

A Study of the Factors Affective on Quality of Student's Academic Performance in Higher Secondary School of Khyber Pakhtunkhwa

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Abstract

This descriptive study was carried out to investigate the various factors that influence student academic performance who are enroll in public secondary school of Khyber Pakhtunkhwa. The objective of the study was to investigate the various factors significantly influencing students' academic performance in Khyber Pakhtunkhwa province's higher secondary schools. There were three hundred male and three hundred female students in the 12th grade who served as respondents of the study. Because the study was quantitative in nature, the questionnaire was used to conduct a survey that gathered information on a variety of aspects of students' academic achievement. The result of the 11th class served as a tool of their academic performance. Both inferential t-test and ANOVA were utilized to check the impact of various variables of student's achievement. The relative findings of the study showed both the parent's education and socio-economic status (SES) had a big impact on the overall student's academic achievement as well as success in Urdu and English subjects. Performance is more impacted by socioeconomic levels that are high and average than by levels that are lower. It is quite intriguing that parents' education matters more than their line of work in terms of how well their students perform academically in higher secondary school. Finally from the results, it was resulted that female students perform better than male students.

Keywords: *Educational attainment, quality of performance, socioeconomic status, demographics, and gender factors, Intermediate education.*

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Introduction

Today is the age of globalization and also technological revolution where the 1st step for human activity is consider to Education. Basically education has an enormous position for human activities in any society. It is considered as an early stage for all human endeavors of the globalization and technical transformational era. It is a crucial for the growth of human capital. Education is also associated with a person's well-being and opportunities for the better life style to live (Battle & Lewis, 2002, p 21-35). It ensures that people gain the knowledge and skills required to improve their productivity and quality of life. Increase in productivity also generates new revenue streams, which boosts an economy (Saxton, 2000). It aims to improve local, regional, national, and global conditions. Factors which highly contribute to the highly to students performance has long piqued the interest of educators, trainers, and researchers. All the both factors are influenced the academic performance inside & outside of the classroom. All of these parameters could be divided into family, peer, school, and student factors (Crosnoe & Elder, 2004, p 1249-1274). Since the 17th century, there has been a formal examination into the impact of various demographic trends (Mann, 2005). These characteristics typically include things like age, gender, geographic location, socioeconomic status, ethnicity, socioeconomic position, marital status, parental education, income, language and religious affiliations. Normally, demography is the subject area in which these are explored by the Ballatine, (2003). Similarly in a broad sense; demography is the study of nature. It is the implication of different demographic variables which explore it in biological and social context. Unfortunately, it is not an easy task to define and measure the quality of education because the difficulty of this process increases as a result of fluctuating values for worth features connected to various viewpoints of stakeholders. (Blevins, 2009 Parri, 2006, p 107-111). Aside from other variables, socioeconomic status is one of the topics of most acquirable and discussed among experts in education that affects students' academic achievement. The most common defense is that students' socioeconomic circumstances have an impact on how well they succeed academically. The majority of experts contend that pupils of poor socioeconomic level do not perform better academically since their basic needs are not met (Adams, 2016). Low socioeconomic position contributes to environmental problems, which lower kids' sense of self (US Department of Education, 2003).

Statement of the Problem

In Khyber-Pakhtunkhwa's public sector higher secondary schools, there are divergent opinions regarding the quality of education provided to intermediate students and its effect on their academic performance. Because the secondary education occupies a important position in educational sector. As a result, "Study of the Factors Affective on Quality of Student's Academic Performance in Higher Secondary School of Khyber-Pakhtunkhwa" is the title of the problem statement. This study is very innovative and forward-thinking in its investigation of the various factors that influence academic achievement and performance among students in higher secondary education.

Objectives of Study

The primary goals are as follows:

- 1) To examine how the students' profession, parental education, and socioeconomic status affect their academic performance.
- 2) To ascertain how socioeconomic status affects the excellence of student performance in the Urdu and English subjects.
- 3) To determine how gender wise affect grades of students achievement.

Hypotheses of the Study

H₀₁ There is no impact on the quality of the students' academic performance based on their parents' education, occupation, or socioeconomic status.

H₀₂ Socioeconomic status impact the quality of students achievement in both Urdu and English is not significantly different between groups.

H₀₃ There is insufficient evidence to find the impact of gender on student achievement quality.

Review of Literature

There are educational services which are very hard to measure because these explore the result in the form of behaviour modification of learner, life skills and transformation of knowledge (Gerogiannis et al. 2010). More specifically, this study tries to pinpoint and examine variables that influence how well pupils succeed academically. Since learning outcomes take the shape of transformed knowledge, life skills, and behavioural changes in learners, educational services are frequently intangible and challenging to measure (Tsinidou et al 2010, p 227-244). As a result, the term "quality" as it

applies to the subject of education is not one that is generally accepted. Cultures all throughout the world have different ideas of what constitutes high-quality education (Michael, 2008, p 377-404). Learning achievement is significantly influenced by the setting in which they are taught and by their individual traits. Students are supported and assisted by their school staff, family members and also different community members to uplift and improve the caliber of their academic achievement (Goddard, 2003, p 59-74). The main objectives of these pupils' academic performance at school depend critically on this social aid. In addition to the social structure, parental involvement in a child's education raises the likelihood of academic success (Furstenberg & Hughes, 2015, p 580-592). The connection between a student's academic success and gender has been explored for decades (Eitle, 2005, p 177-195). There is a difference between the academic performance of boys and girls, with girls occasionally outperforming boys (Chambers & Schreiber, 2004, p 327-347).

According to McCoy et al (2005, p 131-135), gender, ethnicity, and father's career are important factors that affect students' performance. The effects of SES continue to be significant at the individual level in addition to other demographic determinants (Capraro et al, 2000) determined in a variety of ways, but it is most frequently determined by taking into account parents' education, employment, and income as well as the resources they use individually or collectively. It was declared that the socio-economic condition of parents has high and positive impact on the performance level of the students. (Jeynes et al 2002, p 56-65). This effect is most evident in postsecondary settings. Additionally, it has been discovered that parents whose financial situation is unstable are less likely to afford to pay for their children to attend higher education, which stops them from reaching their full potential (Barrow and Rouse, 2006 p 99-123). Similarly the students having educated parents can do better performance in the examination than the students with un-educated parents and vice versa (Krashein, 2005).

Parents who are well-educated can talk with their children about their homework, additional activities and the their lessons being taught at home. They can more effectively help their children with their home-work and take part in each school's activities (Fantuzzo & Tighe, 2000, p 367-376). The three categories of nine characteristics identified by Walberg in his Theory of Educational Productivity (1981) for optimizing learning and manipulating the standard of academic presentation are depends on the cognitive, affective and behavioral skills like Environment (family, classroom, peers, and television), Teaching (quantity and quality) and Aptitude (ability, development, and motivation) etc (Rouberts, 2007). Students' family life also affects their academic success. Parents who have

received formal education can give their kids the optimal atmosphere for academic success. Parents who want to improve their home environment and the quality of their children's work might get support and advice from the school authorities (Marzano 2003.) Similarly the involvement of the parents in the student's academic achievement has a significant impact on their ability to succeed academically, which is essential for achieving higher levels of academic achievement. The quality of pupils' performance is impacted by a variety of factors (Waters & Marzano, 2006). By finding the characteristics that contribute to the quality of academic achievement, Many thing to be consider. It is a very difficult task to pinpoint the factors that contribute the most to the standard of academic success. According to their demographics, the kids who attend public schools come from a variety of backgrounds. Pakistani culture now has a much wider and more nuanced range of diversity. The purpose of this study, which was carried out in a Pakistani metropolitan metropolis while taking into consideration all of the aforementioned debates, was to find the effect of different variables on students academic performance of secondary school.

Methodology

Current study is quantitative one that relies on a variety of statistical data and responses. As a result, the survey method was used in this descriptive study. The stratified sampling method was utilized because the population of this study was comprised of total female and male students attending Public higher secundar schools in district of Dera Ismail Khan, which is located in the province of Khyber Pakhtunkhwa. For the first stage, it was convenient to select the public sector secondary schools of boys and girls where we select six school from each twelve of above school. In addition, only 50 volunteers (25 boys and 25 girls) from one section of the 12th class were selected at random 12 schools from each. Similarly there were six hundred intermediate students in the sample, with three hundred girls and three hundred boys. Demographic data like parent education level, occupation, and socioeconomic status, as well as the gender of the parents, were included in this study. In a similar vein, the BISE (Board of Intermediate & Secondary Education) Dera Ismail Khan and the parent institution's record, as well as the achievement scores of the 11th grade annual examination, were used to assess the students' academic performance. The information on factors such as the parents' educational and professional backgrounds, their socioeconomic status, their location was urban, rural and all the gender of the students was gathered through the use of a comprehensive questionnaire.

Data Analysis and Interpretations

As collected information were inspected using inferential and descriptive statistics techniques a t-test was used to compare the performance of both male and female students. By using multiple comparisons and ANOVA with SPSS 23.00, various factors' significant impact on student's academic success was investigated.

Table 1

Effect of Profession, SES and Parental Education on Academic Performance of Students

Variation in Source	Sum Of Square	Df	Mean Square	F	Sig
Marks of SES and 11 th Grade	121066.343	2	61765.655	1.270	.000
Marks of SES and Urdu	7352.400	2	3677.678	9.076	.000
Marks of SES and English	9251.633	2	4524.311	14.884	.000
Marks in Father Occupation and 11 th Grade	191820.789	8	95999.878	7.566	.000
Marks in Mother Occupation and 11 th Grade	181149.054	8	90557.527	7.841	.000
Marks in Father Occupation and 11 th Grade	2352.688	4	11772.334	2.081	.102
Marks in Mother Occupation and 11 th Grade	9181.017	4	992.0085	.795	.496

Table 1 fixes a significant relationship between the overall academic performance of students in the 11th grade, test scores of Urdu and English, the socio-economic status (SES), parents' and mothers' educational standard, and it is clear that parental employment did not have any measurable impact on students' academic performance. Hence, we have proved that the parents education and SES have no significant impact on how well students do in school. Also, it was recognized that the work of a parent does not affect a child's achievement. These findings show that parents' education does not affect their children's academic performance, but parents' work and SES do.

Table 2

Multiple Evaluations of both subject Urdu, English and collective Achievement also to find the Effect of Socio-Economic Status (SES)

Dependent Variables	Independent Variables (I) (J)		Mean Difference (i - j)	Sig.	Std. Error.
Urdu Marks	Low SES.	Average SES	-5.453	.132	3.456
		High SES.	-10.021	.010	3.897
	Average SES.	High SES.	-8.417	.004	4.435
Marks obtained in Grade 11th	Low SES	Average SES.	-22.75	.008	7.345
		High SES.	-46.786	.002	9.876
	Average SES.	High SES.	-27.434	.134	3.453
English Marks	Low SES	Average SES	-6.265	.0227	2.987
		High SES	-12.345	.002	1.623
	Average SES	High SES	7.945	.010	2.897

Table No.2 had shown that by comparing the effects of socio-economic status (SES) with three parameters (High, Average, Low) on the intermediate student's academic scores in the selected subjects of the English & Urdu and also as a whole performance indicated that the students who belong to high SES levels generally performed better in the subjects of English and Urdu as well as in the cumulative academic scores. Both high & average level categories of quality achievement were more influenced than by low SES levels. Therefore, the null hypothesis is rejected. Therefore, it was resulted from the findings that quality of academic performance of the students with high and average socio-economic status (SES) is superior to students with low SES.

Table No 3*Father education: and quality of Academic Achievement of students*

Dependent variable	Father Education. (I)	Father Education (J)	Mean difference (i - j)	Std Err:	Sig:
Marks get by 11 th grade students	Illiterate	Primary	-1.401	13.568	1.002
		Elementary	-0.892	13.211	1.000
		Secondary	-13.111	10.129	1.000
		Intermediately	-36.522	10.804	.019
		Bachelor	-47.822	11.45	.001
	Primary	Master	-38.487	1.126	.019
		Elementary	.318	15.004	1.00
		Secondary	-12.017	11.123	1.00
		Intermediately	-34.510	11.821	.076
		Bachelor	-46.899	12.544	.006
	Elementary	Master	-37.988	12.345	.008
		Secondary	-12.104	10.434	1.00
		Intermediately	-37.124	12.122	.434
		Bachelor	-46.917	12.613	.004
		Master	-37.604	11.522	.042
	Secondary	Intermediately	-25.422	7.343	.037
		Bachelor	-36.454	8.565	.001
		Master	-26.678	7.876	.038
	Intermediately	Bachelor	-11.099	9.334	1.00
		Master	-0.764	8.881	1.00
	Bachelor	Master	12.113	8.765	1.00

Table 3 show multiple comparison which reveal that fathers who have Master and Bachelor degrees holders have high influence on students' overall performance than fathers with lower educational levels, e.g. illiteracy, intermediate and matric among others.

Table No.4*Mother Education: and quality of Academic Achievement of students*

Dependent variable	Father Education (I)	Father Education (J)	Mean difference (i-j)	Std Err:	Sig:
Marks obtained in 11 th Grade	Illiterate	Primary	-14.401	8.944	13.22
		Elementary	8.946	8.911	38.48
		Secondary	57.456	8.708	-.05
		Intermediately	29.923	9.233	-3.08
		Bachelor	-58.822	11.45	-23.65
		Master	-45.057	16.012	3.52
		Elementary	25.118	8.944	55.90
		Secondary	-8.125	9.319	17.84

Primary	Intermediately	-13.678	8.844	15.45
	Bachelor	41.242	10.727	-6.47
	Master	-28.125	16.580	21.30
Elementary	Secondary	-34.101	7.923	-7.68
	Intermediately	-39.124	9.665	-2.03
	Bachelor	-67.917	10.988	-3.14
Secondary	Master	-53.604	16.276	-4.94
	Intermediately	-27.422	7.343	.037
	Bachelor	-34.454	10.565	-1.70
Intermediat ely	Master	-19.678	14.677	26.66
	Bachelor	27.445	11.345	6.30
	Master	-14.456	14.904	31.66
Bachelor	Master	12.113	18.876	65.87

By Viewing the table 4, Mothers with different education levels like secondary, intermediate and bachelor degree holder have high impact on their children academic performance

Table No. 5

Comparison of quality of performance regarding academically between Male and Female Students

Variables	N	Gender	Std: Div	Mean	T-Value
Marks of Urdu	Male.	300.	34.10	19.108	-1.945
	Female.	300.	38.69	21.206	
Marks of 11th Grade	300	Boys.	67.058	267.44	-1.945
	300	Girls.	53.833	296.01	
Marks of English	300	Male	17.144	35.46	-2.124
	300	Female	18.864	38.44	

The students' marks for boys and girls are significantly different, as shown in Table 5. This conclusion is supported by t-values ($t = -4.990, -1.945, -2.124$). As a result, the proposed null hypothesis about the investigation of the impact of gender differences on student achievement performance is rejected. The resulting values (mean values = 296.01; 38.69; 38.44) indicate that the boys students performed not good as compare to the girls students who performed better in both subject of Urdu and English and in terms in all respect of score achievement.

Conclusions and Recommendations

As many external and internal elements disturb students academic performance. This study only concentrated on a few external variables that

impacted students' academic result. The principal focus of teachers is to teach their students conceptually so that they are able to convey their goals in better academic performance. In order to achieve this goal, teachers must have a deeper understanding of the factors that may impact students' academic progress. SES is the best predictor of student performance, according to the results of this study. Similarly, family indicators like socioeconomic status (SES) are significant predictors of student achievement at government higher secondary school. Similarly, other school factors, student factors and peer factors are also important predictors. SES increases students perform better in school; the opposite is also true. As parental education has played a great part in students academic success. Parental occupation has less influence than schooling on a student's academic performance. Gender has a significant influence on a student's academic success; Girls score better in general and in Urdu and English sections Girls usually put in more effort, which leads to better academic results. Finding all related factors concurrently is a hard and challenging task. An educator must first identify each of these features before making lesson plans and teaching and learning methods. Both time and resources are needed to do this. The ability to perform such research for identifying the important factors inside and outside of schools also demands appropriate organizational planning, specific training and practical skills with their abilities are given the opportunity to reach their maximum performance and also potential in learning, The process of identifying variables must be given the utmost emphasis and attention by the teachers. Using a large sample of students from all over the world and taking into account peer, family, and other student features as well as school and peer factors, further research is required to investigate the issue. The findings of this study may be useful to future researchers working in this field as well as to studies that were carried out with various variables at various other levels of education as opposed to the government's higher secondary school level.

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Citation of the Article:

Aziz, M. I, Khan, U. A & Ayaz, M. (2025). A Study of the Factors Affective on Quality of Student's Academic Performance in Higher Secondary School of Khyber Pakhtunkhwa. *Journal of Educational Leadership and Management* 7(1) 1-12