

**STUDY OF IMPACT OF KEY FACTORS
INFLUENCING CHILD DEVELOPMENT FOR
POLICY MAKERS IN PRIMARY EDUCATION
(FROM THE YEAR 2009 TO 2014)**

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IN MANAGEMENT**

By

Mrs. PRANATI ROHIT TILAK

(MSc.IMM (INTERNATIONAL MARKETING MANAGEMENT), MJ.)

REASEARCH GUIDE

Prof (Dr.) HEMANT ABHYANKAR

DEAN - TMV MANAGEMENT FACULTY

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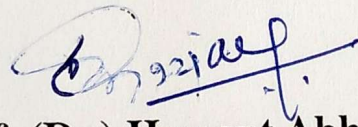
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This is to certify that the thesis entitled "**Study of impact of key factors influencing child development for policy makers in primary education from the year 2009 to 2014**" which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Management Science department of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Mrs. Pranati Rohit Tilak under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any degree or similar title of this or any other University or examining body upon him.

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Date : 19/10/2016



Prof. (Dr.) Hemant Abhyankar

Research Guide

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Date : 19/10/2016

P.R.Tilak

Mrs. Pranati Rohit Tilak

Research Student

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ABSTRACT

The schools are considered to be the most moral and ethical agents of change which develops the future of this nation. They build the character out of children's which they expect to work in the interest of the nation. But to make it happen schools must focus on the holistic development of these school children.

Schools are working out their various ways to be more effective in developing these children's, but in this information age where the brain development is taking swings; its of prime importance to understand the needs of various children's and the need to develop an effective action plan for the development of these children.

The literature review has examined the past researches on various school factors which affect children development. It has been found from the research that there is lack of evidence in Indian context regarding literature discussing the effectiveness of schools in developing child especially in primary schools which is the age where children develops most.

The researcher has considered this as a gap and points out from local and global literature about how various school factors are considered by the parents, also the researcher has found the gap on the board of studies and its impact on child development and finally the impact of these school factors on child development in private primary school children's in Pune. This has led the researcher to do a quantitative investigation of the above mentioned aspect.

The purpose of this study was to contribute to the body of knowledge of school related factors and child development of primary schools. The study has been designed to understand and evaluate the relation and impact of board of studies on child development in private primary schools of Pune. It was also structured in a way to understand the effect of various school related factors on child's development. The researcher has used a questionnaire to assess the various school related factors such as school facilities, extra-curricular activities and multimedia and ICT usage in schools. The researcher has used questionnaire to measure the child development. To execute the designed study the researcher has conducted 206 surveys of parents whose children

are studying in private primary schools of Pune. The responses for the various items has been recorded and tested for the accuracy of data entry, reliability. The various statistical tests has been performed to answer the research questions involved into the study, the test performed were friedman test, one-way anova, pearson correlation, multiple regression and descriptive statistical tests for mean and standard deviations. The significant conclusions drawn from this study were that parents perceive various school related factors but varied perspective. It has been seen that school facilities and extra-curricular activities and multimedia and ICT usage of the school were top most factors that parents perceive highly. Also the parents perceive that the board of studies of their school children matters highly and they also feel that its related to their child's development. Also its seen that not all factors related to school impact on the development of children in private primary schools.

Analysis has found that parents perceive following school factors: School Facilities, Extra-Curricular Activities, Multimedia-ICT, School Infrastructure, School Administration and School Academics. Analysis has also indicated that parents perceive School Facilities, Extra-Curricular Activities, Multimedia-ICT factors of the school quite high. This study has also found that board of studies impact child development and it come to notice from the analysis that CBSE is the board which impact child development more as compare to other boards.

Analysis has found that the various school factors such as school facilities, extra-curricular activities, and multimedia-ICT are strongly correlated to the child development in private primary schools in Pune region. The research study has conducted multiple regression to predict child development from these school factors and it has been observed that school factors were able to predict the child development in primary schools successfully. These factors are: school facilities and multimedia and ICT usage of the school. An extra-curricular activity fails to put influence on the children development in private primary schools.

So overall conclusions of the study contribute that private primary schools in Pune should develop their school facilities, extra-curricular activities, multimedia-ICT, school infrastructure, school administration and school academics more profoundly so that the can impact the child development more holistically especially in private primary school in Pune and align their board of studies to CBSE or SSC as its impact is seen on child development for long term.

The findings of the research study can contribute to school especially primary, school development authorities in government and research scholars in this domain and the strategic linkage of both in the context of child development.

CHAPTER -1:

INTRODUCTION

BACKGROUND OF THE STUDY

In this fast pace era school has varied impact on child's development, their acquisition of various skills such as language, logical and other scientific knowledge. These basic skills provide the foundation for child's future development. Formal educational does contribute to child's development but also the other aspects of the school which impact the child development. The learning of specific knowledge and skills is a direct effect of schools contribution to from facilities to classroom teaching (Kathy Sylva, 1994).

However, social and emotional developments of the child are also influenced by school and these may be just as powerful in predicting later outcome as intelligence. Such indirect effects of school are more elusive because they are mediated by children's motivation to learn or avoid learning, their conception of themselves as pupils, and the attributions they create for explaining success and failure. Cognitive and motivational mediators of indirect effects continue to exert influence on individual development outside and beyond school.

With the advancement of educational technologies teaching methods are evolving. The shift is taking place from traditional face-to-face teaching to Computer-Based Learning (CBL) or- e-learning systems in all levels of education. Modern education and communication environments can offer alternative ways in the learning process of the child's development. Multimedia enhances and enables children's to develop in more holistic way.

From the field of School Psychology it has been seen that extracurricular activity is related to the development of children in primary schools. It is important that all children in this age bracket have equal opportunity to be involved in various activities outside of school time. Children's access to activities may be restricted for many reasons, including family finances, transportation, and availability of expert supervision. These hurdles can influence school to create activities that

are available to all students. A school counsellor could be useful in this case and they can act as a bridge between school, parents and children's. In fact a school counsellor may be instrumental in designing and implementing customized extracurricular activities.

Keeping this in mind and the other relevant issues the present research study attempts to identify influence of various key factors related to school which can influence the development of children in primary school.

PROBLEM STATEMENT

The specific research problem under evaluation in this study was that parents perceive various school related factors and how it can help in developing child in primary school. Parents who fail to understand this view might be missing out the important link of their child's development.

The question is: how schools can understand about their key factors which influence the children development especially in their primary schools and incorporates the right mix of these key factors to enhance the child's development?

Although researchers in past have done several researches pertaining to schools impact on child's development in primary school but majorly in western part of the world and till date there was a limited literature on how these key factors of schools influences children development in private primary schools of Pune.

In summary, the results of this study will contribute to the body of knowledge by contributing to schools about what are the key factors that school can concentrate on for developing child in primary schools.

OBJECTIVES OF STUDY

The main objective of this study is to investigate the impact of key factors of schools influencing the development of primary school children in Pune region.

The research aim to achieve the following objectives:

1. To empirically investigate whether the various school related factors found in literature have been perceived by the parents up to same extent or do they differ especially in private primary schools in Pune.
2. To empirically examine the relationship between various factors related to school and child development in private primary schools in in Pune.
3. To empirically examine the impact of board of studies on child's development.
4. To empirically investigate whether key factors related to school impacts the development of primary school children

RESEARCH QUESTIONS

Based on the research objectives stated above; this study aims to address following research questions:

Research Question-1:

Whether there is the difference in the extent of key factors related to school perceived by parents of primary school children?

Research Question-2

Whether the board of studies of the school has an impact on child development?

Research Question-3:

Whether key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT and child development are co-related?

Research Question-4:

Do key factors related to school such as school facilities, extra-curricular activities, and multimedia-ICT influences the child development?

SCOPE OF RESEARCH

This study has investigated parent's view of children studying in private primary school in Pune. The primary school children have been kept in the focus as most of the development of a child happens during their primary school. Furthermore, the school impact child's development was quite in light for a long as it will create a knowledge bank where schools will design themselves for effect impact on child.

The population for this study was parents of children's studying in private primary schools in Pune region. The respondents were the parents who have complete awareness and knowledge about their child and their respective schools.

SIGNIFICANCE OF THE STUDY

The current study involved into examining whether key factors related to school impact child development in primary school and whether the board of studies has any influence on child development. However, for many children's of primary schools, their successful development depends upon school. The rationale behind this is even more challenging to understand various factors influencing their development.

The results of the study might contribute to four perspectives: theoretical, empirical, practical and policy. From the theoretical perspective, this study increases the understanding of various key factors of private primary schools within the context of child development in Pune.

Empirically this study is considered to be an attempt to understand how various key factors related to private primary schools are perceived by parents in Pune. This study further explores whether these factors impacts the child development. The quantitative research is carried out which has allowed the researcher to use the strength of different test and methods. Furthermore, the outcome of the study provides results which can be generalized and also more details can be captured about the subject being studied.

From a practical perspective, the results of this study might offer new insights to private primary schools in Pune. The results will help them to become more aware and knowledgeable about the various factors of school perceived by the parent in context to child development. So schools can devise their strategy towards developing the required key factors and build a competitive advantage to perform to their full potential. However this study also suggests that not all factors related to school impacts the child development. Therefore it give an opportunity to private primary schools in Pune to evaluate their respective factors and align it to improve the development of child studying at their institution and thereby creating well-mannered and ready to take on the world sort of youths working for nations interest at large.

From policy perspective, the results of study provides foundation principle of school factors in light of child development and can help schools to develop an action plan for the development of child from time to time.

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Chapter : 2

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Chapter : 2

LITERATURE REVIEW

The literature review has been classified in eight sections: 1st section would be focusing on development of education in India, 2nd section it would focus on recent reforms in education in India, 3rd section would be dealing with the structure of Indian education system, 4th section would be dealing with role of schools in child development, 5th section would be dealing with functional aspects of schools which influences children development, 6th section would be dealing with know-how of child development, 7th would be exploring the education background of Pune, section 8th which is the last part of literature review would be dealing with research gaps.

Section-I: Education Sector Development in India (1947-2012)

Modern education, specifically higher education in India, is considered to have had its beginnings in the middle of the 19th century when the Universities of Calcutta, Bombay and Madras were established in 1857. But English education for the upper classes was carried on in princely, wealthy and elite groups in different parts of the country from the 18th century, although native forms of education were imparted through the Gurukula and other systems in previous centuries, particularly in villages and precincts of religious institutions. The number of people going to school in those days of old was quite limited. It is only after Independence in 1947 that a more comprehensive system of education for all people in different regions came into being. A separate Department of Education (later on changed to Human Resources Department, HRD) was formed at the Centre and Departments of Education were formed in each State to serve the massive needs of education and training for the entire population.

Education for the masses became a laudable goal only after 1947 as the Founding Fathers of the nation felt that education for all (EFA) was a must to achieve socioeconomic, political and cultural progress. One can say that education of the masses became a priority throughout the world in the 20th century. The earlier idea, also called “filtration theory” was that education of the upper classes would lead to a “trickle-down” to the lower levels.

Moreover, certain sections of the population, particularly women of all castes and both men and women of the lower caste groups were not to be given any kind of education. Even reading and writing, mathematics and general knowledge were denied to these groups.

The scenario under went a sea change in the early years of Independent India, although much more remains to be change even now. With this historical background in mind, let us take a quick glance at the pre-primary, primary, secondary and tertiary sectors of education in 21st century India, with some attention on the technical, medical and vocational aspects of overall changes.

Pre-primary education: The Planning Commission of India has stressed the Universalization of Elementary Education (UEE) so that the entire system of education becomes beneficial to the nation. This is why pre-primary education is to be concerned less with education than with the healthcare of the children and their mothers, without which the entry of children into the primary school becomes defective and irregular. Sick and unhealthy children may not go to primary school; even if they go, they dropout after some months or years. Thus no amount of attention on the pre-primary children and their mothers is too much. In fact, children born in a particular village (part of the school district) should be cared for properly by the healthcare system prevalent in that area. The healthcare system becomes equally important for the school system.

Moreover, based on the number of children in the village area, the Panchayat concerned can build a proper school for pre-primary education. It is not enough for the Department of Human Resources to count the number of children of pre-primary age in millions for the entire country and leave the matter at that as a statistical piece of information. The provision of proper buildings and required teachers has to be ascertained and publicized, if necessary, through the local Panchayat so that the Panchayat administration can provide the school facilities for the number of children in the Panchayat. Again, this is a matter to be discussed in detail with local authorities but the HRD has to work with State Governments who in turn will work with the local Panchayat to evolve suitable mechanisms to provide educational and health facilities for all the children of the locality.

Primary Education: If the HRD or the Panchayat is aware of the number of children who need pre-primary education, it is not difficult for them to determine how many primary schools are needed in the village or how many more schools are needed in addition to the schools already available through government and private education agencies. But here one has to go by certain standards such as the facilities to be provided in every school, the number of students in each class, the number of teachers required for the school, the number of well-planned separate classrooms for all the students (instead of having one large hall divided by imaginary lines or actual screens for each class), etc.

Each class must have a separate classroom. It is a shame that even in the 21st century, we in India have schools where three or four classes are stationed in a large hall and the students and teachers are subjected to a highly unscientific “sound-mixing” phenomenon that forces each

teacher to “out-shout” the other for the sake of his or her students! Why is it that despite all our scientific progress during the past 65 years, we still continue with this system of learning and teaching? Each child in each class must have the “luxury” of learning in an atmosphere of quiet concentration. Is it too much for a child to ask for this basic amenity in modern India?

Certainly, the Sarva Siksha Abhiyan (SSA), the District Primary Education Programme (DPEP), the Mid-Day Meal Scheme(MDMS), the Teacher Education Scheme (TES) and the Kasturba Gandhi Baalika Vidyaalaya Scheme(KGBVS) have worked well in the country and they are still working well in many States. The number of children attracted to primary school education has grown by leaps and bounds, although the number of dropouts on the way is still high. These schemes have met, no doubt, the massive needs of millions of children requiring primary education. Primary education is now available to children in villages within 1 to 2 kms. This is no mean achievement. However, there are villages where children have to walk for more than 3or4 kms to reach their schools. Perhaps the type of Health and Education Survey (HES) indicated and bring to the notice of the Panchayats, States and the MHRD the actual needs of the children in a more concrete manner. Quoting from a Planning Commission document, “the number of habitations that had a primary school within a distance of one kilometre was 10.71 lakh (87 percent) and the number of habitations that had an upper primary school within a distance of of 3 km was 9.61 lakh (78 percent).”

There are only one lakh habitations yet to be covered for primary (Standards 1-5, Age 6-11years) and upper primary schools (Standards 6-8; Age 7-14 years) according to the same document.

The progress of enrolment is worth examining in order to understand the volume and the magnitude of our educational efforts and needs. Whereas in 1969, 544 lakh (54.4 million) of lower primary, and 12.5 million upper primary children were given school education, the corresponding numbers in 2007 were: 1354 lakh (135.4 million) lower primary children and 56.7 million upper primary children. The number of primary schools in India increased from 6.64 lakh in 2002 to 7.6 lakh in 2005. The majority of the new buildings had separate classrooms, and the number of elementary education students increased from 159 million in 2002 to 182 million in 2005. Although this increase is encouraging, the social and gender disparity existing at the primary and upper primary levels causes concern even now, especially in Bihar, Rajasthan, Jharkhand, Madhya Pradesh, Gujarat and Uttar Pradesh. Since education is closely connected

with the socioeconomic conditions in a region, problems of child labour, child marriage and parents' male preference play a deleterious part in many regions of the country.

In a country with a very large population, all socio economic problems have to be tackled district-wise. There are close to 650 districts in India and each district has approximately 2 million population equivalent to the total population of some countries in the West. In fact, some states of India have populations exceeding the combined populations of countries like Sweden, Switzerland, Norway, Belgium and the Netherlands. Therefore our planning and priorities of education should be totally different from those of the Western countries. But it is important that India is trying its best to provide the growing number of children the infrastructure essential for preprimary and primary education through five essential steps:

1. Universal Access
2. Universal Enrolment
3. Universal Retention
4. Universal Achievement and
5. Equity

These five steps are essential for every sector of education, but they are more essential for pre-primary, primary and secondary education. And with their implementation, we have succeeded in bringing down the drop-out rate from 3.2 crores (32 million) in 2001-02 to 0.7 crore (7 million) in 2005-06. This is indeed a big achievement, but our aim should be to reduce the drop out rate to zero.

One of the constitutional goals of independent India was to provide universal, free and compulsory primary education for all. Although the number of government schools is almost four times that of private schools, both types of management are equal in their commitment to provide the least number of toilet and drinking water facilities to the children—a very peculiar situation in India. It seems nobody really cares for the health and hygiene of the growing generation of youngsters—parents, teachers, local panchayats, state governments and the Central Government! Our planners and educators have to give more attention to this unique and universal Indian problem of excretion.

Section-II: Recent reforms in education in India

Present education scenario in India- Education has been identified as a critical input for economic development and for human resource development. India's education system is divided into different levels such as pre- primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level.

Progress made so far in education sector- By the end of the 10th Plan period, National Literacy Mission (NLM) which was launched in 1988, covering the age group 15-35 years), had made 127.45million persons literate, of which, 60% were females, 23% belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs). It led to an increase of 12.63% in literacy - the highest increase in any decade. Female literacy increased by 14.38%, SC literacy by 17.28% and ST literacy by 17.50%.In a special lecture organized by National Literacy Mission Authority (NLMA), Nobel Laureate Prof. Amartya Sen, emphasized the importance of literacy citing examples of developed countries. He said that the lack of proper education is the root cause of many problems in India and hailed the Right to Education as a very important step.

Removing Illiteracy from the country- Post-independence India inherited a system of education which was characterized by large scale inter and intra-regional imbalances. The country's literacy rate in 1947 was only 14 per cent and female literacy was very badly low at 8 per cent. As per recently concluded census 2011, Literacy rate in India has significantly increased from 18.33% in the year 1951 to 74.04% in the year 2011. More women literates added in the recent decade compared to men literates, so gap between men literates and women literates also reduced from 24.82 in 1991 to16.68 in the year 2011.

Table 1-

Gender gap census of India- 1951 to 2011

Census Year	Persons	Male	Female	Gender Gap
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98

1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.82
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Primary education - India is committed to the goal of universal elementary education for all children. This goal is part of the Education for All (EFA) goals adopted at the World Education Forum, Dakar in April 2000. The EFA goals include, inter alia achieving universal elementary education by the year 2015, ensuring equitable access to appropriate learning and life skill programmes for young people and adults, achieving 80% improvement in adult literacy by 2015, achieving gender equality in education by 2015 and improving all aspects of quality of education. The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India.) 80% of all recognized schools at the Elementary Stage are government run or supported.

Sarva Shiksha Abhiyan- The Sarva Shiksha Abhiyan (SSA) is intended for the enlargement and growth mainly in the primary education. The aim of this flagship program was to attain universalization of primary schooling at an acceptable level by 2010. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.2 million habitations. The present rules of SSA have been modified recently by putting into practice the “Right of Children to free and Compulsory Education” which has been enforced from April 1, 2010 onwards.

Access	99% of the rural population has a primary school within 1 km. 366559 new schools opened till September, 2010.
Gross Enrolment Ratio	GER increased in 6-14 age groups to 114.37 in 2008-09 from 96.3 in 2001-02 at the primary level and to 76.23 in 2008-09 from 60.2 in 2001-02 at the upper primary level.

Gender Parity Index (GPI)	Improved from 0.83 in 2001-02 to 1.00 in 2008-09 at primary level & from 0.77 to 0.96 at upper primary level.
Dropout Rate at the primary level	Reduced by 14.10% to 24.93% in 2008-09 from 39.03% in 2001-02. Dropout rate for girls declined by 16.98% points during same period.
Pupil-Teacher Ratio	In 2008-09 the PTR at the national level was 44:1 for primary and 34:1 for upper primary level. 11.13 lakh teachers recruited by December, 2010.

Table 2

Annual Report 2010-11, Department of School Education & Literacy and Department of Higher Education, Ministry of Human Resource Development, Government of India.

Other Schemes for Primary Education- Scheme of Infrastructure Development in Minority Institutions (IDMI) has been operationalized to augment infrastructure in private aided/unaided minority schools/ institutions in order to enhance quality of education to minority children. Programme for Nutritional Support to Primary Education (NP-NSPE) commonly known as the Mid-Day Meal Scheme (MDMS) was launched as a Centrally Sponsored Scheme on 15th August 1995 covering all children studying in Classes I-VIII. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme.

Adult and Women Education - SAAKSHAR BHARAT was launched in 8th September, 2009 aiming to accelerate Adult Education, especially for women in the age group of 15 years and above. It targets to raise literacy rate to 80% by 2012 and reduce gender gap to half by the same period. National Programme for Education of Girls at Elementary Level (NPEGEL) is implemented in educationally backward blocks (EBB). Kasturba Gandhi Balika Vidyalaya (KGBV) provides for setting up residential upper primary schools for girls from SC, ST, OBC and Muslim communities. The Mahila Samakhya scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups.

Scheme for Providing Quality Education in Madaras as (SPQEM) seeks to bring about qualitative improvement in Madaras as to enable Muslim children attains standards of the national education system in formal education subjects. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's enrolment which was less than 10% of the total enrolment on the eve of independence has been increased to 41.60% in the beginning of the academic year 2010-11.

National Policy on Education, 1986 (as modified in 1992) lays special emphasis on education of Persons with Disability. 29.72 lakh children with special needs have been identified by the household surveys 90% of them have been covered through various strategies. The Persons with Disabilities Act 1995 indicates that differently-able persons should have access to education at all levels.

The way ahead for reforms:

Level of Literacy : According to the Census Data 2011, India is heavily overpopulated with a population of 121,01,93,422 which means India today is a powerhouse of talent of 121,01,93,422 plus. But this tremendous powerhouse can be compared to rocks, which need to be polished to be transformed into diamonds. At the time of Independence, India's literacy rate stood at 14% and in 1991 it was 52.21% According to Census 2001, it was 64.8% and presently (2011) it is 74.04%. So, apparently we have come a long way. But when we compare this to China's literacy rate of 94%, we surely have a long road ahead. If we see the current scenario there is a rampant corruption, crime, unlawful activities, and exploitation taking a toll on India.

Primary education : Every year the Union Budget makes an attempt as to broaden the education standards in the country. As per the current Union Budget (2010-11) allocation, an amount of Rs.52,057 Crores is set aside for the education. This is a huge amount, even though a disappointment struck when the increment hike is significantly less than anticipated for the execution of acts like Right to Education. Due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Enrollment has been enhanced, but the levels of quality remain low.

In spite of the claims of fair work done by the states with regard to improving access and enrolment in elementary education, any progress made has been overshadowed by high dropout and wastage rates which, in turn, were the result of shortfalls in other related elements of elementary education. Unless something is done to drastically reduce drop-out rates, by the year 2016, there would be approximately 500 million people in the country with less than five years of schooling, and another 300 million that will not have completed high school. In other words, about two-thirds of the population will lack the minimum level of education needed to keep pace with and take advantage of the social changes occurring within the country and worldwide. The target before India at this stage is not only to eradicate illiteracy and bring every child within the fold of school education but also to ensure good quality in school education.

To improve the quality of education by reducing the class size would require a further 20 per cent increase in the number of classrooms. Together, this will necessitate increasing the total number of classrooms by 65 per cent within 20 years. An enormous increase in the number of teachers will also be required to achieve the alternative scenario, i.e., eliminating primary school drop outs and reducing the teacher-pupil ratio from the present high level of 1:42 down to around 1:20, which is the UMI reference level. Together, this will require an additional three million primary school teachers, more than twice the number currently employed. Similar increases will be required at middle and secondary school levels.

Private sector in education: According to current estimates, 80% of all schools are government schools making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated. The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools) and more teachers in private schools are female.

Public expenditure on education in India : As a part of the tenth Five year Plan (2002–2007), the central government of India outlined an expenditure of 65.6% of its total education budget of 438.25 billion (US\$8.33 billion). According to UNESCO, India has the lowest public expenditure on higher education per student in the world. Although the country targeted towards

devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations.

Other issues to be tackled: One study found out that 25% of public sector teachers and 40% of public sector medical workers were absent during the survey. Among teachers who were paid to teach, absence rates ranged from 15% in Maharashtra to 30% in Bihar. Only 1 in nearly 3000 public school head teachers had ever dismissed a teacher for repeated absence. A study on teachers by Kremer etc. found that 'only about half were teaching, during unannounced visits to a nationally representative sample of government primary schools in India.' A study of 188 government-run primary schools found that 59% of the schools had no drinking water and 89% had no toilets. Modern education in India is often criticized for being based on rote learning rather than problem solving.

Section-III:

Structural classification of Indian school education system

The Indian school education system can be classified in either of the following ways:

- Levels of education
- Ownership of educational institutions
- Educational board affiliations

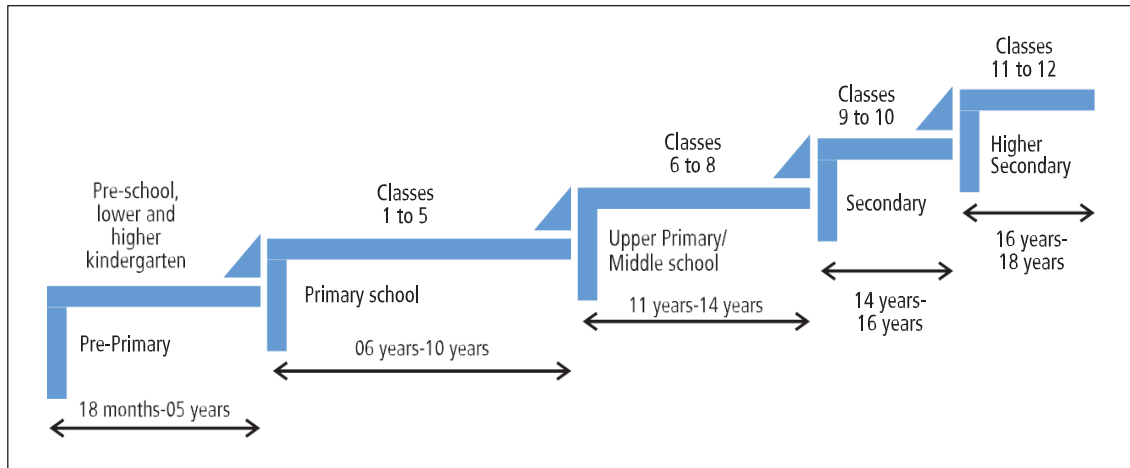


Figure 1-Source: Segmentation of Indian schools by means of level of education (British Council Report-2014)

Classification by means of levels of education:

The Indian education system is structured as follows:

- Pre-school: Education at this level is not compulsory. The Montessori system is especially popular at the pre-school level
- Private play schools: Catering for children between the ages of 18 months and three years.
- Kindergarten: This is divided into lower kindergarten (for three- to four-year-olds) and upper kindergarten (for four- to five- year-olds)
- Primary school: First to fifth standard/class/ grade (for six- to ten-year-olds)
- Middle school/Upper Primary school: Sixth to eighth standard/class/grade (for 11- to 14-year-olds)
- Secondary school: Ninth and tenth standard/ class/grade (for 14- to 16-year-olds)
- Higher secondary or pre-university: 11th and 12th standard/class/grade (for 16- to 18-year- olds).

Pre-school system in India :

Various types of pre-primary schools are available in India and more children are now attending Pre- school (NIPCCD, 2006) indicating an increase in demand for education at this stage.

Provision of early childhood care and education, especially for the most vulnerable and disadvantaged children, is one of the six Education for All goals.

In India, preschool education is provided by private schools and government ICDS (Anganwadi) centres. In addition, there are some ECCE (Early Childhood Care and Education) centers running under SSA (Sarva Shiksha Abhiyan). According to the estimate given by the Seventh All India Education Survey, there are 493,700 pre-primary institutions in India. The percentage of enrolment in primary schools with pre-primary facilities is low. It was 10 per cent in 2007-08 compared to 7.7 per cent in 2004-05.

Primary schooling system in India:

Primary education starts at approximately 5–6 years of the child and lasts for around 4–5 years. Primary school education gives students a sound basic education in reading, writing and mathematics along with an elementary understanding of social sciences.

Upper primary schooling system in India :

Upper primary education is of three years duration and starts for students aged between 10-11 years. It usually continues up to 13-14 years. At this stage, education consists of the basic programs of primary school level, though teaching is more subject-focused.

Secondary schooling system in India:

Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years. Admission requirement is the completion of upper primary school education. Instruction is more organized along specific subjects.

Higher secondary schooling system in India : Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 17th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view).

Classification by means of ownership of educational institutions:

Schools in India are owned either by the government (central/ state/ local government bodies) or by the private sector (individuals, trusts or societies). Schools can thus be classified as:

- **Government educational institutions:** These are run by the Central Government or state governments, public sector undertaking or autonomic organizations and are wholly financed by the government. Examples of these types of schools include state government schools, Kendriya Vidyalayas, Ashram schools, Navodaya Vidyalayas, Sainik Schools, Military schools, Air Force schools, and Naval schools.
- **Local body institutions:** These are run by municipal committees/ corporations/NAC/ Zilla Parishads/ PanchayatSamitis/ Cantonment Board, etc. Examples of these types of schools include the ones run by PMC (Pune Municipality Council), etc.
- **Private-aided institutions:** These are managed privately but receive regular maintenance grant from the government, local body or any other public authority. The rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. For the high school classes the final examinations will be same as that of the public schools. In these institutions the education would be provided for all students taking admissions there. The fee structure, PTA fund, etc will be collected from the students according to the rules formulated by the government for each school. Even the recruitment of faculties here will depend on the norms as per the government schools. There will be no specific criteria for the admission of students in these institutions.
- **Private unaided institutions:** These are managed by an individual or a private organization and do not receive maintenance grant either from government, local body or any other public authority. The fee structure for the students may vary greatly from that of the government institutions. The students are admitted to these institutions according to some criteria (entrance examinations, interviews, etc.) and it is totally under the control of the private management. These schools generally create their own curriculum and organize examinations for evaluating the student competency.

The following table shows the number of schools as per ownership type according to the statistics of the Eighth All India School Educational Survey:

Table 3
British Council Report: December 2014

	Public sector schools		Private sector schools	
	Government	Local body	Private-aided	Private unaided
Primary	524,234	140,765	26,484	68,203
Upper primary	219,451	59,961	22,742	63,748
Secondary	42,119	11,582	27,053	36,252
Higher secondary	24,808	1,847	17,302	20,441
Total	810,612	214,155	93,581	188,644
Sector wise total	1,024,767		282,225	

Though the public sector schools dominate the numbers as compared to the private sector, the enrolment picture is slightly different. The following table shows the number of students enrolled in different types of schools as per ownership type according to the figures available from the Seventh All India School Educational Survey:

Table 4
British Council Report: December 2014

	Public sector schools		Private sector schools	
	Government	Local body	Private-aided	Private unaided
Primary	43,324,000	24,827,821	4,649,347	8,099,485
Upper primary	22,951,000	15,230,497	5,823,375	10,230,142
Secondary	8,813,691	3,451,521	10,537,642	7,441,667
Higher secondary	10,890,079	1,290,192	16,144,037	7,932,526
Total	85,978,770	44,800,031	37,154,401	33,703,820
Sector wise total	130,778,801		70,858,221	

It is clearly noted that though enrolment in government school still dominates in the primary level, the private schools have greater share of student enrolment as we go to higher classes. The enrolment in private-aided institutions is more than the enrolment in unaided institutions.

Classification by means of educational board affiliations :

Education in India falls under the control of The National Council of Educational Research and Training (NCERT). It is an apex resource organization set up by the Government of India, with headquarters at New Delhi, to assist and advise the Central and State Governments on academic matters related to school education. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. The objective of NCERT is to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education. Its functions include Research, Development, Training, Extension, Publication and Dissemination and Exchange Programmes. The NCERT also drafts, publishes and recommends school text books (from Class 1–12) of various subjects based on the recommendations of knowledgeable faculty in the subject.

In India, the various curriculum bodies governing school education system are:

National Boards:

- Central Board of Secondary Education (CBSE): Established in 1962 under the purview of MHRD, CBSE gives affiliations to both public and private schools. There are currently about 15,167 schools affiliated under CBSE. The board conducts final examinations, All India Senior School Certificate Examination (AISSCE) for classes X and XII. It also annually conducts the AIEEE and AIPMT examinations for admission to undergraduate courses in engineering (and architecture) and medicine in numerous colleges spread over India. CBSE is recognized by the Indian government and by most of the universities and colleges in India.
- Council of Indian School Certificate Examinations (CISCE): It is a private, non-governmental education board in India. It conducts the ICSE (for class X) and ISC (for class XII) examinations in India. About 1,900 schools are affiliated with the CISCE board. The board was set up in 1956 at the meeting of the Inter-State Board for Anglo-Indian Education, where a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations in

India. It was recognised as a body conducting public examinations in India by the Delhi Education Act, 1973, passed by Parliament, in Chapter 1 under Definitions Section 2 (s).

- **State Government Boards:** These educational boards are regulated and supervised by the state apex organization for secondary and senior secondary education. A portion of the curriculum focuses specifically on imparting knowledge about the state. Majority of Indian schools are affiliated with the state government boards. The oldest state board is the U.P. Board of High School & Intermediate Education established in 1922 as an autonomous body under the Department of Education. Uttar Pradesh has the highest number of State board schools followed by Madhya Pradesh, Rajasthan, Andhra Pradesh and Maharashtra.
- **National Institute of Open Schooling (NIOS):** It is the board of education for distance education, under the Union Government of India. It was established by the Ministry of Human Resource Development of the Government of India in 1989 (known as National Open School then) to provide education inexpensively to remote areas. It provides a number of vocational, life-enrichment and community-oriented courses besides general and academic courses at secondary and senior secondary level. Currently there are 3,827 academic centres, 1,830 vocational centres and 690 accredited agencies under NIOS.

International Boards:

- **International Baccalaureate Organization (IBO):** IBO was founded in 1968 as an international, non-governmental, non-profit educational organization based in Geneva, Switzerland. IB World Schools in India offer three IB programs—primary years program (PYP), middle years program (MYP) and IB Diploma program (IBDP). There are 109 IB World Schools in India offering one or more of the three IB programmes. 50 schools offer the PYP, 11 schools offer the MYP and 96 schools offer the IBDP. IB is recognized by the ‘Association of Indian Universities’ as an entry qualification (equivalent to +2 qualification of an Indian board) to all the universities.
- **Cambridge International Examinations (CIE):** Cambridge International Examinations (formerly known as University of Cambridge International Examinations, are a provider of international qualifications offering examinations and qualifications in more than 160 countries. They are an examination board under Cambridge Assessment, founded in 1858

as a department of the University of Cambridge. There are now over 310 Cambridge schools in India making over 44,000 examination entries for Cambridge IGCSE and Cambridge International AS and A Level, a rise of 15 per cent since 2012.

Section-IV:

Role of Schools in Child Development

School provides a structured education and promotes a child's mental and psychological growth. Aside from learning academics, a child will also learn other important life skills such as teamwork, good manners, unity, sharing, and responsibility. Children are like sponges that will absorb almost everything that is taught to them. By allowing them to learn in a school setting while they are young, they can be molded into good, responsible, and hardworking individuals. The role of school in child development begins as early as pre-school and continues through childhood.

Understanding the Role of School in Child Development:

Some consider parents to be a child's first teacher while teachers are their second parents. When kids begin their preschool or kindergarten education, children are in a way handed over to trained teachers, and are ideally nourished and bestowed with support, and good teaching by these professionals.

From the moment a baby is born, learning begins. Early education in the form of a preschool program can provide a consistent and solid foundation for education and formation. Early education in school is the key to creating the right environment for a child's educational success. Children will learn habits and patterns that they will retain in later years and if teachers and parents can establish positive learning skills and social interaction skills early on, children will have the right tools to help them achieve success in the future.

School will provide a structured setting where children can learn about rules and regulations, as well as where they can learn how to behave positively in group settings. They will also begin to pick up the academic knowledge they need for the future.

Classrooms will be typically divided into different learning areas, each equipped with materials that are developmentally appropriate for the age of the child. In preschool, for example, kids can begin performing tasks such as counting and reciting the alphabet in preschool, which are building blocks of more complex tasks such as arithmetic and reading.

Schools and Child Development:

Despite an increasing recognition that schools play a critical role in children's cognitive and social development, our understanding of the impact of the ecology of either the classroom or the school as a whole is minimal. Recently, researchers interested in schools have looked beyond the intellectual domain to examine how experiences in classrooms and schools influence children's feelings, identity beliefs, and behavioral choices (Rutter, 1983). For the most part, developmental researchers focus on the family and the peer group rather than schools; in contrast, educational researchers focus on the impact of schools on intellectual rather than socio emotional outcomes (Eccles, Lord, & Roeser, 1996). Although there are important exceptions to this characterization, the continuing lack of interdisciplinary collaboration among researchers interested in school effects on children has been noted by several scholars (Eccles et al., 1997; Finn, 1989; Speece & Keogh, 1996). Instead of working collaboratively researchers in education, psychology, psychiatry, and sociology have worked independently and used a variety of approaches to study how schools influence development (e.g., Erikson, 1959, Brophy & Good, 1974, Eccles, Wigfield, & Schiefele, 1997, Lee, Bryk, & Smith, 1993, Rutter, 1983). Such diversity has made it difficult to compare findings and build an integrated body of knowledge about school effects. We will briefly review the five major streams of these research efforts. We then summarize a more integrated view of school effects, understanding schools as complex organizations with multiple interacting levels of possible influence.

Five major type of works done by the scholar to understand School's Influence on child development:

1. **School-level resources and structure-** Early studies of schools focused primarily on objective characteristics such as school size, teacher student ratios, number of books in the library, and per-pupil expenditures (Barker & Gump, 1964). School size emerged as

one of the most important of these structural characteristics: Both children and their teachers scored better on a wide variety of indicators of successful development if they were in small schools rather than large schools. Otherwise, few systematic relations emerged between structural characteristics and student achievement (Rutter, Maughan, Mortimore, & Ouston, 1979). This work has been criticized on a number of grounds, including its theoretical nature, the poor matching of outcome variables with the kinds of content actually taught, and a rather exclusive focus on demographic and economic variables to the exclusion of factors associated with the internal life and culture of the school (Rutter et al., 1979). Just as Bronfenbrenner (1977) stressed the need to go beyond the social addresses of families (e.g., race, socioeconomic status, SES) to examine how different family processes impact development, so school researchers stress the need to go beyond demographic and economic characteristics of schools to examine the organizational, social, and instructional processes in schools that impact development.

2. **Schools as social organizations-** A second group of researchers focused on the internal life of the school as a social organization its values, norms, activities, and everyday routines. Rather than examining the relation of demographic and economic inputs to achievement outputs, these researchers examined the mediating organizational and social processes enacted by teachers, principals, and school staff. These researchers often studied schools that had the reputation of being particularly good or unusually bad. Alternatively, they did intensive studies of school-level interventions designed to change the school climate (e.g., Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979). Using these strategies they demonstrated the advantages of the following types of school-climate-related processes: organizational features of the school such as strong leadership, opportunities for all children to participate in school activities, and strong and clear norms and rules related to order and discipline; sociocultural features such as a sense of community among teachers, students, and staff, and positive teacher expectations; and instructional features such as a press for achievement and an emphasis on clear curricular goals (Eccles et al., 1997; Lee et al., 1993).
3. **Classroom-level practices linked to academic outcomes** - A third group of researchers investigated the classroom-level practices that enhance academic outcomes, particularly for children of different ability levels or socioeconomic and ethnic backgrounds.

According to Brophy (1988), this line of research demonstrated that "achievement is maximized when teachers: (1) emphasize instruction as basic to their role, (2) expect students to master the curriculum, and (3) allocate most available time to academic activities". This line of research also documented the importance of teachers making clear and consistent rules explained to students early in the year, the structuring of academic lessons to emphasize main ideas that build on each other, instructional provisions for review and reflection, and active supervision of student progress. Teachers' beliefs about the nature of learning, the definition of academic success, the scope of their own role as a teacher and their beliefs about the subject matter also emerged as important precursors of teachers' decisions regarding instructional pedagogy and classroom practices (Calderhead, 1996).

4. **Classroom-level and psychological influences on motivation-** Researchers have investigated the influences on children's achievement motivation. Paralleling advances in ecological approaches to human development in general, several ecological-developmental theories of achievement motivation emerged beginning in the 1970s (Eccles et al., 1997), these investigators focused on both psychological and situational forces. On the psychological level these researchers focused on three sets of beliefs: expectancy or efficacy related beliefs, task value-related beliefs, and personal goals. For explanation they documented the powerful influence of children's beliefs about their efficacy and competence in relation to successfully mastering academic work on their engagement in learning tasks and their actual academic achievement. Similarly they documented the fact that children do better on school-related tasks that they enjoy doing and that they think are important.
5. **Person-environment fit.** A fifth line of research focused on the fit between the opportunities afforded in various social contexts and the developing child's changing needs and competencies. The researchers doing this work adapted classic person-environment fit theories of successful functioning to a developmentally sensitive, dynamic view of Context x Person interactions. For example, Hunt (1975) argued that maintaining a developmental perspective becomes very important in implementing person-environment matching- because a teacher should not only take account of a student's con-temporaneous needs by providing whatever structure he presently requires,

but also view his present need for structure on a developmental continuum along which growth toward independence and less need for structure is the long-term objective.

Hunt thus suggested that teachers need to create and recreate sufficiently challenging learning environments to pull children along a developmental path toward higher levels of cognitive maturity.

There is good reason to believe that the developmental appropriateness of the changing school environment will impact socio emotional development as well. Just as Vygotsky stressed the need for scaffolding within the zone of proximal development for cognitive and emotional development during early life, several motivational researchers have suggested that a good fit of the school context to the developmental needs and competencies of students is needed for optimal socio emotional and cognitive development. Eccles and colleagues (1993) labeled this type of person-environment fit stage-environment fit to capture the idea that there is a link between the developmental appropriateness of the characteristics of any specific social context and the nature of the developmental outcomes obtained in that context.

Section-V:

Functional Aspects of School which Influences Children Development

1. School Facilities and Children Development:

Successful teaching and learning takes place in school buildings that are clean, quiet, safe, comfortable, and healthy (Blagojevich, Illinois Capital Development Board, & Illinois State Board of Education, 2006). Buildings that are not properly maintained have the potential to inhibit student success due to one or more deficiencies in the facility. Indoor Air Quality, ventilation and thermal comfort, lighting, acoustics, building age and quality, school size, and class size, are among the environmental concerns that can impede teacher satisfaction and student success (Blagojevich, 2006). In addition, quality education also strengthens communities (Blagojevich, 2006).

Students, teachers, staff, and administrators all are affected by the physical environment. (Blagojevich, 2006). In order to make school improvements, educators need to look at six major contributing factors that affect the environment of the school.

Poor indoor air quality is proven to affect student absenteeism and continue to make both student and teachers sick (Blagojevich, 2006). Both students and teachers cannot perform up to standard if the working conditions are not up to par. Teacher time was lost because of the health problems, which include asthma, respiratory problems, and sinus infections (EPA, 2006). All three health-related problems are in connection with poor indoor air quality.

Ventilation and thermal quality are two more environmental factors that impact both teachers and students (Filardo, Vincent, Sung, & Stein, 2006). Fresh air is important for all buildings, yet most schools lack proper ventilation systems, which deter students from working to their full capacity. Children are the most effected by poor ventilation systems because they breathe in a greater volume of air in proportion to their body weight compared to adults (Filardo et al, 2006). Due to poor ventilation conditions, students suffer from increased drowsiness, headaches, and inability to concentrate (Filardo, et al, 2006). In addition, students' performance in reasoning, typing, and math declines (Schneider, 2002). Thermal quality effects comfort, which in turn affects students and teachers by, reduced effort, lower effectiveness in class, low morale, and reduce job satisfaction (Moglia, Smith, MacIntosh, & Somers, 2006). Teachers that claim to have the ability to control the temperature in their classroom, show higher satisfaction rates along with an increase in student performance (Moglia et al, 2006).

In individual classrooms, lighting and acoustics play a role in a successful learning environment. Research has proven that proper lighting, including daylight, improves test scores, reduces off-task behavior, and increases student achievement (EPA, 2006). Also increasing student achievement is acoustics. Consistency in research has shown that good acoustics equals good academic performances from students (EPA, 2006). Reading, spelling, behavior, attention, and concentration all increase in schools with proper

acoustics (EPA, 2006). Schools that have excessive noises and/or outside distractions reflect students display of stress and dissatisfaction in the classroom.

2. Multimedia and ICT Usage in the Classroom:

Multimedia has the potential to create high quality learning environments. With the capability of creating a more realistic learning context through its different media and allowing a learner to take control, interactive multimedia can provide an effective learning environment to different kinds of learners (Margie & Liu, 1996).

While many may argue against or with such studies of evaluating the impact of a technology on learning compared to traditional education. In all cases, multimedia education offers an alternative to traditional education that can enhance the current methods and provide an alternative especially in some cases where teaching in educational methods is not applicable.

9

Definitions:

Multimedia

Multimedia refers to computer-mediated information that is presented concurrently in more than one medium. It consists of some, but not necessarily all, of the following elements: text; still graphic images; motion graphics; animations; hypermedia; photographs; video; and audio, i.e., sounds, music, and narration. Multimedia can support multiple representations of the same piece of information in a variety of formats. This has several implications for learning. (Ke, 2008)

Interactive Multimedia

By Interactive multimedia, educators unusually refer to the use of multimedia and ICT equipment's to offer an effective dialog between the instructor and the students in comparison with traditional methods of teaching which may lack such interactivity. However, supporters of traditional methods of teaching argue that the face to face communications can be more interactive.

Multimedia and education

The advancement of technology has made a significant impact on the evolvement of teaching methods from traditional face-to-face teaching to Computer-Based Learning (CBL) or- e-learning systems in all levels of education. Modern education and communication environments can offer alternative ways in the learning process. Multimedia has been widely used in educational technologies. It is also expected that future will see more of the utilization of such tools in education. Some argue that multimedia and e-learning tools can be used as a supplement to traditional classes (and not as a replacement). Using interactive multimedia in the teaching process is a growing phenomenon. It plays a very important role in assisting students in learning processes. Therefore, it can be concluded that the Multimedia enhance and enable students to learn in a more effective way.

More efforts are needed to create new programs using multimedia elements and multimedia authoring tools to fulfill a content-rich learning software and courseware to different students. By multimedia, here we don't mean only animation, or image and video related products. Those maybe incorporated with programming and other methods to provide a portal, an application, etc. in which data, video, and images are mixed.

3. Extracurricular Activities in Schools and Child Development:

A comprehensive, inclusive and developmental model for school counseling may help to remove barriers to student success. This model fosters the development of student competency in broad areas of lifelong learning, personal effectiveness, and life roles (Silliker, 1997). The literature reviewed supported participation in extra curricular activities as one way to promote healthy developmental options. Extra curricular activities that are too time-consuming can be perceived as an interference with academic success, and because pressures from parents and the students themselves, this can be used as an excuse to avoid extracurricular activities. Counselors may wish to advocate for balance in academics and activities.

There are many reasons why the role of a school counselor is important for integrating both academics and extracurricular activities. Silliker (1997) explained that counselors are typically aware of, and monitor, both academic performance and extra curricular

activities. Also, they need to be aware of the components of guidance, which included: guidance curriculum, individual planning, responsive services, and system support. Extracurricular activity participation enables students to master new skills, and explore different roles outside of the classroom setting (Silliker, 1997).

According to Silliker (1997), the goal of comprehensive, developmental school counseling programs is to advocate for all students. School counselors may encourage a balance across all of the domains to have healthy human development.

It is important for school counselors to understand the importance of involvement in extracurricular activities, because students can benefit from playing. Some programs even offer scholarships for participation in extracurricular activities and leadership development throughout high school. Scholarships may enable students to go on to further their education and open opportunities that they may not have had previously.

Therefore, it is important to provide policy makers and administrators with accurate information about the value of extracurricular activities.

Gilman (2004) discussed the concept of structured extracurricular activities as a strategy for schools to build resiliency, support pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth in subjective well-being. One of the methods discussed was trying to establish a school-identity for students. Students who identify with schools have an internalized sense of belonging, are discernibly part of the school environment, and the school constitutes an important part of their own experience (Gilman, 2004). The structured extracurricular activities can help develop a sense of identification with the school and the community. Participation in activities can be important for students who are at-risk of dropping out of school, since these students are not likely to identify with their school, or the values and norms that it fosters (Gilman, 2004).

Another idea that may be useful for school counselors to encourage is the promotion of individual strengths. Students usually choose activities depending on their interests that fit their personal strengths. Thus, according to Gilman (2004), structured extracurricular

activity participation provides a venue to express personal talents while mastering challenging skills that are consistent with the larger school value system. For example, these core values can be applied in the classroom setting, and the challenges that students might face on the field or the court, may lead into problem solving not only in the classroom, but in the student's lives on a day-to-day basis. In a large school setting, this may allow students the opportunity to express themselves and not get lost in the mix of a larger school district. This is another reason to promote student involvement in structured extracurricular activities.

Interaction with competent adults is another suggestion that is presented in Gilman's article. It was stated that resilience and identity can be enhanced through interactions with competent non-parent adult figures that can instill knowledge and skills, provide opportunities to challenge student, and serve as role models (Gilman, 2004).

When this positive interaction is ongoing in extracurricular activities, students may have goals and values that are then internalized. As these students have interactions with competent adult figures, it may lead to achievement of goals, development and improvement of skills, and enhanced social and leadership opportunities (Gilman, 2004). Gilman (2004) further stated that getting an adolescent involved in any activity may not garner success if these factors are not considered: (a) the perceived social status of the activity, (b) intrinsic interest in the activity, (c) the quality of the adolescent's social network, and (d) the non-parent adult who is part of the activity. It is important to consider that as school personnel, counselors should encourage the students to explore their options for activities to find the best fit.

The key components of structured extracurricular activities include facilitating intrinsic motivation, empowering the individual, and finding life satisfaction through voluntary choice. Once a student has identified an activity, it is important to evaluate whether the activity will potentially benefit or hinder development for that student. In conclusion Gilman (2004) stated that the counselor can influence participation in extra curricular activities for students who might benefit from them most. By removing barriers so more

students have access to activities, more students may benefit from appropriate extracurricular activities.

Brown (n.d.) stated that some of the signs of a good extracurricular program are that participants feel like they are part of a group or something special, and they have the opportunity to develop relationships with adults and pro-social peers. The program should have goals that encourage student and staff to achieve great things, while encouraging young people to take on leadership roles. The program should be appropriate for the age group, and the program should involve parents and peers. However, the most important point overall of these is that the activity should be fun and attractive for student. Often the only way to determine if these needs are being met is to talk to the student participants themselves. They should have a say in how a program is conducted and organized to determine if it is meeting their expectations.

Section-VI : Know How of Children Development in Primary Schools

For parents the most important person in their life is their child. Before child goes to school, parents have taught their child many things. This early learning is very important as it provides a basis for all future learning.

Child doesn't stop learning from parents when he/she starts school. Meetings with child's class teacher are helpful in knowing what child is learning at school and what you as parent can do to continue this learning at home.

Children learning in school: Different programs have been developed by school apart from regular curriculum as well as learning about new ideas and finding out new information in the different subjects of the curriculum, child develops important skills such as:

- Communicating
- Designing and making
- Problem solving
- Working scientifically
- Social interactions

To help connect the skills learned in the different subjects, teachers often plan learning activities which include more than one subject, for example, a topic like Water, provides opportunities for children to learn concepts and skills in social, personal and health education , physical education, history, math's, English, music, drama and the visual arts, as well as in geography and science.

Figure 2-

Source: National Council for Curriculum and Assessment

Languages	→ Gaeilge → English
Mathematics	
Social, environmental and scientific education	→ History → Geography → Science
Arts education	→ Visual Arts → Music → Drama
Physical education	
Social, personal and health education	

How does a child learn : Through the Primary School Curriculum child learns in a variety of different ways, for example, through seeing, hearing, moving, feeling and touching? They may learn working by themselves, in pairs, or in groups. Children learn through:

- **Talk and discussion:** This means that in every lesson your child is encouraged to listen, question, tell stories, summarize, express and explain feelings, give instructions, argue, persuade and present ideas. Teachers often use circle work (giving special time to talk and discussion activities, while children sit together in a circle).
- **Play:** Through play, your child learns important skills such as turn-taking, playing fair, investigating and problem solving. For example, when dressing up and playing shop, your child develops creative skills, social skills and mathematical skills. By playing with jigsaws your child learns the value of finishing a task, and the skills of noticing pattern and detail, and developing hand-eye co-ordination.
- **Working individually and in pairs and groups:** While children often work on tasks alone, they also work in pairs and groups. This is called collaborative learning and shows your child how he/she can learn from others and also help others to learn. Child learns, for example, to divide up

learning tasks so that everyone in the group has a chance to take part. Children learn a lot from hearing other children's ideas and thoughts and you can be sure that they will respond to these by giving their own opinions! Working in this way gives all children a chance to shine and experience success in learning.

- Using the environment as a learning resource: Teachers use the class, school and local environment in their teaching throughout child's primary schooling. Basing your child's learning on his/her experience and environment makes learning real, practical and fun. The environment can be used in different ways:

- In science, history and geography child observes and investigates plant and animal life in the local environment, learns to care for the environment, explores features of the geographical landscape and visits and learns about historical sites

- In arts education, local artists, musicians or dramatists may be invited to visit the school or child may in turn visit art exhibitions or musical and dramatic performances.

Problem solving: Child learns to solve problems alone or by working with others. The problems that child works with in school are linked to real-life, for example, child might be asked to design and make items for different purposes in science lessons, such as musical instruments or a bird table.

- Using Information and Communications Technology: Knowledge of Information and Communications Technologies, such as, the use of computers, digital cameras, email, internet and mobile phones, is an important part of living and working in today's world. ICT is used to broaden and support child's learning in all curriculum areas.

Assessment of child's learning: The teacher uses assessment to check child's learning. Assessment involves gathering information about child's learning which helps the teacher to make decisions about the next steps in teaching and learning. Child's teacher may gather information in many different ways including:

- Talking and listening to child
- Observing and monitoring child's social and personal development and his/her approach to tasks

- Assigning small tasks and tests

From first class onwards, teacher may also give:

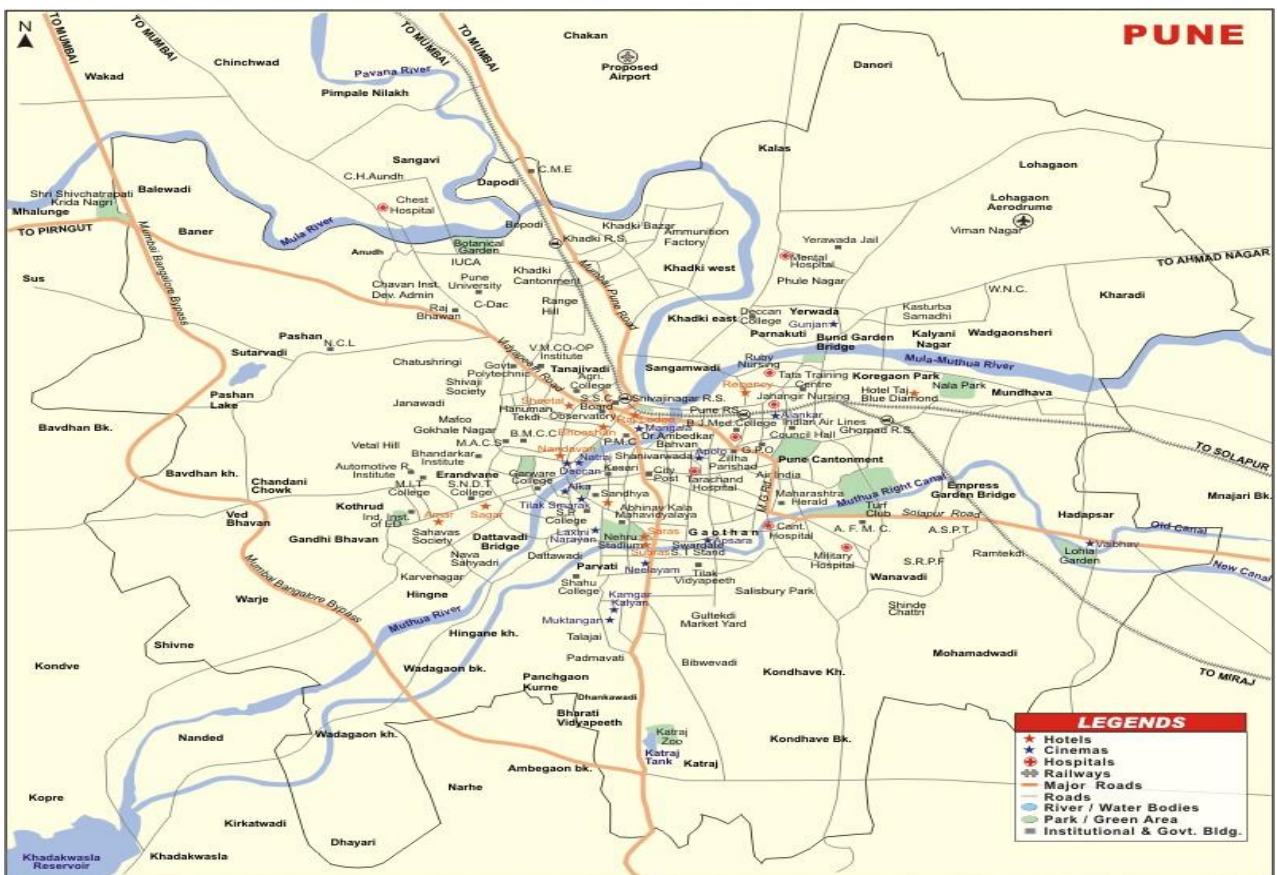
- Weekly tests
- Project work
- Assignments
- Standard school test

A standard test helps the teacher to see how child is doing compared with other children of the same age. Teachers may also use diagnostic tests to help pick up on any difficulties that a child may be having at an early stage and take steps to provide him/her with the support he/she needs. Teachers also help children to comment on their own work from a young age. As a parent, you also have valuable information on how your child is progressing in primary school. This information can be very useful to the class teacher in assessing child's progress and planning for his/her learning.

Section-VII: Educational Background of Pune

Geographic Landscape of Pune

Figure:



Key Communities & Sectors in Pune:

Hinduism, Sikhism, Islam - Buddhism and Jainism are major religions in Pune. The most prominent communities include Marathas, Mahars, Mali, Brahmin, Marwari, Marwari Jains, Punjabi and Sindhi people, along with the local communities.

Current State of Pune City:

Pune today is one of the leading cities in India. It is a blend of rich heritage and modernization. Pune boasts of a number of educational institutes in India like the National Defence Academy, IUCAA, NCL, FTII, and is a host to leading software companies like Infosys, Satyam, IBM, Wipro, etc. Pune's proximity to Mumbai, coupled with its temperate climate, make Pune an ideal choice for living / business. Pune city has the largest green coverage among any Indian city – about 40%.

Pune, with its population of more than 4 million offers a lifestyle unmatched by many other metros in India. People are attracted towards Pune for education or for employment opportunities. South Indians have formed their neighborhood in Rasta Peth, Sindhis have settled in Pimpri, Christians have settled in the Camp Area while the majority of the Muslims reside in Ganj, Nana Pethi and East Pune. Gujarath is, Marwadis and Jains are major business class in the city and mostly reside in Bhavani ,Shukrawar and Nana Peths. The Marathi Brahmins are mostly settled in areas such as Sadashiv Peth and the Paud Road.

Pune has always had its roots in strong cultural traditions, a bustling center for education and a home to India's engineering industry. This history has helped Pune move with the times and grasp the large opportunity that the new technology and knowledge based industries have offered. Pune's proximity to Mumbai has also helped it be the manufacturing center for several Mumbai based businesses as well.

Pune's Achilles heel is the lack of a good international airport and this still shows no signs of being addressed. However thanks to its proximity to Mumbai and the building of the international quality expressway between Pune and Mumbai, the distance to Mumbai's international airport has come down to between 3 and 4 hours and helped Pune overcome this limitation.

Pune is clearly one of the leading centers for engineering and knowledge based industries and has an excellent mix of both manufacturing and knowledge companies. The manufacturing industries include a large group of automobile manufacturers and equipment manufacturers and the knowledge sectors include information technology, software, business process outsourcing, engineering design and bio-technology. Pune in the midst of an agrarian region also provides the opportunity for becoming a point for trade in agricultural produce and food processing industries. The area in its vicinity with its suitable climate has already become home to India's fledgling wine producing industry.

Pune is today one of India's fastest growing cities and in many ways mirrors Bangalore's growth as a twin. The city has also now come to be a single urban zone with the two large municipal corporations of Pune city and Pimpri-Chinchwad juxtaposed as twin cities.

Pimpri Chinchwad is a newly developed urban area of Pune city and was basically established as a center for refugees from Pakistan. Industrialization in Pimpri area commenced with the establishment of Hindustan Antibiotics Limited in 1956. The establishment of the Maharashtra Industrial Development Corporation (MIDC) in 1961-62 considerably facilitated industrial development in the area. In the last five decades, Pimpri-Chinchwad has developed as a major industrial center and is home to large industrial conglomerates like the Tata's and Bajaj's as well as other large Indian and multinational companies. The presence of large-scale industries has spawned the development of a large ancillary sector, particularly Small and Medium Enterprises (SME) and Small Scale Industries (SSI). The city provides employment to industrial workers and of late has emerged as an affordable urban destination for low-level residential purposes.

Economic Landscape of Pune

Pune's per capita income for 2011-12 is Rs. 63, 944 which has slightly increased from Rs. 63,342 for 2010-11.

Table 5-

Source:<http://www.cmie.com/>,refer appendix A.

Distribution of Income by Income Groups : Pune-Urban (Quarter ended September 2012)								
Income Groups	Symbol	Sample Size	Households		Income		Avg. Income (Rs.)	
Based on Income Of Households		Nos.	Thousand	%Share	Rs. million	% Share	Per Capita	
Rich	R	34	70	7.52	17,352.85	27.73	2,48,912	46,841
Higher Middle Income	HMI	150	308	33.19	30,976.98	49.5	1,00,717	22,419
Middle Income	MI	107	219	23.67	7,382.19	11.8	33,648	8,266
Lower Middle Income	LMI	159	326	35.18	6,864.76	10.97	21,056	5,520
Poor	BOP	2	4	0.44				
Total	TOT	452	927	100	62,576.78	100	67,519	16,017

Table 6-

Source:<http://www.cmie.com>

Education Landscape of Pune

Scenario of PMC area for schools:

Parameter	Number	Source
General		
Children Enrolled in School(Primary +Upper primary)	Primary(Class I-IV)-- 250,499 Upper Primary (Class V-VIII)-- 140,349 Total--390.848	Education Landscape of Pune(DatafromDistrictProfile,BasedonDistrictInformationSystemforEducation(DISE),2011-12,UNICEF)
Children Enrolled in School(Secondary)	NA	(Thereare25 Secondary schools run by the Municipal Board)

Number of Students(School category wise)	Government- 3,808 PMC-89,957 Pvt.Aided- 147,485 Pvt.Unaided-	Shiksha Mandal Karyalaya, PMC
Children out of school	NA	-
%of student dropout	Primary% UpperPrimary-3%	(Data from District Profile, Based on District Information System for Education(DISE),2011-12,UNICEF)
Private Schools		
No. of high Income schools	NA	-
No. of low income schools	NA	-
No. of Private Aided Schools ⁱ	324	SSA, Pune
No. of Private Unaided Schools	88	SSA Pune
No. of Permanent Unaided Schools	367	SSA Pune
No. of Government Aided Schools ⁱⁱ	607	SSA, Pune
No. of Government Unaided Schools ⁱⁱⁱ (Recognised/Unrecognised)	506	SSA, Pune
Number of Unrecognised Schools	37	SSA, Pune
Public Schools		
No. of Municipal Corporation Schools(run by the city)	333	SSA, Pune

No. of Government Schools(run by the state) ^{iv}	7	SSA, Pune
Municipal Corporation Schools		
Medium Of Instruction	Number	Source
English Medium	51	SSA, Pune
Marathi Medium	243	
Urdu Medium	38	
Kannada Medium	2	
Government Schools		
Medium Of Instruction	Number	Source
English	7	SSA, Pune
Teachers in the system	12457	Education Landscape of Pune(DatafromDistrictProfile,BasedonDistrictInformationSystemforEducation(DISE),2011-12,UNICEF)
Teacher vacancies	NA	
Average student-teacher ratio	Governmentandlocalbodies-29:1 Pvt.Aided-37:1	Education Landscape of Pune (DatafromDistrictProfile,BasedonDistrictInformationSystemforEducation)

Table 7

Source: <http://www.cmie.com>

Scenario of PCMC area for schools:

Parameter	Number	Source
General		
Children Enrolled in School (Primary + Upper primary)	Primary(Class I-IV)- 110,497 Upper Primary (Class V-VIII)-98,223 Total-208,720	Centre for Learning Resources(CLR)[TotalNumberofSchools:512]
Children Enrolled in School (Secondary: Class V-X)	9470	PCMC Official Portal [Includesonly17 Higher Secondary municipal Schools +1 Krida Prabodhini]
Children out of school	NA	
%of student dropout	Primary-(3.6) Upper Primary-(5.9)	(DatafromDistrictProfile,BasedonDistrictInformationSystemforEducation(DISE),2011-12,UNICEF)
Private Schools		
No. of high Income schools	NA	
No. of low income schools	NA	
No. of Government Aided Schools	125	Centre for Learning Resources(CLR)
No. of Government Unaided Schools(Recognised)	233	Centre for Learning Resources(CLR)
Public Schools		

No. of Municipal Corporation Schools (run by the city)	154	Centre for Learning Resources(CLR)
No. of Government Schools (run by the state)	0	Centre for Learning Resources(CLR)

Education in Maharashtra:

The value of education has been well appreciated in Maharashtra. The education indicators of the state have been ahead of India as a whole for a very long period. Maharashtra's literacy rate is higher than the national average and second highest among major states in the country as per Census 2011. Male literacy rate has reached almost 90% and female literacy rate has crossed 75%. Gender gap in literacy rate is also reducing. The 'Right of Children to Free and Compulsory Education Act 2009' has come into force from April 1, 2010 to provide free and compulsory education to children in the age group of 6-14 years in a neighborhood school.

Section-VIII:

Research Gaps

This chapter has presented and discussed the literature relating to school facilities, multimedia and ICT usage in schools, extracurricular activities and child development. From an examination of the literature following major research gaps has been emerged which will be explored in this thesis:

- What key factors of the school that parents perceive more important with respect to private primary schools in Pune?
- Which board can impact the development of child in private primary school in Pune?
- What key factors of school are correlated to child development in private primary schools in Pune?

- What are the key factors which impact the development of children in private primary schools in Pune?

Chapter : 3

RESEARCH METODOLOGY

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CHAPTER -3:

RESEARCH METODOLOGY

INTRODUCTION

This chapter deals with the research methodology of the current study, including the research design, setting, population, sample and data-collection instrument.

RESEARCH DESIGN

The research design is considered as a blueprint, or an outline, for conducting the research study in such a way that maximum control will be exercised over parameters that could interfere with the validity of the research results. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the research study.

This study used a quantitative descriptive research design which helps to identify, analyze and describe parameter contributing to research study in explaining the phenomenon of influence of various school based factors on children's development.

For this study the questionnaire has been designed in a structured way which was used with limited probing approach to keep focus on the desired subject. Considering time dimension for this particular research study, this research study involves the cross-sectional study which measures sample units from the population at only one point in time , this cross-sectional study is representative of a population and hence it can also be named subsequently as sample survey.

The current research study has used various statistical procedures to edit, process and analyzes the current research studies quantitative datasets to either reject or not to reject the hypothesis.

RESEARCH SETTING

The research setting in this current research study refers to the place where the data are collected and in this study the data has been collected in Pune.

Population is described as the group made up of elements sharing some common characteristics and which subsequently includes the universe for the ultimate purpose of the research problem. In the current research study, population is finite and comprises of all parents of children's studying in primary schools in Pune region of Maharashtra. This study took place in Pune region of Maharashtra, where the population is consisted of parents of children's studying in various schools from various areas of Pune.

RESEARCH POPULATION AND SAMPLING

Sample Element: The sample element in current study is parents of children's, specifically children's who are studying in primary schools from whom the information is sought.

Sample Size: Sample size was determined using sample size determination by mean method. The mean method was used because variables in study were measured using a 5-point measurement scale. The formula for the same is given below:

$$N = (z^2 * s^2) / e^2$$

Where,

Z= is the standard score associated with confidence level (95% in the current case). Hence standard scores equals to 1.96(borrowed from normal table)

S= is the variability in the data set, computed as a ratio of range/6. Range is equal to 5-1=4(the difference between minimum and maximum value in the 5 point scale). 6 refer to ± 3 standard deviation values on the X axis of the standard normal curve, which takes in all the data set in study.

$$\text{Hence range} = 4/6 = 0.66$$

E is the tolerable error= 9 % (in current study)

$$\text{So sample size } n = 1.96^2 * 0.66^2 / 0.09^2$$

$$\text{Hence } n = 206$$

Sampling Criteria: The sampling criteria included the following-

- The child should be in primary school.
- The questionnaire should be answered by the child's parents.
- The school of child should be located in Pune region.
- The school should be private school.

Sampling Procedure: The probability sampling technique involved into this study is simple random sampling method. Thus the method is employed to select respondents in random fashion which happen in this way, Firstly; the sample was selected by this method from the respective schools in Pune region. The total number of unaided English medium schools in Pune district is around 739 (PMC+PCMC) according to the information obtained from the sarvashiksha abhiyan Pune and center for learning resources and Zilla Parishad - Pune. The researcher selected 206 samples from the population. Thus a total of 206 children's parents studying in primary school were randomly chosen. This is done to ensure adequate and equal chance of respondents to get selected in the study.

Sampling Frame : The study will be conducted in Pune district of the Maharashtra state considering the time and cost involved in collecting data. Therefore, sampling frame was developed from two sources:

- District information system for education.
- Directory of Pune schools provided by school report card agency.

Sample Extent : School Education Scenario of Pune- The various types of schools are there in Pune such as: Government and Private. Though both type of schools need government recognition to operate. In case of government schools are either aided or municipal schools and in case of private the schools has government approval but not aided which are often called as private school. The school education scenario of Pune is such that the number of children's taking primary education through various schools are approximately 3, 60,000 according to sarvashiksha abhiyan Pune. As the research study is focused on primary school children's who are studying in private school; it is important to have awareness about the student strength to be more generalizable in terms of results.

According to sampling procedure we have drill down to select 206 samples in random fashion from 10 private schools of Pune considering time and cost with respect to the current research study's scope.

Sample Duration : The time taken to complete the interview process of all the required sample elements i.e. respondents in this case it is parents of children's who are studying in private primary school of Pune took 3 months' time.

ETHICAL CONSIDERATION

We all face ethical dilemmas in our daily duties, as a researcher, when people are used as study participants in an investigation. Researcher need to exercise care that the rights of individuals have been safeguarded.

Permission to conduct the study: Permission to conduct the study was sought from parents of school children's studying in private primary schools in Pune region. The parents who participated in the research were informed about the study and the school authority's permission was sought to complete the questionnaires. Their co-operation was requested and promised. The researcher undertook not to cause any disruption to the functions of the schools or parents daily routine activities.

Principles of research ethics: The principles of kindness and respect for human self-esteem were observed during data collection.

Principle of kindness - This principle covers freedom from harm and exploitation. No physical harm has been reported while completing questionnaires. The researcher has provided her telephone number so if any parent who wished to discuss any aspect will get in touch.

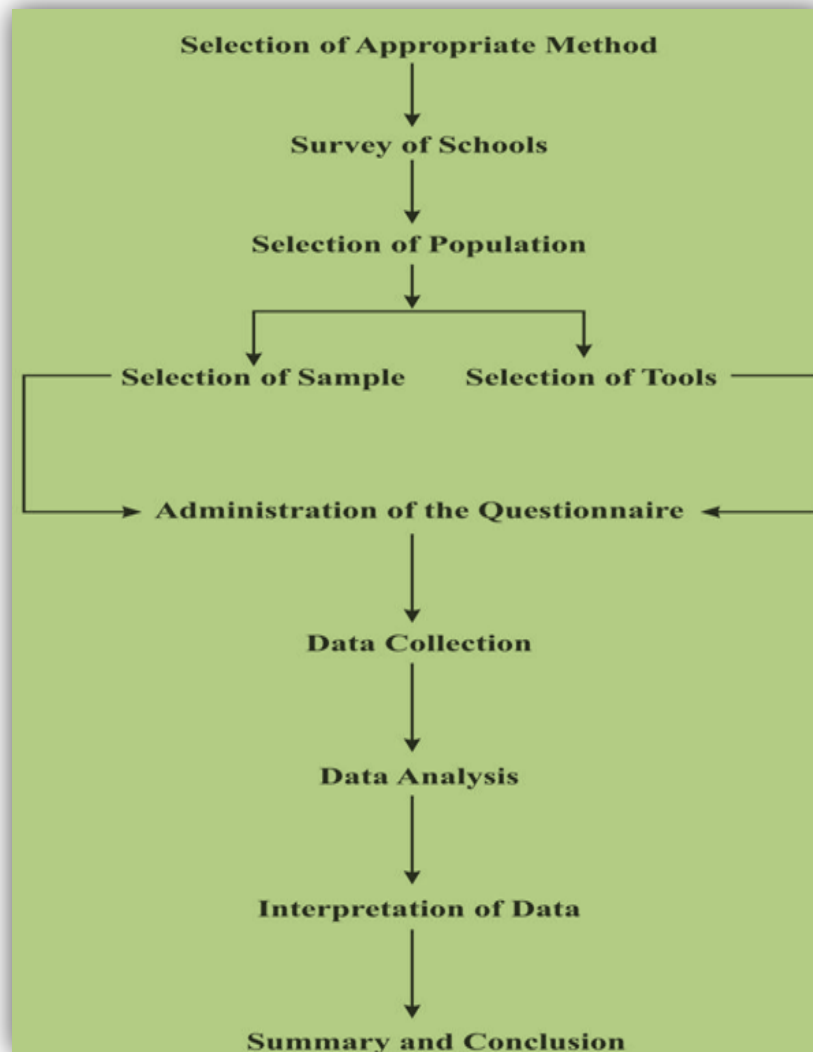
Principle of respect for human self-esteem- This principle covers the right to self-determination and to full disclosure. Parents right to self-determination were honored because they could decide independently, without any force, whether or not to participate in the study; they had the right not to answer any questions or not to disclose personal information and to ask for clarification about any aspect that caused some uncertainty. The right to full disclosure was respected because the researcher described the nature of the study as well as the parents' rights to participate or to refuse to participate in the study.

Each parent voluntarily signed a consent form. Confidentiality was maintained because no names were disclosed in the research report. Any parent who wished to obtain a research report could contact the researcher who would supply such a report.

DATA COLLECTION AND ANALYSIS

The data was collected by administering the questionnaire to the parents of children studying in private primary school in Pune region and getting the items marked on it. Below structure shows the data collection procedure:

Figure 1 – Data collection procedure



Plan for Primary Data Collection :

Research Technique- The current study has employed the survey mechanism, as it involves the procedure of collecting information from parents through their responses to questions. Survey

mechanism allows researchers to do probability sampling from large population. Thus survey research mechanism is very attractive option when sample generalizability is core of research objective. In fact, survey mechanism is the right choice when we have to get the larger picture of the respective attitudes and characteristics of larger population.

Contact Method- face to face interview method is adopted for current research study, as it involves human interaction between parents and researcher. This method has given higher response rate; the reason is researcher has complete awareness of the parent's situation which allows the researcher to have more control on interview process. The good part of this method is researcher can monitor the physical and social circumstances; and parent's answers can be probed and clarified if needed.

Research Instrument - A structured survey research questionnaire was built and used in current research study to collect the data. While preparing the questionnaire for the survey it has kept in mind that the focus of the questionnaire should be towards the research problem under investigation. Thus it becomes the primary basis for selecting the questions which should be included into research questionnaire and which should be excluded. The questionnaire has been designed using precisely and neatly written close ended questions, which gives an opportunity to process and analyze them statistically.

Data Collection and Analysis

Data Collection- The data collection process has been carried out for both pilot and final survey.

Pilot study for survey: A pilot study is conducted to detect the weakness in design of the respective instrumentation and provide the sample data for statistical analysis. It is found that the reliability of the instruments were good. On the other hand the instrument has been tested on following fronts:

- The wording of survey questionnaire which is understandable to parents
- Parents time taken to complete the questionnaire
- Layout of survey questionnaire

Final Survey: The complete survey was conducted with expected sample of 206 respondents. The 206 paper based questionnaire were used by the researcher to collect the data. Researcher

has completely adhered to the ethical guidelines mentioned in ethical consideration in research. In final survey, all respondents were given the questionnaire with introduction letter of from the researcher which was briefing about the researchers identity and the university under which the research was going on. Before they decided to be a part of this research study researcher told them that the survey was anonymous and complete confidentiality will be taken care off. Though, parents have complete rights to withdraw from the survey at any point of time. The researcher took about 3 months' time to collect the data from 206 respondents.

MEASUREMENT INSTRUMENTS AND RELIABILITY

Four measurement instruments were developed to measure school facilities, extra-curricular activities, multimedia and ICT usage and child development apart from demographics questionnaire.

The reliability of these instruments is mentioned below:

Child Development Questionnaire -

Reliability Statistics

Cronbach's Alpha	N of Items
.834	20

Extra-curricular Activities-

Reliability Statistics

Cronbach's Alpha	N of Items
.697	6

Multimedia and ICT-

Reliability Statistics

Cronbach's Alpha	N of Items
.761	8

School Facilities--

Reliability Statistics

Cronbach's Alpha	N of Items
.816	11

It has been seen from all the reliabilities that all the instrument were having good reliability and can be used for measurement purpose in this current research.

ANALYSIS PROCEDURES

To analyze the collected data from respondents, researcher has used various statistical tests.

The various statistical tests has been performed to answer the research questions involved into the study, the test performed were fried man test, one-way a nova, person correlation, multiple regression and descriptive statistical tests for mean and standard deviations.

□□□

Chapter : 4

HYPOTHESIS

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Chapter : 4

HYPOTHESIS

Hypothesis is the basic idea or the preposition which researcher know just by past experience or general intelligence. Researcher tries to find the realities of these preposition or assumptions by scientific method or by way of quantified the percentage of the preposition.

Many time such assumptions are tested before and researcher tries to find the other aspects of the facts. So that the concepts can be more clear or can differ from the general propositions we believe.

In this research about the impact of key factors that influencing development of primary school children in Pune. Every one accepts that the school plays a vital role in development of a child. But researcher wants to know what are the facilities or ways which are adopted in the school, which affects the multiple intelligence of a child.

Statement of Hypothesis and researchers Questions.

Research Question-1 :

Whether there is the difference in the extent of key factors related to school perceived by parents of primary school children?

Hypothesis : 1

H0: There is no difference in the extent of key factors related to school perceived by parents of primary school children

H1: There is a significant difference in the extent of key factors related to school perceived by parents of primary school children

Research Question-2

Whether the board of studies of the school has an impact on child development?

Hypothesis : 2

H0: Preferred choice of board of studies by parents has no impact on their child's development.

H1: Preferred choice of board of studies by parents has an impact on their child's development.

Research Question-3 :

Whether key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT and child development are co-related?

Hypothesis : 3

H0: There is no relationship between school facilities, extra-curricular activities, multimedia-ICT and child development ($\rho=0$)

H1: There is a significant relationship between school facilities, extra-curricular activities, multimedia-ICT and child development ($\rho\neq 0$)

Research Question- 4 :

Do key factors related to school such as school facilities, extra-curricular activities, and multimedia-ICT influences the child development?

Hypothesis : 4

H0: Key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT has no influences on the child development

H1: Key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT has influences on the child development

CONCLUSION :

This chapter discussed the research methodology of the study and described the research design, population, sample, data-collection instrument and ethical consideration.



Chapter : 5

DATA ANALYSIS AND FINDINGS

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CHAPTER-5

DATA ANALYSIS AND FINDINGS

INTRODUCTION

This chapter presents the data analysis and interpretation of study findings. It outlines the various factors about schools and how these factors can influence the child development in primary school children's in Pune region. The study is guided by the following objectives: To determine the relationship between various school related factors and child development of primary schools; explore which school factors that parents consider important; explore the impact of school factors on child development; explore the variation due to board of studies on child

development. Descriptive statistics and correlations on study variables are explained. Hypotheses testing and interpretation of the study findings are also presented.

DEMOGRAPHIC INFORMATION

This section concentrates on the profiling of the parents of primary school children’s studying in Pune region specifically private schools were surveyed. The study targeted 206 parents whose children are studying in private primary schools in Pune region.

The demographics assessment is important as it reveals various aspects of the data. These assessments are mentioned below:

1. The person responding to questionnaire

Statistics

The person responding to questionnaire

N	Valid	206
	Missing	0
Mean		1.57
Median		1.00
Mode		1
Std. Deviation		.773
Skewness		.921
Std. Error of Skewness		.169
Kurtosis		-.712
Std. Error of Kurtosis		.337

Figure 4 - Histogram of variable- the person responding to questionnaire

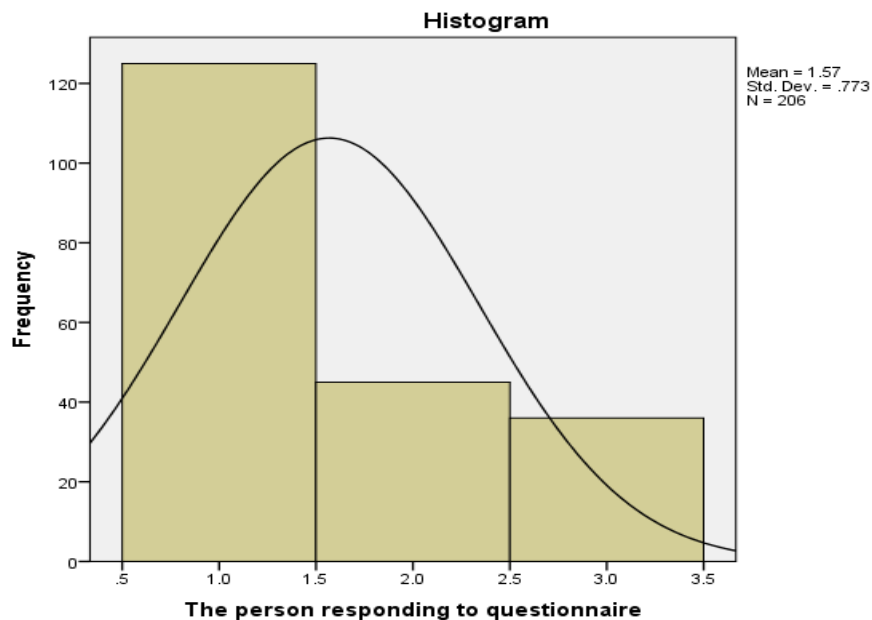


Table 1- Frequency distribution table of the person responding to questionnaire

The person responding to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	125	60.7	60.7	60.7
	Mother	45	21.8	21.8	82.5
	Grand Parent	36	17.5	17.5	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.57 and Std. deviation is 0.773. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion : We can conclude that the maximum respondent who answered the questions were father followed by mother and then grandparents.

2. The age of the respondent

Statistics

The age of the respondent

N	Valid	206
	Missing	0
Mean		34.69
Median		35.00
Mode		35
Std. Deviation		5.530
Skewness		.763
Std. Error of Skewness		.169
Kurtosis		3.633
Std. Error of Kurtosis		.337

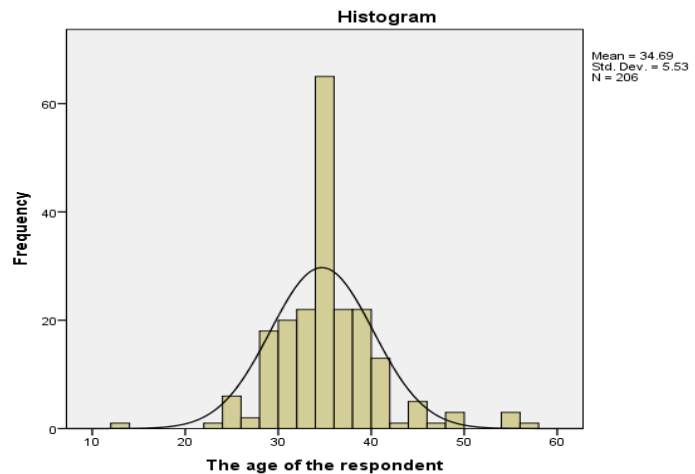


Figure 1- Histogram of variable: age of respondent

Table 2 - Frequency distribution table of the age of respondent

The age of the respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
13	1	.5	.5	.5
23	1	.5	.5	1.0
24	2	1.0	1.0	1.9
25	4	1.9	1.9	3.9
26	1	.5	.5	4.4
27	1	.5	.5	4.9
28	12	5.8	5.8	10.7
29	6	2.9	2.9	13.6
30	16	7.8	7.8	21.4
31	4	1.9	1.9	23.3
32	14	6.8	6.8	30.1
33	8	3.9	3.9	34.0
34	32	15.5	15.5	49.5
35	33	16.0	16.0	65.5
Valid 36	12	5.8	5.8	71.4
37	10	4.9	4.9	76.2
38	18	8.7	8.7	85.0
39	4	1.9	1.9	86.9
40	13	6.3	6.3	93.2
42	1	.5	.5	93.7
44	1	.5	.5	94.2
45	4	1.9	1.9	96.1
47	1	.5	.5	96.6
48	2	1.0	1.0	97.6
49	1	.5	.5	98.1
54	2	1.0	1.0	99.0
55	1	.5	.5	99.5
57	1	.5	.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 34.69 and Std. deviation is 5.530. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were having age of average 34-35 years.

3. Annual Family Income

Statistics

Annual Family Income		
N	Valid	206
	Missing	0
Mean		1.97
Median		2.00
Mode		2
Std. Deviation		.952
Skewness		.846
Std. Error of Skewness		.169
Kurtosis		-.120
Std. Error of Kurtosis		.337

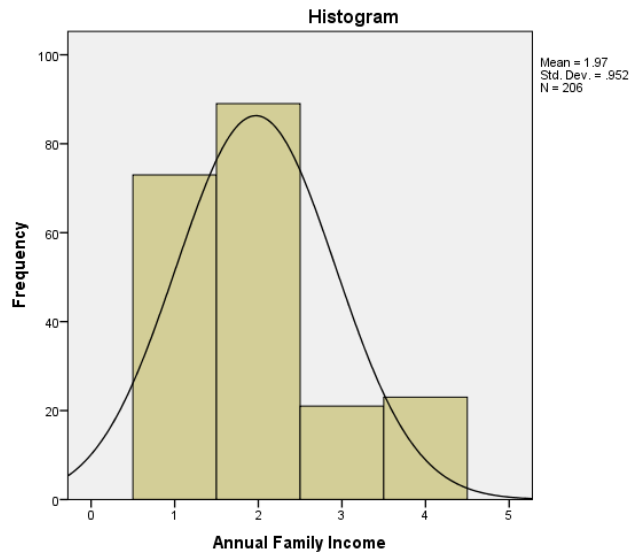


Figure 2- Histogram of variable: Annual family income

Table 3- Frequency distribution table of annual family income

Annual Family Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Upto 75000	73	35.4	35.4	35.4
Upto 200000	89	43.2	43.2	78.6
Valid Upto 500000	21	10.2	10.2	88.8
Above 500000	23	11.2	11.2	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.97 and Std. deviation is 0.952. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were having total family income up to 200000.

4. The qualification of mother Statistics

The qualification of mother

N	Valid	206
	Missing	0
Mean		1.62
Median		2.00
Mode		1
Std. Deviation		.680
Skewness		.652
Std. Error of Skewness		.169
Kurtosis		-.673
Std. Error of Kurtosis		.337

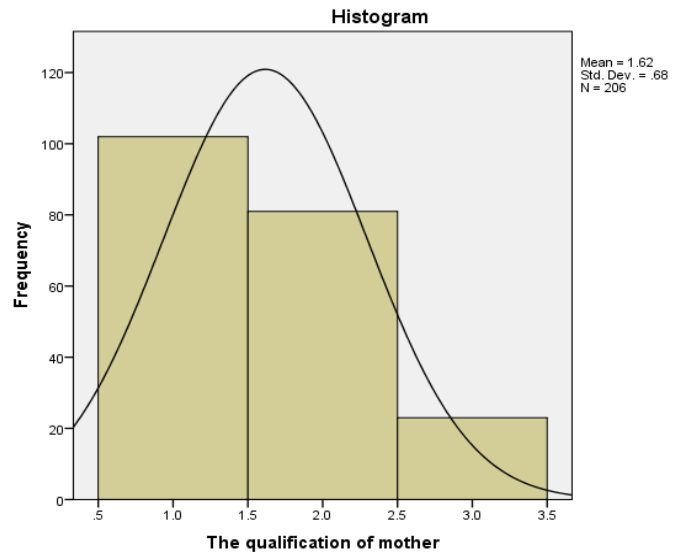


Figure 3- Histogram of variable: qualification of mother

Table 4- Frequency distribution table of qualification of mother

The qualification of mother

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under Graduate	102	49.5	49.5	49.5
	Post Graduate	81	39.3	39.3	88.8
	SSC	23	11.2	11.2	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.62 and Std. deviation is 0.680. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion : We can conclude that the maximum respondent who answered the questions were having qualification is undergraduate and followed to that post graduate mothers.

5. The qualification of father

Statistics

The qualification of father

N	Valid	206
	Missing	0
Mean		1.60
Median		1.00
Mode		1
Std. Deviation		.668
Skewness		.679
Std. Error of Skewness		.169
Kurtosis		-.609
Std. Error of Kurtosis		.337

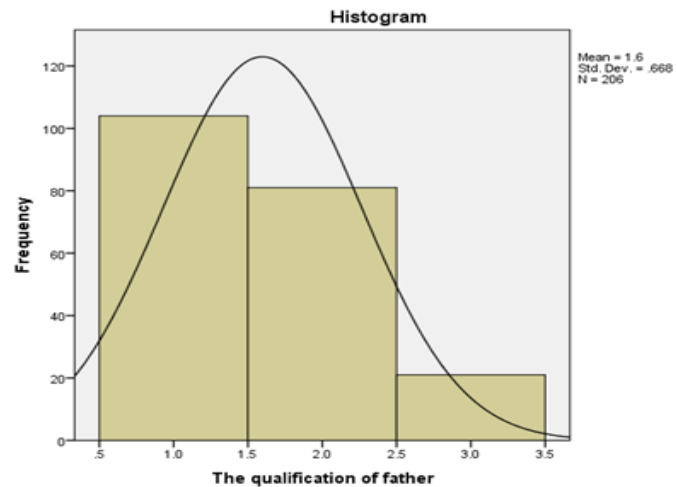


Figure 4- Histogram of variable: qualification of father

Table 5- Frequency distribution table of qualification of father

The qualification of father

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under Graduate	104	50.5	50.5	50.5
	Post Graduate	81	39.3	39.3	89.8
	SSC	21	10.2	10.2	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.60 and Std. deviation is 0.668. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were having qualification is undergraduate and followed to that post graduate fathers.

**6. The profession of mother
Statistics**

The profession of mother

N	Valid	206
	Missing	0
Mean		4.60
Median		5.00
Mode		5
Std. Deviation		1.201
Skewness		-2.664
Std. Error of Skewness		.169
Kurtosis		5.169
Std. Error of Kurtosis		.337

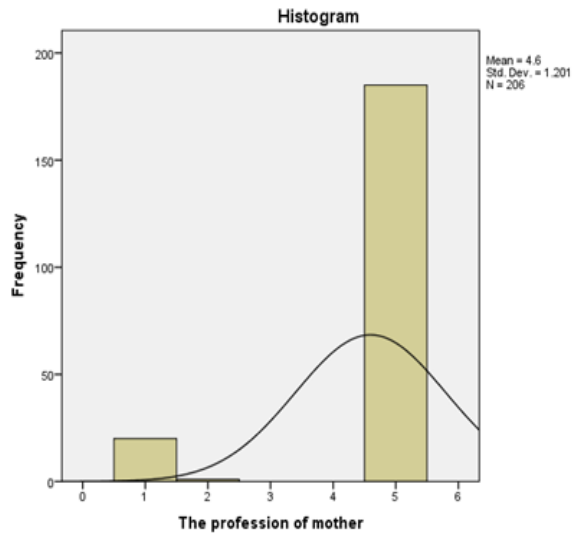


Figure 5- Histogram of variable: profession of mother

Table 6- Frequency distribution table of profession of mother

The Profession of Mother

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Service	20	9.7	9.7	9.7
	Self-Employment	1	.5	.5	10.2
	Homemaker	185	89.8	89.8	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.60 and Std. deviation is 1.201. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were having homemaker as a profession of mothers.

7. The profession of father Statistics

The profession of father

N	Valid	206
	Missing	0
Mean		1.40
Median		1.00
Mode		1
Std. Deviation		1.039
Skewness		2.567
Std. Error of Skewness		.169
Kurtosis		5.414
Std. Error of Kurtosis		.337

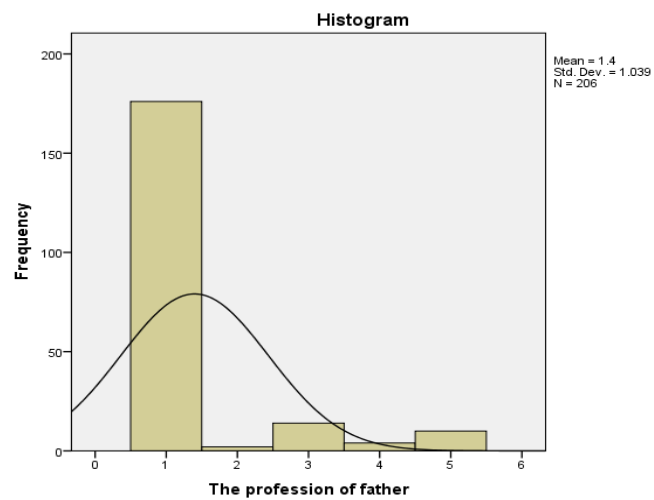


Figure 6- Histogram of variable: profession of father

Table 7- Frequency distribution table of profession of father

The profession of father

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Service	176	85.4	85.4
	Self-Employment	2	1.0	86.4
	Business	14	6.8	93.2
	Central Govt.	4	1.9	95.1
	Other	10	4.9	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 1.67 and Std. deviation is 1.462. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were having qualification is undergraduate and followed to that post graduate fathers.

8. Medium of Instruction followed

Statistics

Medium of Instruction followed

N	Valid	206
	Missing	0
Mean		1.99
Median		2.00
Mode		2
Std. Deviation		.990
Skewness		1.034
Std. Error of Skewness		.169
Kurtosis		.137
Std. Error of Kurtosis		.337

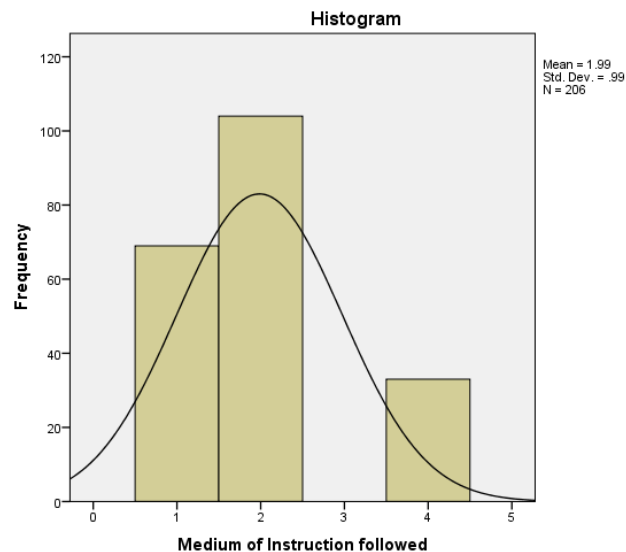


Figure 7- Histogram of variable: medium of instruction followed

Table 8- Frequency distribution table of medium of instruction followed

Medium of Instruction followed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mixed	69	33.5	33.5	33.5
English	104	50.5	50.5	84.0
Specific language on time	33	16.0	16.0	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.99 and Std. deviation is 0.990. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their children studies in English medium followed to mixed language such as semi-English or Hindi.

9. The process of admission at school

Statistics

The process of admission at school

N	Valid	206
	Missing	0
	Mean	4.65
	Median	5.00
	Mode	5
	Std. Deviation	.667
	Skewness	-1.744
	Std. Error of Skewness	.169
	Kurtosis	1.946
	Std. Error of Kurtosis	.337

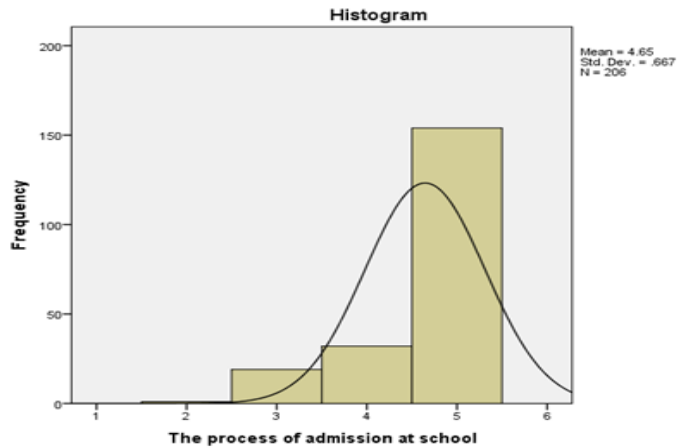


Figure 8- Histogram of variable: the process of admission at school

Table 9- Frequency distribution table of the process of admission at school

The process of admission at school

	Frequency	Percent	Valid Percent	Cumulative Percent
First cum First Basis	1	.5	.5	.5
Management Quota	19	9.2	9.2	9.7
Valid Referral	32	15.5	15.5	25.2
Interview	154	74.8	74.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.65 and Std. deviation is 0.667. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their children has been admitted on the basis of interview conducted by the school.

10. Large Sprawling Campus

Statistics

Large Sprawling Campus

N	Valid	206
	Missing	0
Mean		1.04
Median		1.00
Mode		1
Std. Deviation		.194
Skewness		4.809
Std. Error of Skewness		.169
Kurtosis		21.334
Std. Error of Kurtosis		.337

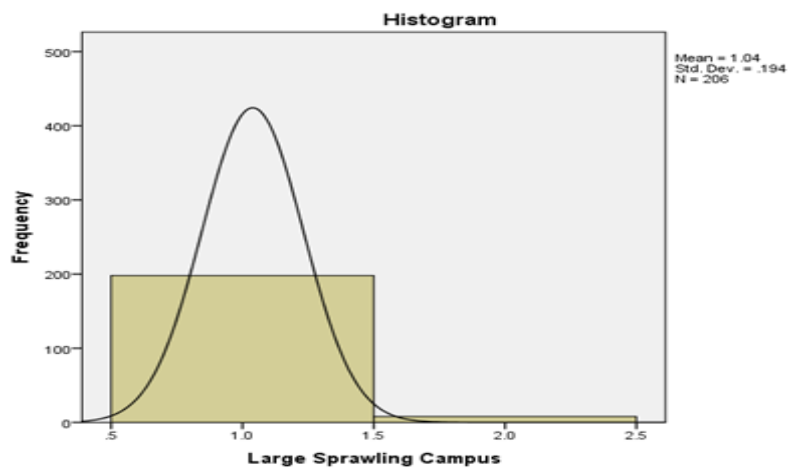


Figure 9- Histogram of variable: Large sprawling campus

Table 10- Frequency distribution table of large sprawling campus

Large Sprawling Campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	198	96.1	96.1	96.1
No	8	3.9	3.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.04 and Std. deviation is 0.194. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to the large sprawling campus.

11. Play Ground

Statistics

Play Ground

N	Valid	206
	Missing	0
Mean		1.04
Median		1.00
Mode		1
Std. Deviation		.205
Skewness		4.498
Std. Error of Skewness		.169
Kurtosis		18.407
Std. Error of Kurtosis		.337

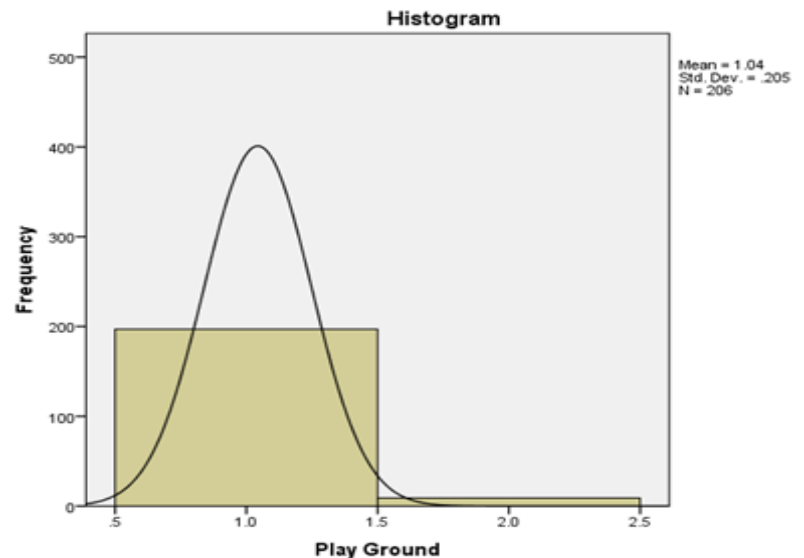


Figure 10- Histogram of variable: playground

Table 11- Frequency distribution table of playground

Play Ground

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	197	95.6	95.6	95.6
No	9	4.4	4.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.04 and Std. deviation is 0.205. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that they give due importance to the playground in the school.

12. Well-equipped lab

Statistics

Well-equipped lab

N	Valid	206
	Missing	0
Mean		1.04
Median		1.00
Mode		1
Std. Deviation		.205
Skewness		4.498
Std. Error of Skewness		.169
Kurtosis		18.407
Std. Error of Kurtosis		.337

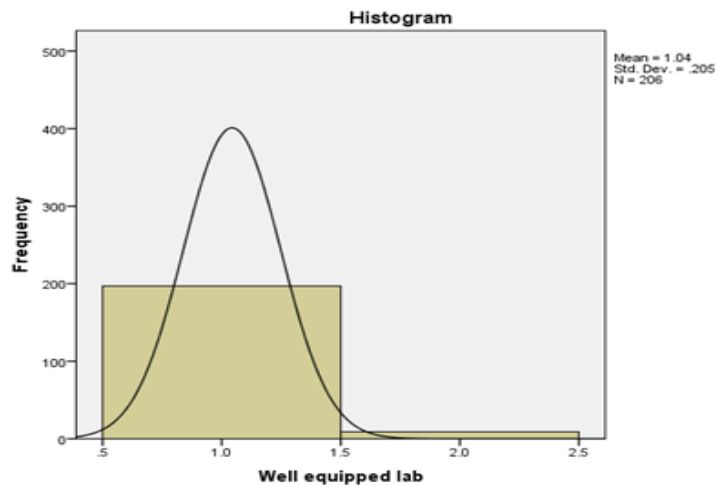


Figure 11- Histogram of variable: Well-equipped lab

Table 12- Frequency distribution table of well-equipped lab

Well-equipped lab

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	197	95.6	95.6	95.6
No	9	4.4	4.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.04 and Std. deviation is 0.205. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that they give due importance to the playground in the school.

13. Computer labs and well equipped library

Statistics

Computer labs and well equipped library

N	Valid	206
	Missing	0
Mean		1.04
Median		1.00
Mode		1
Std. Deviation		.194
Skewness		4.809
Std. Error of Skewness		.169
Kurtosis		21.334
Std. Error of Kurtosis		.337

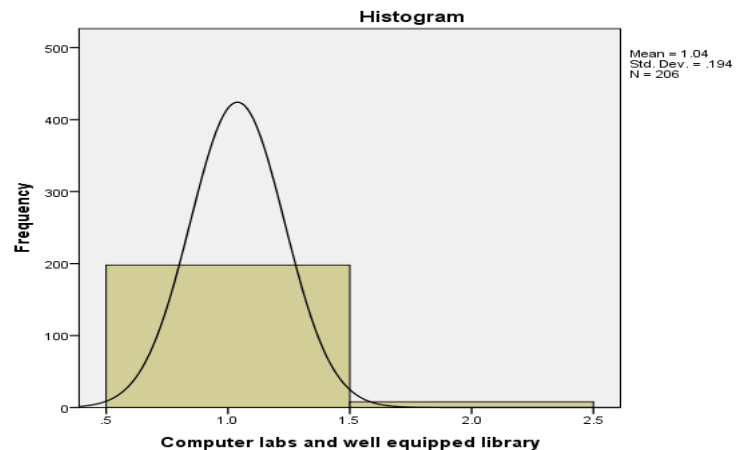


Figure 12- Histogram of variable: computer labs and well equipped library

Table 13- Frequency distribution table of computer labs and well equipped library

Computer labs and well equipped library

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	198	96.1	96.1	96.1
No	8	3.9	3.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.04 and Std. deviation is 0.194. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to the computer and well equipped library.

14. Sport facility

Statistics

Sport facility

N	Valid	206
	Missing	0
Mean		1.08
Median		1.00
Mode		1
Std. Deviation		.276
Skewness		3.057
Std. Error of Skewness		.169
Kurtosis		7.415
Std. Error of Kurtosis		.337

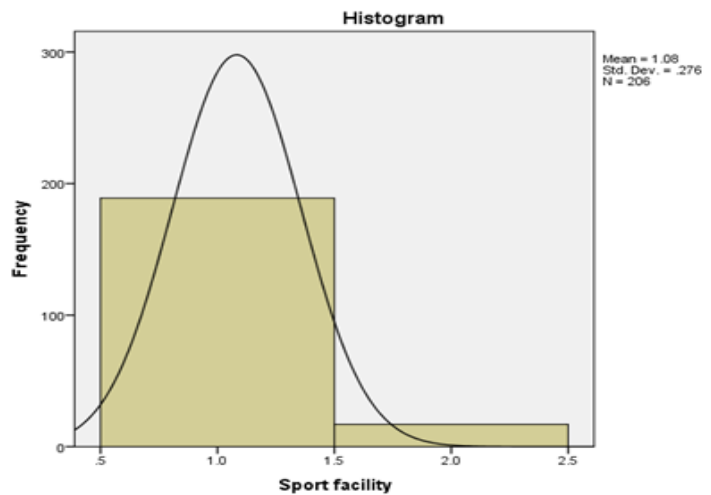


Figure 13- Histogram of variable: sport facility

Table 14- Frequency distribution table of sport facility

Sport facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	189	91.7	91.7	91.7
No	17	8.3	8.3	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.08 and Std. deviation is 0.276. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to the sport facility.

15. Music room

Statistics

Music room

N	Valid	206
	Missing	0
Mean		1.12
Median		1.00
Mode		1
Std. Deviation		.322
Skewness		2.408
Std. Error of Skewness		.169
Kurtosis		3.837
Std. Error of Kurtosis		.337

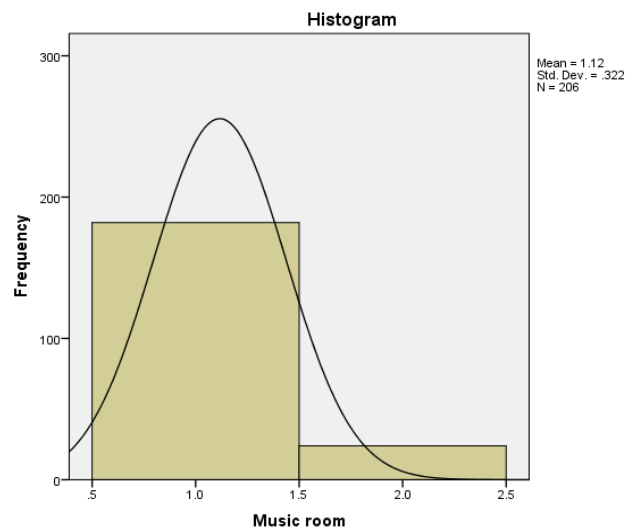


Figure 14- Histogram of variable: music room

Table 15- Frequency distribution table of music room

Music room

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	182	88.3	88.3	88.3
No	24	11.7	11.7	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.12 and Std. deviation is 0.322. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to music room.

16. Well planned and systematic organized bus routes and bus facility

Statistics

Well planned and systematic organized bus routes and bus facility

N	Valid	206
	Missing	0
Mean		1.55
Median		2.00
Mode		2
Std. Deviation		.499
Skewness		-.197
Std. Error of Skewness		.169
Kurtosis		-1.981
Std. Error of Kurtosis		.337

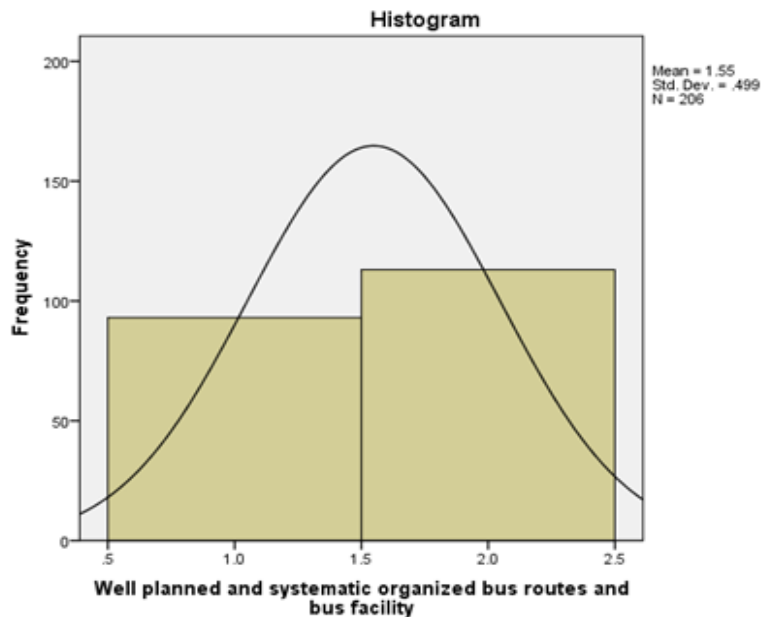


Figure 15- Histogram of variable: Well planned and systematic organized bus routes and bus facility

Table 16- Frequency distribution table of well-planned and systematic organized bus routes and bus facility

Well planned and systematic organized bus routes and bus facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	93	45.1	45.1	45.1
Valid No	113	54.9	54.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.55 and Std. deviation is 0.499. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to well-planned and systematic organized bus routes and bus facility.

17. Posh campus and facilities Statistics

Posh campus and facilities

N	Valid	206
	Missing	0
Mean		1.22
Median		1.00
Mode		1
Std. Deviation		.417
Skewness		1.339
Std. Error of Skewness		.169
Kurtosis		-.210
Std. Error of Kurtosis		.337

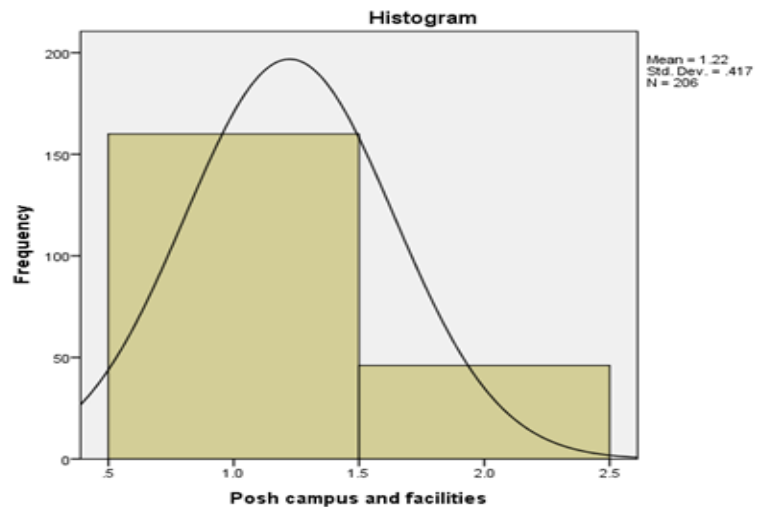


Figure 16- Histogram of variable: posh campus and facilities

Table 17- Frequency distribution table of posh campus and facilities

Posh campus and facilities		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	160	77.7	77.7	77.7
Valid	No	46	22.3	22.3	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.22 and Std. deviation is 0.417. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to posh campus and facilities.

18. School is conveniently located and easy to access

Statistics

School is conveniently located and easy to access

	Valid	206
	Missing	0
Mean		1.17
Median		1.00
Mode		1
Std. Deviation		.376
Skewness		1.771
Std. Error of Skewness		.169
Kurtosis		1.147
Std. Error of Kurtosis		.337

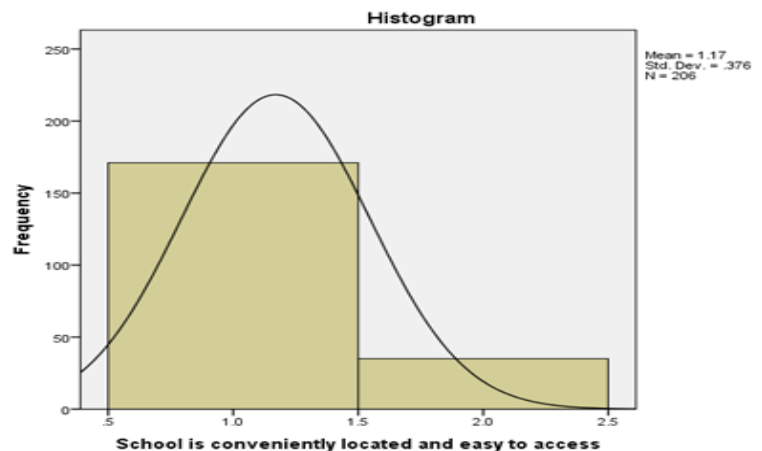


Figure 17- Histogram of variable: School is conveniently located and easy to access

Table 18- Frequency distribution table of school is conveniently located and easy to access

School is conveniently located and easy to access				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	171	83.0	83.0	83.0
Valid No	35	17.0	17.0	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.17 and Std. deviation is 0.376. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to conveniently located school and ease of access.

19. Well organized canteen facility

Statistics

Well organized canteen facility

N	Valid	206
	Missing	0
Mean		1.56
Median		2.00
Mode		2
Std. Deviation		.498
Skewness		-.236
Std. Error of Skewness		.169
Kurtosis		-1.963
Std. Error of Kurtosis		.337

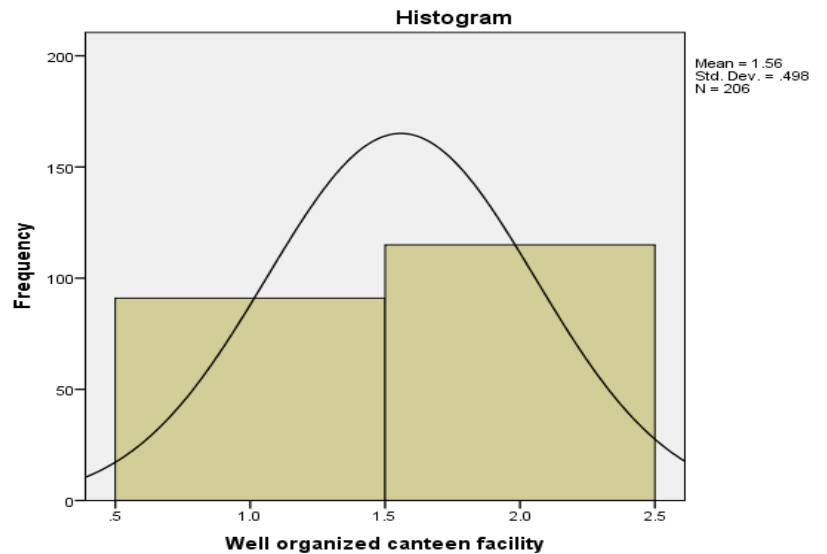


Figure 18- Histogram of variable: well organized canteen facility

Table 19- Frequency distribution table of well-organized canteen facility

Well organized canteen facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	91	44.2	44.2	44.2
No	115	55.8	55.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.56 and Std. deviation is 0.498. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't give due importance to well-organized canteen facility.

20. Sports

Statistics

Sports

N	Valid	206
	Missing	0
Mean		1.26
Median		1.00
Mode		1
Std. Deviation		.438
Skewness		1.119
Std. Error of Skewness		.169
Kurtosis		-.756
Std. Error of Kurtosis		.337

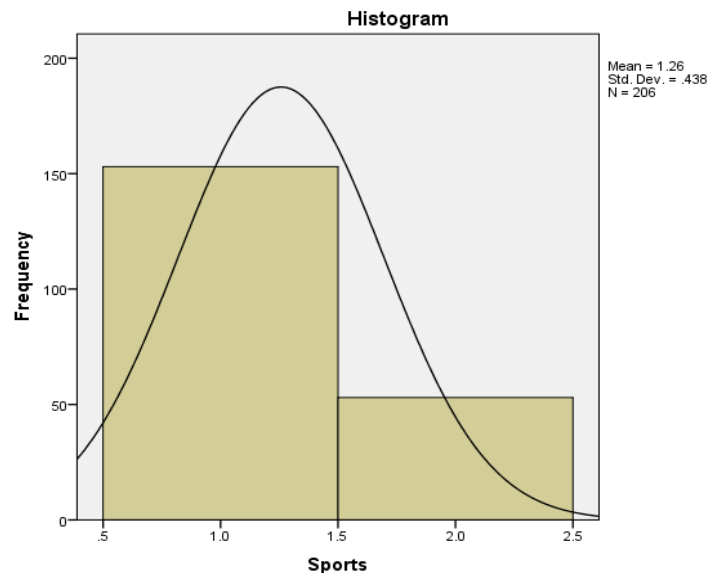


Figure 19- Histogram of variable: sports

Table 20- Frequency distribution table of sports

Sports		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	153	74.3	74.3	74.3
Valid	No	53	25.7	25.7	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.26 and Std. deviation is 0.438. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to sports conducted in school.

21. Field Trips

Statistics

Field Trips

N	Valid	206
	Missing	0
Mean		1.56
Median		2.00
Mode		2
Std. Deviation		.497
Skewness		-.256
Std. Error of Skewness		.169
Kurtosis		-1.953
Std. Error of Kurtosis		.337

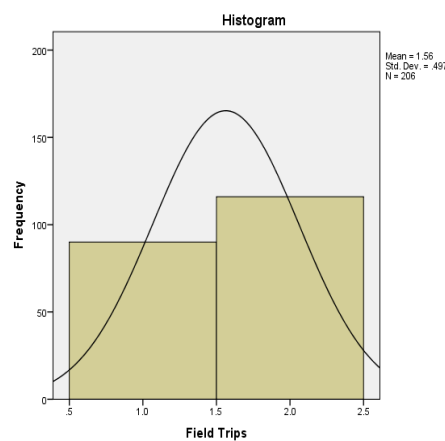


Figure 20 - Histogram of variable: field trips

Table 21- Frequency distribution table of field trips

Field Trips				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	90	43.7	43.7	43.7
Valid No	116	56.3	56.3	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.56 and Std. deviation is 0.497. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't give due importance to field trips conducted by the school authorities.

22. Abacus Classes

Statistics

Abacus Classes

N	Valid	206
	Missing	0
Mean		1.24
Median		1.00
Mode		1
Std. Deviation		.427
Skewness		1.240
Std. Error of Skewness		.169
Kurtosis		-.466
Std. Error of Kurtosis		.337

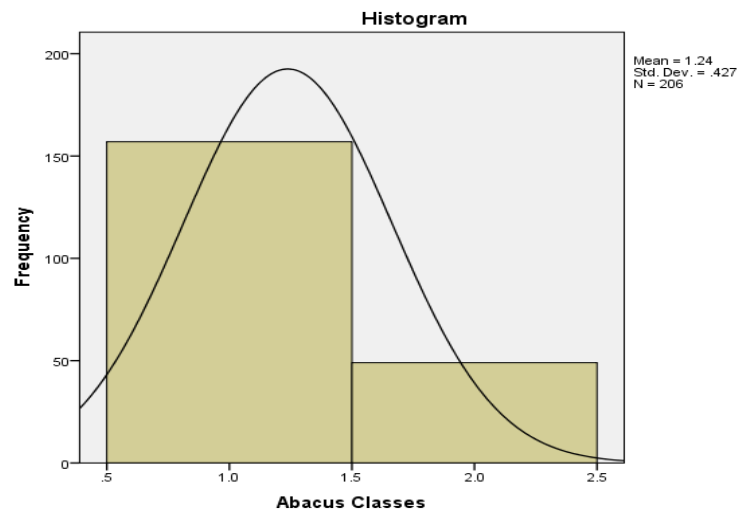


Figure 21- Histogram of variable: abacus classes

Table 22- Frequency distribution table of abacus classes

Abacus Classes				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	157	76.2	76.2
	No	49	23.8	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 1.24 and Std. deviation is 0.427. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to abacus classes in school.

23. Cultural Activities

Statistics

Cultural Activities

N	Valid	206
	Missing	0
Mean		1.48
Median		1.00
Mode		1
Std. Deviation		.501
Skewness		.078
Std. Error of Skewness		.169
Kurtosis		-2.014
Std. Error of Kurtosis		.337

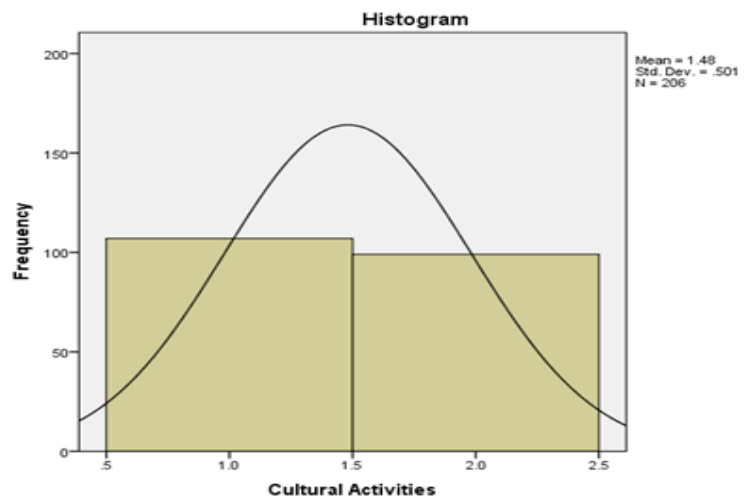


Figure 22- Histogram of variable: cultural activities

Table 23- Frequency distribution table of cultural activities

Cultural Activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	107	51.9	51.9	51.9
No	99	48.1	48.1	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.48 and Std. deviation is 0.501. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to cultural activities in school.

24. Art And Craft Classes

Statistics

Art And Craft Classes

N	Valid	206
	Missing	0
Mean		1.45
Median		1.00
Mode		1
Std. Deviation		.498
Skewness		.216
Std. Error of Skewness		.169
Kurtosis		-1.972
Std. Error of Kurtosis		.337

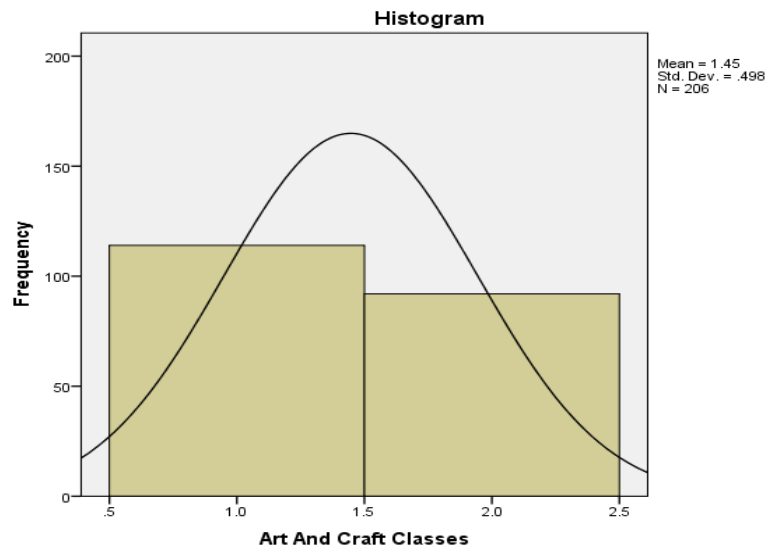


Figure 23- Histogram of variable: art and craft classes

Table 24- Frequency distribution table of art and craft classes

Art And Craft Classes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	114	55.3	55.3	55.3
	No	92	44.7	44.7	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.45 and Std. deviation is 0.498. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give due importance to art and craft classes conducted by school.

25. Brand loyalty- you/spouse/family member are an ex-student of the school

Statistics

Brand loyalty- you/spouse/family member are an ex-student of the school

N	Valid	206
	Missing	0
Mean		1.07
Median		1.00
Mode		1
Std. Deviation		.252
Skewness		3.458
Std. Error of Skewness		.169
Kurtosis		10.059
Std. Error of Kurtosis		.337

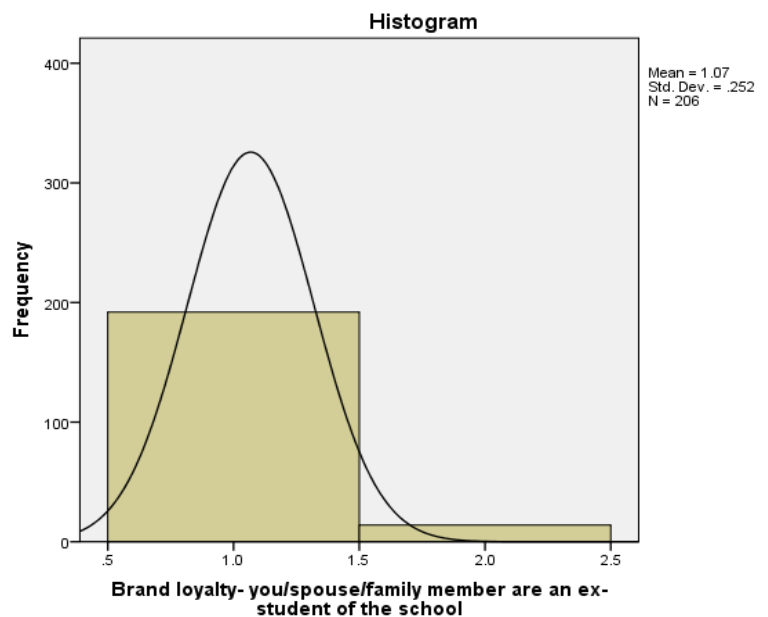


Figure 24- Histogram of variable: Brand loyalty- you/spouse/family member are an ex-student of the school

Table 25- Frequency distribution table of Brand loyalty- you/spouse/family member are an ex-student of the school

Brand loyalty - you/spouse/family member are an ex-student of the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	192	93.2	93.2	93.2
No	14	6.8	6.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.07 and Std. deviation is 0.252. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they give brand loyalty- because they themselves or their family member are an ex-student of the school.

26. Brand value- high quality standards are associated with the brands

Statistics

Brand value- high quality standards are associated with the brands

N	Valid	206
	Missing	0
Mean		1.80
Median		2.00
Mode		2
Std. Deviation		.400
Skewness		-1.519
Std. Error of Skewness		.169
Kurtosis		.309
Std. Error of Kurtosis		.337

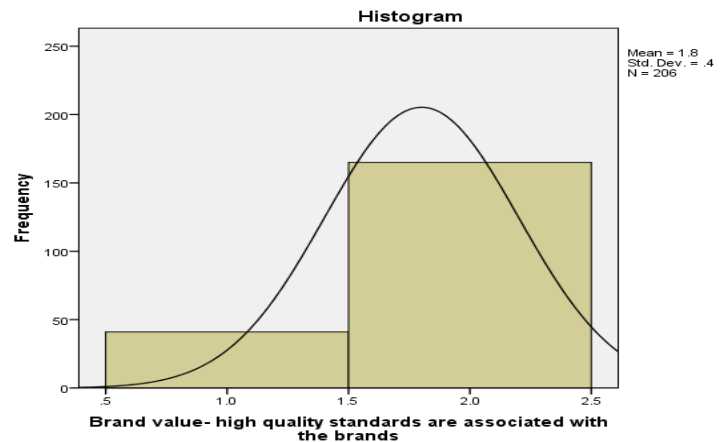


Figure 25- Histogram of variable: Brand value- high quality standards are associated with the brands

Table 26- Frequency distribution table of Brand value- high quality standards are associated with the brands

Brand value- high quality standards are associated with the brands				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	41	19.9	19.9	19.9
No	165	80.1	80.1	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.80 and Std. deviation is 0.400. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't consider brand value because of high quality standards are associated with the brands.

27. Brand status- admission into the school is looked upon as a symbol of high status in the society

Statistics

Brand status- admission into the school is looked upon as a symbol of high status in the society

N	Valid	206
	Missing	0
Mean		1.69
Median		2.00
Mode		2
Std. Deviation		.464
Skewness		-.824
Std. Error of Skewness		.169
Kurtosis		-1.334
Std. Error of Kurtosis		.337

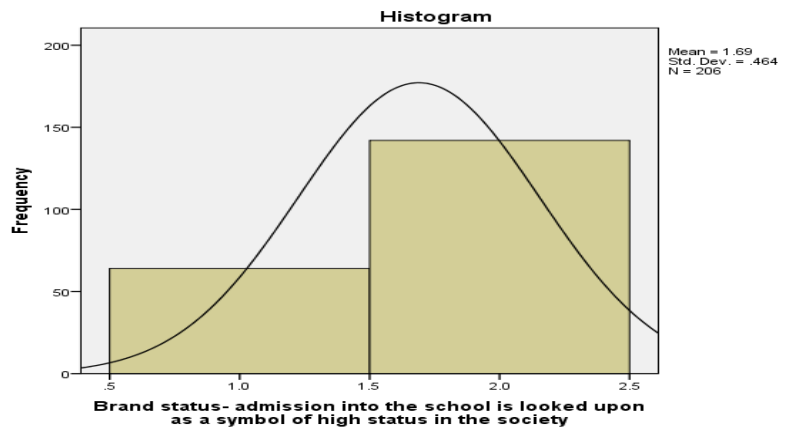


Figure 26- Histogram of variable: Brand status- admission into the school is looked upon as a symbol of high status in the society

Table 27- Frequency distribution table of Brand status- admission into the school is looked upon as a symbol of high status in the society

Brand status- admission into the school is looked upon as a symbol of high status in the society

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	64	31.1	31.1	31.1
No	142	68.9	68.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.69 and Std. deviation is 0.464. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't consider brand status because admission into the school is not looked upon by them as a symbol of high status in the society.

28. Reputed and well established leaders/leadership of the school Statistics

Reputed and well established leaders/leadership of the school

N	Valid	206
	Missing	0
Mean		1.71
Median		2.00
Mode		2
Std. Deviation		.455
Skewness		-.926
Std. Error of Skewness		.169
Kurtosis		-1.155
Std. Error of Kurtosis		.337

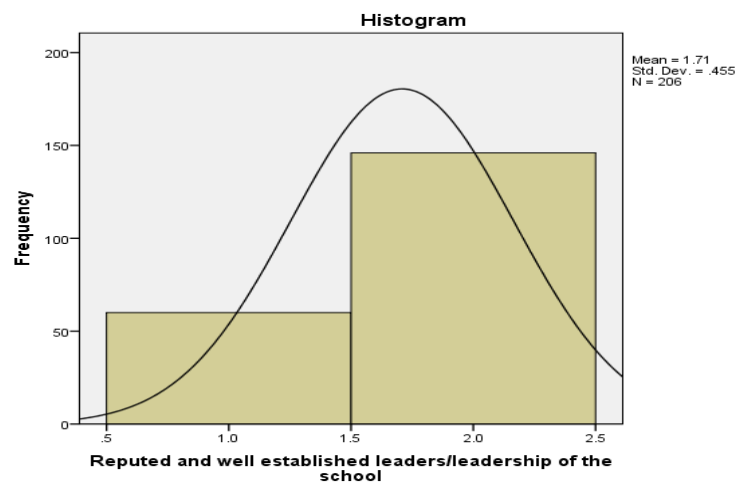


Figure 27- Histogram of variable: Reputed and well established leaders/leadership of the school

Table 28- Frequency distribution table of Reputed and well established leaders/leadership of the school

Reputed and well established leaders/leadership of the school				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	60	29.1	29.1	29.1
Valid No	146	70.9	70.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.71 and Std. deviation is 0.455. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't consider reputed and well established leaders/leadership of the school.

29. School management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner

Statistics

School management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner

N	Valid	206
	Missing	0
Mean		1.57
Median		2.00
Mode		2
Std. Deviation		.496
Skewness		-.297
Std. Error of Skewness		.169
Kurtosis		-1.931
Std. Error of Kurtosis		.337

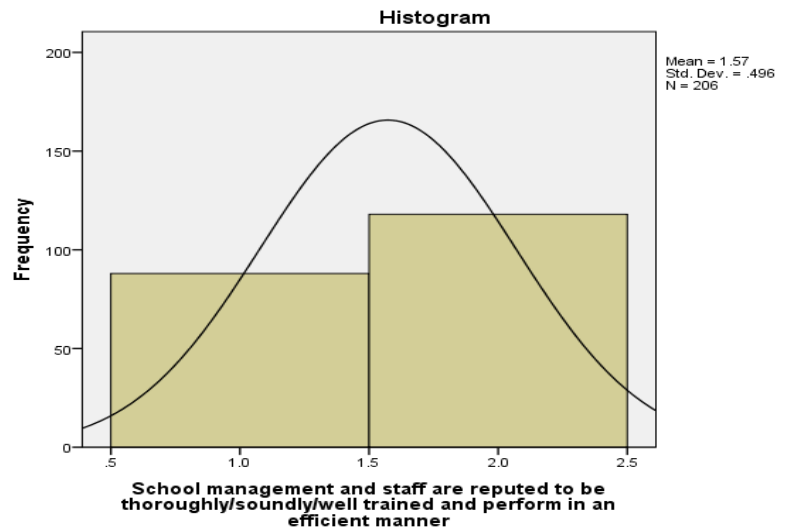


Figure 28- Histogram of variable: School management and staff are reputed to be thoroughly/soundly/ well trained and perform in an efficient manner

Table 29- Frequency distribution table of School management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner

School management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	88	42.7	42.7	42.7
Valid No	118	57.3	57.3	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.57 and Std. deviation is 0.496. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think that school management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner.

30. Reasonable fee structure charged for the facilities provided by the school

Statistics

Reasonable fee structure charged for the facilities provided by the school

N	Valid	206
	Missing	0
Mean		1.80
Median		2.00
Mode		2
Std. Deviation		.404
Skewness		-1.481
Std. Error of Skewness		.169
Kurtosis		.195
Std. Error of Kurtosis		.337

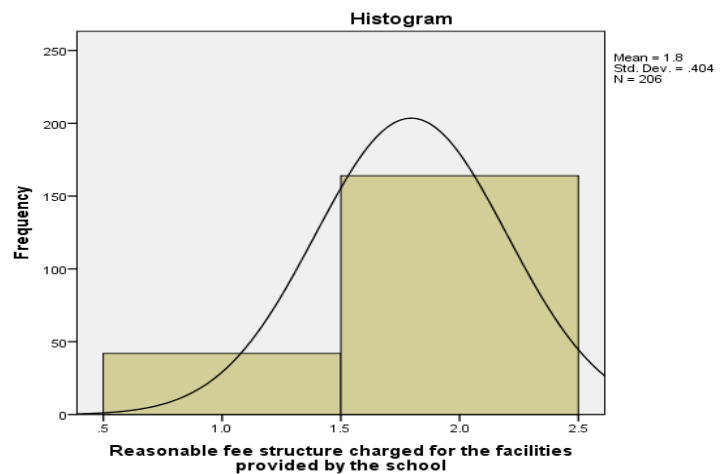


Figure 29- Histogram of variable: Reasonable fee structure charged for the facilities provided by the school

Table 30- Frequency distribution table of Reasonable fee structure charged for the facilities provided by the school

Reasonable fee structure charged for the facilities provided by the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	42	20.4	20.4	20.4
Valid No	164	79.6	79.6	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.80 and Std. deviation is 0.404. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think about the reasonability of the fees charged by the school for providing facilities.

31. Bag less and Tiffin less procedure followed by the school

Statistics

Bag less and Tiffin less procedure followed by the school

N	Valid	206
	Missing	0
Mean		1.28
Median		1.00
Mode		1
Std. Deviation		.451
Skewness		.979
Std. Error of Skewness		.169
Kurtosis		-1.053
Std. Error of Kurtosis		.337

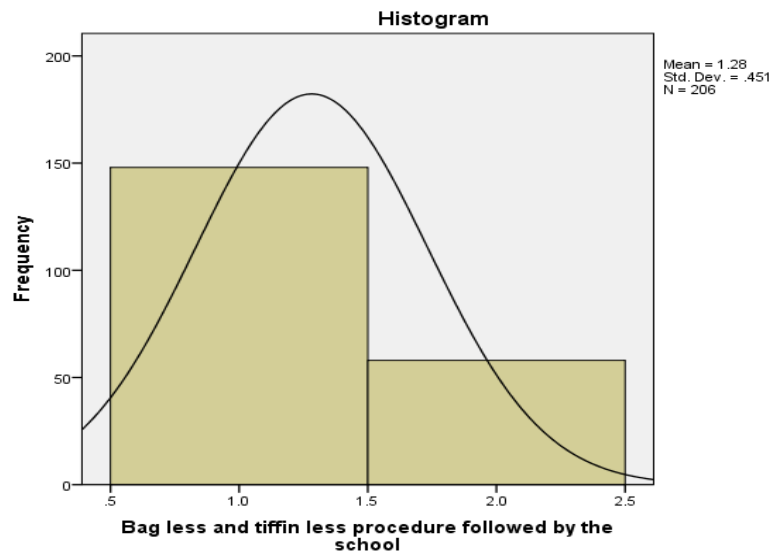


Figure 30- Histogram of variable: Bag less and Tiffin less procedure followed by the school

Table 31- Frequency distribution table of Bag less and Tiffin less procedure followed by the school

Bag less and Tiffin less procedure followed by the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	148	71.8	71.8	71.8
No	58	28.2	28.2	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.28 and Std. deviation is 0.451. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they think that school should follow the bag less and tiffin less procedures.

32. Use of the school website to post an important notice and updates

Statistics

Use of the school website to post an important notice and updates

N	Valid	206
	Missing	0
Mean		1.64
Median		2.00
Mode		2
Std. Deviation		.482
Skewness		-.569
Std. Error of Skewness		.169
Kurtosis		-1.693
Std. Error of Kurtosis		.337

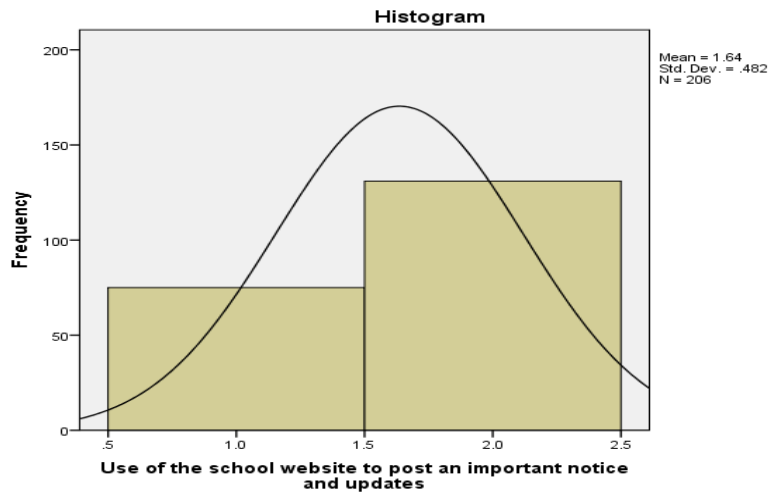


Figure 31- Histogram of variable: Use of the school website to post an important notice and updates

Table 32- Frequency distribution table of Use of the school website to post an important notice and updates

Use of the school website to post an important notice and updates

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	75	36.4	36.4	36.4
Valid No	131	63.6	63.6	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.64 and Std. deviation is 0.482. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think that school uses website to post an important notice and updates.

33. School has been recommended by friends/acquaintances for its high academic and administrative standards

Statistics

School has been recommended by friends/acquaintances for its high academic and administrative standards

N	Valid	206
	Missing	0
Mean		1.68
Median		2.00
Mode		2
Std. Deviation		.466
Skewness		-.800
Std. Error of Skewness		.169
Kurtosis		-1.374
Std. Error of Kurtosis		.337

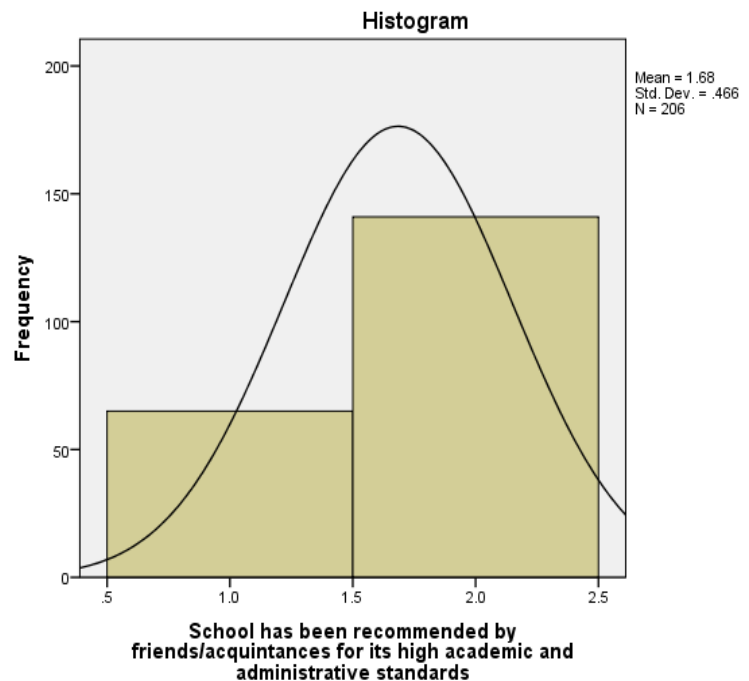


Figure 32- Histogram of variable: School has been recommended by friends/ acquaintances for its high academic and administrative standards

Table 33- Frequency distribution table of School has been recommended by friend’s acquaintances for its high academic and administrative standards

School has been recommended by friends/acquaintances for its high academic and administrative standards

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	65	31.6	31.6	31.6
Valid No	141	68.4	68.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.68 and Std. deviation is 0.466. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don’t think that school has been recommended by friends/acquaintances for its high academic and administrative standards and they have chosen their own.

34. Well organized academic planner, prompt service and response by staff to any queries and problems

Statistics

Well organized academic planner, prompt service and response by staff to any queries and problems

N	Valid	206
	Missing	0
Mean		1.73
Median		2.00
Mode		2
Std. Deviation		.446
Skewness		-1.033
Std. Error of Skewness		.169
Kurtosis		-.942
Std. Error of Kurtosis		.337

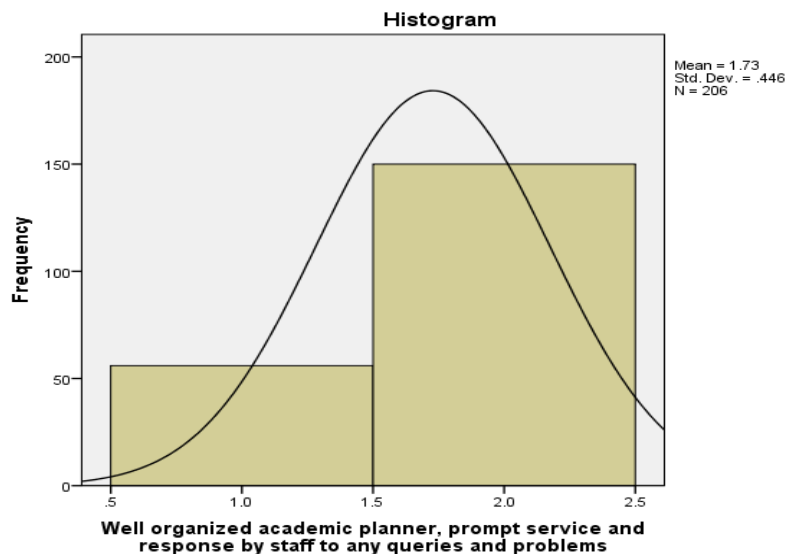


Figure 33- Histogram of variable: Well organized academic planner, prompt service and response by staff to any queries and problems

Table 34- Frequency distribution table of Well-organized academic planner, prompt service and response by staff to any queries and problems

Well organized academic planner, prompt service and response by staff to any queries and problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	56	27.2	27.2	27.2
Valid No	150	72.8	72.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.73 and Std. deviation is 0.446. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think that school has well organized academic planner, prompt service and response by staff to any queries and problems they had they need to improve.

35. Standard and quality of education imparted by the school

Statistics

Standard and quality of education imparted by the school

N	Valid	206
	Missing	0
Mean		1.57
Median		2.00
Mode		2
Std. Deviation		.497
Skewness		-.276
Std. Error of Skewness		.169
Kurtosis		-1.943
Std. Error of Kurtosis		.337

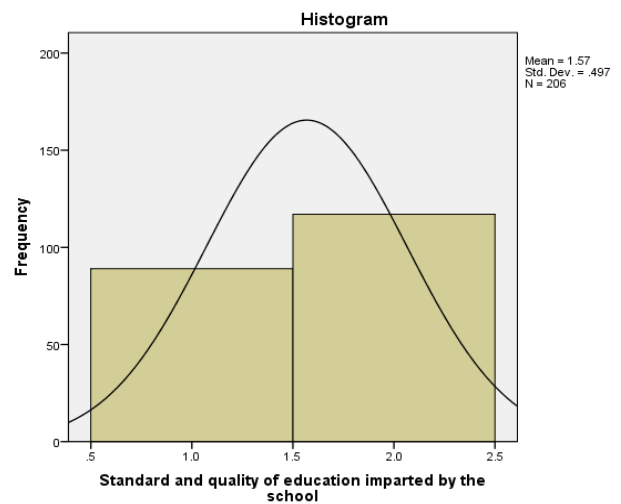


Figure 34- Histogram of variable: Standard and quality of education imparted by the school

Table 35- Frequency distribution table of Standard and quality of education imparted by the school

Standard and quality of education imparted by the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	89	43.2	43.2	43.2
Valid No	117	56.8	56.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.57 and Std. deviation is 0.497. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think that school is doing a job of imparting quality education to the fullest of their potential.

36. Reputed academic quality of all staff members

Statistics

Reputed academic quality of all staff members

N	Valid	206
	Missing	0
Mean		1.83
Median		2.00
Mode		2
Std. Deviation		.376
Skewness		-1.771
Std. Error of Skewness		.169
Kurtosis		1.147
Std. Error of Kurtosis		.337

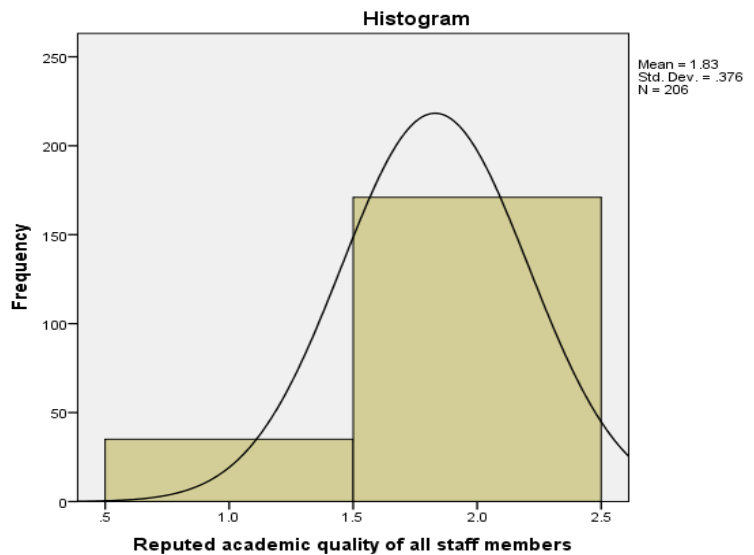


Figure 35- Histogram of variable: Reputed academic quality of all staff members

Table 36- Frequency distribution table of reputed academic quality of all staff members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	17.0	17.0	17.0
	No	171	83.0	83.0	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.83 and Std. deviation is 0.376. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think that schools all staff members are having high academic quality.

37. Extra-curricular and co-curricular activities

Statistics

Extra-curricular and co-curricular activities

N	Valid	206
	Missing	0
Mean		1.15
Median		1.00
Mode		1
Std. Deviation		.354
Skewness		2.024
Std. Error of Skewness		.169
Kurtosis		2.117
Std. Error of Kurtosis		.337

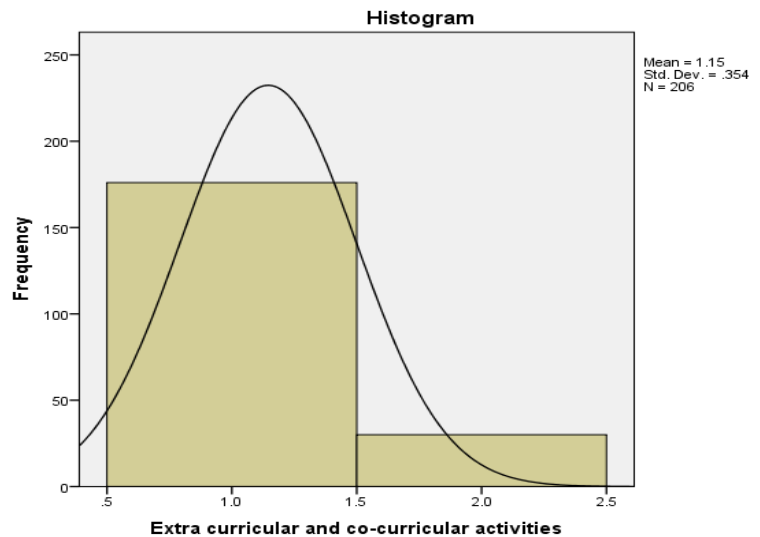


Figure 36- Histogram of variable:

Extra-curricular and co-curricular activities

Table 37- Frequency distribution table of Extra-curricular and co-curricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	176	85.4	85.4	85.4
	No	30	14.6	14.6	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.15 and Std. deviation is 0.354. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they think schools conducts extra-curricular and co-curricular activities.

38. Limited class size/less number of student per class

Statistics

Limited class size/less number of student per class

N	Valid	206
	Missing	0
Mean		1.72
Median		2.00
Mode		2
Std. Deviation		.451
Skewness		-.979
Std. Error of Skewness		.169
Kurtosis		-1.053
Std. Error of Kurtosis		.337

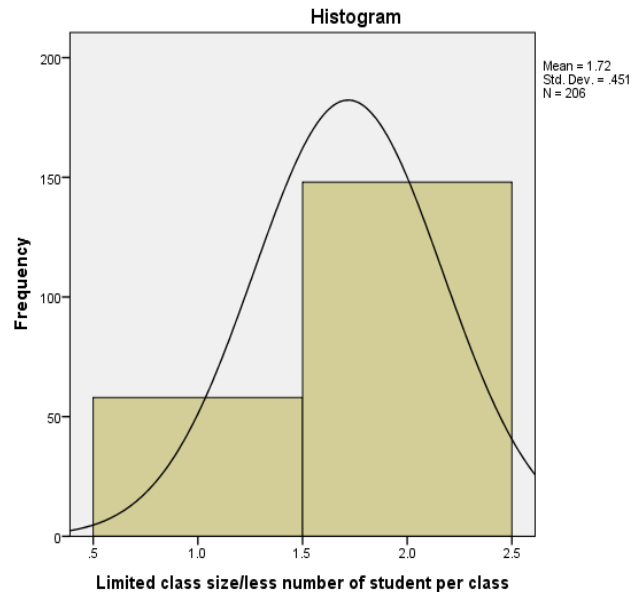


Figure 37- Histogram of variable: Limited class size/less number of student per class

Table 38- Frequency distribution table of Limited class size/less number of student per class

Limited class size/less number of student per class				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	58	28.2	28.2	28.2
No	148	71.8	71.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.72 and Std. deviation is 0.451. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they think schools didn't have limited class size.

39. Continuous assessments/evaluated method followed

Statistics
Continuous assessments/evaluated method followed

N	Valid	206
	Missing	0
Mean		1.70
Median		2.00
Mode		2
Std. Deviation		.460
Skewness		-.874
Std. Error of Skewness		.169
Kurtosis		-1.248
Std. Error of Kurtosis		.337

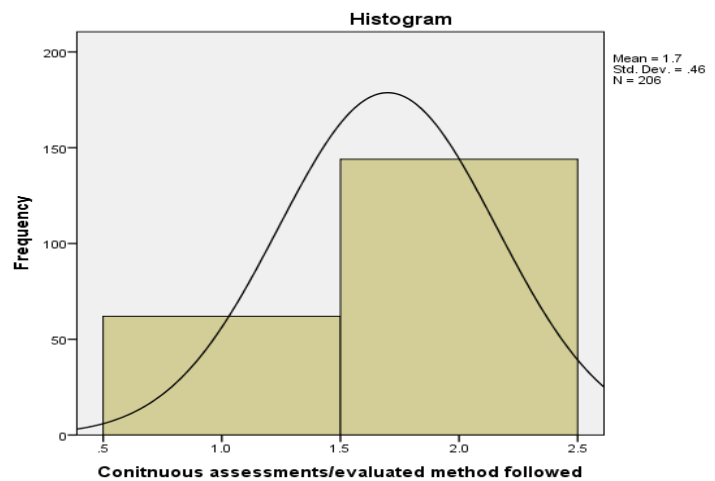


Figure 38- Histogram of variable: Continuous assessments/evaluated method followed

Continuous assessments/evaluated method followed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	62	30.1	30.1	30.1
No	144	69.9	69.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.70 and Std. deviation is 0.460. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they think schools didn't follow right evaluation methods.

40. Day boarding facility

Statistics

Day boarding facility

N	Valid	206
	Missing	0
Mean		1.77
Median		2.00
Mode		2
Std. Deviation		.424
Skewness		-1.272
Std. Error of Skewness		.169
Kurtosis		-.385
Std. Error of Kurtosis		.337

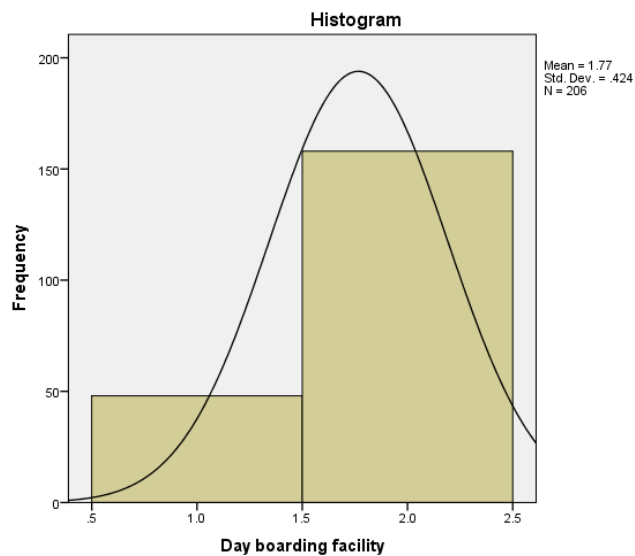


Figure 39- Histogram of variable: day boarding facility

Table 39- Frequency distribution table of day boarding facility

Day boarding facility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	48	23.3	23.3	23.3
No	158	76.7	76.7	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.77 and Std. deviation is 0.424. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they think about day boarding facility.

41. Personality development activities

Statistics

Personality development activities

N	Valid	206
	Missing	0
Mean		1.59
Median		2.00
Mode		2
Std. Deviation		.494
Skewness		-.358
Std. Error of Skewness		.169
Kurtosis		-1.891
Std. Error of Kurtosis		.337

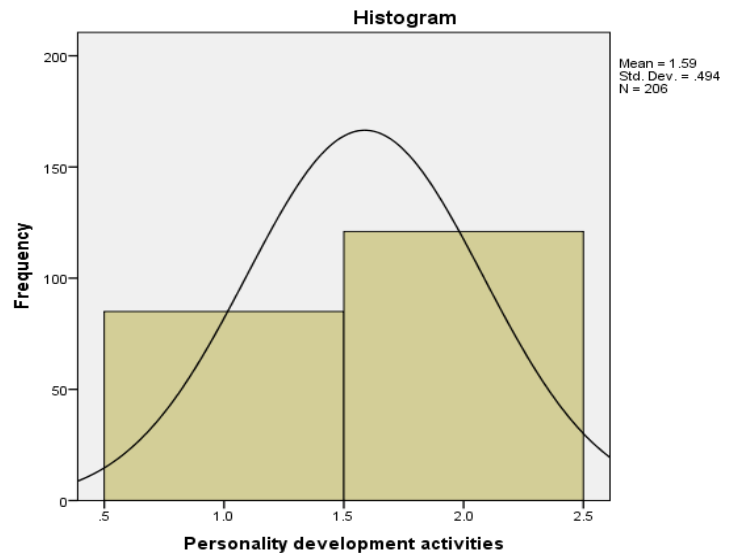


Figure 40- Histogram of variable: personality development activities

Table 40- Frequency distribution table of personality development activities

Personality development activities		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	85	41.3	41.3	41.3
	No	121	58.7	58.7	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.59 and Std. deviation is 0.494. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school conducts much personality development activities.

42. Use of multimedia on a regular basis in a class room teaching

Statistics

Use of multimedia on a regular basis in a class room teaching

N	Valid	206
	Missing	0
Mean		1.85
Median		2.00
Mode		2
Std. Deviation		.358
Skewness		-1.969
Std. Error of Skewness		.169
Kurtosis		1.897
Std. Error of Kurtosis		.337

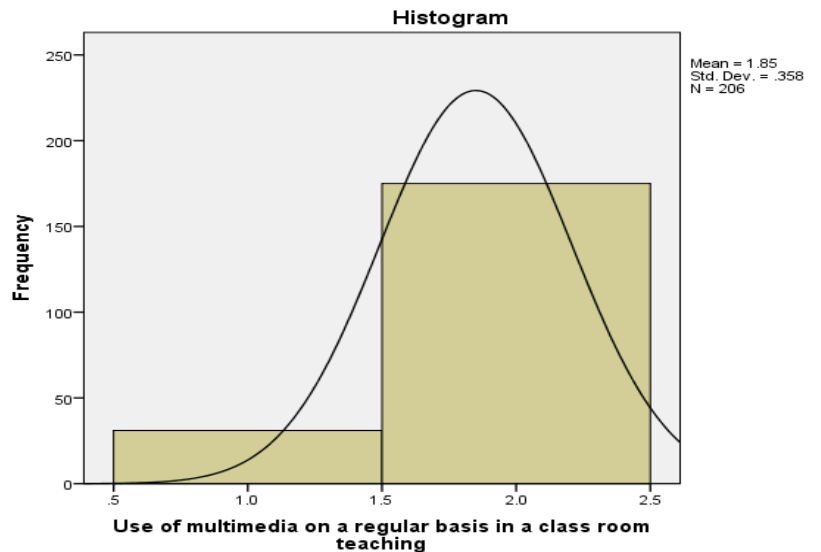


Figure 41- Histogram of variable: use of multimedia on a regular basis in class room teaching

Table 41- Frequency distribution table of use of multimedia on a regular basis in class room teaching

Use of multimedia on a regular basis in a class room teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	31	15.0	15.0	15.0
Valid No	175	85.0	85.0	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.85 and Std. deviation is 0.358. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school uses much multimedia in their regular classroom teaching.

43. Assurance/reputation of school of securing 100% pass result for the standard 10th board

Statistics

Assurance/reputation of school of securing 100% pass result for the standard 10th board

N	Valid	206
	Missing	0
Mean		1.23
Median		1.00
Mode		1
Std. Deviation		.424
Skewness		1.272
Std. Error of Skewness		.169
Kurtosis		-.385
Std. Error of Kurtosis		.337

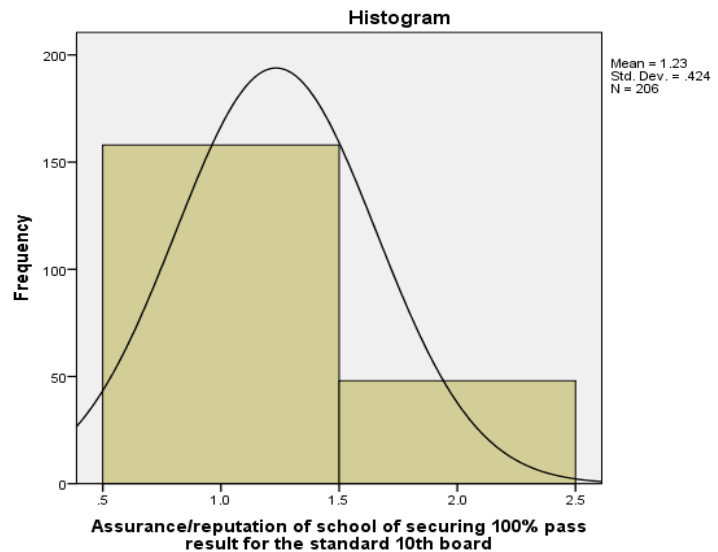


Figure 42- Histogram of variable: Assurance/reputation of school of securing 100% pass result for the standard 10th board

Table 42- Frequency distribution table of Assurance/reputation of school of securing 100% pass result for the standard 10th board

Assurance/reputation of school of securing 100% pass result for the standard 10th board

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	158	76.7	76.7	76.7
No	48	23.3	23.3	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.23 and Std. deviation is 0.424. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that school has given the assurance or has the reputation of 100% pass results in class 10th board exam.

44. Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

Statistics

Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

N	Valid	206
	Missing	0
Mean		1.70
Median		2.00
Mode		2
Std. Deviation		.460
Skewness		-.874
Std. Error of Skewness		.169
Kurtosis		-1.248
Std. Error of Kurtosis		.337

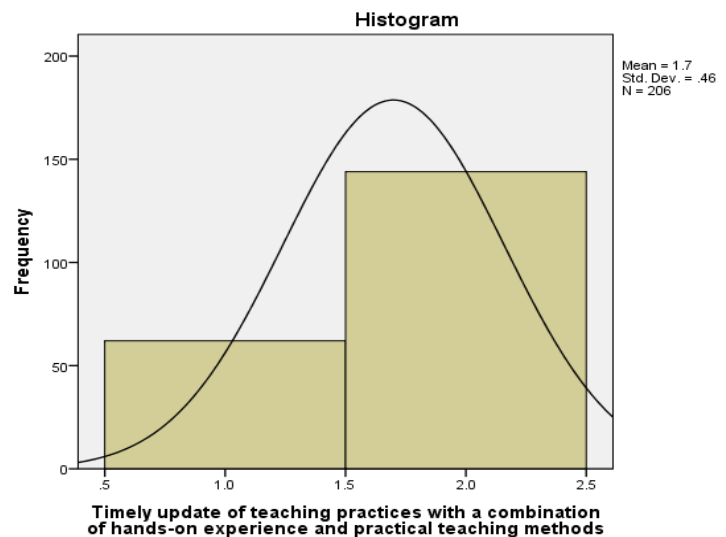


Figure 43- Histogram of variable: Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

Table 43- Frequency distribution table of Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	62	30.1	30.1	30.1
Valid No	144	69.9	69.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.70 and Std. deviation is 0.460. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school timely update their teaching practices with a combination of hands-on experience and practical teaching methods.

45. Public speaking Statistics

Public speaking

N	Valid	206
	Missing	0
Mean		1.76
Median		2.00
Mode		2
Std. Deviation		.430
Skewness		-1.209
Std. Error of Skewness		.169
Kurtosis		-.544
Std. Error of Kurtosis		.337

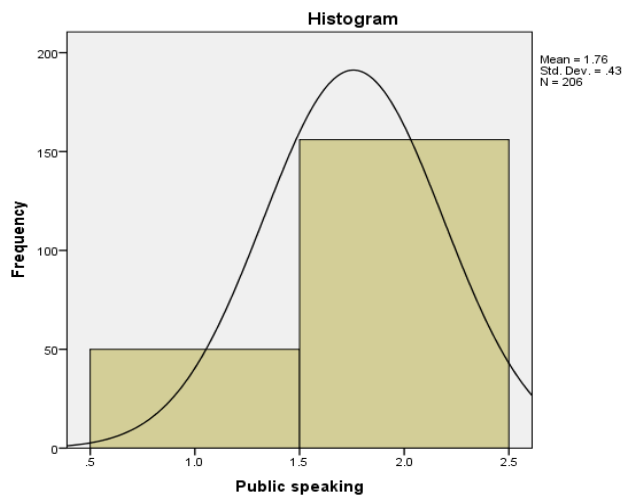


Figure 44- Histogram of variable: public speaking

Table 44- Frequency distribution table of public speaking

Public speaking		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	50	24.3	24.3	24.3
Valid	No	156	75.7	75.7	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.76 and Std. deviation is 0.430. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school arranges the public speaking workshop for children's.

46. Dance

Statistics

Dance

N	Valid	206
	Missing	0
Mean		1.75
Median		2.00
Mode		2
Std. Deviation		.433
Skewness		-1.178
Std. Error of Skewness		.169
Kurtosis		-.618
Std. Error of Kurtosis		.337

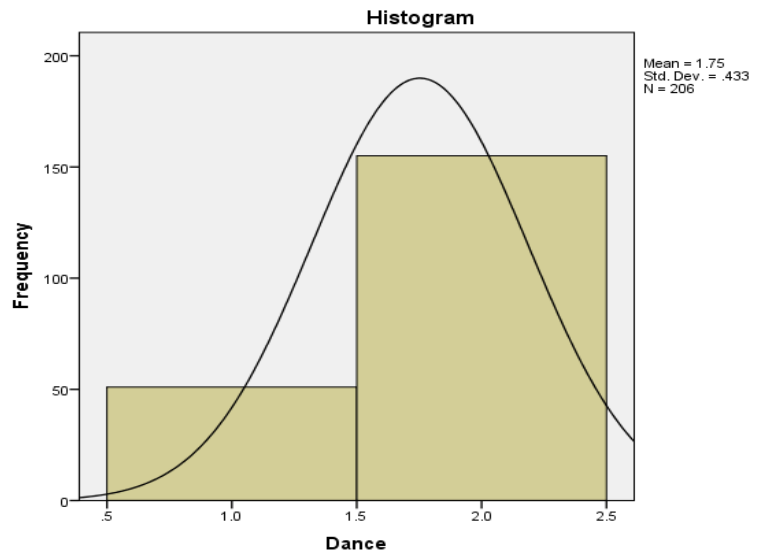


Figure 45- Histogram of variable: dance

Table 45- Frequency distribution table of dance

Dance		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	51	24.8	24.8	24.8
Valid	No	155	75.2	75.2	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.75 and Std. deviation is 0.433. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school arranges the dance workshop for children's.

47. Music classes

Statistics

Music classes

N	Valid	206
	Missing	0
Mean		1.54
Median		2.00
Mode		2
Std. Deviation		.500
Skewness		-.157
Std. Error of Skewness		.169
Kurtosis		-1.995
Std. Error of Kurtosis		.337

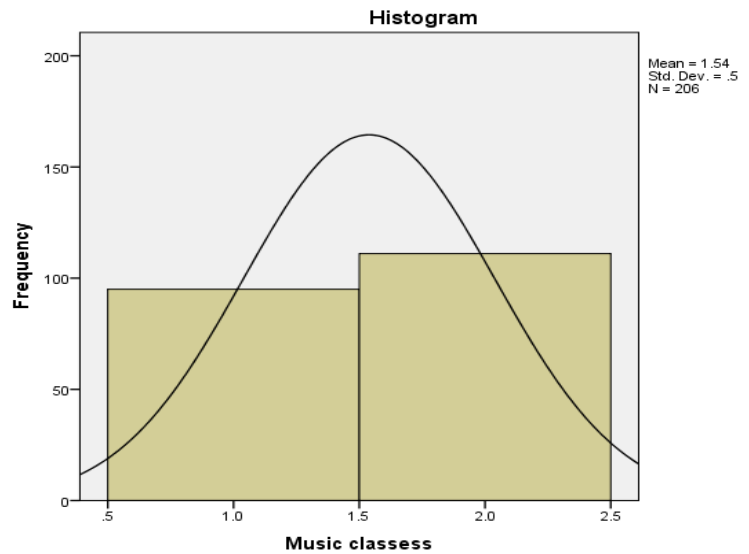


Figure 46- Histogram of variable: music lasses

Table 46- Frequency distribution table of music classes

Music classes		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	95	46.1	46.1	46.1
Valid	No	111	53.9	53.9	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.75 and Std. deviation is 0.433. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school arranges the music classes' workshop for children's.

48. Communication skills

Statistics

Communication skills

N	Valid	206
	Missing	0
Mean		1.83
Median		2.00
Mode		2
Std. Deviation		.381
Skewness		-1.725
Std. Error of Skewness		.169
Kurtosis		.987
Std. Error of Kurtosis		.337

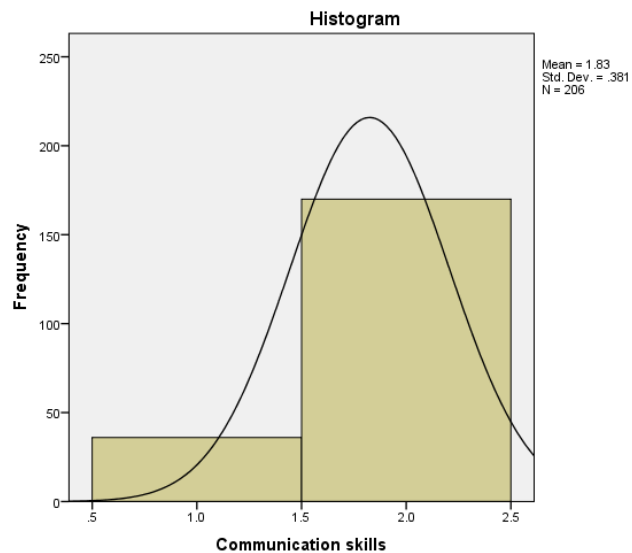


Figure 47- Histogram of variable: communication skills

Table 47- Frequency distribution table of communication skills

Communication skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	17.5	17.5	17.5
	No	170	82.5	82.5	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 1.83 and Std. deviation is 0.381. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they don't think school takes much efforts to develop children's communication skills.

49. What is your preferred choice of board

Statistics

What is your preferred choice of board

N	Valid	206
	Missing	0
Mean		3.45
Median		4.00
Mode		4
Std. Deviation		.716
Skewness		-1.238
Std. Error of Skewness		.169
Kurtosis		1.253
Std. Error of Kurtosis		.337

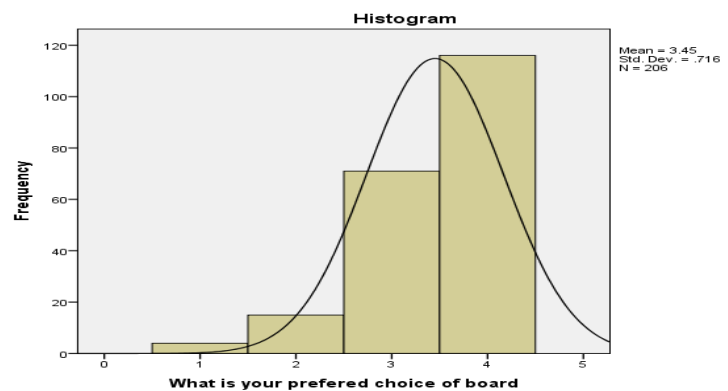


Figure 48- Histogram of variable: preferred choice of board

Table 48- Frequency distribution table of preferred choice of board

What is your preferred choice of board				
	Frequency	Percent	Valid Percent	Cumulative Percent
IB	4	1.9	1.9	1.9
ICSE	15	7.3	7.3	9.2
Valid SSC	71	34.5	34.5	43.7
CBSE	116	56.3	56.3	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 3.45 and Std. deviation is 0.716. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their preferred choice of board is CBSE followed to that SSC board.

50. Are you ready to pay extra fees for additional facilities for your child’s development?

Statistics

Are you ready to pay extra fees for additional facilities for your child’s development?

N	Valid	206
	Missing	0
Mean		1.75
Median		2.00
Mode		1
Std. Deviation		.811
Skewness		.493
Std. Error of Skewness		.169
Kurtosis		-1.309
Std. Error of Kurtosis		.337

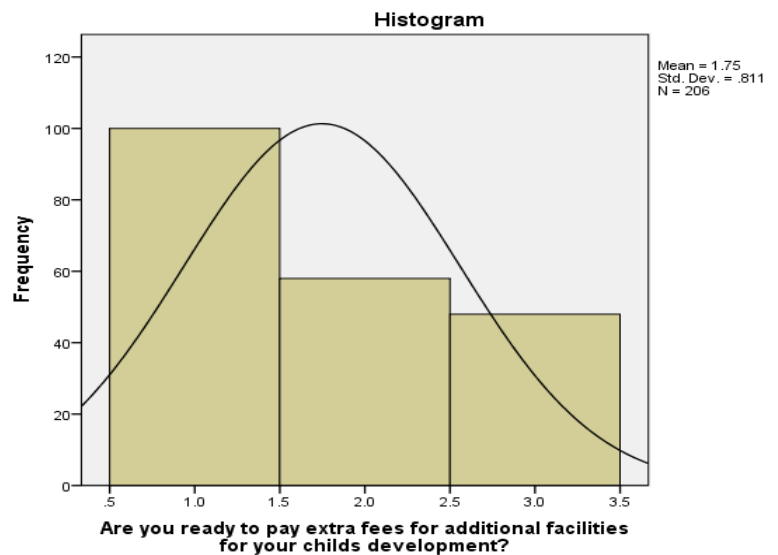


Figure 49- Histogram of variable: ready to pay extra fees for additional facilities for child’s development

Table 49- Frequency distribution table of ready to pay extra fees for additional facilities for child's development

Are you ready to pay extra fees for additional facilities for your child's development?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	100	48.5	48.5
	No	58	28.2	76.7
	Don't know	48	23.3	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 1.75 and Std. deviation is 0.811. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes they are ready to pay extra fees for their child's development.

DESCRIPTIVE INFORMATION

1. Your child use his/her body in various activities appropriately

Statistics

Your child use his/her body in various activities appropriately

N	Valid	206
	Missing	0
Mean		4.73
Median		5.00
Mode		5
Std. Deviation		.612
Skewness		-2.606
Std. Error of Skewness		.169
Kurtosis		8.021
Std. Error of Kurtosis		.337

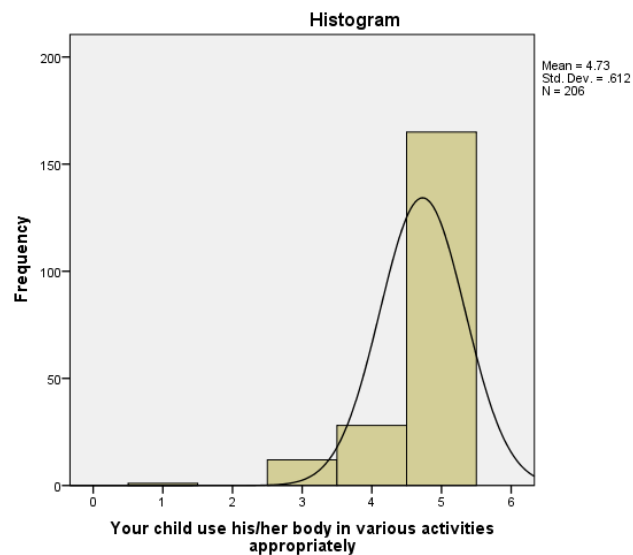


Figure 50- Histogram of variable: Your child use his/her body in various activities appropriately

Table 50- Frequency distribution table: Your child use his/her body in various activities appropriately

Your child use his/her body in various activities appropriately

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Neutral	12	5.8	5.8	6.3
Valid Agree	28	13.6	13.6	19.9
Strongly Agree	165	80.1	80.1	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.73 and Std. deviation is 0.612. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child use his/her body in various activities appropriately.

2. Your child use his/her hands in correct manner

Statistics

Your child use his/her hands in correct manner

N	Valid	206
	Missing	0
Mean		4.58
Median		5.00
Mode		5
Std. Deviation		.656
Skewness		-1.516
Std. Error of Skewness		.169
Kurtosis		1.875
Std. Error of Kurtosis		.337

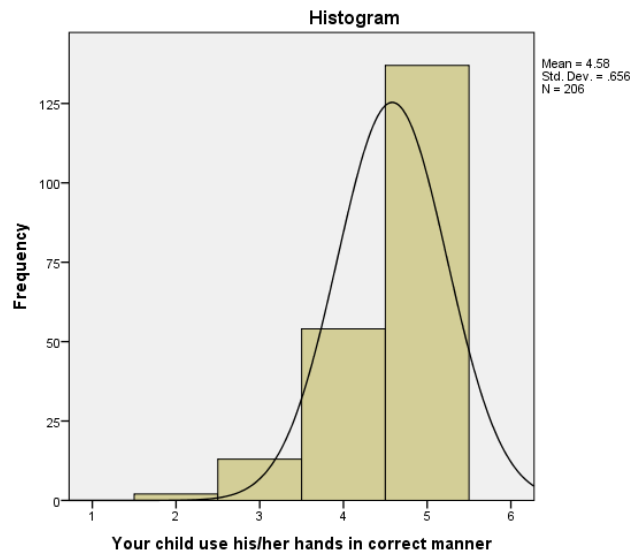


Figure 51- Histogram of variable: Your child use his/her hands in correct manner

Table 51- Frequency distribution table: Your child use his/her hands in correct manner

Your child use his/her hands in correct manner				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.0	1.0	1.0
Neutral	13	6.3	6.3	7.3
Valid Agree	54	26.2	26.2	33.5
Strongly Agree	137	66.5	66.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.58 and Std. deviation is 0.656. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child use his/her hands in correct manner.

3. Your child’s ability to pay attention and to concentrate on various tasks and activities is good

Statistics

Your child’s ability to pay attention and to concentrate on various tasks and activities is good

N	Valid	206
	Missing	0
Mean		4.61
Median		5.00
Mode		5
Std. Deviation		.688
Skewness		-1.682
Std. Error of Skewness		.169
Kurtosis		1.969
Std. Error of Kurtosis		.337

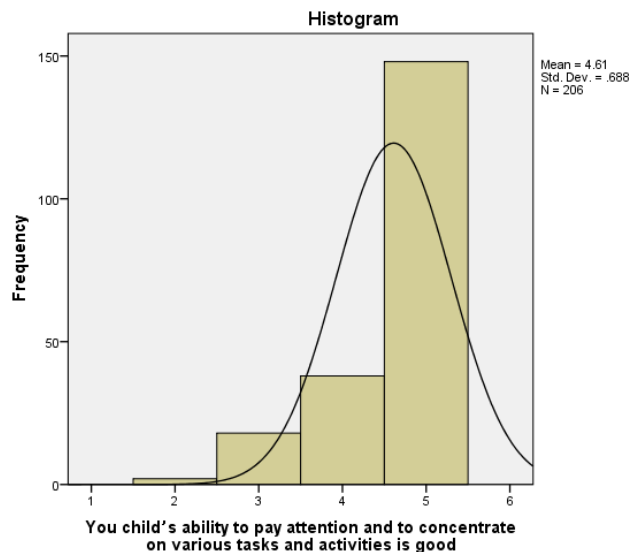


Figure 52- Histogram of variable: Your child’s ability to pay attention and to concentrate on various tasks and activities is good

Table 52- Frequency distribution table: Your child’s ability to pay attention and to concentrate on various tasks and activities is good

Your child’s ability to pay attention and to concentrate on various tasks and activities is good

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.0	1.0	1.0
Neutral	18	8.7	8.7	9.7
Valid Agree	38	18.4	18.4	28.2
Strongly Agree	148	71.8	71.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.61 and Std. deviation is 0.688. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child’s ability to pay attention and to concentrate on various tasks and activities is good.

4. Your child has a tendency to be too active or impulsive

Statistics

Your child has a tendency to be too active or impulsive

N	Valid	206
	Missing	0
Mean		4.72
Median		5.00
Mode		5
Std. Deviation		.637
Skewness		-2.657
Std. Error of Skewness		.169
Kurtosis		7.960
Std. Error of Kurtosis		.337

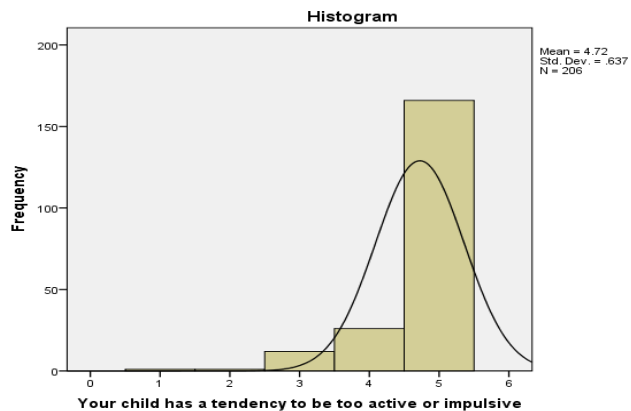


Figure 53- Histogram of variable: Your child has a tendency to be too active or impulsive

Table 53- Frequency distribution table: Your child has a tendency to be too active or impulsive

Your child has a tendency to be too active or impulsive

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5
	Disagree	1	.5	1.0
	Neutral	12	5.8	6.8
	Agree	26	12.6	19.4
	Strongly Agree	166	80.6	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.72 and Std. deviation is 0.637. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child has a tendency to be too active or impulsive.

5. Your child inactivity or tendency to be too passive

Statistics

Your child inactivity or tendency to be too passive

N	Valid	206
	Missing	0
Mean		4.82
Median		5.00
Mode		5
Std. Deviation		.476
Skewness		-2.970
Std. Error of Skewness		.169
Kurtosis		9.652
Std. Error of Kurtosis		.337

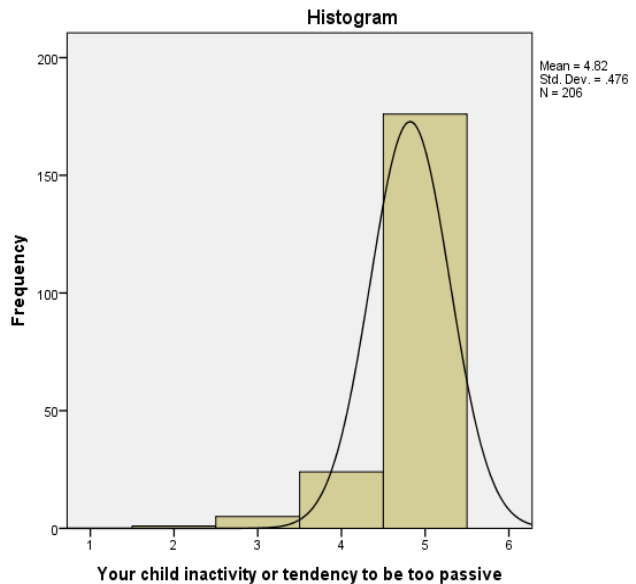


Figure 54- Histogram of variable: Your child inactivity or tendency to be too passive

Table 54- Frequency distribution table: Your child inactivity or tendency to be too passive

Your child inactivity or tendency to be too passive				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.5	.5
	Neutral	5	2.4	2.9
	Agree	24	11.7	14.6
	Strongly Agree	176	85.4	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.82 and Std. deviation is 0.476. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child has a tendency to be too passive.

6. Your child’s ability to plan or organize activities is good

Statistics

Your child’s ability to plan or organize activities is good

N	Valid	206
	Missing	0
Mean		4.66
Median		5.00
Mode		5
Std. Deviation		.633
Skewness		-1.903
Std. Error of Skewness		.169
Kurtosis		3.231
Std. Error of Kurtosis		.337

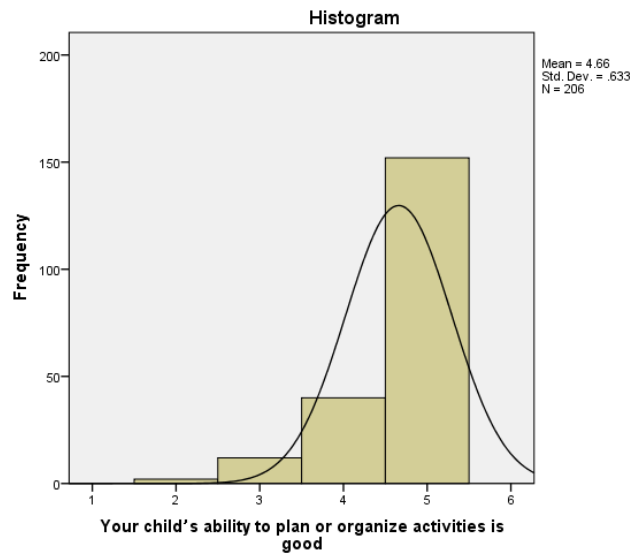


Figure 55- Histogram of variable: Your child’s ability to plan or organize activities is good

Table 55- Frequency distribution table: Your child's ability to plan or organize activities is good

Your child's ability to plan or organize activities is good				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.0	1.0	1.0
Neutral	12	5.8	5.8	6.8
Valid Agree	40	19.4	19.4	26.2
Strongly Agree	152	73.8	73.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.66 and Std. deviation is 0.633. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that yes their child's ability to plan or organize activities is good.

7. Your child's perception of space and directions in the physical world is correct

Statistics

Your child's perception of space and directions in the physical world is correct

N	Valid	206
	Missing	0
Mean		3.98
Median		4.00
Mode		5
Std. Deviation		1.338
Skewness		-1.363
Std. Error of Skewness		.169
Kurtosis		.628
Std. Error of Kurtosis		.337

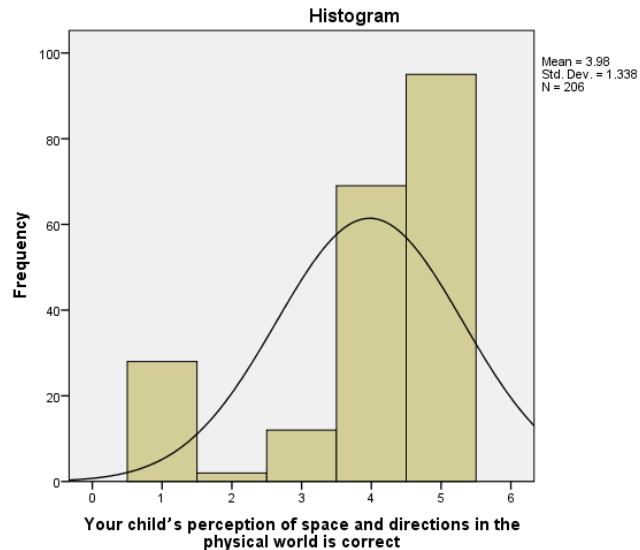


Figure 56- Histogram of variable: Your child's perception of space and directions in the physical world is correct

Table 56- Frequency distribution table: Your child’s perception of space and directions in the physical world is correct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	13.6	13.6	13.6
	Disagree	2	1.0	1.0	14.6
	Neutral	12	5.8	5.8	20.4
	Agree	69	33.5	33.5	53.9
	Strongly Agree	95	46.1	46.1	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 3.98 and Std. deviation is 1.338. Since Std. deviation is not less than the one third of the mean, mean is not a representative value. Hence we will follow the frequency distribution table.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s perception of space and directions in the physical world is correct.

8. Your child does understand the time and its correct usage

Statistics

Your child does understand the time and its correct usage

N	Valid	206
	Missing	0
Mean		4.50
Median		5.00
Mode		5
Std. Deviation		.770
Skewness		-1.571
Std. Error of Skewness		.169
Kurtosis		2.347
Std. Error of Kurtosis		.337

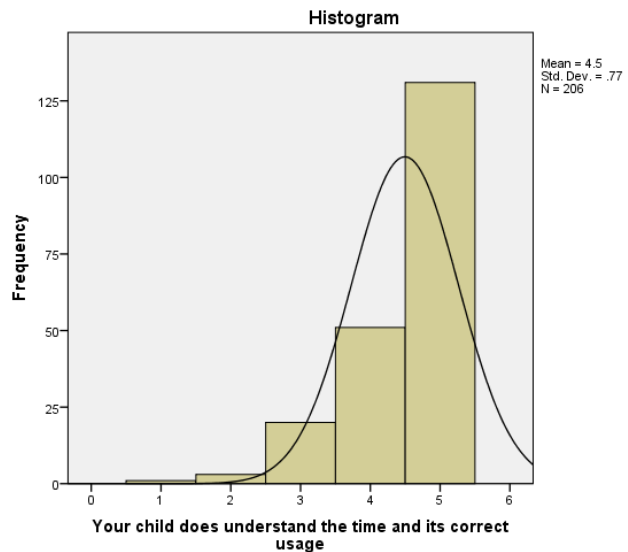


Figure 57- Histogram of variable: Your child does understand the time and its correct usage

Table 57- Frequency distribution table: Your child does understand the time and its correct usage

Your child does understand the time and its correct usage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5
	Disagree	3	1.5	1.9
	Neutral	20	9.7	11.7
	Agree	51	24.8	36.4
	Strongly Agree	131	63.6	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.50 and Std. deviation is 0.770. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child does understand the time and its correct usage.

9. Your child’s perception of his/her own body and sensory impressions are good

Statistics

Your child’s perception of his/her own body and sensory impressions are good

N	Valid	206
	Missing	0
Mean		4.46
Median		5.00
Mode		5
Std. Deviation		.940
Skewness		-1.790
Std. Error of Skewness		.169
Kurtosis		2.674
Std. Error of Kurtosis		.337

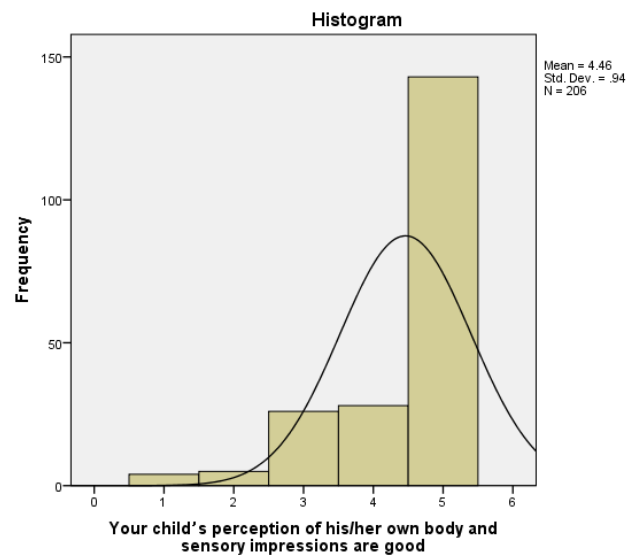


Figure 58- Histogram of variable: Your child’s perception of his/her own body and sensory impressions are good

Table 58- Frequency distribution table: Your child’s perception of his/her own body and sensory impressions are good

Your child’s perception of his/her own body and sensory impressions are good

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.9	1.9
	Disagree	5	2.4	4.4
	Neutral	26	12.6	17.0
	Agree	28	13.6	30.6
	Strongly Agree	143	69.4	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.46 and Std. deviation is 0.940. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s perception of his/her own body and sensory impressions are good.

10. Your child has the ability to perceive forms and figures correctly

Statistics

Your child has the ability to perceive forms and figures correctly

N	Valid	206
	Missing	0
Mean		4.62
Median		5.00
Mode		5
Std. Deviation		.811
Skewness		-2.741
Std. Error of Skewness		.169
Kurtosis		8.345
Std. Error of Kurtosis		.337

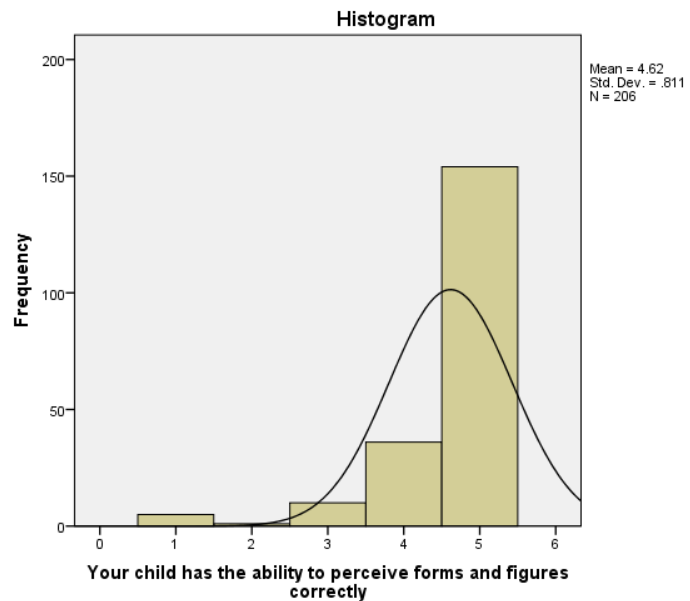


Figure 59- Histogram of variable: Your child has the ability to perceive forms and figures correctly

Table 59- Frequency distribution table: Your child has the ability to perceive forms and figures correctly

Your child has the ability to perceive forms and figures correctly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.4	2.4
	Disagree	1	.5	2.9
	Neutral	10	4.9	7.8
	Agree	36	17.5	25.2
	Strongly Agree	154	74.8	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.62 and Std. deviation is 0.811. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child has the ability to perceive forms and figures correctly.

11. Your child has the ability to remember facts or what he/she has experienced

Statistics

Your child has the ability to remember facts or what he/she has experienced

N	Valid	206
	Missing	0
Mean		4.61
Median		5.00
Mode		5
Std. Deviation		.709
Skewness		-2.271
Std. Error of Skewness		.169
Kurtosis		6.467
Std. Error of Kurtosis		.337

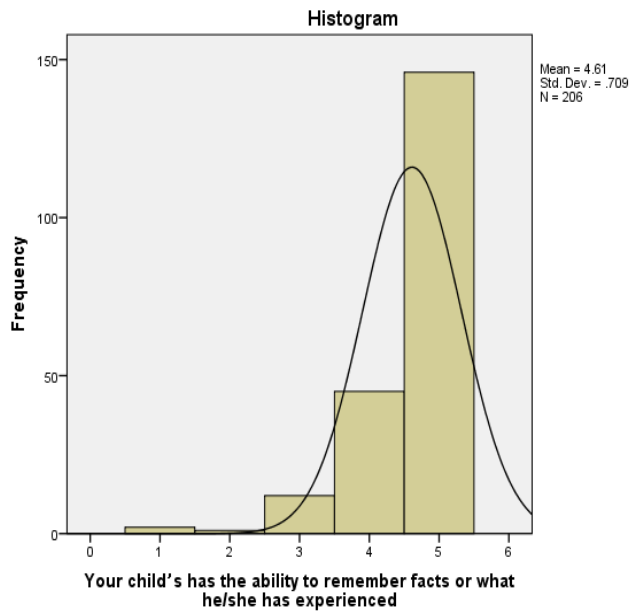


Figure 60- Histogram of variable: Your child has the ability to remember facts or what he/she has experienced

Table 60- Frequency distribution table: Your child has the ability to remember facts or what he/she has experienced

Your child has the ability to remember facts or what he/she has experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.0	1.0
	Disagree	1	.5	1.5
	Neutral	12	5.8	7.3
	Agree	45	21.8	29.1
	Strongly Agree	146	70.9	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.61 and Std. deviation is 0.709. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child has the ability to remember facts or what he/she has experienced.

12. Your child is able to comprehend the language correctly

Statistics

Your child is able to comprehend the language correctly

N	Valid	206
	Missing	0
Mean		4.57
Median		5.00
Mode		5
Std. Deviation		.679
Skewness		-1.591
Std. Error of Skewness		.169
Kurtosis		2.196
Std. Error of Kurtosis		.337

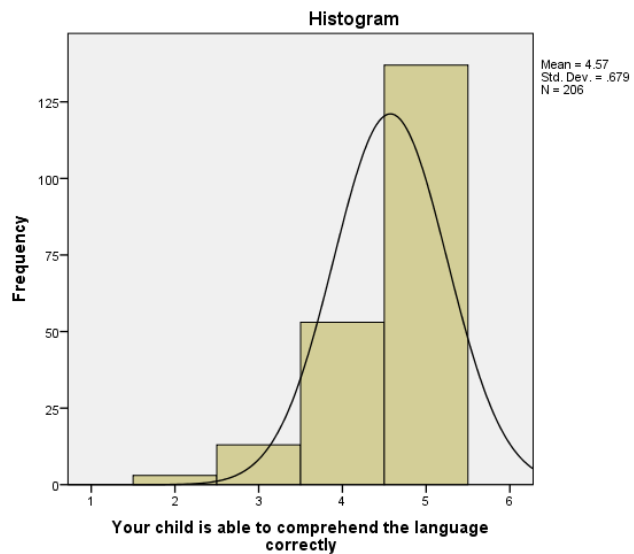


Figure 61- Histogram of variable: Your child is able to comprehend the language correctly

Table 61- Frequency distribution table: Your child is able to comprehend the language correctly

Your child is able to comprehend the language correctly				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	1.5	1.5	1.5
Neutral	13	6.3	6.3	7.8
Valid Agree	53	25.7	25.7	33.5
Strongly Agree	137	66.5	66.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.57 and Std. deviation is 0.679. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child is able to comprehend the language correctly.

13. Your child has ability to express language and pronounce the words properly

Statistics

Your child has ability to express language and pronounce the words properly

N	Valid	206
	Missing	0
Mean		4.62
Median		5.00
Mode		5
Std. Deviation		.679
Skewness		-2.102
Std. Error of Skewness		.169
Kurtosis		5.289
Std. Error of Kurtosis		.337

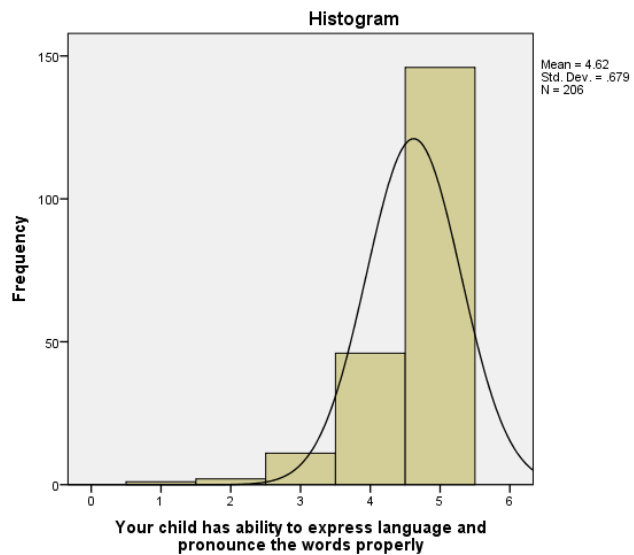


Figure 62- Histogram of variable: Your child has ability to express language and pronounce the words properly

Table 62- Frequency distribution table: Your child has ability to express language and pronounce the words properly

Your child has ability to express language and pronounce the words properly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.5	.5	.5
Disagree	2	1.0	1.0	1.5
Neutral	11	5.3	5.3	6.8
Agree	46	22.3	22.3	29.1
Strongly Agree	146	70.9	70.9	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.62 and Std. deviation is 0.679. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child has ability to express language and pronounce the words properly.

14. Your child can communicate with others comfortably

Statistics

Your child can communicate with others comfortably

N	Valid	206
	Missing	0
Mean		4.70
Median		5.00
Mode		5
Std. Deviation		.590
Skewness		-2.111
Std. Error of Skewness		.169
Kurtosis		4.572
Std. Error of Kurtosis		.337

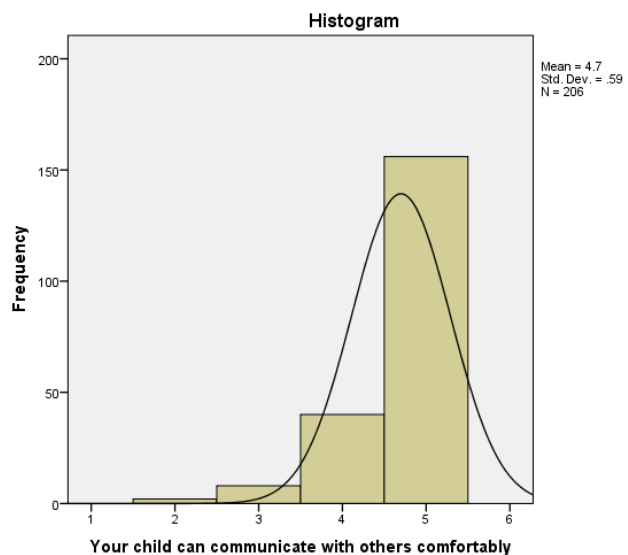


Figure 63- Histogram of variable: Your child can communicate with others comfortably

Table 63- Frequency distribution table: Your child can communicate with others comfortably

Your child can communicate with others comfortably

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.0	1.0	1.0
Neutral	8	3.9	3.9	4.9
Valid Agree	40	19.4	19.4	24.3
Strongly Agree	156	75.7	75.7	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.70 and Std. deviation is 0.590. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child can communicate with others comfortably.

15. Your child can understand numbers and able to read and write correctly

Statistics

Your child can understand numbers and able to read and write correctly

N	Valid	206
	Missing	0
Mean		4.80
Median		5.00
Mode		5
Std. Deviation		.501
Skewness		-2.696
Std. Error of Skewness		.169
Kurtosis		7.703
Std. Error of Kurtosis		.337

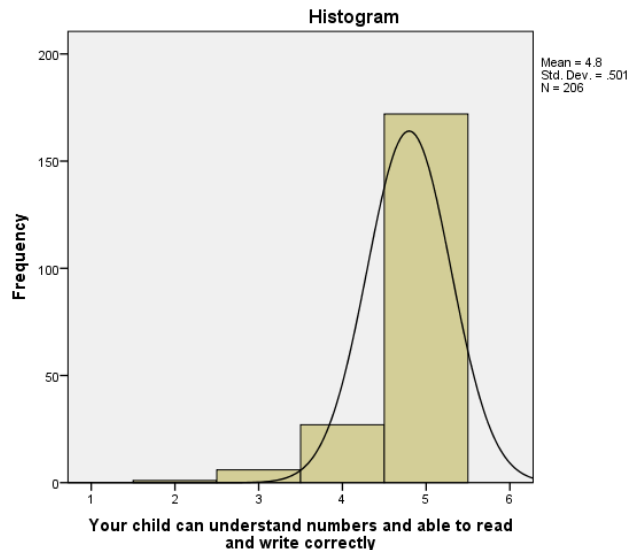


Figure 64- Histogram of variable: Your child can understand numbers and able to read and write correctly

Table 64: Frequency distribution table: Your child can understand numbers and able to read and write correctly

Your child can understand numbers and able to read and write correctly				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	6	2.9	2.9	3.4
Valid Agree	27	13.1	13.1	16.5
Strongly Agree	172	83.5	83.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.80 and Std. deviation is 0.501. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child can understand numbers and able to read and write correctly.

16. Your child can easily apply the concepts he/she has learned in school

Statistics

Your child can easily apply the concepts he/she has learned in school

N	Valid	206
	Missing	0
Mean		4.59
Median		5.00
Mode		5
Std. Deviation		.624
Skewness		-1.853
Std. Error of Skewness		.169
Kurtosis		5.554
Std. Error of Kurtosis		.337

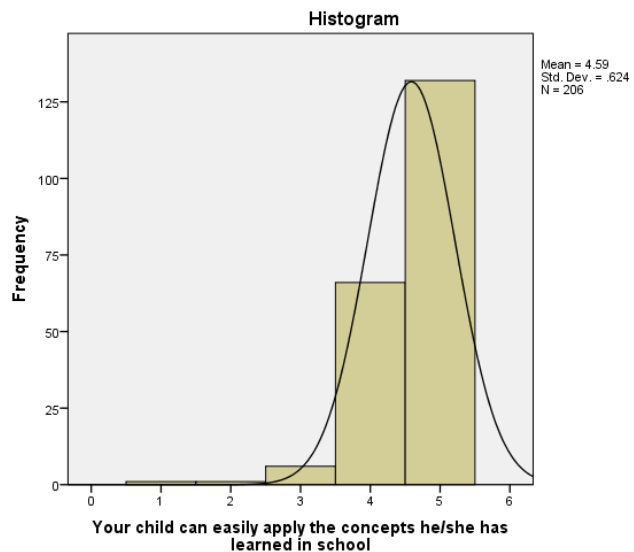


Figure 65- Histogram of variable: Your child can easily apply the concepts he/she has learned in school

Table 65- Frequency distribution table: Your child can easily apply the concepts he/she has learned in school

Your child can easily apply the concepts he/she has learned in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5
	Disagree	1	.5	1.0
	Neutral	6	2.9	2.9
	Agree	66	32.0	35.9
	Strongly Agree	132	64.1	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.59 and Std. deviation is 0.624. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child can easily apply the concepts he/she has learned in school.

17. Your child has problem solving approach

Statistics

Your child has problem solving approach

N	Valid	206
	Missing	0
Mean		4.63
Median		5.00
Mode		5
Std. Deviation		.947
Skewness		-2.886
Std. Error of Skewness		.169
Kurtosis		7.703
Std. Error of Kurtosis		.337

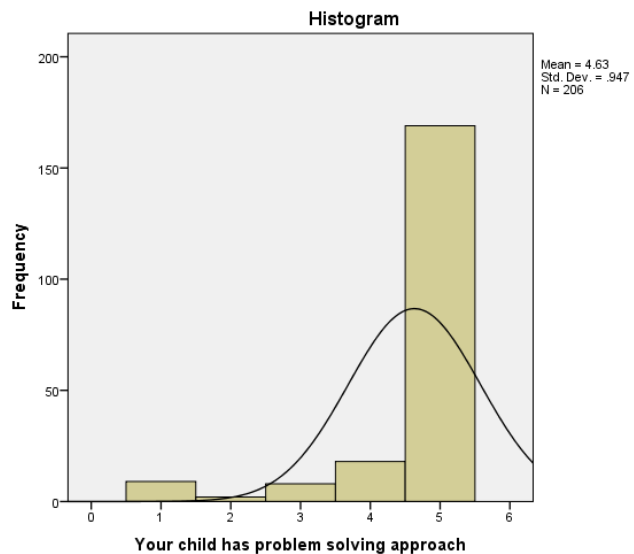


Figure 66- Histogram of variable : Your child has problem solving approach

Table 66- Frequency distribution table: Your child has problem solving approach

Your child has problem solving approach		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.4	4.4	4.4
	Disagree	2	1.0	1.0	5.3
	Neutral	8	3.9	3.9	9.2
	Agree	18	8.7	8.7	18.0
	Strongly Agree	169	82.0	82.0	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.63 and Std. deviation is 0.947. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child has problem solving approach.

18. Your child is able to participate in social settings and interact with others easily Statistics

Your child is able to participate in social settings and interact with others easily

N	Valid	206
	Missing	0
Mean		4.72
Median		5.00
Mode		5
Std. Deviation		.573
Skewness		-2.120
Std. Error of Skewness		.169
Kurtosis		4.122
Std. Error of Kurtosis		.337

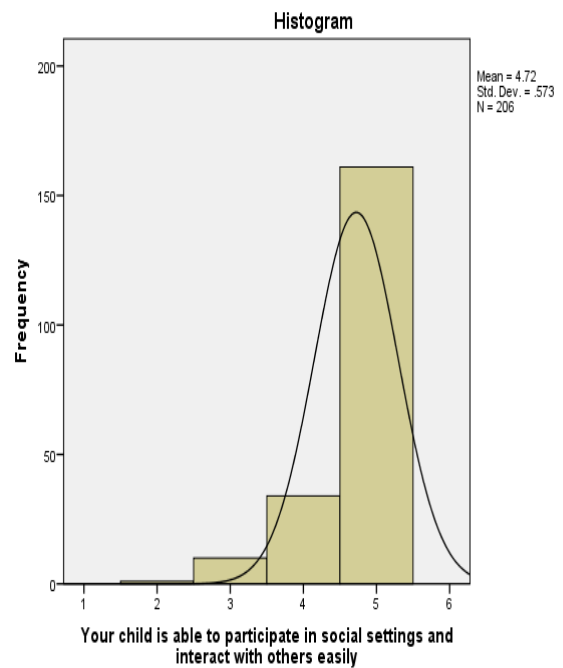


Figure 67- Histogram of variable: Your child is able to participate in social settings and interact with others easily

Table 67- Frequency distribution table: Your child is able to participate in social settings and interact with others easily

Your child is able to participate in social settings and interact with others easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	10	4.9	4.9	5.3
Valid Agree	34	16.5	16.5	21.8
Strongly Agree	161	78.2	78.2	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.72 and Std. deviation is 0.573. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child is able to participate in social settings and interact with others easily.

19. Your child can manage his/her emotions correctly

Statistics

Your child can manage his/her emotions correctly

N	Valid	206
	Missing	0
Mean		4.43
Median		5.00
Mode		5
Std. Deviation		1.132
Skewness		-2.216
Std. Error of Skewness		.169
Kurtosis		3.933
Std. Error of Kurtosis		.337

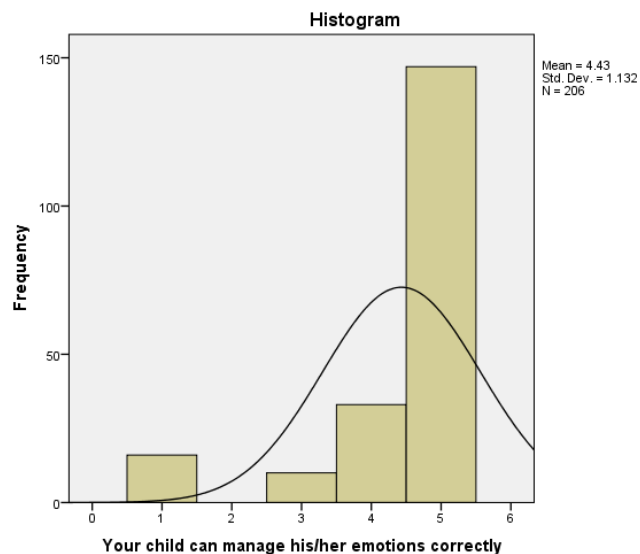


Figure 68- Histogram of variable : Your child can manage his/her emotions correctly

Table 68- Frequency distribution table: Your child can manage his/her emotions correctly

Your child can manage his/her emotions correctly

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	7.8	7.8	7.8
Neutral	10	4.9	4.9	12.6
Valid Agree	33	16.0	16.0	28.6
Strongly Agree	147	71.4	71.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.43 and Std. deviation is 1.132. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child can manage his/her emotions correctly.

20. Your child shows obsessive actions or thoughts which are out of their control

Statistics

Your child shows obsessive actions or thoughts which are out of their control

N	Valid	206
	Missing	0
Mean		4.66
Median		5.00
Mode		5
Std. Deviation		.746
Skewness		-3.050
Std. Error of Skewness		.169
Kurtosis		10.842
Std. Error of Kurtosis		.337

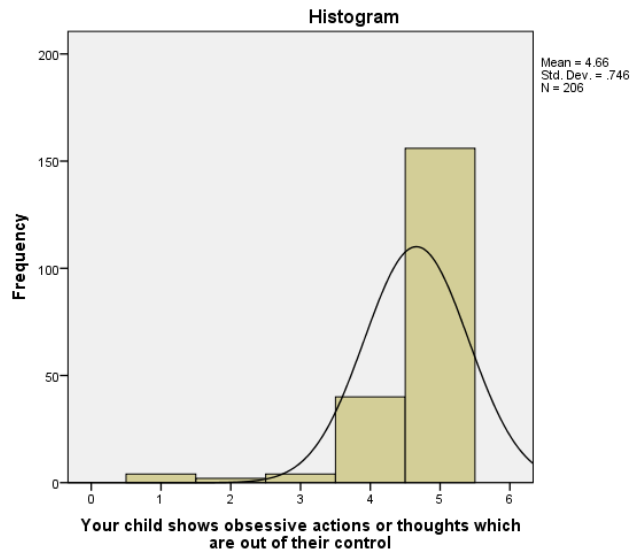


Figure 69- Histogram of variable : Your child shows obsessive actions or thoughts which are out of their control

Table 69- Frequency distribution table: Your child shows obsessive actions or thoughts which are out of their control

Your child shows obsessive actions or thoughts which are out of their control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.9	1.9
	Disagree	2	1.0	2.9
	Neutral	4	1.9	4.9
	Agree	40	19.4	24.3
	Strongly Agree	156	75.7	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.66 and Std. deviation is 0.746. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child shows obsessive actions or thoughts which are out of their control.

21. You are satisfied with the way your child participate in extracurricular activities

Statistics

You are satisfied with the way your child participate in extracurricular activities

N	Valid	206
	Missing	0
Mean		4.85
Median		5.00
Mode		5
Std. Deviation		.405
Skewness		-2.867
Std. Error of Skewness		.169
Kurtosis		7.986
Std. Error of Kurtosis		.337

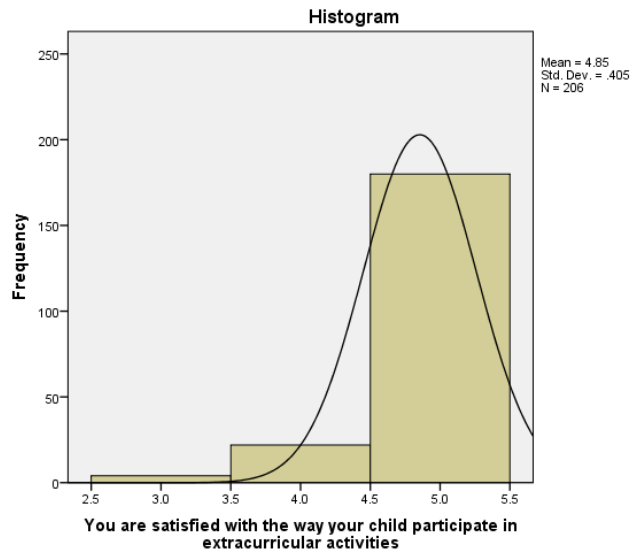


Figure 70- Frequency distribution table : You are satisfied with the way your child participate in extracurricular activities

Table 70- Frequency distribution table: You are satisfied with the way your child participate in extracurricular activities

You are satisfied with the way your child participate in extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	1.9	1.9	1.9
	Agree	22	10.7	10.7	12.6
	Strongly Agree	180	87.4	87.4	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.85 and Std. deviation is 0.405. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that they are satisfied with the way their child participate in extracurricular activities.

22. Your child does participate in prosocial activities (volunteering, scouts and guide etc.) Statistics

Your child does participate in prosocial activities (volunteering, scouts and guide etc.)

N	Valid	206
	Missing	0
Mean		4.68
Median		5.00
Mode		5
Std. Deviation		.694
Skewness		-2.739
Std. Error of Skewness		.169
Kurtosis		8.843
Std. Error of Kurtosis		.337

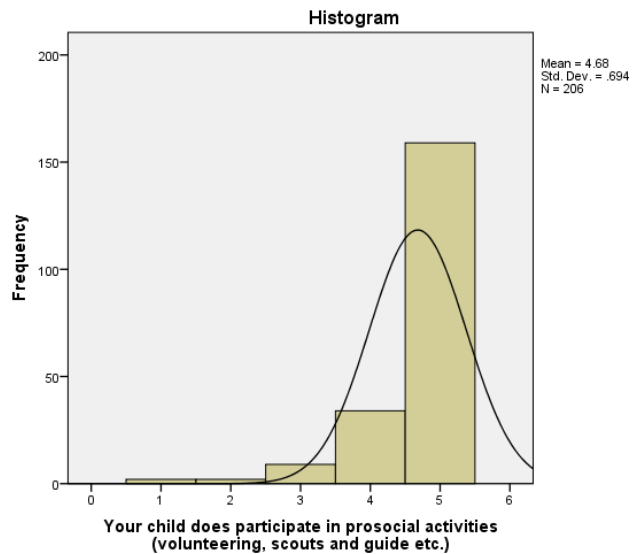


Figure 71- Histogram of variable: Your child does participate in prosocial activities (volunteering, scouts and guide etc.)

Table 71- Frequency distribution table: Your child does participate in prosocial activities (volunteering, scouts and guide etc.)

Your child does participate in prosocial activities (volunteering, scouts and guide etc.)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.0	1.0
	Disagree	2	1.0	1.9
	Neutral	9	4.4	4.4
	Agree	34	16.5	16.5
	Strongly Agree	159	77.2	77.2
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.68 and Std. deviation is 0.694. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child does participate in prosocial activities (volunteering, scouts and guide etc.).

23. Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...

Statistics

Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...

N	Valid	206
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.598
Skewness		-1.811
Std. Error of Skewness		.169
Kurtosis		2.790
Std. Error of Kurtosis		.337

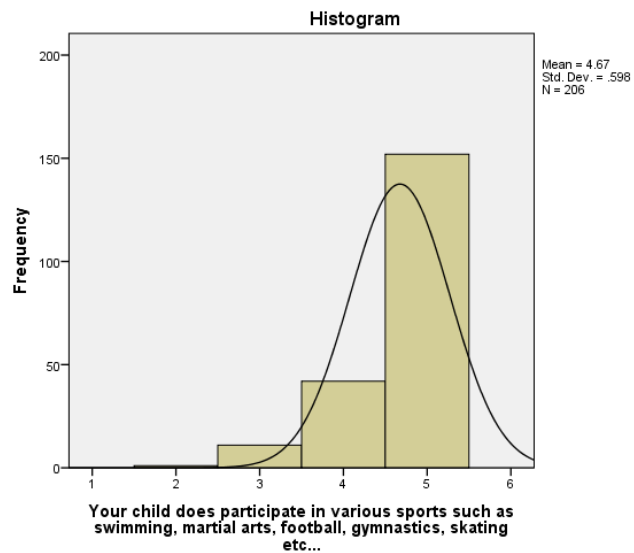


Figure 72- Histogram of variable: Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...

Table 72- Frequency distribution table: Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...

Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	11	5.3	5.3	5.8
Valid Agree	42	20.4	20.4	26.2
Strongly Agree	152	73.8	73.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.67 and Std. deviation is 0.598. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc....

24. Your child does participate in arts performing such as drama, instruments, dance etc...

Statistics

Your child does participate in arts performing such as drama, instruments, dance etc...

N	Valid	206
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.575
Skewness		-1.526
Std. Error of Skewness		.169
Kurtosis		1.334
Std. Error of Kurtosis		.337

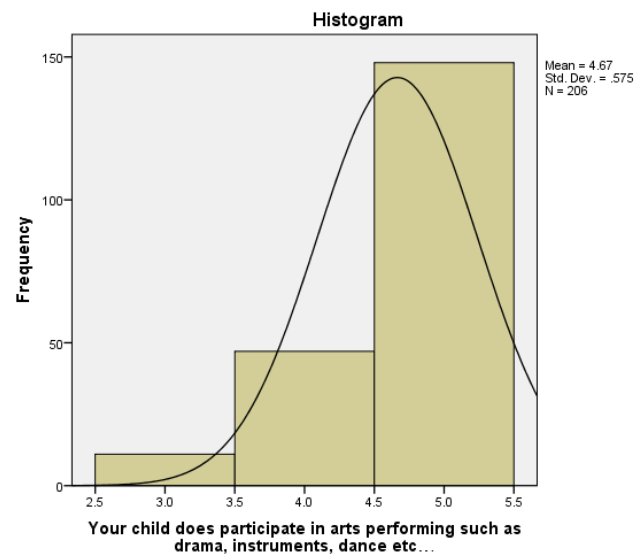


Figure 73- Histogram of variable: Your child does participate in arts performing such as drama, instruments, dance etc...

Table 73- Frequency distribution table: Your child does participate in arts performing such as drama, instruments, dance etc...

Your child does participate in arts performing such as drama, instruments, dance etc...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	11	5.3	5.3
	Agree	47	22.8	28.2
	Strongly Agree	148	71.8	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.67 and Std. deviation is 0.575. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that their child does participate in arts performing such as drama, instruments, dance etc...

25. Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...

Statistics

Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...

N	Valid	206
	Missing	0
Mean		4.66
Median		5.00
Mode		5
Std. Deviation		.746
Skewness		-3.050
Std. Error of Skewness		.169
Kurtosis		10.842
Std. Error of Kurtosis		.337

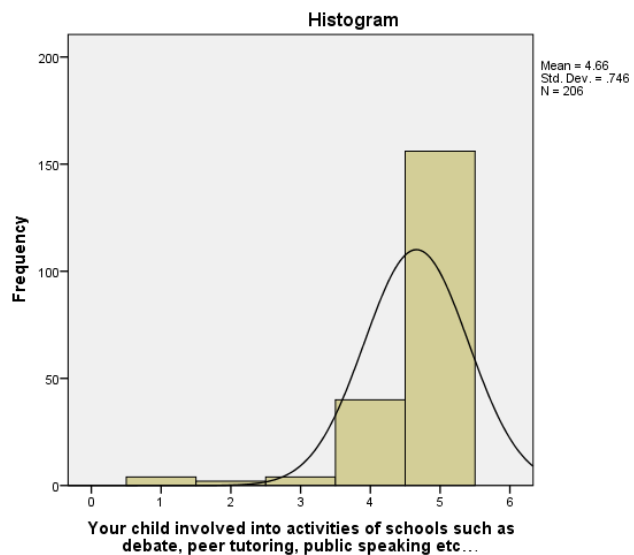


Figure 74- Histogram of variable: Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...

Table 74- Frequency distribution table: Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...

Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	1.9	1.9	1.9
Disagree	2	1.0	1.0	2.9
Neutral	4	1.9	1.9	4.9
Agree	40	19.4	19.4	24.3
Strongly Agree	156	75.7	75.7	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.66 and Std. deviation is 0.746. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child involved into activities of schools such as debate, peer tutoring, public speaking etc...

26. Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

Statistics

Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

N	Valid	206
	Missing	0
Mean		4.83
Median		5.00
Mode		5
Std. Deviation		.469
Skewness		-3.109
Std. Error of Skewness		.169
Kurtosis		10.561
Std. Error of Kurtosis		.337

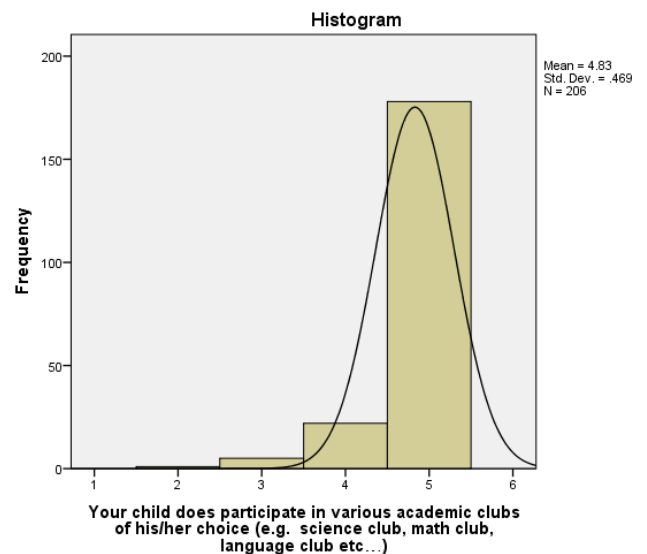


Figure 75- Histogram of variable: Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

Table 75- Frequency distribution table: Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	5	2.4	2.4	2.9
Valid Agree	22	10.7	10.7	13.6
Strongly Agree	178	86.4	86.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.83 and Std. deviation is 0.469. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)

27. Your child’s schools has computer facility for every student

Statistics

Your child’s schools has computer facility for every student

N	Valid	206
	Missing	0
Mean		4.42
Median		5.00
Mode		5
Std. Deviation		.815
Skewness		-1.616
Std. Error of Skewness		.169
Kurtosis		3.198
Std. Error of Kurtosis		.337

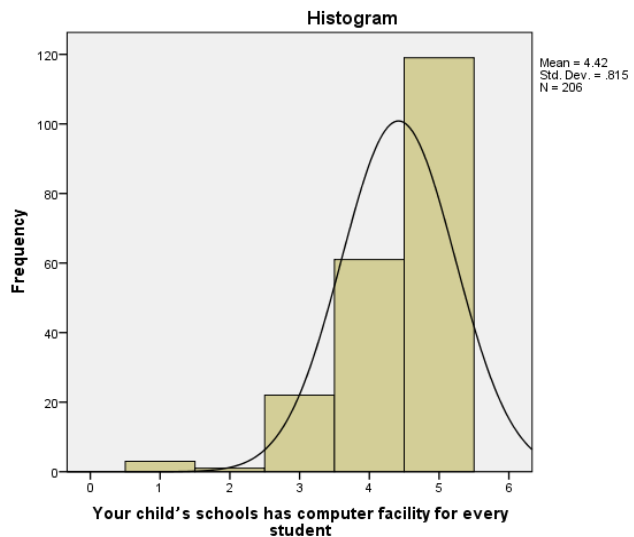


Figure 76- Histogram of variable: Your child’s schools has computer facility for every student

Table 76- Frequency distribution table: Your child's schools has computer facility for every student

Your child's schools has computer facility for every student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.5	1.5
	Disagree	1	.5	1.9
	Neutral	22	10.7	12.6
	Agree	61	29.6	42.2
	Strongly Agree	119	57.8	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.42 and Std. deviation is 0.815. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child's schools has computer facility for every student.

28. Your child's school staff uses computer for better management of student activities

Statistics

Your child's school staff uses computer for better management of student activities

N	Valid	206
	Missing	0
Mean		4.65
Median		5.00
Mode		5
Std. Deviation		.702
Skewness		-2.023
Std. Error of Skewness		.169
Kurtosis		3.928
Std. Error of Kurtosis		.337

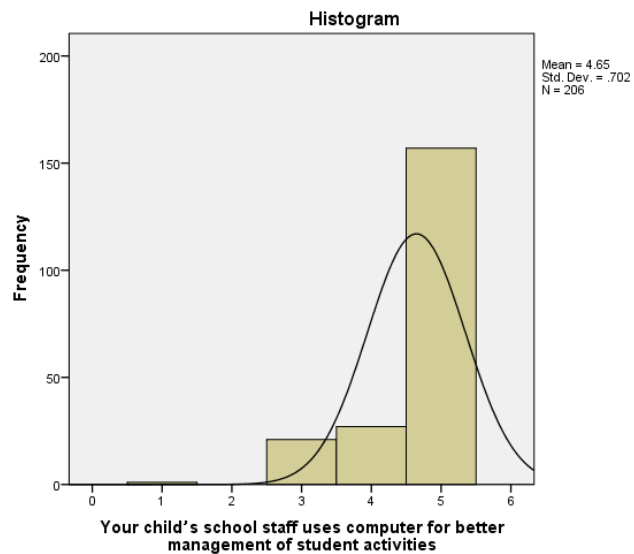


Figure 77- Histogram of variable: Your child's school staff uses computer for better management of student activities

Table 77- Frequency distribution table: Your child’s school staff uses computer for better management of student activities

Your child’s school staff uses computer for better management of student activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Neutral	21	10.2	10.2	10.7
Valid Agree	27	13.1	13.1	23.8
Strongly Agree	157	76.2	76.2	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.65 and Std. deviation is 0.702. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school staff uses computer for better management of student activities.

29. Your child’s school has printing facility in case they have to print some handouts or notes

Statistics

Your child’s school has printing facility in case they have to print some handouts or notes

N	Valid	206
	Missing	0
Mean		4.73
Median		5.00
Mode		5
Std. Deviation		.727
Skewness		-3.390
Std. Error of Skewness		.169
Kurtosis		12.669
Std. Error of Kurtosis		.337

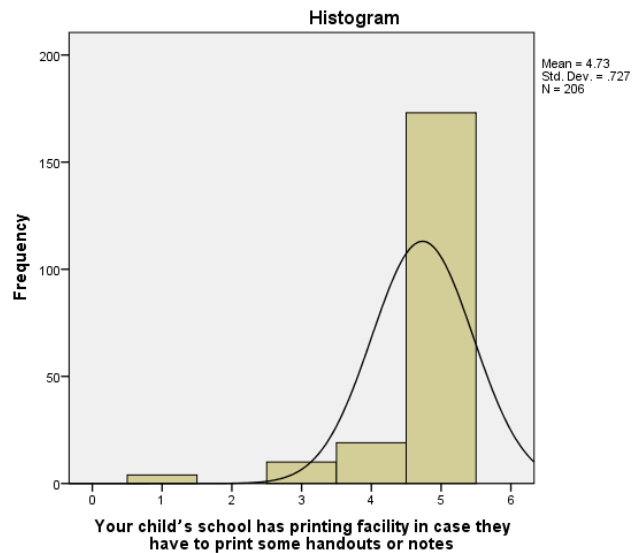


Figure 78- Histogram of variable: Your child’s school has printing facility in case they have to print some handouts or notes

Table 78- Frequency distribution table: Your child’s school has printing facility in case they have to print some handouts or notes

Your child’s school has printing facility in case they have to print some handouts or notes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.9	1.9	1.9
Neutral	10	4.9	4.9	6.8
Valid Agree	19	9.2	9.2	16.0
Strongly Agree	173	84.0	84.0	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.73 and Std. deviation is 0.727. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has printing facility in case they have to print some handouts or notes.

30. Your child’s school have functional photocopier machine for xerox purposes for students

Statistics

Your child’s school have functional photocopier machine for Xerox purposes for students

N	Valid	206
	Missing	0
Mean		4.81
Median		5.00
Mode		5
Std. Deviation		.591
Skewness		-4.078
Std. Error of Skewness		.169
Kurtosis		19.423
Std. Error of Kurtosis		.337

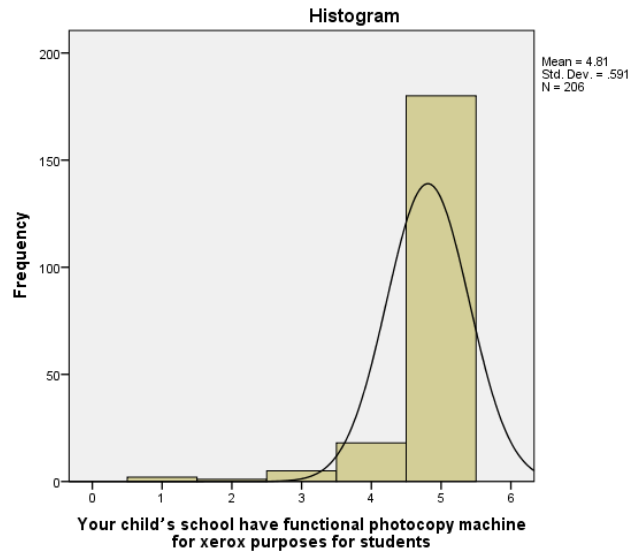


Figure 79- Histogram of variable: Your child’s school have functional photocopier machine for xerox purposes for students

Table 79- Frequency distribution table: Your child’s school have functional photocopy machine for xerox purposes for students

Your child’s school have functional photocopy machine for xerox purposes for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	1.0	1.0	1.0
Disagree	1	.5	.5	1.5
Neutral	5	2.4	2.4	3.9
Agree	18	8.7	8.7	12.6
Strongly Agree	180	87.4	87.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.81 and Std. deviation is 0.591. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school have functional photocopy machine for xerox purposes for students.

31. Your child’s school has a TV set to be used for educational purposes

Statistics

Your child’s school has a TV set to be used for educational purposes

N	Valid	206
	Missing	0
Mean		4.73
Median		5.00
Mode		5
Std. Deviation		.612
Skewness		-2.606
Std. Error of Skewness		.169
Kurtosis		8.021
Std. Error of Kurtosis		.337

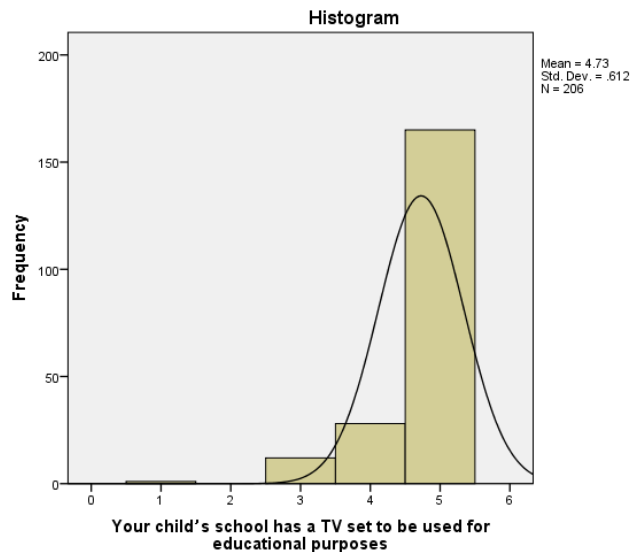


Figure 80- Histogram of variable: Your child’s school has a TV set to be used for educational purposes

Table 80- Frequency distribution table: Your child’s school has a TV set to be used for educational purposes

Your child’s school has a TV set to be used for educational purposes				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Neutral	12	5.8	5.8	6.3
Valid Agree	28	13.6	13.6	19.9
Strongly Agree	165	80.1	80.1	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.73 and Std. deviation is 0.612. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has a TV set to be used for educational purposes.

32. Your child’s school has various computer based tutorial for educational purposes

Statistics

Your child’s school has various computer based tutorial for educational purposes

N	Valid	206
	Missing	0
Mean		4.58
Median		5.00
Mode		5
Std. Deviation		.656
Skewness		-1.516
Std. Error of Skewness		.169
Kurtosis		1.875
Std. Error of Kurtosis		.337

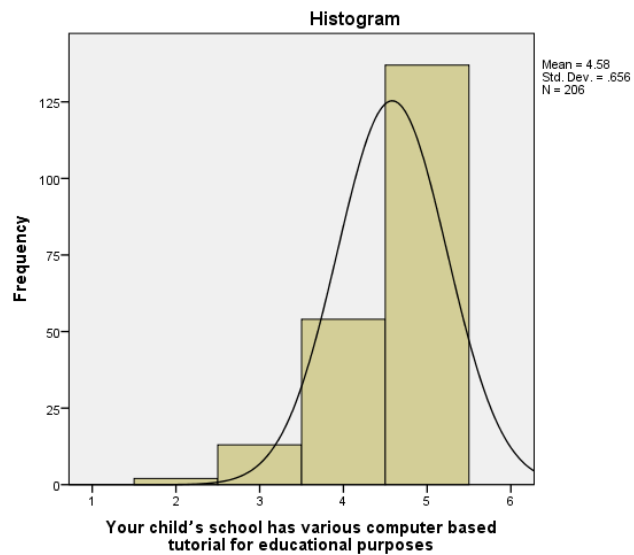


Figure 81- Histogram of variable: Your child’s school has various computer based tutorial for educational purposes

Table 81- Frequency distribution table: Your child’s school has various computer based tutorial for educational purposes

Your child’s school has various computer based tutorial for educational purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.0	1.0	1.0
Neutral	13	6.3	6.3	7.3
Valid Agree	54	26.2	26.2	33.5
Strongly Agree	137	66.5	66.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.58 and Std. deviation is 0.656. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has various computer based tutorial for educational purposes.

33. Your child’s school has CD/DVD players for showing media and educational movies or clips

Statistics

Your child’s school has CD/DVD players for showing media and educational movies or clips

N	Valid	206
	Missing	0
Mean		4.72
Median		5.00
Mode		5
Std. Deviation		.637
Skewness		-2.657
Std. Error of Skewness		.169
Kurtosis		7.960
Std. Error of Kurtosis		.337

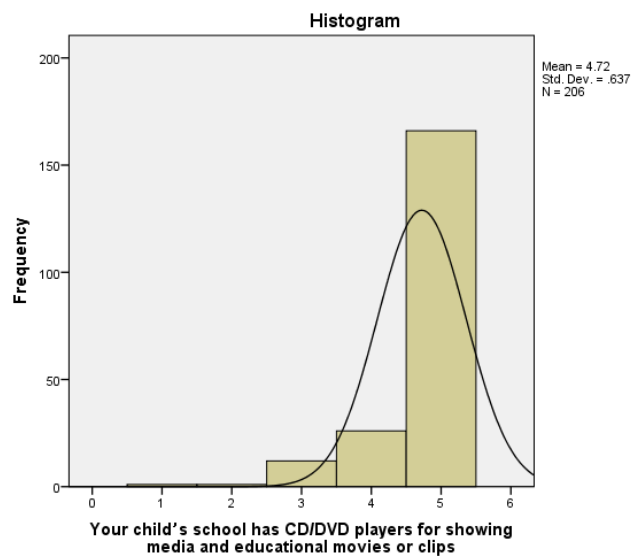


Figure 82- Histogram of variable: Your child’s school has CD/DVD players for showing media and educational movies or clips

Table 82- Frequency distribution table: Your child’s school has CD/DVD players for showing media and educational movies or clips

Your child’s school has CD/DVD players for showing media and educational movies or clips					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	1	.5	.5	1.0
	Neutral	12	5.8	5.8	6.8
	Agree	26	12.6	12.6	19.4
	Strongly Agree	166	80.6	80.6	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.72 and Std. deviation is 0.637. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has CD/DVD players for showing media and educational movies or clips.

34. Your child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs

Statistics

Your child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs

Valid	206
Missing	0
Mean	4.82
Median	5.00
Mode	5
Std. Deviation	.476
Skewness	-2.970
Std. Error of Skewness	.169
Kurtosis	9.652
Std. Error of Kurtosis	.337

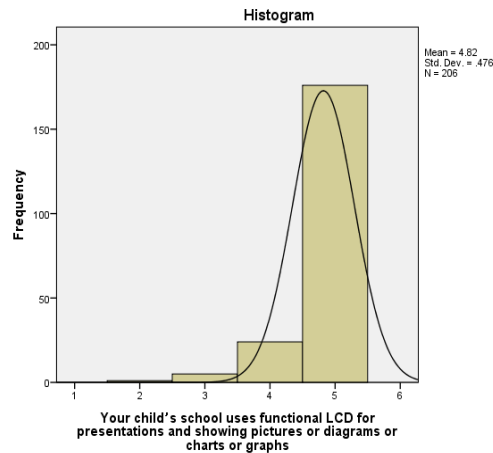


Figure 83- Histogram of variable: Your child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs

Table 83- Frequency distribution table: Your child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs

Your child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	5	2.4	2.4	2.9
Valid Agree	24	11.7	11.7	14.6
Strongly Agree	176	85.4	85.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.82 and Std. deviation is 0.476. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs.

35. Your child’s school has attractive building and landscape

Statistics

Your child’s school has attractive building and landscape

N	Valid	206
	Missing	0
Mean		4.72
Median		5.00
Mode		5
Std. Deviation		.637
Skewness		-2.657
Std. Error of Skewness		.169
Kurtosis		7.960
Std. Error of Kurtosis		.337

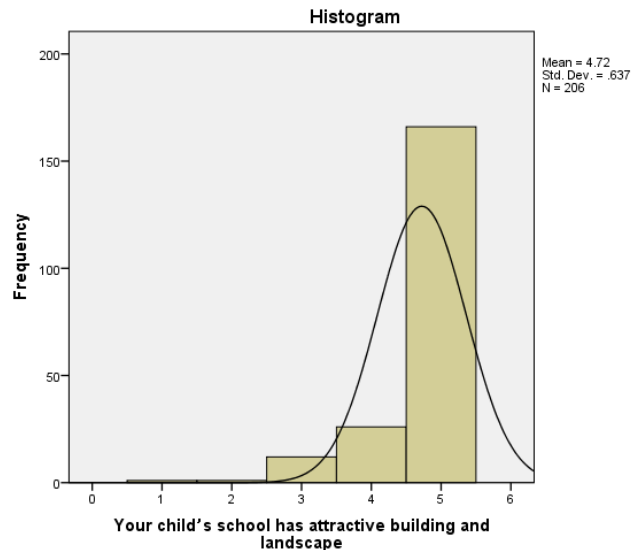


Figure 84- Histogram of variable: Your child’s school has attractive building and landscape

Table 84- Frequency distribution table: Your child’s school has attractive building and landscape

Your child’s school has attractive building and landscape

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5
	Disagree	1	.5	1.0
	Neutral	12	5.8	5.8
	Agree	26	12.6	19.4
	Strongly Agree	166	80.6	100.0
	Total	206	100.0	100.0

The above table & histogram provides descriptive statistics for the variable, where mean is 4.72 and Std. deviation is 0.637. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has attractive building and landscape.

36. Your child’s schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)

Statistics

Your child’s schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)

N	Valid	206
	Missing	0
Mean		4.82
Median		5.00
Mode		5
Std. Deviation		.476
Skewness		-2.970
Std. Error of Skewness		.169
Kurtosis		9.652
Std. Error of Kurtosis		.337

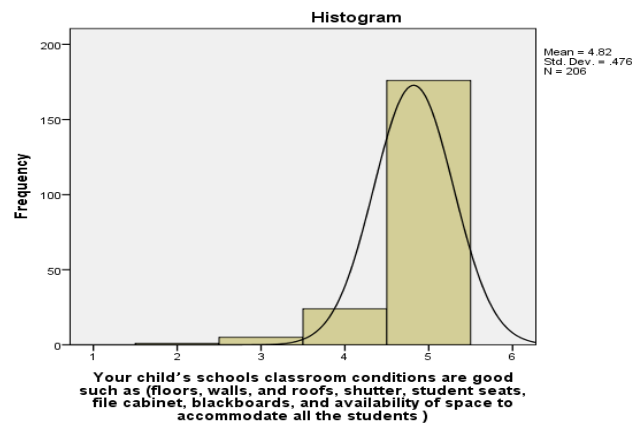


Figure 85- Histogram of variable: Your child’s schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)

Table 85- Frequency distribution table: Your child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)

Your child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	5	2.4	2.4	2.9
Valid Agree	24	11.7	11.7	14.6
Strongly Agree	176	85.4	85.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.82 and Std. deviation is 0.476. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that their child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students).

37. The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good

Statistics - The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good

N	Valid	206
	Missing	0
Mean		4.77
Median		5.00
Mode		5
Std. Deviation		.620
Skewness		-3.519
Std. Error of Skewness		.169
Kurtosis		14.931
Std. Error of Kurtosis		.337

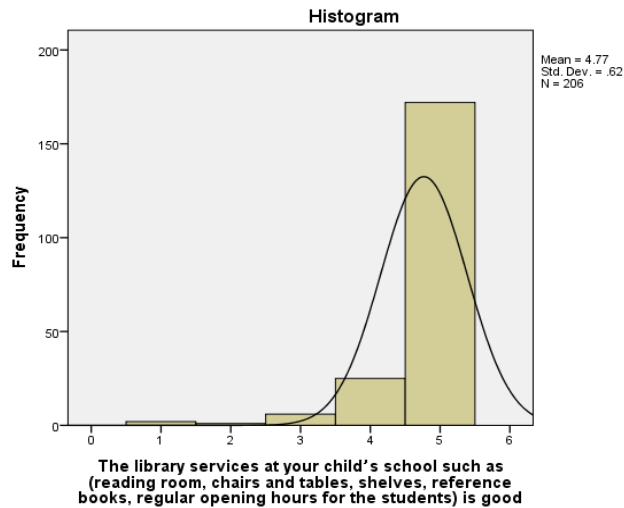


Figure 86- Histogram of variable: The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good

Table 86- Frequency distribution table: The library services at your child’s school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good

The library services at your child’s school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	1.0	1.0	1.0
Disagree	1	.5	.5	1.5
Neutral	6	2.9	2.9	4.4
Agree	25	12.1	12.1	16.5
Strongly Agree	172	83.5	83.5	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.77 and Std. deviation is 0.620. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that library services at their child’s school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good.

38. Your child’s schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)

Statistics - Your child’s schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms.)

N	Valid	206
	Missing	0
Mean		4.60
Median		5.00
Mode		5
Std. Deviation		.566
Skewness		-1.206
Std. Error of Skewness		.169
Kurtosis		1.393
Std. Error of Kurtosis		.337

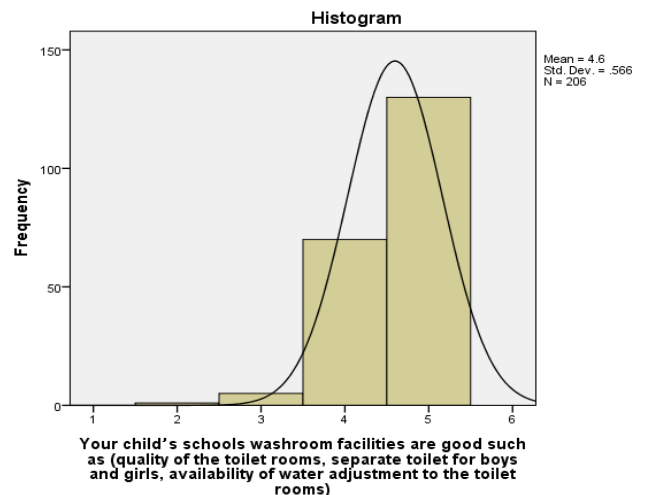


Figure 87- Histogram of variable: Your child’s schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)

Table 87- Frequency distribution table: Your child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)

Your child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	5	2.4	2.4	2.9
Valid Agree	70	34.0	34.0	36.9
Strongly Agree	130	63.1	63.1	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.60 and Std. deviation is 0.566. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that their child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms).

39. Portable water is available in your child's school

Statistics

Portable water is available in your child's school

N	Valid	206
	Missing	0
Mean		4.65
Median		5.00
Mode		5
Std. Deviation		.667
Skewness		-1.744
Std. Error of Skewness		.169
Kurtosis		1.946
Std. Error of Kurtosis		.337

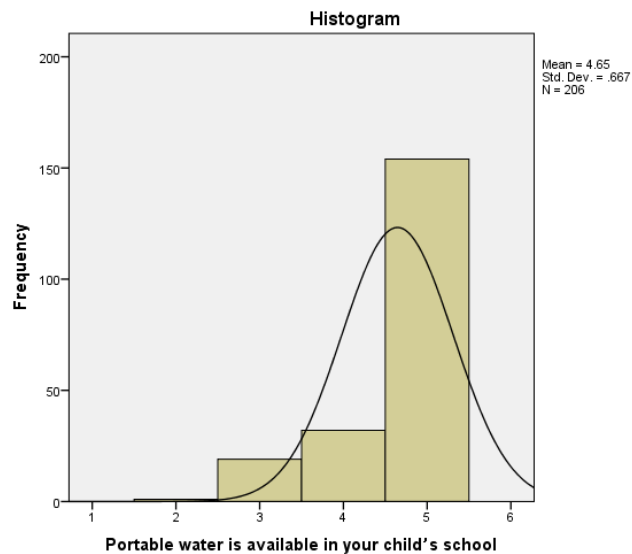


Figure 88- Histogram of variable: Portable water is available in your child's school

Table 88- Frequency distribution table: Portable water is available in your child's school

Portable water is available in your child's school				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	19	9.2	9.2	9.7
Valid Agree	32	15.5	15.5	25.2
Strongly Agree	154	74.8	74.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.65 and Std. deviation is 0.667. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion : We can conclude that the maximum respondent who answered the questions were said that portable water is available in their child's school.

40. Your child's school has emergency medical provision and first aid in case of minor accidents

Statistics

Your child's school has emergency medical provision and first aid in case of minor accidents

N	Valid	206
	Missing	0
Mean		4.62
Median		5.00
Mode		5
Std. Deviation		.734
Skewness		-2.109
Std. Error of Skewness		.169
Kurtosis		4.018
Std. Error of Kurtosis		.337

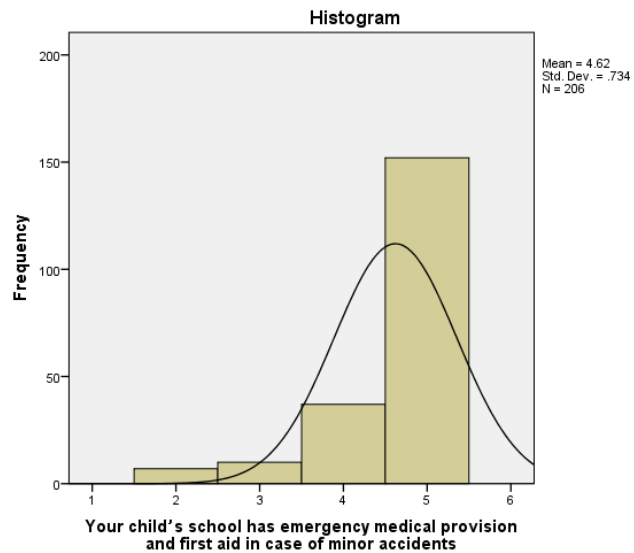


Figure 89- Histogram of variable: Your child's school has emergency medical provision and first aid in case of minor accidents

Table 89- Frequency distribution table: Your child’s school has emergency medical provision and first aid in case of minor accidents

Your child’s school has emergency medical provision and first aid in case of minor accidents

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	7	3.4	3.4	3.4
Neutral	10	4.9	4.9	8.3
Valid Agree	37	18.0	18.0	26.2
Strongly Agree	152	73.8	73.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.62 and Std. deviation is 0.734. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has emergency medical provision and first aid in case of minor accidents.

41. Your child’s school has big playground for sports and other physical activities

Statistics

Your child’s school has big playground for sports and other physical activities

N	Valid	206
	Missing	0
Mean		4.69
Median		5.00
Mode		5
Std. Deviation		.670
Skewness		-2.289
Std. Error of Skewness		.169
Kurtosis		4.787
Std. Error of Kurtosis		.337

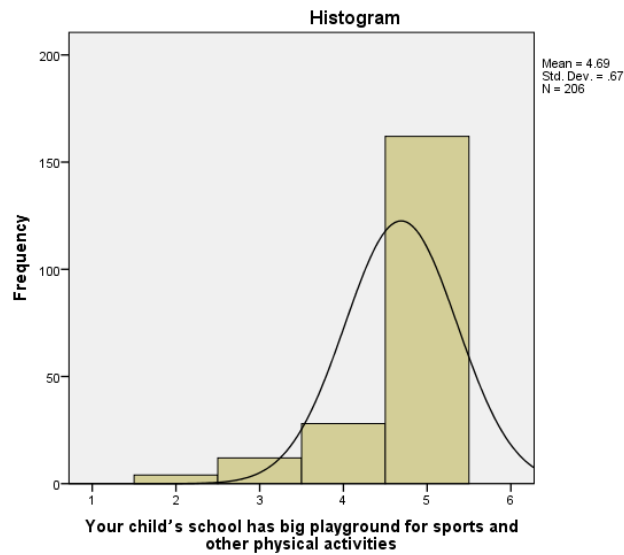


Figure 90- Histogram of variable: Your child’s school has big playground for sports and other physical activities

Table 90- Frequency distribution table: Your child's school has big playground for sports and other physical activities

Your child's school has big playground for sports and other physical activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	4	1.9	1.9	1.9
Neutral	12	5.8	5.8	7.8
Valid Agree	28	13.6	13.6	21.4
Strongly Agree	162	78.6	78.6	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.69 and Std. deviation is 0.670. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child's school has big playground for sports and other physical activities.

42. Your child's school has adequate instructional materials for teaching-learning activities

Statistics

Your child's school has adequate instructional materials for teaching-learning activities

N	Valid	206
	Missing	0
Mean		4.73
Median		5.00
Mode		5
Std. Deviation		.495
Skewness		-1.652
Std. Error of Skewness		.169
Kurtosis		1.865
Std. Error of Kurtosis		.337

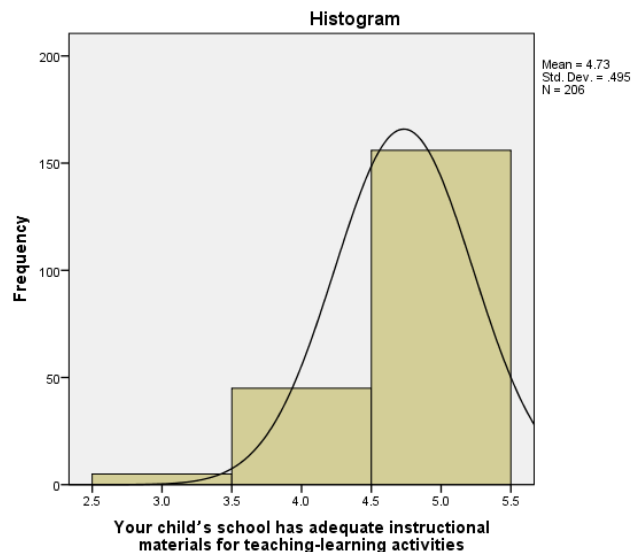


Figure 91- Histogram of variable: Your child's school has adequate instructional materials for teaching-learning activities

Table 91- Frequency distribution table: Your child's school has adequate instructional materials for teaching-learning activities

Your child's school has adequate instructional materials for teaching-learning activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	5	2.4	2.4	2.4
Valid Agree	45	21.8	21.8	24.3
Valid Strongly Agree	156	75.7	75.7	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.73 and Std. deviation is 0.495. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child's school has adequate instructional materials for teaching-learning activities.

43. Your child's school has availability of sanitary materials in case it is needed

Statistics

Your child's school has availability of sanitary materials in case it is needed

N	Valid	206
	Missing	0
Mean		4.82
Median		5.00
Mode		5
Std. Deviation		.436
Skewness		-2.324
Std. Error of Skewness		.169
Kurtosis		4.860
Std. Error of Kurtosis		.337

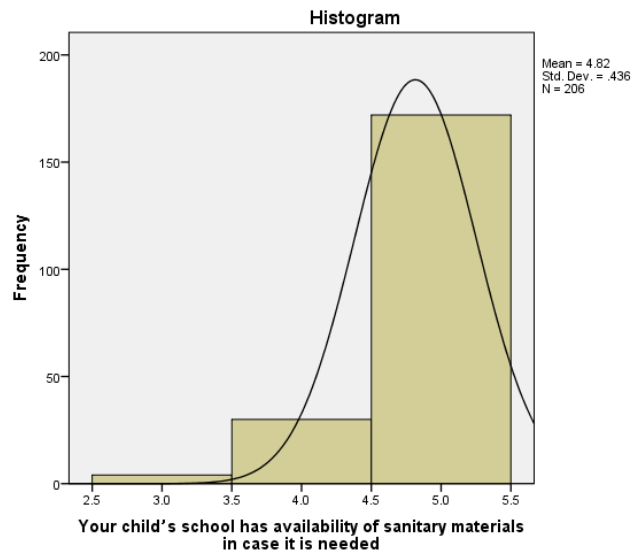


Figure 92- Histogram of variable: Your child's school has availability of sanitary materials in case it is needed

Table 92- Frequency distribution table: Your child's school has availability of sanitary materials in case it is needed

Your child's school has availability of sanitary materials in case it is needed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	1.9	1.9	1.9
	Agree	30	14.6	14.6	16.5
	Strongly Agree	172	83.5	83.5	100.0
	Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.82 and Std. deviation is 0.436. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child's school has availability of sanitary materials in case it is needed.

44. Your child's school has good transportation facilities

Statistics

Your child's school has good transportation facilities

N	Valid	206
	Missing	0
Mean		4.85
Median		5.00
Mode		5
Std. Deviation		.405
Skewness		-2.867
Std. Error of Skewness		.169
Kurtosis		7.986
Std. Error of Kurtosis		.337

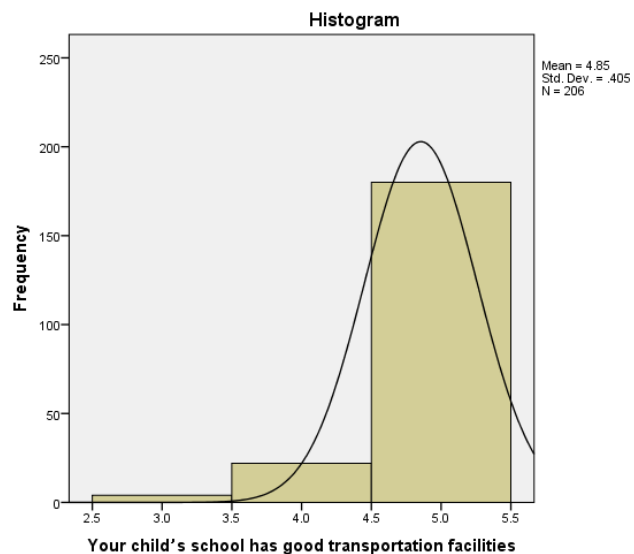


Figure 93- Histogram of variable: Your child's school has good transportation facilities

Table 93- Frequency distribution table: Your child’s school has good transportation facilities

Your child’s school has good transportation facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	4	1.9	1.9	1.9
Valid Agree	22	10.7	10.7	12.6
Valid Strongly Agree	180	87.4	87.4	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.85 and Std. deviation is 0.405. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child’s school has good transportation facilities.

45. Your child’s school gives due importance to kids safety

Statistics

Your child’s school gives due importance to kids safety

N	Valid	206
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.598
Skewness		-1.811
Std. Error of Skewness		.169
Kurtosis		2.790
Std. Error of Kurtosis		.337

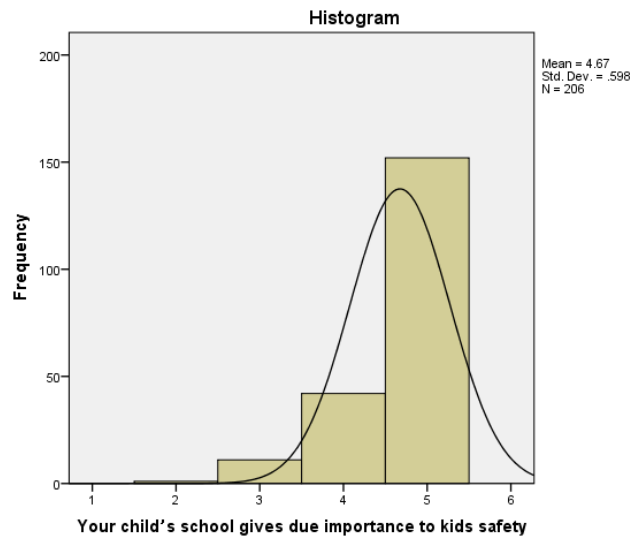


Figure 94- Histogram of variable : Your child’s school gives due importance to kids safety

Table 94- Frequency distribution table: Your child's school gives due importance to kids safety

Your child's school gives due importance to kids safety				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	.5	.5	.5
Neutral	11	5.3	5.3	5.8
Valid Agree	42	20.4	20.4	26.2
Strongly Agree	152	73.8	73.8	100.0
Total	206	100.0	100.0	

The above table & histogram provides descriptive statistics for the variable, where mean is 4.67 and Std. deviation is 0.598. Since Std. deviation is less than the one third of the mean, mean is a representative value.

Conclusion: We can conclude that the maximum respondent who answered the questions were said that their child's school gives due importance to kids safety.

HYPOTHESIS ASSESSMENT

Research Question-1:

Whether there is the difference in the extent of key factors related to school perceived by parents of primary school children?

Statistical Test: Friedman Chi-square Test

Variables and Measurement:

Parents of primary school children were presented with the following factors of school: School Facilities, Extra-Curricular Activities, Multimedia-ICT, School Infrastructure, School Administration and School Academics; which have been measured using five point rating liker scales. The indicators for measuring them are given below:

Variables	Indicators
School Facilities	Your child's school has attractive building and landscape
	Your child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)
	The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good
	Your child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)
	Portable water is available in your child's school
	Your child's school has emergency medical provision and first aid in case of minor accidents
	Your child's school has big playground for sports and other physical activities
	Your child's school has adequate instructional materials for teaching-learning activities
	Your child's school has availability of sanitary materials in case it is needed
	Your child's school has good transportation facilities
	Your child's school gives due importance to kids safety
Extra-Curricular Activities	You are satisfied with the way your child participate in extracurricular activities
	Your child does participate in prosocial activities (volunteering, scouts and guide etc.)
	Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...
	Your child does participate in arts performing such as drama, instruments, dance etc...
	Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...
	Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)
Multimedia and ICT	Your child's schools has computer facility for every student
	Your child's school staff uses computer for better management of student activities
	Your child's school has printing facility in case they have to print some handouts or notes
	Your child's school have functional photocopy machine for Xerox purposes for students
	Your child's school has a TV set to be used for educational purposes
	Your child's school has various computer based tutorial for educational purposes

	Your child's school has CD/DVD players for showing media and educational movies or clips
	Your child's school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs
School Infrastructure	Large Sprawling Campus
	Play Ground
	Well-equipped lab
	Computer labs and well equipped library
	Sport facility
	Music room
	Well planned and systematic organized bus routes and bus facility
	Posh campus and facilities
	School is conveniently located and easy to access
	Well organized canteen facility
School Administration	Brand loyalty- you/spouse/family member are an ex-student of the school
	Brand value- high quality standards are associated with the brands
	Brand status- admission into the school is looked upon as a symbol of high status in the society
	Reputed and well established leaders/leadership of the school
	School management and staff are reputed to be thoroughly/soundly/well trained and perform in an efficient manner
	Reasonable fee structure charged for the facilities provided by the school
	Bag less and tiffin less procedure followed by the school
	Use of the school website to post an important notice and updates
	School has been recommended by friends/acquaintances for its high academic and administrative standards
	Well organized academic planner, prompt service and response by staff to any queries and problems
School Academics	Standard and quality of education imparted by the school
	Reputed academic quality of all staff members
	Extra-curricular and co-curricular activities
	Limited class size/less number of student per class
	Continuous assessments/evaluated method followed
	Day boarding facility
	Personality development activities
	Use of multimedia on a regular basis in a class room teaching
	Assurance/reputation of school of securing 100% pass result for the standard 10th board
	Timely update of teaching practices with a combination of hands-on experience and practical teaching methods

Hypothesis: H0: There is no difference in the extent of key factors related to school perceived by parents of primary school children

H1: There is a significant difference in the extent of key factors related to school perceived by parents of primary school children

Level of Significance (α) = 0.05

Test Statistics Table:

N	206
Chi-Square	880.855
df	5
Asymp. Sig.	.000

a. Friedman Test

Observation: $X^2(5) = 880.855, P = 0.000, N = 206$

Conclusion:

Since the p value is less than the level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is a significant difference in the extent of key factors related to school perceived by parents of primary school children.

In order to find out where the differences lie we refer to the rank table, which is mentioned below:

Key Factors	Mean Rank
Extra-Curricular Activities	5.21
Multimedia and ICT	4.96
School Facilities	4.84
School Academics	2.45
School Administration	2.36
School Infrastructure	1.19

From the ranks table it can be seen that top three key factors perceived by the parents are extra-curricular activities, multimedia and ICT, School Facilities. Hence it is concluded that the most noticeable key factors related to school are these.

Research Question-2

Whether the board of studies of the school has an impact on child development?

Statistical Test: One way Anova

Variables and Measurement

Independent Variable: Preferred choice of board by parents of primary school children

Dependent Variable: Child development perceived by parents of primary school children

Hypothesis:

H0: Preferred choice of board of studies by parents has no impact on their child's development.

H1: Preferred choice of board of studies by parents has an impact on their child's development.

Level of Significance (α) = 0.05

Descriptive Information:

	N	Mean	Std. Deviation
IB	4	4.0250	1.11766
ICSE	15	4.2833	.60139
SSC	71	4.5697	.34933
CBSE	116	4.6802	.26225
Total	206	4.6005	.37547

Table of One-way Anova:

ANOVA

Child Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.637	3	1.212	9.695	.000
Within Groups	25.263	202	.125		
Total	28.900	205			

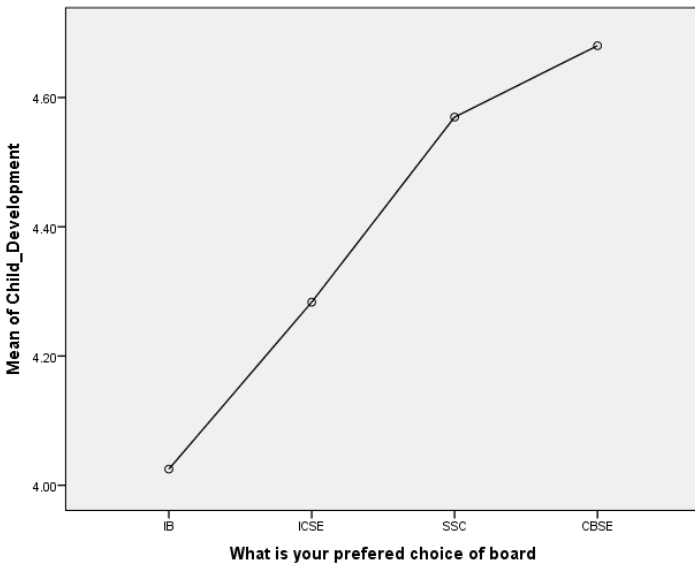
Since one-way anova between subject factors is significant we can go ahead and have post hoc test to see the difference between the factors.

Post Hoc Test:

(I) What is your preferred choice of board	(J) What is your preferred choice of board	Mean Difference (I-J)	Sig.
IB	ICSE	-.25833	.726
	SSC	-.54472 [*]	.018
	CBSE	-.65517 [*]	.002
ICSE	IB	.25833	.726
	SSC	-.28638 [*]	.029
	CBSE	-.39684 [*]	.000
SSC	IB	.54472 [*]	.018
	ICSE	.28638 [*]	.029
	CBSE	-.11045	.213
CBSE	IB	.65517 [*]	.002
	ICSE	.39684 [*]	.000
	SSC	.11045	.213

It has been evident from the above post hoc test table the difference exist between CBSE-SSC-ICSE_IB boards of studies preferred by parents of primary school children.

To explain the phenomenon further we will see the below mentioned means plot:



Mean plot show CBSE and SSC are the two top most boards which are preferred by parents.

Conclusions:

Since P value for following dependent variable is less than level of significance so it is concluded that preferred choice of board of studies by parents has an impact on their child's development.

Research Question-3:

Whether key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT and child development are co-related?

Statistical Test: Pearson Correlation

Variables and Measurement:

Parents of primary school children were presented with the following key factors of school: School Facilities, Extra-Curricular Activities, Multimedia-ICT and Child Development; which have been measured using five point rating liker scales. The indicators for measuring them are given below:

Variables	Indicators
School Facilities	Your child's school has attractive building and landscape
	Your child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)
	The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good
	Your child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)
	Portable water is available in your child's school
	Your child's school has emergency medical provision and first aid in case of minor accidents
	Your child's school has big playground for sports and other physical activities
	Your child's school has adequate instructional materials for teaching-learning activities
	Your child's school has availability of sanitary materials in case it is needed
	Your child's school has good transportation facilities
	Your child's school gives due importance to kids safety
Extra-Curricular Activities	You are satisfied with the way your child participate in extracurricular activities
	Your child does participate in prosocial activities (volunteering, scouts and guide etc.)
	Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...
	Your child does participate in arts performing such as drama, instruments, dance etc...
	Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...
Your child does participate in various academic clubs of his/her choice (e.g. Science club, math club, language club etc...)	
Multimedia and ICT	Your child's schools has computer facility for every student
	Your child's school staff uses computer for better management of student activities
	Your child's school has printing facility in case they have to print some handouts or notes
	Your child's school have functional photocopy machine for xerox purposes for students
	Your child's school has a TV set to be used for educational purposes
	Your child's school has various computer based tutorial for educational purposes
Your child's school has CD/DVD players for showing media and educational movies or clips	

	Your child's school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs
Child Development	Your child use his/her body in various activities appropriately
	Your child use his/her hands in correct manner
	You child's ability to pay attention and to concentrate on various tasks and activities is good
	Your child has a tendency to be too active or impulsive
	Your child inactivity or tendency to be too passive
	Your child's ability to plan or organize activities is good
	Your child's perception of space and directions in the physical world is correct
	Your child does understand the time and its correct usage
	Your child's perception of his/her own body and sensory impressions are good
	Your child has the ability to perceive forms and figures correctly
	Your child's has the ability to remember facts or what he/she has experienced
	Your child is able to comprehend the language correctly
	Your child has ability to express language and pronounce the words properly
	Your child can communicate with others comfortably
	Your child can understand numbers and able to read and write correctly
	Your child can easily apply the concepts he/she has learned in school
	Your child has problem solving approach
	Your child is able to participate in social settings and interact with others easily
	Your child can manage his/her emotions correctly
	Your child shows obsessive actions or thoughts which are out of their control

Each item was measured on a five point scale, mentioned below:

1- Strongly Disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly Agree

Hypothesis:

H0: There is no relationship between school facilities, extra-curricular activities, multimedia-ICT and child development ($\rho=0$)

H1: There is a significant relationship between school facilities, extra-curricular activities, multimedia-ICT and child development ($p \neq 0$)

Level of Significance (α) = 0.05

Correlation Table:

Pair	Pearson Correlation (r)	P-value	Result
Child Development – School Facilities	0.811	0.000	Significant
Child Development – Extra-Curricular Activities	0.471	0.000	Significant
Child Development – Multimedia and ICT	0.803	0.000	Significant

Conclusion:

From the above table it can be seen that there is a significant relationship between school facilities, extra-curricular activities, and multimedia-ICT and child development. Thus we can conclude that we reject null hypothesis and accepts alternate hypothesis, which says that there is a positive relationship between school facilities, extra-curricular activities, multimedia-ICT and child development.

Research Question-4:

Do key factors related to school such as school facilities, extra-curricular activities, and multimedia-ICT influences the child development?

Statistical Test: Multiple Regressions

Variables and Measurement

Independent Variable:

School facilities

Extra-curricular activities

Multimedia-ICT

Dependent Variable:

Child development

Hypothesis:

H0: Key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT has no influences on the child development

H1: Key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT has influences on the child development

Level of Significance $\alpha = 0.05$

Model Summary:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.772	.768	.18074

a. Predictors: (Constant), Multimedia-ICT, Extra-Curricular Activities, School Facilities

b. Dependent Variable: Child Development

Model summary of the influence of key factors of schools such as school facilities, extra-curricular activities and multimedia-ICT on child development suggests that R-Square value is quite high and it make sense to study the model further.

Anova Table:

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.301	3	7.434	227.564	.000 ^b
	Residual	6.599	202	.033		
	Total	28.900	205			

a. Dependent Variable: Child Development

b. Predictors: (Constant), Multimedia-ICT, Extra-Curricular-Activities, School Facilities

F (3,202) = 227.564, p < .05

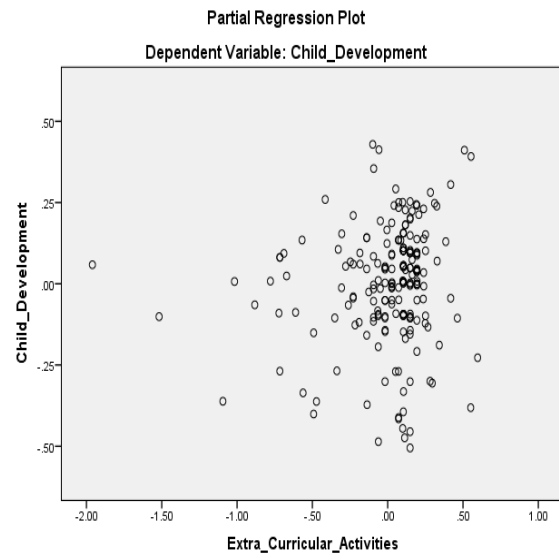
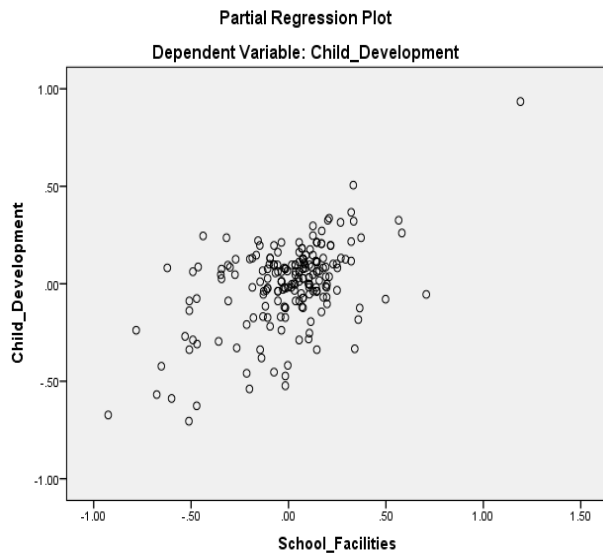
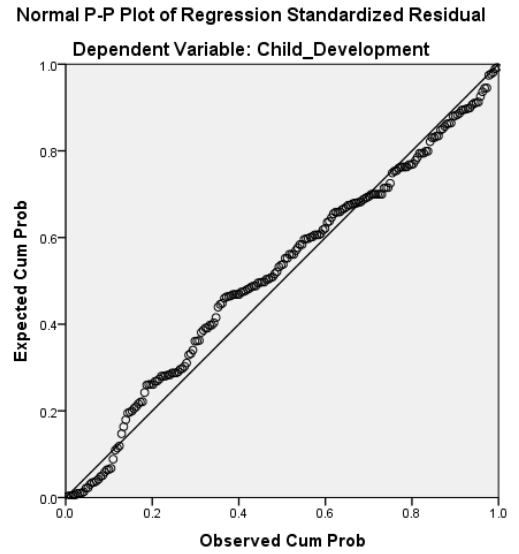
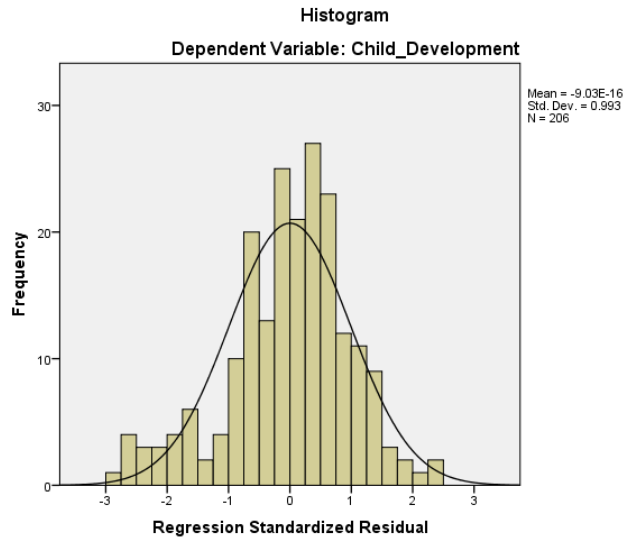
Since ANOVA of the regression model is having p-value less than 0.05, we can say that the model is significant and valid.

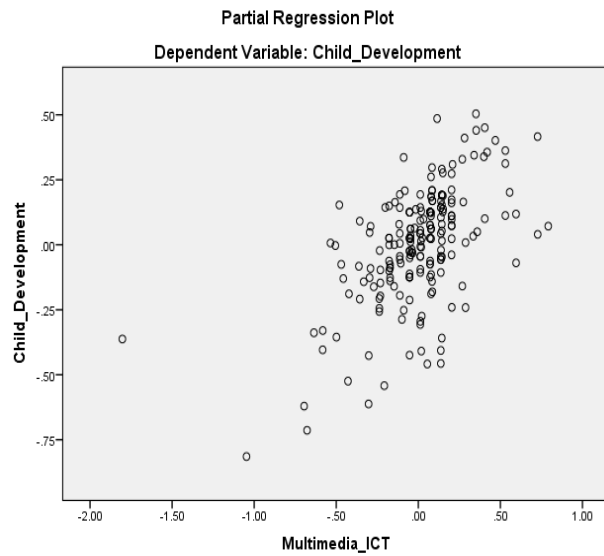
Hence to know more about the model, like which of the predictors of school does influence child development, we will follow the coefficient table which is mentioned below:

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	1	(Constant)	.212			.188
	School Facilities	.435	.049	.451	8.843	.000
	Extra-Curricular-Activities	.071	.039	.071	1.814	.071
	Multimedia-ICT	.432	.044	.464	9.894	.000

From the coefficient table it becomes evident that only school facilities and multimedia-ICT influence child development, extra-curricular activities has no part in influencing the child development of children's in primary school.

The plots explaining the phenomenon of key school factors and their influence on child development are mentioned below:





Conclusion:

A multiple regression was run to predict key factors of school such as school facilities, extra-curricular activities and multimedia-ICT and their influence on child development in primary school. And it has been observed that following are the key factors which influence the child development:

- School Facilities
- Multimedia and ICT

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CHAPTER-6

CONCLUSIONS

The whole purpose of this chapter is to consolidate all the relevant findings of this quantitative study and discuss the results leading to a conclusion. The data analysis has been performed for demographics parameters, descriptive statistics has been tested for all the variables involved into study and various statistical tests has been performed to test the research question leading to hypothesis assessment. This chapter is structured as follows: Section-1: Demographics Information, Section-2: Descriptive Information, Section-3: Hypothesis Information.

Section-1: Demographics Information

The demographic information has been sought from the parents of children studying in primary school specifically private schools in Pune region. Parents of primary school children participated in research which is important to determine whether parents can make representative sample for the population to generalize the results. The demographics have been treated as independent variables in this research design.

The demographic information has been taken for age, qualification, profession, school infrastructure, school administration, school academics, annual salary, extra-curricular activities, personality development, preferred board choice, payment of extra fees for child development. The age has been asked to parents of children studying in primary school specifically private school in Pune region. It has been found that maximum parents were from the age between 34-35.

So the conclusion is that respondents who are between 34-35 years of age group comprise maximum parents.

The parents were asked about their qualification and it has been found that mothers were having undergraduates qualification followed by post graduates qualification while the father of the

children show the same trend that most of the fathers were undergraduates and followed to post graduate.

The parents were asked about their professions and it has been found that most of the mothers were homemakers while on the other side fathers were mostly into the service.

The parents were asked about which medium of instruction is their child having in school and most of the parents replied that English is the mainstream medium of instruction and it followed by mixed method of instruction.

The process of admission is asked to parents and it has been found that most of the parents said that the process of admission is followed by the interview of the child and sometimes interview of both the children and parents.

The parents were asked about the school infrastructure and it has been found that the parents were saying they see the large sprawling campus, big play ground, well equipped labs and library, sports, music rooms in the school but at the same time they found that the transportation is not up to the mark even if the campus is posh and conveniently located.

The parents were asked about the school administration and it has been found that parents or either their relative or acquaintances has studied at the school where there child is studying and they didn't give much attention to brand status or the reputation of the leaders who run the school and they also mentioned that the staff is not working to their fullest potential also it has been noticed that the school charges varied fees and they expect that school should follow the bag less and tiffin less service.

When the parents have been asked about the school's academic aspect they said that classes of the school has more number of student that what is expected to be the class size so that the student teacher ratio is fulfilled. School conducts the assessment but their view is school should follow innovative concepts to evaluate the students. They are not in the favor of school boarding.

The parents also said that from time to time school gives assurance of their results for the 10th board exam which is 100%. Parents feel that school should update their teaching practices from time to time.

The preferred board of choice is asked to parents and it has been found that most of the parents said that their child studies at CBSE board followed to SSC board. And also it has been found that they are ready to pay the extra fees for their child's development.

Section-2: Descriptive Information

The parents of primary school children studying in private school in Pune region were asked to rate on various statements which will be helpful to determine their child's development also their view on school facilities, multimedia and ICT usage and extra-curricular activities their child participates into. The research has involved four questionnaires for these purposes which have been tested using descriptive statistics for parents take on it.

The finding of these suggests that parents sees that their child is developing from cognitive, language and social and emotional aspect. It has been also found that parents said their child does participate in various extra-curricular activities such as sports, music, dance etc. The results also shows that there is good use of multimedia and ICT things at school which help children's from time to time to understand the concepts. On the school facilities front overall it is seen that parents are satisfied.

Section-3: Hypothesis Assessment

The whole purpose of this descriptive research study was to explore the influence of key factors of school on the child development in primary school in private schools in Pune region. This section will present the conclusion to each research question for which hypothesis has been formulated and tested.

Research Question-1:

Whether there is the difference in the extent of key factors related to school perceived by parents of primary school children?

It has been seen from the literature review that there has been a research gap that how parents of the primary school children in private schools perceive various factors of school in which their child studies. The way they will perceive these factors will decide their child's development in this competitive era.

The findings of the study have suggested that parents perceive all the factors of the school keeping in mind their child's development, these factors may varies in perception. The results has suggested that the top three key factors related to school are extra-curricular activities, multimedia and ICT usage at school, and school facilities. Hence it is concluded that the most noticeable key factors related to school keeping in mind the child's development are these along with other factors such as school administration, school academics and school infrastructure mentioned in research.

Thus, it leads to the conclusion that parents perceive that these factors are the important factors for their child's development and feels schools accountability towards these factors.

Research Question-2

Whether the board of studies of the school has an impact on child development?

The analysis has helped to answer this question which has various boards of studies and child development aspect. The researcher has found that there are various boards of studies which do impact on the children development and it has been found that a CBSE and SSC board particularly in this study does impact the children development. The other boards such as ICSE and IB also impact but the impact seems to be low as compared to the earlier two mentioned in the research. Thus we can conclude that CBSE and SSC are two boards which parents prefer most when it comes to their child development.

Research Question-3:

Whether key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT and child development are co-related?

The analysis of the research data have suggested that key factors related to school such as school facilities, extra-curricular activities, multimedia-ICT and child development are co-related. In particular the researcher has found that school facilities are strongly correlated to children development followed to that its multimedia and ICT usage by the school which is strongly related to child development, and the last is extra-curricular activities which are related to child development.

These key factors are considered to be a strong association for the children development in primary private schools in Pune region.

Research Question-4:

Do key factors related to school such as school facilities, extra-curricular activities, and multimedia-ICT influences the child development?

The data analysis of survey has helped in developing the answer to this question. The researcher has run a multiple regression to predict influence of key factors related to schools such as school facilities, extra-curricular activities, and multimedia-ICT on the child development specifically of primary private schools in Pune region. The regression model has suggested that not all key factors related to school mentioned in the research study were helpful to predict the child development.

In particular the anova model summary was significant and coefficient table help us to understand which key factors of the school were able to actually predict the child development. And it has been observed that following key factors of the school were able to predict the child development successfully. These key factors of school are: School Facilities and Multimedia and ICT.

It has been observed in particular that school facilities have maximum influence on child development followed by multimedia and ICT.

These key factors of the school can help to develop child more holistically and build a strong partnership between parents, school and children for an overall impact.

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CHAPTER-7

RECOMMENDATIONS

On the basis of research findings researcher has certain recommendations which are described below:

It has seen that lot of time parents feel that how school will play a role in their child's development but it's not an easy task to come to a conclusion. Lot of time parents fail to understand what are the factors which are help their child to develop; the current research study has answered lot of questions. Based on the current research study about school factors and child development some recommendation are put forth from the perspective of child development specially in private primary schools in Pune region.

Based on this research study following are some of the recommendations for schools:

1. **School Facilities:** Focus on building sound school facilities which will help children to grow mentally and psychologically. The child should feel like he is as important as he/she is to his/her parents, their security should be of equal importance and access to the basic need of child should be fulfilled and no bullying should be done. The bus transportation facility with the guard is important. The academic update to parents should be as important through the proper real time channel is the demand of time. Classrooms should be well designed with pre-equipped with different learning material and should maintain the student teacher ratio on priority.
2. **Extra-curricular activities:** It has been found that extra-curricular activities are strongly correlated to child development but when it comes to influence it fails. So it becomes sheer engagement activity with no outcome. So it's of high importance that schools should reconsider their extracurricular activities again and figure out the positive outcomes of these extracurricular activities on the behaviors, actions, and overall well-being of children in primary school. The school should consider the scientific extra-

curricular activities which can impact the child's cognitive, language and social and emotional development. They should classify their activities based on these three factors for real influence on child development. They can consider team games, elocution, experiential learning activities with the desired outcome.

3. Multimedia and ICT: Multimedia has great potential to nurture the child's development. In this information age era school should focus on designing the customized quality learning courses for individual child's need instead of using the same learning environment for all the children's, as we know every individual is different and their learning styles too. Designing an effective learning environment will foster the child development holistically.

Based on this research study following are some of the recommendations for parents:

1. Multimedia and ICT usage: It has been seen that parents are using technology in this era and children's are following that trend. This reliability of children's on technology and multimedia devices is limiting their development. It creates challenges to their bodies to achieve a gross and fine motors skill which is about their physical development. Hence parents should focus on balanced usage of technology and outdoor activities for their child for their development. This will help the children in building self-regulation and attention skills necessary for learning.
2. Language development: It has been seen that children's learns better with live interaction than the recorded one. So the interaction is the key to your child's language development. Playing crosswords, word flash cards will hold children's attention; Talk to your child about the things that you know they are interested in, try to explain and elaborate the things with words and actions. Try to make it a routine of your child's life.
3. Social and Emotional development: Parents should help their child on understanding few aspects such as:
 - Help them to identify their environment such as people, things, and circumstances.
 - Help them to make their choices
 - Show curiosity and praise on your child's accomplishment
 - Help them to understand various feelings and emotions

- Help them to manage anger and strategies to calm down.

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CHAPTER-8

LIMITATIONS OF THIS RESEARCH

As a natural phenomenon in any research study, several limitations arise due to constraints like limited resources; time. These limitations may affect the findings and conclusions of the research study. The limitations related to this study within the context of large companies in Pune are given below:

Firstly, the limitation was the time of parents especially fathers as most of the respondents were fathers as compare to mother and they were doing service: It was difficult for researcher to get the time slot to interview the respective parents due to their work timings. Hence prior appointments have been taken before interviewing them.

Secondly, due to scarcity of research journals and articles, the researcher has found that there were limitations in concern to information sought on child development and school factors with special reference to Pune region. This pointed out to be a research gap in the literature and thus it justifies the importance of this child development based research topic in research study. To assess the child development and school factors various literatures has been studied and adapted the relevant items.

Thirdly, the child development concept in itself is a very difficult concept to interpret. Several research scholars have tried to do that from different perspective. In this research we have considered the three aspects related to child development which is cognitive, language and social and emotional development aspect.

Fourth, since the research study has used cross-sectional design in which the data has been collected once i.e. only one point of time it leaves the researcher with inability to capture the long term effect of school factors on child development. As child development took place every day it gives importance to look for long term study of these particular factors.

Fifth, not all the primary school taken into consideration such as public and private as it was out of the scope for this study considering time and money dimensions.

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CHAPTER- 9

SCOPE OF FUTURE RESEARCH

The researcher has several suggestions based on the findings of current research study for the future researchers who wish to focus and study on key factors of schools influencing children development in primary schools.

1. The sample size of the survey should consider all the public and private primary schools in Pune region, it would be beneficial to study the phenomena in more detail and the results would be more generalizable across the primary schools.
2. A gender based study of children's would provide more insights on how schools key factors influences male child vs. female child development and also it will help to understand which gender is having higher influence on their development due to schools factors.
3. A longitudinal study rather than cross-sectional study would help to determine and extend the findings further, as it will help to study the phenomena over the period of time where researchers can study that whether the consistent and consolidated efforts of school facilities, extra-curricular activities, multimedia and ICT influences child development over the period of time.
4. A public vs. private primary schools comparative study with respect to child development will give insights into how the dynamics of the child development changes from public to private primary schools in the long run.

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Chapter : 10

APPENDICES

Introductory Cover Letter

Dear Survey Participant,

I am Mrs. Pranati Rohit Tilak, and I am a doctoral (PhD) student in Business Management discipline at Tilak Maharashtra Vidyapeeth, Pune. As a part of the research study, all candidates are required to undertake a research project which will examine an issue relating to business environment. With this letter, I would like to invite you to participate in this research.

The objective of this research is to investigate the impact of key factors influencing the development of primary school children from 2009 to 2014 in Pune.

In particular, the research this research is expected to provide a better understanding of various school factors which contributes to child development in primary schools. My intended respondents are parents/guardians of the children who studies in private primary schools in Pune region.

In this regard, I have attached a survey questionnaire. Completion of survey is voluntary and should take approximately 30 minutes to complete. Please answer all questions based on your experience and knowledge. Surveys are anonymous and all are private and confidential. Only my research guide and I will have access to information you give and it will be kept secure.

Your assistance in completing the survey is highly appreciated and participants may withdraw at any point of time.

Kind Regards,

Mrs. Pranati Rohit Tilak

PhD Student, Tilak Maharashtra Vidyapeeth, Pune.

Appedix-1

1. Who is the respondent?
 - a. Father
 - b. Mother
 - c. Grand Parent

2. Name of respondent:
3. Address:
4. Email id:
5. Telephone:
6. Combined Income:
 - a. Up to 75000/- per annum
 - b. Up to 200000/- per annum
 - c. Up to 500000/- per annum
 - d. Above 500000/- per annum

Instruction to fill the questionnaire: Please indicate Yes or No for the choice mentioned in the below mentioned questions

7. Educational qualification:
 - a. Mother
 - i. SSC
 - ii. Under Graduate
 - iii. Post Graduate

- b. Father
 - i. SSC
 - ii. Under Graduate
 - iii. Post Graduate
8. Profession:
- a. Mother
 - i. Service
 - ii. Self Employment
 - iii. Business
 - iv. Central Government
 - v. Home maker
 - b. Father
 - i. Service
 - ii. Self Employment
 - iii. Business
 - iv. Central Government
 - v. Other
9. Name of School in which child studies/enrolled:
10. Medium of Instruction at school
- a. English
 - b. Marathi
 - c. Hindi
 - d. Mixed
 - e. Specific language
11. Admission process followed at your child's school:
- a. Interview
 - b. Management quota
 - c. Reference
 - d. First cum first basis
 - e. Other
12. Alternate school option if choice is there:

13. Infrastructure:

- a. Large sprawling campus
- b. Play ground
- c. Well-equipped lab
- d. Computer labs and well equipped library
- e. Music Room
- f. Well planned and systematic organized bus routes and bus facility
- g. Posh campus and facilities
- h. School is conveniently located and easy to access
- i. Well organized canteen facility

14. Administrative

- a. Brand loyalty- you/spouse/family member are an ex- student of the school
- b. Brand value- high quality standards are associated with the school brand
- c. Brand status- Admission into the school is looked upon as a symbol of high status
- d. Reputed and well established leader or leadership of the school
- e. School management and staff are recruited to be thoroughly / soundly/well trained and perform in efficient manner
- f. Reasonable fee structure charged for the facilities
- g. Bag less and tiffin less procedure followed at the school
- h. Use of the school website to post any important notice and updates
- i. School has been recommended by friends/acquaintances for its high academic standards
- j. Well organized academic planner .Prompt service and response by staff to any queries and problems

15. Academic

- a. Standard and quality of the education imparted by the school
- b. Reputed academic quality of the teaching staff members
- c. Extra-curricular activities and co-curricular activities
- d. Limited class size/ less number of students per class
- e. Continuous assessment/ evaluated method followed
- f. Day boarding facility

- g. Personality development activities
 - h. Use of a multimedia on a regular basis in classroom teaching
 - i. Assurance/ reputation of school securing 100% pass result for std. 10th board
 - j. Timely update of teaching practices with a combination of hands on and practical oriented teaching methods
16. Extracurricular activities and co-curricular activities
- a. Sports
 - b. Cultural Activities
 - c. Field Trips
 - d. Art and Craft classes
 - e. Abacus classes
17. Personality development activities
- a. Public speaking
 - b. Communication skills
 - c. Dance
 - d. Music classes
18. What is your preferred board of choice for your child
- a. CBSE
 - b. SSC
 - c. ICSE
 - d. IB
19. Preferred choice of language at school if choice is there
- a. English
 - b. Marathi
 - c. Hindi
 - d. Mixed
 - e. Bilingual
20. Are you ready to pay extra fees for additional facilities, extra activities, transport for child development
- a. Yes
 - b. No

Appendix-2: Child Development

Sr. No.	Structured Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Your child use his/her body in various activities appropriately					
2	Your child use his/her hands in correct manner					
3	You child's ability to pay attention and to concentrate on various tasks and activities is good					
4	Your child has a tendency to be too active or impulsive					
5	Your child inactivity or tendency to be too passive					
6	Your child's ability to plan or organize activities is good					
7	Your child's perception of space and directions in the physical world is correct					
8	Your child does understand the time and its correct usage					
9	Your child's perception of his/her own body and sensory impressions are good					
10	Your child has the ability to perceive forms and figures correctly					
11	Your child's has the ability to remember facts or what he/she has experienced					
12	Your child is able to comprehend the language correctly					
13	Your child has ability to express language and pronounce the words properly					
14	Your child can communicate with others comfortably					
15	Your child can understand numbers and able to read and write correctly					
16	Your child can easily apply the concepts he/she has learned in school					
17	Your child has problem solving approach					
18	Your child is able to participate in social settings and interact with others easily					
19	Your child can manage his/her emotions correctly					
20	Your child shows obsessive actions or thoughts which are out of their control					

Appendix-3: Extra-Curricular Activities

Sr. No.	Structured Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	You are satisfied with the way your child participate in extracurricular activities					
2	Your child does participate in prosocial activities (volunteering, scouts and guide etc.)					
3	Your child does participate in various sports such as swimming, martial arts, football, gymnastics, skating etc...					
4	Your child does participate in arts performing such as drama, instruments, dance etc...					
5	Your child involved into activities of schools such as debate, peer tutoring, public speaking etc...					
6	Your child does participate in various academic clubs of his/her choice (e.g. science club, math club, language club etc...)					

Appendix-4: Multimedia and ICT

Sr. No.	Structured Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Your child's schools has computer facility for every student					
2	Your child's school staff uses computer for better management of student activities					
3	Your child's school has printing facility in case they have to print some handouts or notes					
4	Your child's school have functional photocoppy machine for xerox purposes for students					
5	Your child's school has a TV set to be used for educational purposes					
6	Your child's school has various computer based tutorial for educational purposes					
7	Your child's school has CD/DVD players for showing media and educational movies or clips					
8	Your child's school uses functional LCD for presentations and showing pictures or diagrams or charts or graphs					

Appendix-5: School Facilities

Sr. No.	Structured Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Your child's school has attractive building and landscape					
2	Your child's schools classroom conditions are good such as (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate all the students)					
3	The library services at your child's school such as (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) is good					
4	Your child's schools washroom facilities are good such as (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)					
5	Portable water is available in your child's school					
6	Your child's school has emergency medical provision and first aid in case of minor accidents					
7	Your child's school has big playground for sports and other physical activities					
8	Your child's school has adequate instructional materials for teaching-learning activities					
9	Your child's school has availability of sanitary materials in case it is needed					
10	Your child's school has good transportation facilities					
11	Your child's school gives due importance to kids safety					

Chapter : 11

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