



RESEARCH PAPER

**Critical Analysis of the Academic Performance of Students at
High Secondary Level (HSL)**

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PAPER INFO ABSTRACT

Received: August 24, 2021	Students are the asset of education. Every age of a child vary different needs and level of understanding and learning. "Critical Analysis of the Academic Performance of Students at 'HSL'" is carried out to examine the level of achievement of students due to transition from high school to college at grade 10 and Intermediate level. The present research was conducted to explore the impact of students' gender on their achievement at higher secondary level/college level and the factors that influence achievement of students at school and college levels. In order to achieve the desire purpose, the research adheres to quantitative method of research. The findings of the research indicated that the school environment, gender difference, peer influence, parent supervision and strength of the class were the factors that affected the academic performance of the students; result also shows for the improvement of academic performance of students at higher secondary level that following measures should be introduced to motivate students. Administrations should arrange refresher and advance course for college faculty lectures, career counseling for students should be organized , student's attendance should be ensured parents-teacher meeting held twice annually, periodic and systematic evaluation procedures should be develop and individual attention on students should be focused.
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Introduction

Generally it is observed that the performance of the students is remarkable at school level; but in the case of some students it is not maintained at college level/higher secondary level. It is due to the fact that teachers, parents and students

pay more attention towards studies at school level in order to build strong base for higher education but unfortunately the students who pass out from school do not maintain the same enthusiasm in their studies at college level. The students' studies in the school are closely observed by the parent, teachers and other elders. There is much supervision on them to the extent that the students who are in school have to do homework and have to attend all the classes regularly. On the other hand, in colleges the students become independent to the extent that their academic work or behavior is not supervised as they were regularly supervised in school. They are not assigned any regular homework and they are not even regular and punctual in colleges. This all affects the performance of students and their studies from grade 10 to 12, during the transition from school to college. It has been observed that boys and girls differ in their performance in the annual examination. It is interesting to note the change in the role of parents when the students are at school and then at college level. School/College Result is a very popular topic in Education in all ages. Results are usually affected by what is going on in the classroom and outside the classroom. There are many external and internal factors which affect results. Research has shown that among external factors that are included are students' background and the behavior of their parents. On the other hand, the internal factor includes the classroom management.

Literature Review

According to G.H Anjum Khokhar, in an ideological state like Pakistan, education is generally observed as the intellectual and ethical preparation of persons through which their skills and advanced abilities are established. It is the procedure through which a population develops its self-consciousness. Teaching should aim at comprehensive personality development in all aspects such as spiritual, intellectual, imaginative, social and scientific and physical. Education always and everywhere is considered to be a social service and nonpolitical social activity, directed towards increasing the creative strength of the society, providing training, facilities and possibilities to individuals commensurate with their abilities, an awareness of social circles within the frame work of social justice and equal opportunities. Knowledge is the main source for new age group understanding regarding skills and abilities.

According to Nemat and Yousaf (2020), the gender difference is the biggest factor which affects the performance of the HSL. Self-efficacy is the faith of a human being in his/her ability to precise behaviors necessary to produce a certain level of accomplishment. It points out an individual's believes in their skills to show up the finite level of performance. It affects the truths that an individual faces in their life (Bandura, 2000; Gecas, 2002). Kandemir (2014) stated that, Self-efficacy plays important role in the lives of students to achieve the desired level of achievement.

Generally, girls are more careful and responsible then boys; but when we studied about the cognitive skills, girls use rote memory while boys used their power

of reasoning (Hofsted & Minkov, 2010). Behavioral theories explained that human motivation plays a vital role to achieve the better performance at all levels. So motivation is very essential in students' performance scale.

As we all know it very well that students have different educational environments in which they have to show their performance at higher secondary level. The student's capability effect learning, it is the duty of institutions to manage the learning environment (Savolainen, Engelbrecht, Nel, & Malinen, 2012).

Nisar & et.al (2017) discovered that father's financially condition, institutions' environment, classroom climate and study behaviors had significant effect on students' achievement. Akhtar & Niazi (2011) found that there is a connection of financially condition, classroom atmosphere and students' achievement at the secondary school level in Pakistan.

It is very clear that student learning connected to educational achievement. The academic achievement is further divided into many basic factors: family, institutional, and personal factors. Family factors are parents' qualifications and occupation, family size, income. Social factor is home environment. Institutional factors are educational environment, curriculum, teachers' competencies and behavior with students. Students' personal factors are intelligence, attitude, motivation, interests and students' achievement. Standard of excellent school climate is related with students' academic achievement (Hattie, 2009), and performance of pupil's teaching (Johnson, 2006).

According to Peter Jarvis (1984), Education is away to mold the students in to a better form of behavior and polished their skills for the welfare of the population. It is a planned process and the students will be able to achieve the desire goals of the life. This is very formal way to modify the attitude of the population. Schools are the specialized institutions for imparting the formal education, generally known as "Academic education" to the learners. In "Academic Education" many factors are involved to make the individuals life. The formal education (Academic education) starts from the first place of learning that's the school. This sort of education varies from place to place and time to time. It involves many factors to raise or to decline the academic performance of a child. These factors included environment of the school, Teachers, parent's concentration, teaching and learning process and its methods, psychology of the students, personality of the students, age of the students, curricular and extra curriculum activities of the children. Such type of the factors plays a vital role in the academic performance of the students in their whole learning process, either on secondary level or higher secondary level.

The Message of Quaid-i-Azam: "Education does not merely mean academic education and even that appears to be of a very poor type; what we have to do is to

mobilize our people and build up the character of our future generation. There is immediate and urgent need for training our people in the scientific and technical education in order to build up our economic life, and we should see that our people undertake scientific, commerce, trade, and particularly, well planned industries. But do not forget that we have to compare with the world which is moving very fast in this direction.”

(Message of Quaid-i-Azam to the all Pakistan Educational Conference, Karachi, 1947) Quaid-I Azam Muhammad Ali Jinnah said these words to the all educational conference, Karachi, 1947, for enhancing the importance of education. He said that it is a fact that education does not mean to get degrees from any well-known institution but it requires character building which is an assets for development of any country. If we acknowledge ourselves with scientific and technical education then we can make our country like a progress one. European country is developed because they give more importance to scientific and technical studies at all level of education.

The Creative Dilemma

Children are the pillars of our future generation as they are always imaginative and original. Some of them are more creative, innovative and intelligent than others. That’s why students at different stages of their studies show different results. Sometimes they give remarkable performance whereas at some other time they give just average feedback. (Ghazala Ahmed p 12, Dawn, 2007).

The great personalities of history encounter difficulties in dealing with the traditional school systems in their childhood that’s why they are frustrated and suffocated due to the unconventional and non-traditional attitude of their teachers. They need an atmosphere where they can freely express their skills and also demonstrate their abilities. Parents and teachers need to be sensitive to the creative needs of the students. Later when these students become successful as scientists, artists, poet, philosophers, musicians etc., their worth is appreciated. Students need careful and intelligent handling that’s why parents and teachers should appreciate and encourage them rather than discourage and degrade them at trivial issues.

Some of the students are very imaginative and they are good observer. Poets and artists who spend a lot of their time simply observing life are a good example of this. Some of the teachers encourage the spontaneity of students and support students who want to explore their independent thinking and non-traditional life styles. However, some of the teachers discourage the students and their parents by saying that their children will never make a success of any thing and will never amount to anything, not knowing that these children and students might be future Einstein (Ghazala Ahmed p 12).

Albert Einstein was considered to be a slow learner at school level. His teachers also discouraged and did not motivate him and his parents as well. The teachers in the elementary school appeared to him like sergeants and in the gymnasium like Lieutenants.

Hafiz Muhammad Inamullah has conducted a study with an objective to seek variety of ways, which could improve teachers-students verbal interaction in the secondary level. The implementation of study brings out following advantages,

- Instructional techniques
- Maximize student learning.

(Sandra B. Loughran) (2008) the parent-teacher partnership is of paramount importance.

Research has shown that the parents' involvement in education not only benefit the child but also parents and teachers. Parents/teacher partnership can play vital role in maintaining the students' performance in higher secondary education also which normally reduces the external of achievements in college level as compared to school level studies. This is an open secret that there is always favorable impact of good school climate not only on school outcomes but also on college outcomes. The students who have experienced good school climate always show good performance at colleges, on the other hand the students who do not have an experience of good school climate, their school and college outcomes both are effected. The reason rebind this true philosophy that good school climate always have positive impacts on student's perceptions. J. Eric Tubbs, K (2008)

According to Dr. Mann, throughout the study and academic performance, perception of men and woman for role of learning and examination is very importance. Among many factors that influence on student's confidence is the environment of college and its administration department which play vital role to moralize the adverse effects of new environment faced by students at college.

In nutshell, for not only maintaining performance level in college but also for performing better than schools, gender difference should be considered through perception of better men or, women, selection of subjects, performance in Arts and Science subjects, level of achievements of both genders in subjects, environment of colleges and role of Directors and Supervisors to ensures success in all areas of studies.

Hypotheses

Hypothesis-1

H₀: The mean achievement level of matric students does not differ from that of intermediate students. (H₀: $X_M = X_I$), [X_M stands for mean achievement of matric students and X_I stands for mean achievement of intermediate students].

H_A: The mean achievement level of grade 10 students tends to be different from that of intermediate students. (H_A: $X_M \neq X_I$).

Hypothesis-2

H₀: There is no difference in the mean achievement of girls at matric level and that of girls at Intermediate level. (H₀: $X_{GM} = X_{GI}$), [X_{GM} stands for mean achievement of girls at matric level and X_{GI} stands for mean achievement of girls at intermediate level].

H_A: There is a difference in the mean achievement of girls at matric level and that of girls at Intermediate level (H_A: $X_{GM} \neq X_{GI}$).

Hypothesis-3

H₀: There is no difference in the mean achievement of boys at matric level and that of boys at Intermediate level. (H₀: $X_{BM} = X_{BI}$) [X_{BM} stands for mean achievement of boys at matric level and X_{BI} stands for mean achievement of boys at intermediate level].

H_A: There is a difference in the mean achievement of boys at matric level and that of boys at Intermediate level (H_A: $X_{BM} \neq X_{BI}$)

Method and Strategy

The study was quantitative. The overall strategy of this study is to find possible relationship between two variables i.e. Academic performance and transition from school to college, to find significant correlation between them or not. This type of study can be listed as co- relational study. The quantitative technique will include "paired t test" coefficient of which will be used for analyzing if students retain their grades earned at grade 10 level on completion of their intermediate studies and find the factors which affect the academic performance of the students of intermediate students. Convenience sampling was devised to select the sample unit from the population.

Population

There are 24 Public colleges in Saddar Town, Karachi. Among 24 colleges, 8 are girls' colleges, 9 are boys' colleges and 7 are co-education colleges. The population of the

study consists of all students who appeared for Science group studying in Saddar Town Karachi. The study comprises all public Inter colleges in Saddar Town Karachi.

Sample

The collected data from D.J Science College, S.M Science College, SMIC, Women college Saddar town Karachi was tested through paired t-test to determine if the achievement level of grade 10 students tends to be different from that of intermediate students.

Research Instrument

1. Documentary record of work during the year with the help of mark sheets. The study also examines performance at science group student's academic year.
2. Documentary attendance record in colleges of Intermediate Saddar Town Karachi HSC Part II, annual examination.
3. Questionnaire for Students
4. Questionnaire for Teachers

Data Analysis

Hypothesis-1: The mean achievement level of matric students does not differ from that of intermediate students. ($H_0: X_M = X_I$), [X_M stands for mean achievement of matric students and X_I stands for mean achievement of intermediate students].

Paired Samples Test
Mean achievement level of Matric & Intermediate Students
Table: 01

Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Upper	Lower			
1.400	1.161	.0164	1.730	1.070	8.530	49	.000

The statistics are calculated by computing the differences between the paired values. The test results show a t-statistic of 8.530 with 49 degree of freedom. The two-tailed p value is .000, which is less than the conventional α of .05. Therefore, the null

hypothesis is rejected at 5% significance level and alternative hypothesis is accepted, showing thereby that the mean achievement of the matric students is different from that of the students of the intermediate. This means that the average result of the students of matric has indeed changed after completing the intermediate.

Hypothesis-2: There is no difference in the mean achievement of girls at matric level and that of girls at Intermediate level. (HO: XGM =XGI), [XGM stands for mean achievement of girls at matric level and XGI stands for mean achievement of girls at intermediate level].

Paired Samples Test
Mean achievement of girls at matric and Intermediate level
Table: 02

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Upper	Lower			
			1.080	1.115			

The statistics are calculated by computing the differences between the paired values. The test results show a t-statistic of 4.843 with 49 degree of freedom. The two-tailed p value is .000, which is less than the conventional α of 0.5. Therefore, the null hypothesis is rejected at 5% significance level and alternative hypothesis is accepted, showing thereby that the mean achievement of the girl's students is different from that of the girls of the intermediate. This means that the average result of the girls of matric has indeed changed after completing the intermediate, which means that the average result of the girls' students of matric has indeed changed after completing the intermediate.

Hypothesis-3: There is no difference in the mean achievement of boys at matric level and that of boys at Intermediate level. (HO: XBG =XBI) [XBM stands for mean achievement of boys at matric level and XBI stands for mean achievement of boys at intermediate level].

Paired Samples Test
Mean achievement of boys at matric and Intermediate level
Table: 03

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Upper	Lower			
			1.720	1.137			

The statistics are calculated by computing the differences between the paired values. The test results show a t-statistic of 7.562 with 49 degree of freedom. The two-tailed p-value is .000, which is less than the conventional α of .05. Therefore, the null hypothesis is rejected at 5% significance level and alternative hypothesis is accepted, showing thereby that the mean achievement of the boy's students is different from that of the boys of the intermediate. This means that the average result of the boys of matric has indeed changed after completing the intermediate.

Conclusion

Nearly all the respondents were of the opinion that there is a difference between the matric and intermediate result and that the academic performance deteriorates for all students contained as well as for boys and girls separately while they move from school to college.

The findings of the research indicated that the school environment, gender difference, peers' influence, parent supervision and strength of the class affected the academic performance of the students.

Recommendations

1. Career counseling program should be organized in institutions.
2. Motivation of the students for their career by providing introductory knowledge regarding every profession and making students aware of their responsibilities regarding their better future.
3. Administration should arrange refresher and advanced courses for teachers and instructors.
4. Ensuring students' attendance to create good environment and interest towards education.
5. Holding of parent- teacher meeting regularly.
6. Development of periodic and systematic test procedure.
7. Planned strategy to focus individual attention on students.
8. Enhancement of school climate.
9. Develop the good study habits.

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