significant effect ($F(5, 394) = 4.26$, $p < .001$, $R^2 = .051$, adjusted $R^2 = .039$). The status of attending a private school predicted better adjustment ($B = 5.92$, $SE = 1.64$, $\beta = .179$, $p < .001$, 95% CI [2.70, 9.13]) as did parental education ($B = 1.87$ per category, $SE = 0.79$, $\beta = .117$, $p = .019$, 95% CI [0.32, 3.44]). Urban residence, age, and gender were non-significant. All VIF values were approximately 1.01-1.02, indicating negligible multicollinearity.

Table 3. Descriptive Statistics for Adjustment Scores

Measure	N	Mean	SD	Min	Median	Max
Emotional adjustment	400	20.91	6.19	6	21	30
Social adjustment	400	20.70	6.09	6	22	30
Educational adjustment	400	21.28	5.96	6	22	30
Overall adjustment	400	62.89	16.56	19	64	90

Table 4. Overall Adjustment by School Organization

School organization	N	Mean	SD	t(398)	p	Cohen's d
Government	200	59.70	16.44	3.92	< .001	0.39
Private	200	66.08	16.11	—	—	—

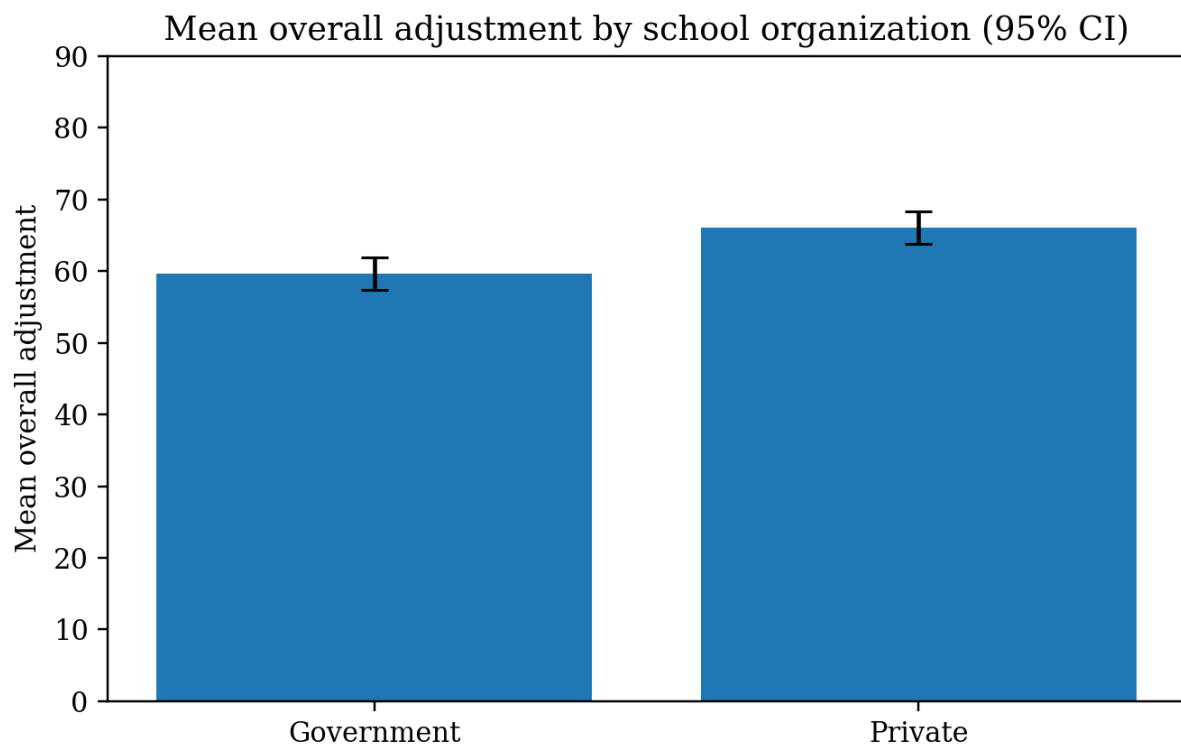


Figure 2. Mean overall adjustment by school organization with 95% confidence intervals.

Table 5. Rural-Urban Comparison of Overall Adjustment

Residence	N	Mean	SD	Mean difference	t(398)	p	95% CI	Cohen's d
Rural	200	62.46	16.36	0.85	0.52	0.606	[-2.40, 4.11]	0.05
Urban	200	63.31	16.79	—	—	—	—	—

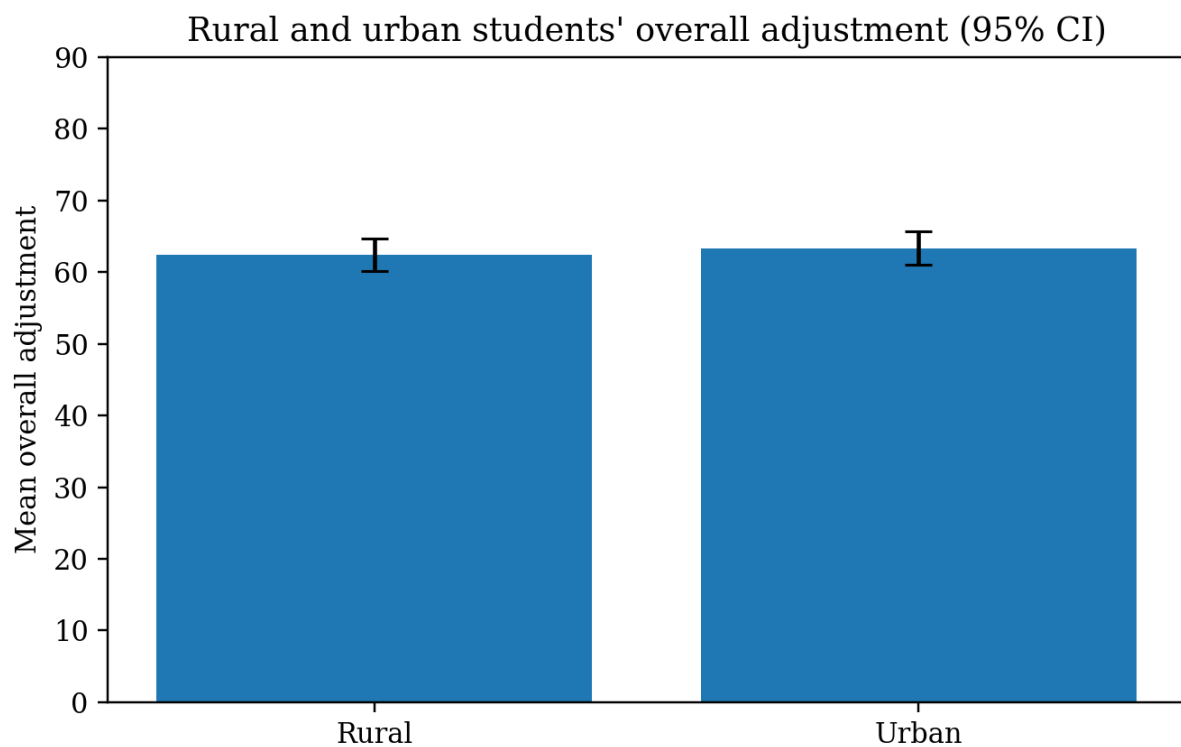


Figure 4. Rural and urban students' overall adjustment with 95% confidence intervals.

Table 6. One-Way ANOVA of Overall Adjustment Across Parental Educational Levels

Source	SS	df	MS	F	p	η^2
Between groups	2208.40	3	736.13	2.72	0.044	0.020
Within groups	107271.54	396	270.89	—	—	—
Total	109479.94	399	—	—	—	—

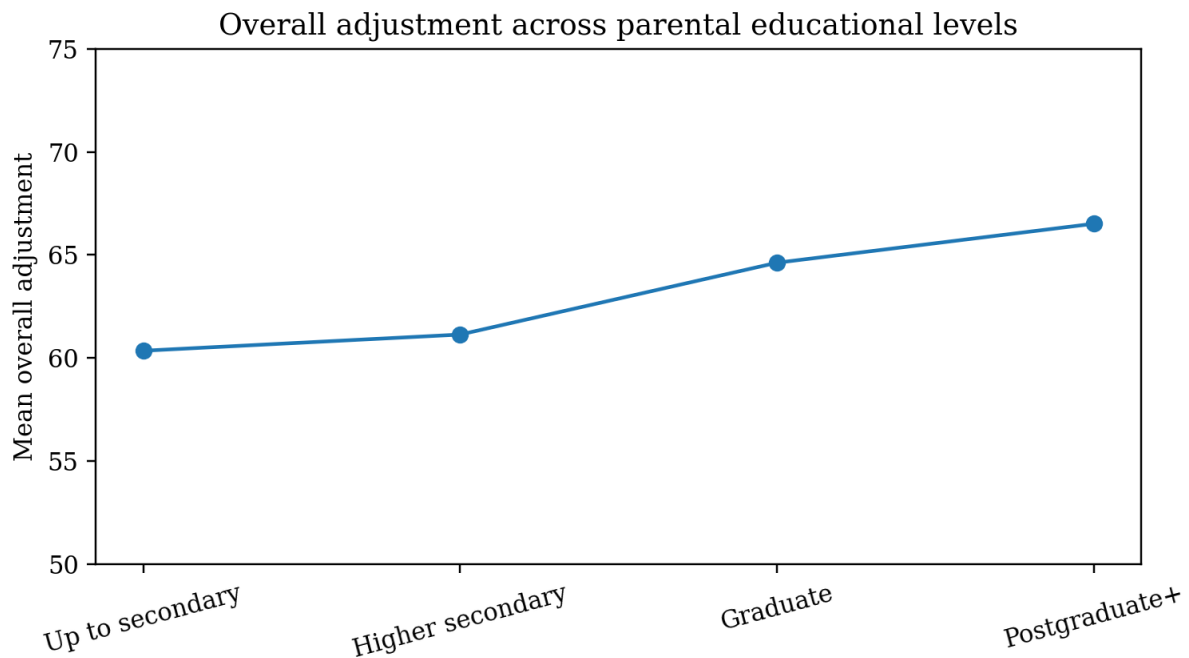


Figure 3. Mean overall adjustment across parental educational levels.

Table 7. Tukey HSD Pairwise Comparisons for Parental Educational Level

Group 1	Group 2	Mean diff.	Adjusted p	95% CI	Significant
Graduate	Higher secondary	-3.49	0.370	[-9.05, 2.08]	No
Graduate	Postgraduate+	1.89	0.878	[-4.64, 8.42]	No
Graduate	Up to secondary	-4.27	0.211	[-9.94, 1.39]	No
Higher secondary	Postgraduate+	5.38	0.163	[-1.31, 12.06]	No
Higher secondary	Up to secondary	-0.78	0.986	[-6.63, 5.07]	No
Postgraduate+	Up to secondary	-6.16	0.089	[-12.93, 0.61]	No

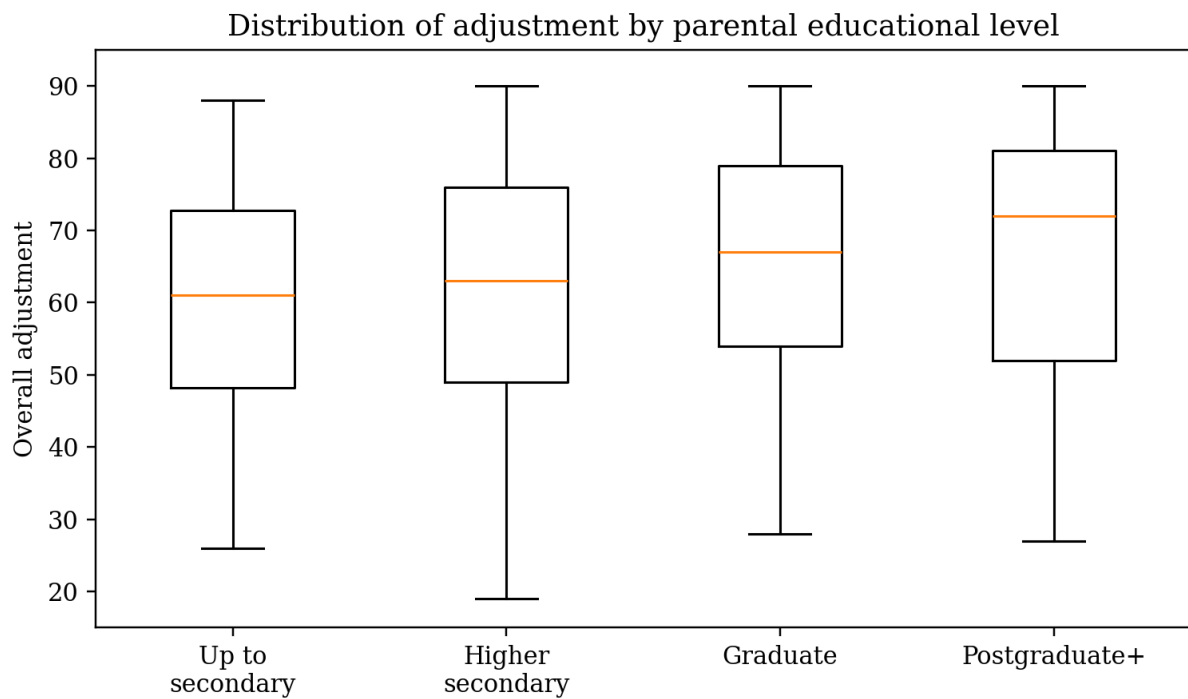


Figure 7. Distribution of overall adjustment by parental educational level.

Table 8. Spearman Correlation Matrix of Major Study Variables

Variable	Emotional	Social	Educational	Overall	Parental education
Emotional	1.000	0.694	0.758	0.899	0.153
Social	0.694	1.000	0.753	0.898	0.135
Educational	0.758	0.753	1.000	0.921	0.112
Overall	0.899	0.898	0.921	1.000	0.146
Parental education	0.153	0.135	0.112	0.146	1.000

Table 9. Two-Way ANOVA for School Organization and Place of Residence

Effect	SS	df	F	p	Partial η^2
School organization	4064.06	1	15.29	0.000	0.037
Residence	73.10	1	0.27	0.600	0.001
School $\times$ Residence	63.20	1	0.24	0.626	0.001
Residual	105279.57	396	—	—	—

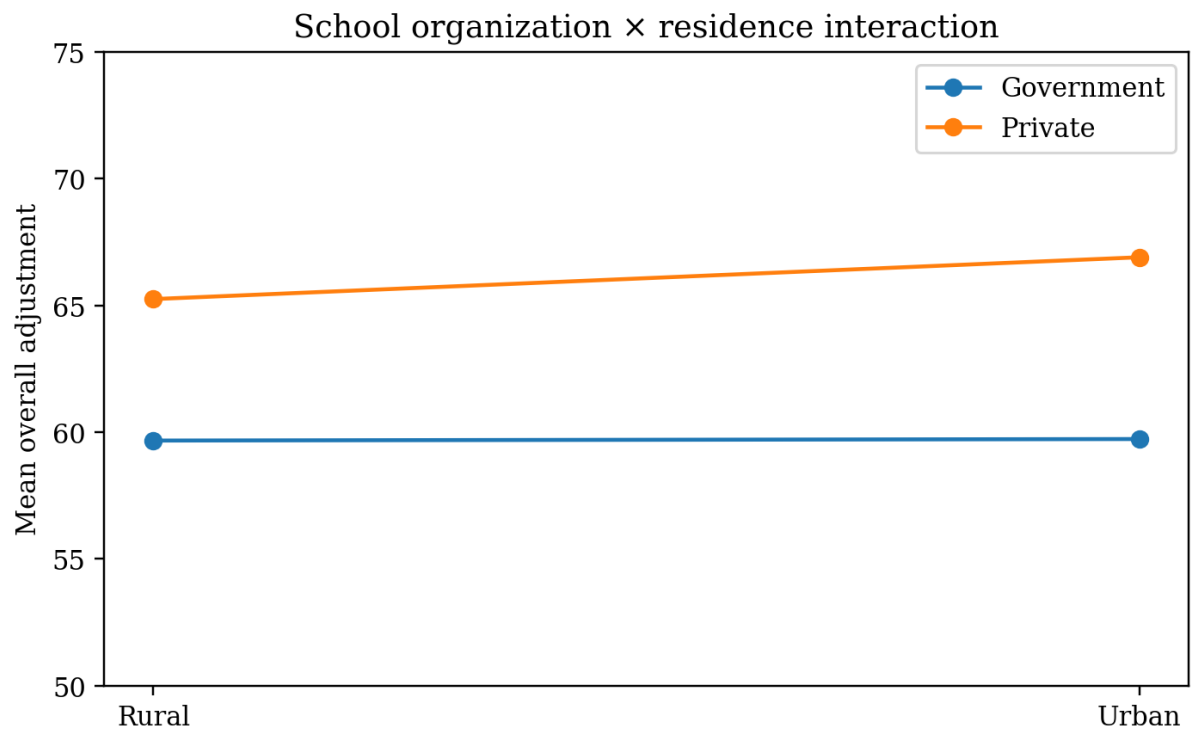


Figure 6. School organization × place of residence interaction plot.

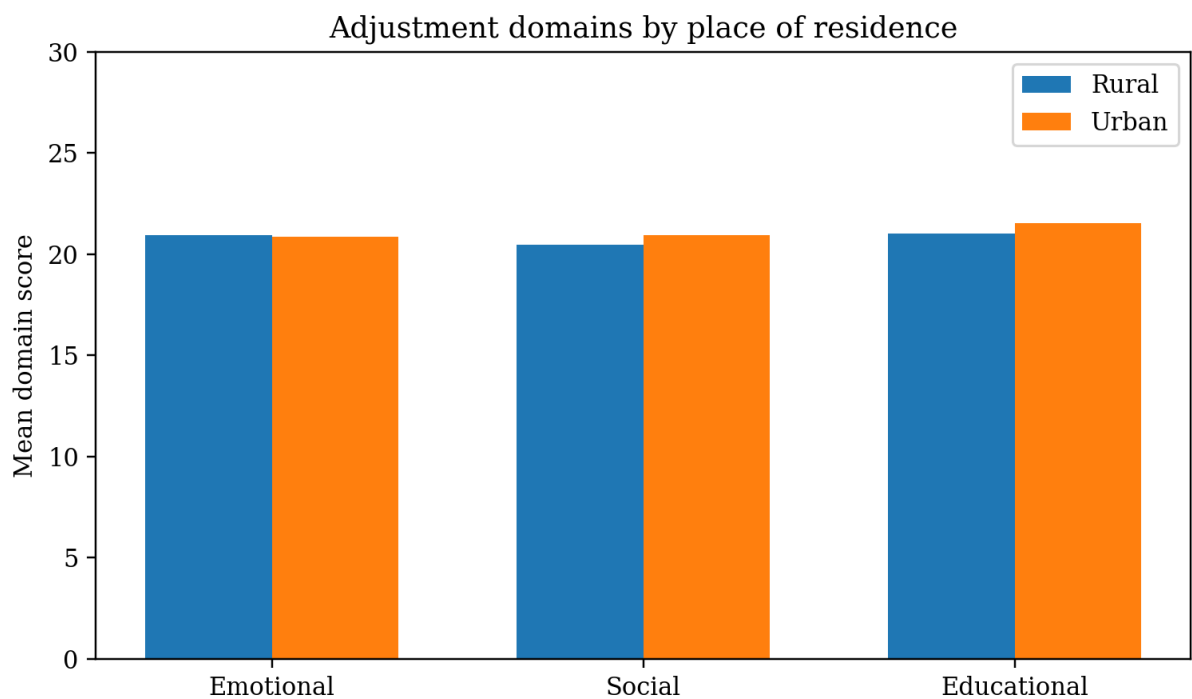


Figure 5. Emotional, social, and educational adjustment by place of residence.

Table 10. Multiple Regression Predicting Overall Student Adjustment

Predictor	B	SE	β	t	p	95% CI	VIF
Private school (1=yes)	5.92	1.64	0.179	3.62	< .001	[2.70, 9.13]	1.02
Urban residence (1=yes)	0.92	1.64	0.028	0.56	0.575	[-2.31, 4.15]	1.02

Predictor	B	SE	β	t	p	95% CI	VIF
Parental education (1–4)	1.87	0.79	0.117	2.36	0.019	[0.31, 3.43]	1.02
Age	0.03	0.84	0.002	0.03	0.975	[-1.63, 1.68]	1.01
Female (1=yes)	0.21	1.63	0.006	0.13	0.896	[-3.00, 3.43]	1.01

Model summary: $R = 0.226$, $R^2 = 0.051$, *adjusted* $R^2 = 0.039$, $F(5, 394) = 4.26$, $p < .001$.

DISCUSSION

The results indicate that there is more variation in adjustment based on school organization compared to residence, with a smaller graded association shown by parental education. This is consistent with other studies focusing on school climate, teacher support, and the institutional context as important proximally related factors to adolescent adjustment (Wong et al., 2021; Vang & Nishina, 2022; Tao et al., 2022). This is also consistent with previous research on the differences between sectors and the fact that differences could be related to the management and attendance of a school, the student population and the socioeconomic composition, and not just the ownership of the school (Bagde et al., 2022; Kumar & Choudhury, 2021).

The parental-education effect was statistically significant at the omnibus and regression levels, but the effect was small. This could be explained by the fact that parents' educational level can affect academic expectations and supports for the school and parental education as well as socialization to the school. The longitudinal studies have shown that parental involvement is more related to the rules and connectedness of the peer group and the teacher and student connectivity (Park & Kim, 2024), while the developmental appropriateness of the parental involvement changes during the adolescent years (Wei et al., 2022). Studies from India provide additional evidence for the inclusion of parental encouragement and adjustment (Fayaz, 2023; Chaudhary & Garg, 2023).

Notice should be taken of the lack of a rural-urban distinction. Country living must not function as an indicator of poor adaptation. Rural teens may have fewer resources, but they can have supportive friends and family, and different peer groups. Recent rural-urban studies have shown that contextual meaning and support systems can change the shape of adjustment (Chen et al., 2024b; Zhang & Wang, 2024). The low level of interaction in the current study indicates that school and organization differences were not residency related.

The regression accounted for only 5.1% of the variance in adjustment. This low R squared should not be interpreted as a weakness in the analysis. On the contrary, it reflects the complexity of adolescent adaptation. Variables such as the availability of supportive teacher-chain members, and supportive peers, and of safe and relatively stress-free school environments, coupled with supportive families and resilient students, and balanced economic and social resources, would account for the remaining variance (Azpiazu et al., 2024; Fullerton et al., 2021; Hillekens et al., 2023). Thus, the school attended and the education level attained by the parents must be considered supplemental markers within a given ecological system.

Educational Implications

Schools are encouraged to tailor supports for student adjustment within the following elements: Formative teacher-student relationships, accessible counselling services, systematic peer-integration, emotionally safe classrooms, an assessment of attendance, and flexible family-school partnerships. As parental education exhibited a limited association, schools need to resist

deficit assumptions about less educated families and offer quality services and programming on the adolescent acquisition of study skills, study routines, and norms for academic decision-making. Rural and urban students must be assessed based on their individual needs as opposed to stereotypes. These suggestions provide school-based supports consistently shown to protect student adjustment and promote student engagement and well-being (Singla et al., 2021; Hillekens et al., 2023).

Limitations

The results are based on simulated data and outline an analytic framework rather than evidence from the field. They should not be applied to actual populations of students in secondary schools until ethically correct subject participant data have been collected and a validated assessment of student adjustment has been administered. Due to the cross-sectional nature of the study, no causal inferences can be made. School-level clustering, socioeconomic position, parental occupation, school climate, achievement in school, and the support of teachers were not included in the model. The index of the demonstration exhibited a high level of internal consistency, but this does not ensure that the construct has been validated. future research should include a multilevel sampling design and an array of validated measures. preregistered hypotheses and longitudinal research would also strengthen the research.

CONCLUSION

Secondary-school adjustment is an ecological construct of school, family and personal factors. In the present study, private schooling was associated with more adjustment when compared to public school. The other factors were associated with more adjustment as well (i.e. higher parental education, rural residency). There was little to no association between rural/urban residency and the adjustment to private schools. The school residence interaction, along with the low regression R squared, encourages research to focus on the changeable factors (i.e. school support and climate, relationships at school, resilience, social support, and the fair provision of support) instead of considering the parental education and rural/urban residency as primary explanations.

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Appendix A. Participant-Level Analytic Dataset (N = 400)

Coding: parental education levels are shown as categorical labels; higher adjustment scores indicate better adjustment. These 400 records are the fixed analytic dataset used for every table, figure, and inferential test in this document.

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
1	Female	14	9	Private	Higher secondary	Higher secondary	Higher secondary	Rural	17	12	20	49
2	Male	15	9	Private	Graduate	Graduate	Graduate	Rural	26	17	18	61
3	Female	15	9	Government	Up to secondary	Higher secondary	Up to secondary	Rural	18	22	19	59
4	Female	15	10	Private	Up to secondary	Up to secondary	Up to secondary	Rural	21	17	15	53
5	Female	15	10	Government	Graduate	Graduate	Graduate	Rural	29	25	23	77
6	Male	14	10	Government	Higher secondary	Up to secondary	Up to secondary	Rural	11	8	7	26
7	Male	15	9	Private	Graduate	Graduate	Graduate	Urban	30	30	30	90
8	Female	15	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	20	26	29	75
9	Female	16	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	18	21	26	65
10	Male	15	10	Government	Up to secondary	Graduate	Higher secondary	Urban	11	18	18	47
11	Female	14	10	Government	Postgraduate+	Graduate	Postgraduate+	Rural	18	11	17	46
12	Female	14	10	Private	Up to secondary	Up to secondary	Up to secondary	Urban	26	23	25	74
13	Female	17	11	Government	Higher secondary	Up to secondary	Up to secondary	Rural	22	24	25	71
14	Male	15	10	Government	Higher secondary	Graduate	Graduate	Rural	25	15	22	62
15	Male	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Urban	28	26	26	80
16	Male	17	11	Government	Higher secondary	Higher secondary	Higher secondary	Rural	12	17	19	48
17	Female	14	10	Private	Higher secondary	Graduate	Graduate	Rural	11	17	22	50
18	Female	17	11	Private	Higher secondary	Up to secondary	Higher secondary	Urban	29	27	29	85
19	Female	16	11	Private	Up to secondary	Higher secondary	Up to secondary	Rural	21	19	19	59
20	Male	14	9	Private	Postgraduate+	Graduate	Graduate	Urban	25	29	29	83
21	Female	15	10	Government	Graduate	Graduate	Graduate	Rural	25	16	13	54
22	Female	16	10	Government	Graduate	Graduate	Graduate	Rural	21	9	15	45

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
23	Female	15	10	Private	Graduate	Graduate	Higher secondary	Urban	16	22	19	57
24	Female	17	11	Private	Graduate	Up to secondary	Higher secondary	Rural	16	18	15	49
25	Male	15	9	Government	Up to secondary	Higher secondary	Up to secondary	Rural	21	19	25	65
26	Male	16	11	Private	Up to secondary	Up to secondary	Up to secondary	Urban	23	13	10	46
27	Female	15	10	Government	Graduate	Graduate	Graduate	Urban	15	20	15	50
28	Male	16	11	Private	Graduate	Higher secondary	Higher secondary	Rural	27	17	26	70
29	Male	16	10	Private	Up to secondary	Up to secondary	Up to secondary	Rural	17	19	18	54
30	Female	14	9	Government	Higher secondary	Graduate	Graduate	Urban	9	8	11	28
31	Female	14	9	Private	Graduate	Graduate	Graduate	Urban	25	13	20	58
32	Male	14	10	Government	Graduate	Graduate	Graduate	Urban	20	8	13	41
33	Female	14	10	Private	Graduate	Higher secondary	Higher secondary	Rural	24	23	29	76
34	Male	14	9	Government	Higher secondary	Higher secondary	Up to secondary	Rural	6	10	15	31
35	Female	16	10	Private	Higher secondary	Higher secondary	Higher secondary	Rural	10	10	12	32
36	Male	15	10	Government	Up to secondary	Higher secondary	Up to secondary	Urban	24	9	22	55
37	Female	16	11	Government	Graduate	Higher secondary	Graduate	Urban	19	24	17	60
38	Male	17	10	Private	Graduate	Graduate	Postgraduate+	Urban	23	27	29	79
39	Male	16	11	Government	Higher secondary	Higher secondary	Graduate	Urban	24	25	23	72
40	Male	16	10	Government	Postgraduate+	Graduate	Graduate	Urban	14	13	10	37
41	Female	16	10	Private	Higher secondary	Higher secondary	Higher secondary	Urban	23	30	27	80
42	Male	15	10	Government	Graduate	Higher secondary	Graduate	Rural	28	29	22	79
43	Male	14	9	Government	Graduate	Up to secondary	Higher secondary	Rural	10	12	13	35

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
44	Female	14	10	Government	Higher secondary	Graduate	Higher secondary	Rural	19	17	24	60
45	Female	15	9	Government	Higher secondary	Graduate	Higher secondary	Rural	20	13	18	51
46	Male	15	9	Private	Graduate	Higher secondary	Higher secondary	Urban	17	23	22	62
47	Male	14	9	Government	Up to secondary	Graduate	Higher secondary	Urban	18	20	25	63
48	Female	17	11	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	23	23	19	65
49	Female	16	10	Government	Higher secondary	Up to secondary	Up to secondary	Rural	16	23	19	58
50	Female	14	9	Government	Higher secondary	Up to secondary	Up to secondary	Urban	15	16	17	48
51	Female	15	9	Government	Higher secondary	Higher secondary	Higher secondary	Rural	26	17	23	66
52	Female	14	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	26	28	28	82
53	Male	15	9	Private	Graduate	Graduate	Graduate	Urban	30	29	28	87
54	Female	15	10	Government	Graduate	Higher secondary	Graduate	Rural	12	8	8	28
55	Male	16	11	Private	Graduate	Higher secondary	Higher secondary	Urban	22	20	20	62
56	Male	15	10	Government	Graduate	Graduate	Graduate	Rural	7	10	12	29
57	Male	16	11	Private	Higher secondary	Higher secondary	Higher secondary	Rural	6	7	8	21
58	Female	17	10	Government	Graduate	Postgraduate+	Postgraduate+	Urban	17	22	25	64
59	Male	14	10	Government	Higher secondary	Graduate	Graduate	Rural	15	19	14	48
60	Male	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	20	25	21	66
61	Female	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	21	21	21	63
62	Male	15	9	Private	Higher secondary	Higher secondary	Up to secondary	Rural	28	24	22	74
63	Male	15	9	Private	Higher secondary	Higher secondary	Higher secondary	Rural	26	21	21	68
64	Female	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Rural	29	29	29	87
65	Male	16	10	Government	Graduate	Postgraduate+	Graduate	Urban	26	27	24	77

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
66	Male	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	30	28	23	81
67	Male	17	10	Private	Higher secondary	Higher secondary	Higher secondary	Urban	10	7	16	33
68	Female	16	10	Private	Up to secondary	Up to secondary	Up to secondary	Rural	20	24	25	69
69	Female	17	11	Private	Up to secondary	Up to secondary	Up to secondary	Urban	20	21	20	61
70	Female	16	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	14	8	12	34
71	Male	16	11	Private	Higher secondary	Higher secondary	Higher secondary	Urban	27	16	25	68
72	Male	16	10	Government	Higher secondary	Postgraduate+	Graduate	Urban	22	21	20	63
73	Female	14	10	Government	Graduate	Graduate	Graduate	Rural	23	24	24	71
74	Male	16	11	Government	Higher secondary	Graduate	Graduate	Rural	26	26	21	73
75	Male	15	9	Private	Postgraduate+	Graduate	Postgraduate+	Urban	13	17	17	47
76	Female	15	10	Private	Up to secondary	Higher secondary	Higher secondary	Rural	29	25	25	79
77	Female	17	10	Private	Postgraduate+	Graduate	Postgraduate+	Rural	27	18	19	64
78	Male	15	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	29	18	28	75
79	Male	15	9	Government	Up to secondary	Higher secondary	Up to secondary	Urban	17	21	18	56
80	Male	16	10	Private	Postgraduate+	Graduate	Graduate	Rural	18	15	21	54
81	Female	16	10	Government	Graduate	Postgraduate+	Postgraduate+	Rural	19	21	13	53
82	Female	15	10	Government	Higher secondary	Higher secondary	Graduate	Rural	24	21	22	67
83	Female	16	11	Private	Up to secondary	Up to secondary	Up to secondary	Rural	15	15	11	41
84	Female	16	11	Private	Graduate	Higher secondary	Higher secondary	Rural	18	25	20	63
85	Male	14	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	15	13	15	43
86	Female	14	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	18	19	19	56
87	Female	16	10	Private	Higher secondary	Graduate	Graduate	Rural	26	25	29	80
88	Female	15	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	20	26	26	72

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
89	Female	14	9	Government	Higher secondary	Higher secondary	Higher secondary	Urban	29	24	21	74
90	Female	16	10	Government	Higher secondary	Graduate	Higher secondary	Rural	24	15	22	61
91	Male	15	10	Private	Graduate	Higher secondary	Higher secondary	Rural	11	20	12	43
92	Male	15	9	Private	Higher secondary	Higher secondary	Higher secondary	Urban	22	25	21	68
93	Female	15	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	11	16	21	48
94	Male	16	10	Private	Up to secondary	Higher secondary	Higher secondary	Rural	15	15	18	48
95	Female	15	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	28	26	28	82
96	Female	16	11	Private	Up to secondary	Up to secondary	Up to secondary	Urban	12	14	16	42
97	Male	14	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	25	26	27	78
98	Male	16	10	Private	Higher secondary	Graduate	Graduate	Urban	18	22	19	59
99	Female	15	9	Private	Up to secondary	Up to secondary	Up to secondary	Rural	22	26	19	67
100	Female	17	11	Government	Up to secondary	Higher secondary	Up to secondary	Rural	23	25	23	71
101	Female	15	10	Private	Graduate	Graduate	Graduate	Rural	23	23	21	67
102	Male	17	10	Government	Graduate	Graduate	Graduate	Urban	17	14	19	50
103	Female	16	11	Government	Graduate	Higher secondary	Graduate	Rural	22	18	27	67
104	Female	14	10	Government	Up to secondary	Higher secondary	Up to secondary	Rural	28	25	26	79
105	Female	16	10	Government	Up to secondary	Higher secondary	Up to secondary	Urban	20	18	23	61
106	Male	15	9	Government	Higher secondary	Higher secondary	Higher secondary	Rural	16	17	17	50
107	Female	15	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	24	23	19	66
108	Female	14	10	Government	Up to secondary	Higher secondary	Higher secondary	Urban	23	26	25	74
109	Male	15	10	Private	Postgraduate+	Graduate	Postgraduate+	Urban	14	17	11	42
110	Female	15	10	Private	Graduate	Postgraduate+	Postgraduate+	Urban	29	21	26	76
111	Female	15	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	13	18	6	37

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
112	Male	17	11	Private	Graduate	Postgraduate+	Postgraduate+	Urban	21	26	25	72
113	Female	14	10	Private	Higher secondary	Higher secondary	Higher secondary	Rural	17	17	18	52
114	Male	15	10	Private	Graduate	Graduate	Higher secondary	Urban	22	11	20	53
115	Male	15	10	Private	Postgraduate+	Graduate	Graduate	Rural	21	27	29	77
116	Female	14	10	Government	Graduate	Graduate	Graduate	Rural	28	28	30	86
117	Female	15	9	Government	Higher secondary	Up to secondary	Up to secondary	Rural	27	28	23	78
118	Female	16	11	Private	Graduate	Graduate	Higher secondary	Rural	28	27	27	82
119	Female	15	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	24	24	28	76
120	Male	14	9	Private	Graduate	Postgraduate+	Graduate	Rural	27	22	24	73
121	Female	15	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	29	26	23	78
122	Male	14	9	Government	Graduate	Higher secondary	Graduate	Urban	15	25	15	55
123	Female	17	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	14	20	15	49
124	Female	14	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	16	21	15	52
125	Female	16	10	Government	Graduate	Graduate	Graduate	Rural	20	14	12	46
126	Male	17	10	Government	Up to secondary	Higher secondary	Up to secondary	Urban	27	24	22	73
127	Female	15	9	Private	Up to secondary	Graduate	Higher secondary	Urban	21	19	25	65
128	Female	17	11	Private	Higher secondary	Higher secondary	Higher secondary	Urban	18	14	17	49
129	Female	14	9	Government	Up to secondary	Up to secondary	Up to secondary	Urban	21	26	26	73
130	Female	16	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	29	25	27	81
131	Male	15	10	Private	Graduate	Graduate	Graduate	Urban	25	26	30	81
132	Female	16	10	Government	Postgraduate+	Graduate	Postgraduate+	Urban	10	11	11	32
133	Male	14	9	Private	Up to secondary	Up to secondary	Higher secondary	Rural	29	27	30	86
134	Male	14	9	Government	Up to secondary	Up to secondary	Up to secondary	Urban	9	7	17	33
135	Male	14	10	Government	Higher secondary	Graduate	Higher secondary	Urban	22	23	27	72

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
136	Male	16	10	Government	Up to secondary	Higher secondary	Up to secondary	Urban	30	27	30	87
137	Male	16	11	Private	Up to secondary	Higher secondary	Higher secondary	Rural	29	29	29	87
138	Male	16	10	Private	Postgraduate+	Graduate	Postgraduate+	Rural	15	23	14	52
139	Female	14	9	Private	Postgraduate+	Graduate	Graduate	Rural	22	22	11	55
140	Male	17	10	Private	Graduate	Postgraduate+	Graduate	Urban	29	30	29	88
141	Male	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	19	18	24	61
142	Male	15	9	Government	Higher secondary	Up to secondary	Up to secondary	Urban	19	15	16	50
143	Female	14	9	Private	Up to secondary	Up to secondary	Up to secondary	Rural	20	27	27	74
144	Female	16	11	Government	Graduate	Graduate	Graduate	Urban	20	20	14	54
145	Male	14	10	Government	Higher secondary	Higher secondary	Up to secondary	Urban	23	27	20	70
146	Female	16	10	Private	Higher secondary	Higher secondary	Higher secondary	Rural	22	16	23	61
147	Male	16	11	Government	Higher secondary	Higher secondary	Higher secondary	Rural	23	22	21	66
148	Male	14	10	Government	Higher secondary	Higher secondary	Higher secondary	Urban	21	19	14	54
149	Female	15	9	Government	Up to secondary	Higher secondary	Up to secondary	Urban	29	24	30	83
150	Male	14	9	Private	Higher secondary	Up to secondary	Higher secondary	Urban	23	30	18	71
151	Female	15	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	27	27	24	78
152	Female	15	9	Private	Graduate	Graduate	Graduate	Urban	16	18	17	51
153	Male	15	9	Private	Higher secondary	Graduate	Higher secondary	Rural	29	29	29	87
154	Male	16	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	20	18	19	57
155	Female	15	9	Government	Postgraduate+	Graduate	Postgraduate+	Rural	29	22	24	75
156	Male	16	10	Government	Graduate	Graduate	Graduate	Urban	17	19	24	60
157	Male	16	11	Government	Up to secondary	Higher secondary	Higher secondary	Urban	26	19	21	66
158	Male	16	11	Government	Postgraduate+	Graduate	Postgraduate+	Rural	25	23	24	72

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
159	Female	16	11	Private	Up to secondary	Graduate	Higher secondary	Urban	7	11	15	33
160	Female	16	10	Private	Postgraduate+	Graduate	Graduate	Urban	26	25	29	80
161	Male	15	9	Private	Higher secondary	Graduate	Graduate	Urban	30	30	30	90
162	Female	15	9	Private	Higher secondary	Higher secondary	Higher secondary	Rural	23	28	26	77
163	Female	17	11	Private	Graduate	Postgraduate+	Postgraduate+	Rural	14	25	17	56
164	Female	16	11	Government	Postgraduate+	Graduate	Graduate	Urban	27	26	28	81
165	Female	14	9	Private	Graduate	Postgraduate+	Graduate	Urban	29	30	29	88
166	Female	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	21	23	20	64
167	Male	15	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	24	21	19	64
168	Male	17	10	Government	Up to secondary	Higher secondary	Higher secondary	Urban	21	16	16	53
169	Male	14	9	Government	Higher secondary	Graduate	Graduate	Urban	19	23	20	62
170	Female	14	9	Private	Graduate	Up to secondary	Higher secondary	Rural	25	29	27	81
171	Female	15	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	8	16	14	38
172	Male	15	9	Government	Graduate	Postgraduate+	Graduate	Rural	25	15	19	59
173	Female	17	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	28	26	27	81
174	Male	14	9	Government	Graduate	Graduate	Graduate	Rural	28	29	29	86
175	Male	16	10	Government	Up to secondary	Higher secondary	Up to secondary	Urban	8	9	9	26
176	Male	14	10	Private	Postgraduate+	Graduate	Postgraduate+	Urban	20	20	19	59
177	Female	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	23	18	14	55
178	Female	14	9	Private	Higher secondary	Up to secondary	Up to secondary	Rural	21	27	24	72
179	Male	14	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	17	7	9	33
180	Male	16	11	Government	Higher secondary	Up to secondary	Higher secondary	Rural	18	21	17	56

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
181	Male	17	10	Government	Graduate	Higher secondary	Graduate	Rural	20	12	16	48
182	Male	17	11	Government	Postgraduate+	Graduate	Graduate	Urban	29	29	28	86
183	Female	16	11	Government	Graduate	Postgraduate+	Graduate	Urban	10	11	14	35
184	Female	17	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	23	13	21	57
185	Male	14	10	Government	Higher secondary	Up to secondary	Up to secondary	Rural	10	14	21	45
186	Male	17	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	23	26	28	77
187	Female	15	9	Private	Higher secondary	Graduate	Graduate	Urban	27	27	28	82
188	Female	16	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	16	15	16	47
189	Male	16	10	Private	Graduate	Graduate	Higher secondary	Urban	25	28	28	81
190	Male	16	11	Government	Up to secondary	Higher secondary	Up to secondary	Urban	14	17	21	52
191	Male	15	10	Government	Graduate	Graduate	Graduate	Urban	25	28	28	81
192	Female	15	10	Government	Graduate	Postgraduate+	Graduate	Urban	18	13	22	53
193	Female	16	10	Private	Graduate	Higher secondary	Graduate	Urban	28	28	30	86
194	Female	14	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	29	22	25	76
195	Male	17	11	Private	Higher secondary	Higher secondary	Higher secondary	Urban	29	30	30	89
196	Male	16	11	Private	Higher secondary	Graduate	Higher secondary	Urban	26	22	26	74
197	Female	14	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	29	29	25	83
198	Female	16	10	Private	Graduate	Graduate	Graduate	Urban	19	20	25	64
199	Male	15	9	Private	Higher secondary	Graduate	Higher secondary	Urban	22	19	25	66
200	Female	16	10	Private	Postgraduate+	Higher secondary	Graduate	Urban	9	12	8	29
201	Female	16	11	Government	Higher secondary	Graduate	Graduate	Urban	22	27	24	73
202	Male	14	9	Private	Postgraduate+	Graduate	Graduate	Rural	30	29	30	89
203	Female	15	10	Private	Postgraduate+	Graduate	Graduate	Rural	24	20	27	71
204	Male	17	11	Private	Higher secondary	Higher secondary	Higher secondary	Rural	17	20	12	49

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
205	Male	15	10	Private	Graduate	Graduate	Graduate	Rural	21	14	19	54
206	Male	16	11	Government	Higher secondary	Up to secondary	Higher secondary	Urban	6	6	7	19
207	Male	15	9	Government	Graduate	Postgraduate+	Graduate	Rural	24	21	17	62
208	Male	15	9	Government	Graduate	Graduate	Graduate	Rural	10	14	17	41
209	Male	15	9	Private	Graduate	Graduate	Postgraduate+	Urban	27	24	22	73
210	Male	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Urban	14	18	13	45
211	Female	14	9	Private	Graduate	Graduate	Graduate	Rural	29	27	30	86
212	Male	16	10	Government	Graduate	Graduate	Graduate	Urban	23	24	20	67
213	Male	14	9	Government	Graduate	Graduate	Graduate	Urban	23	22	28	73
214	Female	14	10	Private	Graduate	Graduate	Graduate	Urban	25	23	21	69
215	Female	14	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	30	27	29	86
216	Female	14	9	Government	Higher secondary	Higher secondary	Higher secondary	Urban	21	13	23	57
217	Male	15	10	Private	Higher secondary	Graduate	Graduate	Urban	30	30	29	89
218	Female	16	11	Private	Up to secondary	Up to secondary	Up to secondary	Rural	7	12	12	31
219	Male	16	11	Private	Up to secondary	Higher secondary	Higher secondary	Urban	29	27	22	78
220	Male	14	10	Private	Graduate	Graduate	Graduate	Rural	13	22	13	48
221	Male	17	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	24	25	24	73
222	Male	16	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	18	26	20	64
223	Female	15	9	Private	Up to secondary	Higher secondary	Up to secondary	Rural	18	20	22	60
224	Female	17	11	Government	Graduate	Graduate	Graduate	Urban	27	22	27	76
225	Male	17	10	Government	Higher secondary	Up to secondary	Up to secondary	Urban	9	17	8	34
226	Male	14	9	Government	Up to secondary	Higher secondary	Up to secondary	Urban	26	25	20	71
227	Male	15	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	8	14	14	36
228	Female	17	10	Private	Up to secondary	Up to secondary	Up to secondary	Urban	19	14	14	47

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
229	Male	16	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	26	26	18	70
230	Male	14	10	Private	Higher secondary	Up to secondary	Higher secondary	Rural	26	16	24	66
231	Female	16	11	Government	Graduate	Graduate	Higher secondary	Urban	17	23	24	64
232	Female	16	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	10	7	10	27
233	Male	16	11	Private	Postgraduate+	Postgraduate+	Graduate	Rural	24	20	24	68
234	Female	16	11	Government	Higher secondary	Graduate	Graduate	Rural	23	20	26	69
235	Female	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	14	16	17	47
236	Male	14	9	Private	Graduate	Up to secondary	Higher secondary	Urban	8	6	15	29
237	Female	14	9	Private	Higher secondary	Graduate	Graduate	Rural	16	19	21	56
238	Male	16	10	Private	Higher secondary	Up to secondary	Up to secondary	Urban	20	20	27	67
239	Female	17	11	Private	Graduate	Postgraduate+	Graduate	Urban	21	18	23	62
240	Male	15	10	Private	Graduate	Graduate	Graduate	Urban	8	12	16	36
241	Male	16	11	Private	Graduate	Graduate	Graduate	Urban	28	30	29	87
242	Male	16	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	11	17	19	47
243	Female	15	10	Government	Up to secondary	Higher secondary	Higher secondary	Rural	18	17	19	54
244	Male	16	11	Private	Graduate	Graduate	Graduate	Urban	13	10	20	43
245	Female	17	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	26	23	30	79
246	Male	16	10	Government	Postgraduate+	Graduate	Graduate	Rural	19	18	16	53
247	Male	15	10	Private	Graduate	Graduate	Graduate	Urban	26	22	26	74
248	Female	15	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	29	30	30	89
249	Male	16	11	Private	Up to secondary	Higher secondary	Up to secondary	Rural	10	18	11	39
250	Male	15	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	27	27	30	84
251	Female	15	9	Government	Higher secondary	Higher secondary	Higher secondary	Urban	10	13	13	36
252	Male	15	10	Private	Higher secondary	Higher secondary	Higher secondary	Rural	30	27	22	79

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
253	Male	14	9	Government	Higher secondary	Higher secondary	Up to secondary	Urban	28	24	27	79
254	Male	14	9	Private	Graduate	Graduate	Graduate	Rural	17	18	19	54
255	Male	15	9	Government	Up to secondary	Higher secondary	Up to secondary	Rural	15	28	26	69
256	Female	15	9	Private	Up to secondary	Up to secondary	Higher secondary	Urban	29	29	28	86
257	Female	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	22	15	12	49
258	Male	16	11	Government	Higher secondary	Graduate	Graduate	Rural	19	17	16	52
259	Female	16	11	Private	Higher secondary	Postgraduate+	Graduate	Rural	14	22	20	56
260	Male	14	10	Government	Graduate	Graduate	Graduate	Urban	18	17	19	54
261	Female	17	11	Government	Higher secondary	Higher secondary	Higher secondary	Urban	17	11	16	44
262	Male	15	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	13	15	11	39
263	Male	16	10	Government	Postgraduate+	Higher secondary	Graduate	Rural	30	25	23	78
264	Male	16	11	Government	Graduate	Higher secondary	Higher secondary	Rural	12	17	15	44
265	Male	17	11	Government	Higher secondary	Up to secondary	Up to secondary	Urban	18	20	22	60
266	Male	16	11	Government	Graduate	Postgraduate+	Graduate	Urban	23	23	24	70
267	Male	16	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	30	29	30	89
268	Female	16	10	Private	Graduate	Graduate	Graduate	Rural	17	19	15	51
269	Male	14	10	Private	Higher secondary	Higher secondary	Graduate	Rural	26	24	29	79
270	Female	14	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	27	22	27	76
271	Male	16	11	Government	Higher secondary	Up to secondary	Up to secondary	Rural	16	28	26	70
272	Female	15	10	Private	Graduate	Graduate	Graduate	Rural	14	17	21	52
273	Female	16	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	23	19	19	61
274	Female	14	9	Private	Up to secondary	Higher secondary	Up to secondary	Urban	15	11	13	39
275	Male	15	9	Government	Graduate	Postgraduate+	Graduate	Urban	28	29	29	86

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
276	Male	15	9	Government	Up to secondary	Higher secondary	Higher secondary	Rural	26	26	27	79
277	Female	15	9	Private	Graduate	Postgraduate+	Graduate	Urban	25	19	17	61
278	Male	16	11	Private	Postgraduate+	Graduate	Graduate	Rural	25	28	30	83
279	Female	15	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	22	25	17	64
280	Male	15	9	Private	Graduate	Postgraduate+	Postgraduate+	Urban	29	28	30	87
281	Female	15	10	Government	Up to secondary	Up to secondary	Up to secondary	Rural	21	22	18	61
282	Female	15	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	27	29	27	83
283	Male	16	10	Private	Higher secondary	Graduate	Higher secondary	Urban	25	19	26	70
284	Female	14	9	Government	Higher secondary	Higher secondary	Higher secondary	Urban	17	17	18	52
285	Male	16	11	Private	Higher secondary	Graduate	Higher secondary	Rural	29	21	29	79
286	Female	16	10	Private	Graduate	Graduate	Graduate	Urban	20	25	23	68
287	Female	16	11	Private	Higher secondary	Up to secondary	Higher secondary	Rural	24	25	27	76
288	Male	16	10	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	25	21	27	73
289	Male	16	10	Government	Higher secondary	Graduate	Graduate	Rural	12	14	17	43
290	Male	17	10	Private	Postgraduate+	Graduate	Graduate	Rural	27	25	28	80
291	Female	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	16	17	16	49
292	Male	14	10	Government	Postgraduate+	Graduate	Postgraduate+	Rural	24	21	21	66
293	Female	15	10	Government	Graduate	Postgraduate+	Postgraduate+	Rural	28	26	26	80
294	Female	15	9	Private	Graduate	Graduate	Graduate	Rural	24	22	25	71
295	Male	16	11	Private	Up to secondary	Up to secondary	Up to secondary	Rural	19	27	24	70
296	Male	17	10	Private	Up to secondary	Higher secondary	Up to secondary	Urban	25	22	25	72
297	Female	14	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	19	23	21	63
298	Female	14	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	30	30	27	87
299	Male	15	9	Private	Up to secondary	Higher secondary	Higher secondary	Rural	21	19	23	63

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
300	Male	16	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	28	28	25	81
301	Male	16	11	Private	Graduate	Up to secondary	Higher secondary	Rural	17	24	22	63
302	Male	14	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	10	14	14	38
303	Male	17	10	Private	Higher secondary	Up to secondary	Higher secondary	Urban	28	28	28	84
304	Female	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	30	28	30	88
305	Female	14	9	Government	Up to secondary	Higher secondary	Up to secondary	Rural	16	14	18	48
306	Female	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Urban	21	30	28	79
307	Female	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Urban	16	14	15	45
308	Male	15	10	Government	Graduate	Graduate	Graduate	Rural	21	23	16	60
309	Male	14	9	Government	Graduate	Postgraduate+	Postgraduate+	Rural	30	29	30	89
310	Male	14	10	Private	Graduate	Graduate	Higher secondary	Urban	15	16	15	46
311	Female	14	9	Government	Higher secondary	Graduate	Higher secondary	Rural	16	11	11	38
312	Female	16	11	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	14	26	22	62
313	Male	17	10	Government	Up to secondary	Higher secondary	Up to secondary	Rural	25	21	18	64
314	Male	14	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	23	26	24	73
315	Female	14	10	Private	Graduate	Postgraduate+	Postgraduate+	Urban	27	23	25	75
316	Female	14	9	Private	Up to secondary	Up to secondary	Up to secondary	Rural	22	13	23	58
317	Male	14	10	Private	Postgraduate+	Graduate	Graduate	Rural	21	26	24	71
318	Male	16	10	Private	Graduate	Graduate	Graduate	Urban	10	7	16	33
319	Female	15	10	Private	Graduate	Graduate	Higher secondary	Rural	19	16	19	54
320	Male	15	9	Private	Higher secondary	Higher secondary	Higher secondary	Rural	19	16	26	61
321	Male	14	10	Private	Higher secondary	Postgraduate+	Graduate	Rural	27	27	29	83

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
322	Male	16	10	Private	Up to secondary	Up to secondary	Up to secondary	Rural	29	26	28	83
323	Female	15	9	Private	Higher secondary	Graduate	Higher secondary	Urban	10	14	18	42
324	Female	16	11	Private	Postgraduate+	Graduate	Graduate	Rural	29	29	28	86
325	Female	14	10	Private	Graduate	Graduate	Graduate	Urban	25	17	25	67
326	Female	16	10	Private	Up to secondary	Up to secondary	Up to secondary	Urban	22	23	25	70
327	Female	16	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	28	29	28	85
328	Female	14	10	Private	Up to secondary	Up to secondary	Higher secondary	Rural	26	16	25	67
329	Female	15	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	26	28	28	82
330	Male	17	11	Government	Higher secondary	Higher secondary	Graduate	Urban	13	21	16	50
331	Male	17	11	Government	Postgraduate+	Graduate	Graduate	Rural	14	23	19	56
332	Male	15	10	Private	Higher secondary	Higher secondary	Higher secondary	Rural	28	24	29	81
333	Male	15	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Urban	16	13	12	41
334	Male	17	10	Private	Up to secondary	Up to secondary	Up to secondary	Urban	17	25	19	61
335	Male	16	11	Private	Graduate	Graduate	Graduate	Rural	8	9	13	30
336	Male	14	10	Government	Higher secondary	Higher secondary	Up to secondary	Urban	27	24	26	77
337	Female	17	10	Government	Higher secondary	Up to secondary	Higher secondary	Rural	26	27	26	79
338	Female	14	9	Government	Up to secondary	Graduate	Higher secondary	Rural	30	30	30	90
339	Male	16	10	Government	Postgraduate+	Graduate	Postgraduate+	Rural	28	27	27	82
340	Male	14	10	Government	Graduate	Postgraduate+	Postgraduate+	Rural	17	17	13	47
341	Female	14	9	Private	Up to secondary	Higher secondary	Up to secondary	Rural	27	23	30	80
342	Male	15	9	Government	Higher secondary	Up to secondary	Up to secondary	Rural	14	12	13	39
343	Male	16	10	Private	Graduate	Graduate	Graduate	Rural	24	27	28	79
344	Female	15	9	Government	Graduate	Higher secondary	Higher secondary	Rural	12	10	9	31
345	Male	14	9	Private	Up to secondary	Up to secondary	Up to secondary	Urban	15	14	17	46

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
346	Female	14	9	Government	Graduate	Higher secondary	Graduate	Rural	21	9	14	44
347	Male	15	9	Private	Higher secondary	Higher secondary	Graduate	Urban	25	20	16	61
348	Female	17	10	Private	Postgraduate+	Graduate	Postgraduate+	Rural	18	18	23	59
349	Female	15	9	Private	Graduate	Higher secondary	Higher secondary	Rural	12	10	15	37
350	Female	16	11	Government	Higher secondary	Higher secondary	Higher secondary	Rural	28	28	28	84
351	Male	17	11	Private	Postgraduate+	Graduate	Graduate	Urban	27	27	26	80
352	Female	15	9	Government	Graduate	Postgraduate+	Graduate	Rural	27	24	27	78
353	Male	14	10	Private	Higher secondary	Graduate	Graduate	Rural	29	30	30	89
354	Male	15	10	Government	Graduate	Graduate	Graduate	Urban	25	20	26	71
355	Male	15	9	Private	Higher secondary	Higher secondary	Higher secondary	Urban	19	14	19	52
356	Male	15	9	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	19	12	21	52
357	Female	15	9	Government	Graduate	Graduate	Higher secondary	Urban	20	17	15	52
358	Female	16	10	Private	Up to secondary	Higher secondary	Up to secondary	Urban	21	25	30	76
359	Male	15	10	Private	Higher secondary	Postgraduate+	Graduate	Urban	17	18	11	46
360	Male	15	9	Private	Higher secondary	Up to secondary	Higher secondary	Urban	26	24	25	75
361	Female	16	10	Private	Higher secondary	Higher secondary	Up to secondary	Rural	26	21	28	75
362	Male	15	9	Government	Graduate	Postgraduate+	Postgraduate+	Rural	17	25	24	66
363	Female	16	11	Government	Higher secondary	Higher secondary	Higher secondary	Rural	18	24	24	66
364	Male	16	10	Government	Graduate	Postgraduate+	Graduate	Urban	27	22	27	76
365	Male	15	9	Government	Higher secondary	Up to secondary	Higher secondary	Urban	19	23	21	63
366	Female	16	11	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	30	30	30	90
367	Male	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Urban	17	9	16	42
368	Female	15	10	Government	Higher secondary	Higher secondary	Higher secondary	Urban	20	24	22	66

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
369	Male	15	9	Government	Postgraduate+	Postgraduate+	Postgraduate+	Rural	10	16	9	35
370	Male	15	9	Government	Graduate	Graduate	Graduate	Rural	10	9	12	31
371	Male	16	10	Private	Graduate	Graduate	Graduate	Urban	19	24	19	62
372	Female	14	9	Private	Up to secondary	Higher secondary	Higher secondary	Rural	26	21	16	63
373	Male	15	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Rural	30	30	30	90
374	Male	14	10	Government	Higher secondary	Up to secondary	Higher secondary	Rural	30	30	27	87
375	Male	16	11	Private	Postgraduate+	Graduate	Graduate	Urban	28	29	26	83
376	Male	15	10	Government	Higher secondary	Postgraduate+	Graduate	Urban	25	25	28	78
377	Female	17	11	Private	Up to secondary	Higher secondary	Up to secondary	Rural	22	13	17	52
378	Female	15	10	Government	Up to secondary	Up to secondary	Up to secondary	Urban	11	18	12	41
379	Male	16	10	Private	Graduate	Graduate	Graduate	Rural	22	26	26	74
380	Female	17	10	Private	Up to secondary	Higher secondary	Up to secondary	Urban	27	23	27	77
381	Male	16	11	Private	Up to secondary	Graduate	Higher secondary	Rural	24	20	25	69
382	Male	17	10	Private	Postgraduate+	Postgraduate+	Postgraduate+	Urban	19	9	17	45
383	Male	15	9	Government	Graduate	Graduate	Graduate	Urban	18	23	22	63
384	Female	16	10	Government	Higher secondary	Graduate	Graduate	Urban	24	28	27	79
385	Female	15	9	Government	Graduate	Graduate	Graduate	Urban	23	22	19	64
386	Female	14	9	Private	Graduate	Graduate	Graduate	Urban	24	25	19	68
387	Female	15	9	Government	Up to secondary	Up to secondary	Up to secondary	Rural	22	23	20	65
388	Female	16	11	Private	Graduate	Higher secondary	Higher secondary	Urban	27	28	29	84
389	Female	15	10	Government	Higher secondary	Up to secondary	Up to secondary	Rural	13	17	19	49
390	Female	16	10	Private	Higher secondary	Higher secondary	Higher secondary	Urban	16	25	23	64
391	Female	17	10	Private	Higher secondary	Postgraduate+	Graduate	Rural	21	23	22	66
392	Female	16	11	Government	Higher secondary	Higher secondary	Higher secondary	Urban	9	14	11	34

ID	Gender	Age	Grade	School	Father edu.	Mother edu.	Combined parental edu.	Residence	Emotional	Social	Educational	Overall
393	Male	16	10	Private	Graduate	Higher secondary	Graduate	Urban	17	22	24	63
394	Female	16	11	Government	Higher secondary	Graduate	Higher secondary	Rural	11	8	12	31
395	Female	17	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	17	28	26	71
396	Female	16	10	Government	Higher secondary	Higher secondary	Higher secondary	Rural	21	16	25	62
397	Female	16	11	Government	Up to secondary	Up to secondary	Up to secondary	Urban	14	17	9	40
398	Female	17	11	Private	Up to secondary	Up to secondary	Up to secondary	Rural	22	27	29	78
399	Female	17	11	Private	Up to secondary	Higher secondary	Up to secondary	Urban	21	17	14	52
400	Female	14	10	Government	Graduate	Higher secondary	Higher secondary	Urban	10	13	12	35