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Psychological Well-Being of Senior Secondary School Students: Does Type of School and its Interaction with Academic Achievement Level Matter?

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This paper explores the importance of human potential and the environment in shaping the development of humanity. Adolescence, one of the stages of human development, is a key period that is characterized by many transformations. In India, many adolescents remain unaware of the importance of health and their own potential. They often do not recognize the personal attributes that can help them thrive. The present study aimed to assess the psychological well-being (PWB) of school adolescents in relation to school type and academic achievement. To conduct the study, a school survey was carried out, and a total of 519 students from various senior secondary schools in the Kulgam and Anantnag districts of Kashmir Valley were selected using a multi-stage stratified sampling technique. The Psychological Well-Being Scale (PWBS), developed and standardized by Sisodia and Choudhary (2012), was used as the assessment tool. Academic achievement was measured based on students' board examination scores from the Jammu and Kashmir Board of School Education (JKBOSE).The collected data were analyzed using a 2×3 ANOVA in SPSS version 22. The results indicated no significant difference in psychological well-being between private and government school students. Additionally, no significant interaction was found between school type and academic achievement levels in relation to students' psychological well-being. Finally, educational implications and recommendations based on the findings were discussed to promote the psychological well-being of school students.

Keywords: *psychological well-being, academic achievement, type of school, senior secondary students*

Introduction

One of the global goals adopted by the United Nations (UN) in 2015, known as the Sustainable Development Goals (SDGs), is well-being (UN 2015). Well-being has always been a fundamental goal for individuals and societies, and it will continue to be so in the future. It is a prerequisite for achieving all other goals, as no other objective can be fully realized without it. Without well-being, individuals cannot maximize their inherent potential (Seligman 2018).

In the literature, various terms have been used interchangeably to represent well-being, including happiness, life satisfaction, quality of life, mental health, and hope. According to Ryan and Deci (2001), well-being is a complex construct that refers to optimal psychological experience and functioning. The field of well-being has given rise to two distinct yet overlapping traditions or paradigms. The first, known

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as hedonism (Kahneman et al. 1999), defines well-being in terms of happiness or pleasure. The second, eudaimonism (Waterman 1993), emphasizes that well-being stems from the realization of one's daimon or true nature—the fulfillment of human potential. Aristotle described daimon as a person's intrinsic potential, the achievement of which leads to the greatest fulfillment. Striving to live according to one's daimon and aligning it with life activities results in eudaimonia—a deeply fulfilling state of well-being.

Based on this classification, some scholars (Keyes et al. 2002) have used the construct of subjective well-being (SWB) to represent the hedonic paradigm, focusing on affective experiences and life satisfaction. In contrast, psychological well-being (PWB) aligns with the eudaimonic paradigm, emphasizing personal growth and the development of skills. Both paradigms serve as key indicators of positive functioning (Díaz et al. 2006). Subjective well-being (SWB) is widely accepted as the sum of life satisfaction (the cognitive component) plus positive affect minus negative affect (the affective component). In simpler terms, SWB refers to everyday "happiness." On the other hand, PWB reflects active engagement and full participation in life's challenges and opportunities. While SWB and PWB are moderately correlated, they are not identical (Pello et al. 2018). Additionally, although both are typically considered indicators of optimal psychological functioning, this is not always the case.

Education systems worldwide consist of various types of schools, each with unique structural, financial, and pedagogical differences that may influence students' psychological well-being. In many countries, including India, schools are broadly categorized into government and private institutions. Government schools, funded and managed by the state, typically offer free or subsidized education, aiming to provide equal access to students from diverse socioeconomic backgrounds. However, they often face challenges such as larger class sizes, limited resources, and varying teaching quality.

In contrast, private schools, which operate independently with funding primarily from tuition fees, tend to have better infrastructure, smaller class sizes, and additional academic and extracurricular support. These differences may impact students' academic experiences, stress levels, and overall well-being. For instance, students in private schools may experience high academic expectations and parental pressure to perform well due to the financial investment involved. Conversely, government school students might face stress related to resource constraints, teacher availability, and future career uncertainties.

Given these distinctions, it is hypothesized that school type could play a role in shaping students' psychological well-being. While some studies (e.g., Rapheal & Paul 2014) suggest that school type does not significantly affect well-being, others argue that the varying academic and social environments in these institutions might contribute to differences in stress, anxiety, and overall mental health. This study seeks to examine the extent to which school type influences psychological well-being, while also considering the interaction between school type and academic achievement levels.

Psychological Well-Being and Academic Achievement of Students

A student is the most valuable asset of any country, as they represent the future of a nation. After completing their studies, they join various sectors and contribute to the country's economic development. Due to intense competition, there are high expectations for students to excel academically. As a result, students experience immense pressure, often leading to stress and strain (Owusu & Essel, 2017), which may negatively impact other aspects of their lives. Therefore, it is essential to evaluate the role of well-being in relation to academic achievement. Educationists worldwide have emphasized the importance of positive education as a response to the increasing stress among students. Emerging research highlights the link between academic performance and students' social and emotional characteristics (Elias & Arnold 2006, Payton et al. 2000, Jiménez Morales & López-Zafra 2009). Emotions play a significant role in the classroom, directly influencing learning, cognitive processes, and student performance. When emotions are well-regulated, they yield numerous benefits, including increased motivation, enhanced cognitive functioning, and improved self-regulation. Studies indicate that positive emotions in students are associated with higher grades and better examination scores (Pekrun et al. 2002). Flourishing in schools refers to both feeling good and performing well. Feeling good reflects a life enriched with positive emotions and engaging experiences, while performing well signifies effective functioning, strong social connections, resilience in overcoming challenges, and meaningful contributions to others (Keyes & Annas 2009). Research shows that students who flourish tend to achieve higher grades, demonstrate better self-control, and procrastinate less than those with moderate mental health (Howell 2009). Similarly, students with the highest well-being at one point in time exhibited the strongest academic performance (GPA) and the lowest school absence rates one year later (Suldo et al. 2011). Additionally, students who find school to be a positive social experience generally perform better academically. Another crucial factor influencing student well-being is a sense of accomplishment—not only in academic pursuits but also in personal growth and development. Individuals who can understand and regulate their emotions tend to maintain a more positive outlook on life and experience better psychological health (Schutte et al. 2002). Life satisfaction is considered a predictor of overall happiness and psychological well-being (Spector 2003). Studies have established a connection between psychological well-being and emotional intelligence, with several scholars suggesting that high emotional intelligence contributes to greater psychological well-being (Goleman 1995, Salovey & Mayer 1990, Saarni 1999). Furthermore, positive emotions can create psychological broadening, leading individuals to find meaning in life events and fostering upward spirals of emotional well-being (Fredrickson & Joiner 2002).

Overall, research suggests a strong relationship between emotional intelligence, well-being, and academic success. Studies exploring the link between socio-emotional traits and academic performance consistently indicate that higher emotional intelligence is associated with greater psychological well-being, reduced anxiety, and fewer depressive symptoms (Jiménez Morales & López-Zafra 2009). Maintaining a fully functional state is crucial for students if they are expected to perform at their best

while navigating academic and personal challenges. Recognizing their strengths and weaknesses fosters a mindset that values self-improvement and personal growth.

As academic expectations and pressures continue to rise—particularly in highly selective, private, and academically rigorous institutions (Brown 2022)—the relationship between psychological well-being and academic achievement has gained increasing research attention. However, existing studies have produced conflicting results. In today's highly competitive environment, students face numerous academic challenges, both within and outside the classroom. While some students become more resilient, others experience stress, anxiety, and self-doubt. Challenges such as fear of failure, identity formation, academic competition, and stream selection are particularly prevalent among senior secondary school students. Given these circumstances, psychological well-being emerges as a critical factor that warrants further investigation. The present study aims to examine the psychological well-being of senior secondary school students in relation to school type and its interaction with academic achievement levels. While previous research has not consistently established a direct correlation, recent studies suggest a positive relationship between adolescents' academic achievement and psychological well-being (e.g., Kirkcaldy et al. 2004). Consequently, scholars have emphasized the need to explore underlying mechanisms and potential moderating factors in this relationship (Suldo et al. 2006). Earlier studies on student well-being and academic achievement have been criticized for failing to account for contextual variables (Suldo et al. 2006). Specifically, research on potential moderating factors such as school type and socio-economic background remains scarce. To address this research gap, the present study seeks to determine whether school type moderates the relationship between students' academic achievement and psychological well-being.

The Study

The present study aimed at examining the psychological well-being of school students in relation to type of school and academic achievement levels in the Kashmir valley of India. The study attempted to address two research objectives.

Objectives

- To study psychological well-being of senior secondary students based on the type of school.
- To study the interaction between the academic achievement levels (groups) and type of school in terms of the psychological well-being of senior secondary school students.

Null- Hypotheses

- There is no significant difference between senior secondary students' psychological well-being based on the type of school.

- There is no significant interaction effect between the academic achievement levels (groups) of the senior secondary students and the type of school in terms of their psychological well-being.

Research Design

The survey of schools which falls under descriptive methodology was used to get the required data for analysis in order to answer the research questions. Descriptive method of research was employed to get the quantitative type of data for testing the hypotheses proposed for the study. This method of research is widely used in education. It describes and interprets "what is?" It is concerned with the conditions or the relationships that exist between various variables, opinions that are held, processes that are going on in the system, the effects that are evident, or trends that are developing. It deals with the testing of hypotheses and the development of generalizations, principles, or theories that have universal validity.

Variables of the Study

We know that, a variable is a measurable characteristic that changes. It may vary from group to group, person to person, or even within a person over time. It is any property of a person or a thing that changes from person to person or from group to group. Here in the present study there are three variables namely; Psychological well-being, School Type and Academic Achievement. Further the school type has two categories one is private and other is government school (based on administration and finance). Academic Achievement has been categorized into three levels namely; (a) High achievement group, (b) Average achievement group, and (c) Low achievement group. The procedure of making these three categories is mentioned in the tools for data collection section below.

Methodology

The survey of schools which falls under descriptive methodology was used to get the required data for analysis.

Population

The population for the present study was all the senior secondary school students of Kashmir valley affiliated to the Jammu and Kashmir Board of School Education (JKBOSE).

Sample

The survey of senior secondary schools for data collection was carried with the permission from head of the schools and consent of students. Out of the data collection,

a total of 519 students were selected from the Kulgam and Anantnag districts of Kashmir valley, affiliated to the Jammu and Kashmir Board of School Education (JKBOSE). The sampling technique utilized for getting the appropriate representative of the population was Multistage stratified random sampling. The criterion for stratification was type of school. The different stages of sample selection were the selection of districts, educational zones, senior secondary schools and finally the students who were stratified on the basis of nature of school. The students from whom the data collected were having Mean age of 16 years. Out of the total 519 students, 284 were boys and 235 were girls.

Tools for Data Collection

Psychological Well-Being Scale (PWBS) developed and standardized by Sisodia and Choudhary (2012) was administered to collect the data about PWB. For assessing academic achievement; the marks obtained by these senior secondary school students in the board examination conducted by JKBOSE were requested to fill in the information sheet for analysis purpose. It is necessary to mention here that the total sample of senior secondary school students was divided into three groups on the basis of marks obtained. These are (a) High achievement group, (b) Average achievement group, and (c) Low achievement group. The academic achievement for the present study was assessed through the marks obtained by the 11^{th} class students of their 10^{th} class examination conducted by the JKBOSE. The marks of the sampled students were get through the information sheets in which they were requested to write their marks obtained in the class 10^{th} examination conducted by JKBOSE and were also cross-checked with the official record. These marks were then converted to standard scores (T scores) by changing raw scores to standard scores using the formula:

$$T = \frac{10(X-M)}{\sigma} + 50, \quad \text{where}$$

X= Raw score,
M= Mean of raw score,
σ = Standard deviation of the raw score.

Formation of High Achievement Group (HA), Average Achievement Group (AA) and Low Achievement Group (LA)

Based on the marks obtained in the Examination, the students were classified into three groups, viz., High, Average, and Low. The Mean (M) and Standard Deviation (σ) of the distribution of scores on academic achievement for the whole sample were calculated for the purpose of formation of groups. The students whose marks were at or above (M + σ /2) were grouped as a High group and those students whose marks were at or below (M - σ /2) were grouped as Low. Those students whose marks were in between (M + σ /2) and (M - σ /2) were grouped as Average.

Analysis and Interpretation

To examine the stated objectives, a two-way ANOVA was conducted to analyze the effects of school type (government vs. private) and academic achievement levels on the psychological well-being of senior secondary school students. The analysis tests two null- hypotheses:

Null-Hypotheses

H_1: There is no significant difference in psychological well-being between senior secondary students based on the type of school.
H_2: There is no significant interaction effect between academic achievement levels and school type in terms of psychological well-being.

For the empirical testing of Null Hypotheses 1 and 2; two-way ANOVA was applied and the results are shown in Table 1. Two-way analysis of variance yields one main effect of the school type and one interactional effect which are presented in Table 1.

Table 1. *Summary of 2×3 (ANOVA) Factorial Design for the Scores of the Psychological Well-Being According to the Levels of Academic Achievement and the Type of School*

Source		N	Mean	Sum of Squares	Df	Mean Square	F	Sig.
Type of school	Private	143	194.15	780.780	1	780.780	2.092	.149**
	Government	376	194.36					
Achievement levels	High	183	200.81	10500.026	2	5250.013	14.070	.000*
	Average	173	192.32					
	Low	163	189.09					
Type of school × Achievement levels				231.183	2	115.591	.310	.734**
Error				191420.443	513	373.139		
Total				19799270.000	519			

*Significant at 0.01 level
** Insignificant

A two-way ANOVA, yielding two key effects:

- Main effect of school type (whether government vs. private school students differ in psychological well-being).
- Interaction effect between school type and academic achievement levels (whether the relationship between academic achievement and well-being depends on school type).

Main Effect of School Type on Psychological Well-Being

The results indicate that the main effect of school type on psychological well-being was non-significant F= [2.092], p = [.149].

The lack of a significant effect suggests that psychological well-being is not determined solely by school type but may be influenced by other factors such as family support, coping strategies, or socioeconomic background.

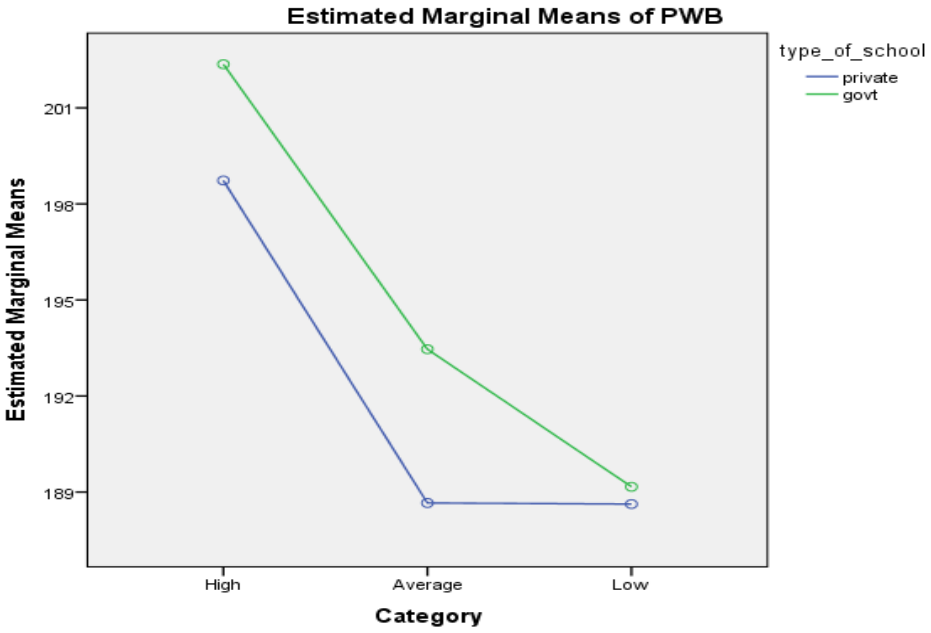
Interaction Effect: Academic Achievement × School Type

The interaction effect between academic achievement levels and school type on psychological well-being was non-significant F= [.310], p = [.734].

The absence of an interaction effect suggests that school type does not significantly alter the relationship between academic achievement and psychological well-being. This could mean that factors such as peer influence, parental expectations, or teacher support systems play a more dominant role in shaping psychological well-being across both school types.

Again On observing the above table 1, it can be inferred that the F value for the type of school (F=2.092, P>0.01) is insignificant at 0.01 level, which confirms that there is no significant difference between private school students and government school students in terms of the psychological well-being. Hence, the Null hypothesis 1, which states that there is no significant difference between senior secondary students' psychological well-being based on the type of school, fail to reject the null hypothesis. Again, from the perusal of the table 1, it is also clear that there is no combined effect of type of school and achievement levels of students on the psychological well-being of students (F=.310, P>0.05). However, there is a significant effect of academic achievement levels on the psychological well-being of students, but on combining with the type of school, the results are not significant. Figure 1 shows that it is an additive model as the lines are almost parallel with each other. With the increase of achievement of students, the psychological well-being of government school students also increases with it. However, in private school students it remains constant up to average level then increases. So, how psychological well-being of students changes with the type of school does not depend on the level of achievement and vice versa. At low level of achievement, both private and government school students have an almost same score of psychological well-being. However, there is a higher difference at average and high achievement levels. The Null hypothesis 2, which states that there is no significant interaction effect between the academic achievement levels (groups) of the senior secondary students and the type of school in terms of their psychological well-being fail to reject the null hypothesis.

Figure 1. *Interactional Effect of the Type of School and the Achievement Levels on the Psychological Well-being of Students*



Findings of the Study

Through the study the following main things has been found:

- An insignificant difference in psychological well-being was found between the private and government school students.
- The insignificant interaction was found between type of school and academic achievement levels on the Psychological well-being of senior secondary school students.

Discussion

This study examined the relationship between school type (government vs. private) and psychological well-being among senior secondary school students. The findings indicate no statistically significant difference in psychological well-being between students from government and private schools. This aligns with Rapheal and Paul (2014) and Thapliyal (2023), who also concluded that school type does not significantly impact students' psychological well-being. However, while prior research has highlighted that government school students tend to exhibit higher levels of overt anxiety and experience greater academic pressure than their private school counterparts, this study suggests that such stressors may not necessarily translate into measurable differences in overall psychological well-being. One possible explanation is that private school students might be socialized to regulate their emotional expressions more cautiously, potentially masking their stress levels.

Beyond confirming previous findings, this study extends the discussion by exploring the interaction between school type and academic achievement levels in shaping psychological well-being. The findings indicate that while academic achievement levels may initially influence psychological well-being, the type of school appears to mitigate this effect. Specifically, differences in psychological well-being among students with varying academic achievement levels diminished significantly when school type was factored in. This suggests that the institutional environment—through its resources, support systems, and academic culture—plays a role in buffering the psychological impact of academic performance.

The Role of Social Variables in Psychological Well-Being

While school type and academic achievement are key factors, psychological well-being is also shaped by various social variables that interact with students' educational experiences.

Gender Differences in Psychological Well-Being

Research consistently highlights gender-based differences in adolescent psychological well-being (Nolen-Hoeksema 2012). Female students may experience higher academic stress due to societal expectations and greater pressure to excel academically while also navigating gender norms that may discourage emotional expression. Male students, on the other hand, may face stress related to conforming to traditional masculinity norms, which often discourage seeking emotional support. The absence of a significant difference in well-being between school types may indicate that gendered stressors are experienced similarly across both private and government schools.

Family Structure and Parental Expectations

Parental involvement plays a crucial role in adolescent mental health (Steinberg 2001). Students from nuclear families may receive more focused parental attention and structured guidance, while those from joint families may benefit from extended familial support but also face increased academic pressure due to collective expectations. In many Indian households, first-generation learners or students from lower-income families may experience additional stress due to parental aspirations for upward mobility. Private school students, often coming from higher socioeconomic backgrounds, may experience a different form of pressure—one linked to maintaining social status and meeting high performance expectations.

Urban vs. Rural School Environments

Educational experiences and psychological well-being may also differ based on urban vs. rural school settings (Kumar et al. 2021). Urban students have greater access to extracurricular opportunities, counseling services, and peer competition, but they may also experience higher academic expectations and performance pressure.

Rural students, while potentially facing fewer direct academic pressures, may experience stress related to limited access to resources, digital learning disparities, and career uncertainty. The school environment's role in buffering psychological stress could be more pronounced in urban schools with structured support systems, whereas rural schools may rely more on community and familial support.

Digital Exposure and Cyber Stress

Modern students face increasing pressure from the digital sphere, with constant academic comparisons, social media expectations, and cyber stress impacting their mental well-being (Twenge et al. 2018). Private school students, who are more likely to have access to digital learning tools and social media, may experience greater pressure to curate an ideal academic and personal image. Government school students, on the other hand, may face digital exclusion or limited access to online academic resources, potentially leading to stress due to educational inequities.

Caste and Class Disparities in Psychological Well-Being

In the Indian educational context, caste and class inequalities continue to influence students' psychological well-being (Deshpande 2011). Students from historically marginalized communities (SC/ST/OBC) may experience discrimination, limited access to quality resources, and greater pressure to succeed academically to break socio-economic barriers. Private schools, often catering to wealthier families, may provide an academic culture that favors students from privileged backgrounds, while government schools tend to be more diverse but face resource constraints. The lack of a significant difference in psychological well-being may suggest that students develop personal coping mechanisms, regardless of school type, to navigate these socio-cultural challenges.

Educational Implications

All the researches whether of past or future are always directed toward the generation of knowledge which is helpful for the comfort of human beings, their existence, explanation of things etc. A piece of research is said to be meaningful and relevant if its findings help in solving immediate and future problems of human beings. In the case of education, the research should be helpful and fruitful in terms of enhancing the endeavors of education for which the process of education was established or in other words to reach the goals of education. All the efforts of educational machinery must be aimed at enhancing the academic achievement of students for the benefit of human progress and national development. At the same time, it is equally important to achieve the formulated goals of education in terms of academic achievement as it indirectly affects the aim of the education. Keeping all the things of research in view, the present study was undertaken to determine the effect of psychological well-being of senior secondary school students on their type of school.

The findings of the study call for serious efforts from all the stakeholders to enhance the educational aspiration of adolescents in the form of achievement. The investigator on the basis of the findings has found following implications, which might be of educational relevance in the future.

The findings emerged from the study clearly highlighted the interrelatedness of academic achievement and the psychological well-being of senior secondary school students. The higher the achievement, the better is the psychological well-being. It may, therefore, be implied that efforts need to be focused on enhancing the well-being of students for better educational development. The efforts for the educational development of students either by state, school or other agencies need to be enhanced and should be given more impetus. The finding emphasizes the perspective of positive education which says that cultivating well-being actually improves student's learning and academic performance. It is, therefore, implied that there should be regular assessment tests of psychological well-being of students so that students with lower well-being scores could be identified and various techniques could be used to enhance their psychological well-being. Hence, the present research suggests that *to enhance the academic achievement, enhance psychological well-being of students*. The research highlights the importance of promoting health and well-being as an integral part of a school effectiveness strategy and highlights the important contribution of a whole-school approach. A whole school approach is one that encompasses all aspects of a school's life, including culture, ethos, and environment. The health and well-being of students and staff is promoted through the "hidden" or "informal" curriculum, which includes leadership practice, the school's values and attitudes, as well as the social and physical environment. Learning and teaching: using the curriculum to develop pupils' knowledge, attitudes and skills about health and well-being. Partnerships with families and the community: proactive engagement with families, outside agencies and the wider community to promote consistent support for children and young people's health and well-being.

It is been found that the type of school has no impact on the level of psychological well-being. So, it is suggested that emphasis should be laid more on improving the school environment (both private and government schools). It is suggested that a healthy learning environment should be developed and sustained throughout the year. According to experts one of the most effective ways to do this is to try to avoid issues from arising in the first place. But when problems arise doing an appropriate response is important. For all this, there should be the separate staff of maintaining the safe environment in schools. They should have only the job of observing and aiming in making environment good for whole school approach. Create a "trouble-free" zone at your school where only good, upbeat news about faculty, students and issues can be communicated. The students would be cooperative in learning with each other to improve the classroom climate. Getting and giving positive feedback in the school about one another is the most direct way; each of us can create a school climate conducive to high achievement and happiness. In the schools, the students should be engaged in project-based learning, connected by integrated studies, should share learning that is cooperative learning and expand the things by comprehensive assessment. The teachers should coach and make students learn through acting as intellectual and emotional guide and consider teaching as an apprenticeship. The

present schools should adopt technology and reorganize resources. The schools should involve parents and include the community as partners in the mission. Provide choice to students, whenever possible to be responsive to students' interests and preferences. School should have communicated clear expectations for learning and behavior. They should ensure that expectations are age appropriate and the students are held accountable. Goals should be clearly described for the lesson and how the information relates to students and the real world. School should use interactive and experiential activities, such as group discussions, problem-solving and role-playing to engage students in learning and help them personalize the information. Engage and involve students in appropriate leadership positions in the classroom and in the institutes and provide avenues and opportunities for their voices and opinions to be heard. For example; explain about rules of the system and consequences of violation and include students democratically in the decision-making process for them. Encourage open, respectful communication about varying viewpoints. Create opportunities for students to challenge and debate can teach respect for diverse opinions and perspectives. Engage students in talking about how they learn the best and what strategies help the most in learning. Then commit to embedding this view of students into pedagogy, whenever possible.

Implications for Future Research and Policy

Unlike Rapheal and Paul (2014) and Thapliyal (2023), who primarily focused on the direct effect of school type, this study expands the discussion by investigating its interaction with academic achievement levels and broader social determinants of well-being. The findings suggest that school type is not merely a neutral factor in student well-being but may actively shape how academic pressures are experienced and processed.

Given the influence of gender norms, family expectations, urban-rural divides, digital stress, and caste/class disparities, future research should:

1. Investigate gender-specific coping strategies and mental health interventions in schools.
2. Examine how parental involvement and socioeconomic background moderate school-related stress.
3. Analyze rural vs. urban differences in school-based mental health support and digital learning access.
4. Explore the long-term effects of caste and class disparities on educational and psychological outcomes.
5. Assess the impact of social media and cyber stress on students' academic and emotional well-being.

Conclusion

This study highlights the complex interplay between school type, academic achievement, and social determinants of psychological well-being. While institutional factors such as school resources and academic culture play a role, broader societal influences—including gender, family expectations, digital exposure, and caste/class disparities—also significantly shape students' mental health experiences. Addressing student well-being requires a holistic, multi-level approach, integrating educational policies, parental awareness, mental health initiatives, and digital literacy programs to create a more supportive learning environment.

Limitations

As the study sample was limited to senior secondary school students from Kashmir valley only, we cannot generalize our findings to students from other developmental stages as well as other geographical areas.

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