

Factors affecting Academic Performance in Middle School Children in Government and Private Schools of Bahawalpur

Amna Siddique¹, Tahira Iftikhar Kanju² and Aaqib Javed³

ABSTRACT

Objective: The objective of this study was to assess the factors affecting academic performance of middle school children in public and private sector schools of Bahawalpur City.

Study Design: Descriptive / Cross sectional Study

Place and Duration of Study: This study was conducted at the Government Abbasia Higher Secondary Model School and Moon System of Education (private school) Bahawalpur from February 2016 to June 2016.

Materials and Methods: This study was conducted in Middle school (7th and 8th class). The data was collected through a pre-formed questionnaire. Data was analyzed by using SPSS version 15. Percentages and frequencies were calculated. Figures were made.

Results: In this study 200 students were included, out of which Government Abbasia Higher Secondary Model School Bahawalpur, the students with poor academic performance were 28%, fair academic performance were 23%, good academic performance were 49% and in Moon System of Education Bahawalpur (Private School), the students with poor academic performance were 2%, fair academic performance were 23%, good academic performance were 75%

In Abbasia School academic performance of students whose fathers were illiterate was Poor 73.4%, Fair 13.3%, Good 13.3%. Academic performance of students whose fathers had education Up to Metric was Poor 24.2%, Fair 28.8%, Good 47% and academic performance of students whose fathers had education Above Metric was Poor 5.3%, Fair 10.5%, Good 84.2%.

Conclusion: Our study concluded that that parents' education, socioeconomic status and parents' assistance in homework are directly related with academic performance of students.

Key Words: Factors; Private; Students; Performance

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INTRODUCTION

In this era of globalization and technological revolution, education is considered as a necessary goal for every human activity.¹ It plays a vital role in the development of human capital and is linked with an individual's well-being and provides him/her with opportunities for better living.

The issue of pupil's performance at school has been of concern since modern education was introduced. Pupils are the heart of an education system without them performing well; all innovations in education are doomed to failure. A wide dissatisfaction is found among parents and teachers about the current situation of schooling in many countries.²

Educators, trainers and researchers have long been interested in exploring the variables contributing effectively to the quality of performance of learners.³ These variables are present inside and outside the school environment. Generally these factors include

- * Parental involvement
- * Socio-economic status
- * Extra-curricular activities

These factors are usually discussed under the umbrella of demography. Unfortunately defining and measuring the quality of education is not a simple issue and the complexity of this process is increased due to the changing values of quality attributes associated with different stake holders view point.

1. Parental involvement: When parents have high expectations and provide financial support, guidance and supervision, a child's chance to succeed increase. When monitored by parents child develops positive habits. They are most successful when their parents are educated and try to stay in contact with teachers and other school personnel.⁵ It is observed that a large proportion of parents involve their children in domestic work. It limits the time with studies and they

¹. Department of Medicine, BHU Khanpur, Sheikhpura

². Department of Radiology, Saira Memorial Hospital Lahore

³. Department of Medicine, BHU Adam Wahin, Lodhran.

Correspondence: Dr. Amna Siddique, Women Medical Officer, BHU, Khanpur, Sheikhpura
Contact No: 0334-5118151
Email: amnasiddique13@yahoo.com

are left with no time for revision. This involvement is more difficult and challenging for single parents.⁵

2. Socio-Economic Status: Belonging to a strong financial background, Parents can provide latest technologies and facilities in a best possible way, to enhance educational capability of their children.

Adam stated:- "Low parental socio-economic status has negative effect on academics performance of students because basic needs of students remain unfulfilled and hence they do not perform better"

Children of well-to-do parents have the opportunity to get admission in good schools which offer a sound base for their future career.¹²

Students having financial problems have to face various hurdles and are distracted from their goals and they fail to thrive.

US department of education reported:- "lower socio-economic status results in environmental deficiencies which result in low self-esteem of students and development of specific behavioral patterns in their personalities"

Checchi stated:- "Richer parents spend more resources in education of their children. Once the investment is undertaken they fulfill their parents expectations more responsibly".⁶

On contrary Syed Tahir Hijazi and Raza Nacivi found a negative relationship between family income and student performance.¹¹

3. Extra-curricular Activities: It is self-evident that engagement in extra-curricular activities has a positive influence on performance of children. Student who spend more time in activities as involvement in students club, Athletic teams or social activities have more chance to thrive in the school environment.⁸

MATERIALS AND METHODS

Methods and material: The data was collected during 5 months from February 2016 to June 2016 from Middle school (7th and 8th class) students of Government Abbasia Higher Secondary Model School and Moon System of Education (private school) Bahawalpur. Questionnaire was developed and distributed among students, consisting of two parts. First part had bio data and second had variables parents' education, socioeconomic status, parents' assistance in homework, involvement of students in extra-curricular activities and academic performance of students.

Data was analyzed by using SPSS version 15. Percentages and frequencies were recalculated. All results were presented in percentages and in frequencies.

RESULTS

Sample of 200 children of middle school (7th and 8th class) from government Abbasia higher secondary model school and moon system of education

Bahawalpur (private school) was taken to assess the factors affecting academic performance in middle school children in government and private schools of Bahawalpur.

In Government Abbasia Higher Secondary Model School Bahawalpur, the students with poor academic performance were 28%, fair academic performance were 23%, good academic performance were 49% and in Moon System of Education Bahawalpur (Private School), the students with poor academic performance were 2%, fair academic performance were 23%, good academic performance were 75%.

In Abbasia School academic performance of students whose fathers were Illiterate was Poor 11(73.4%), Fair 2(13.3%), Good 2(13.3%). Academic performance of students whose fathers had education Up to Metric was Poor 16(24.2%), Fair 19(28.8%), Good 31(47%) and academic performance of students whose fathers had education Above Metric was Poor 1(5.3%), Fair 2(10.5%), Good 16(84.2%).

In Moon System of Education academic performance of students whose fathers had education Up to Matric was Poor 2 (3.9%), Fair 14(26.9%), Good 36(69.2%) and academic performance of students whose fathers had education Above Metric was Poor 0%, Fair 9(18.8%), Good 39(81.2%).

In Abbasia School academic performance of students whose mothers were Illiterate was Poor 21(50%), Fair 13(31%), Good 8(19%). Academic performance of students whose mothers had education Up to Metric was Poor 7(14.9%), Fair 10(21.3%), Good 30(63.8%) and academic performance of students whose mothers had education Above Metric was Poor 0%, Fair 0%, Good 47(100%).

In Moon System of Education academic performance of students whose mothers were Illiterate was Poor 1(10%), Fair 5(50%), Good 4(40%). Academic performance of students whose mothers had education Up to Metric was Poor 1(1.88%), Fair 11(20.8%), Good 41(77.3%) and academic performance of students whose mothers had education Above Metric was Poor 0%, Fair 7(18.9%), Good 30(81.1%).

In Abbasia School Socioeconomic Status of children with Poor Academic Performance was Low 78.6%, Middle 21.4%, High 0%. Socioeconomic Status of children with Fair Academic Performance was Low 69.6%, Middle 30.4%, High 0% and Socioeconomic Status of children with Good Academic Performance was Low 22.4%, Middle 59.2%, High 18.4%. In Moon System of Education Socioeconomic Status of children with Poor Academic Performance was Low 0%, Middle 0%, High 100%. Socioeconomic Status of children with Fair Academic Performance was Low 4.35%, Middle 47.8%, High 47.8% and Socioeconomic

Status of children with Good Academic Performance was Low 4%, Middle 40%, High 56%.

In Abbasia School Academic Performance of Students who had their Parents Assistance in Homework was Poor 5(11.1%), Fair 9(20%), Good 31(68.9%)

And in Moon System of Education Academic Performance of Students who had their Parents Assistance in Homework was Poor 1 (1.4%), Fair 16(22.5%), Good 54(76%).

In Abbasia School 30% students were involved in Extra-Curricular activities and in Moon System of Education 76% students were involved in Extra-Curricular activities..

DISCUSSION

In our descriptive cross sectional study conducted in public and private sector schools of Bahawalpur, it was concluded that parents of the students with good academic performance were mostly literate, of high socioeconomic status and they assist their children in homework. Same results regarding parent's education were found in Western Australian Aboriginal Child Health Survey, 2010. In both studies, parents' education was found to be a positive factor in academic performance of children.

In our study we concluded that parents' education, high socioeconomic status and parental assistance in doing homework had strong positive influence on student's academic performance. Same results regarding parents' assistance were observed in a study conducted in California, 2011, where students who received parents' assistance scored higher than others.

In our study we observed that both mother's and father's education, high socioeconomic status and parents' help regarding studies played a very significant role in student's academic performance. Similarly, the study conducted in Faidha Town Council, Africa, 2010 showed that parents' education and family income had positive influence on student's performance. In our study we concluded that students who had parent's assistance in homework, majority of them (68.9% of government school and 76% of private school) performed better than others. Similar results were found in the study conducted in Allama Iqbal Town, Lahore, 2013 which showed that students who received parents' assistance, 40.2% of them had good academic performance.

In our study we concluded that factors that played a significant role in student's academic performance were parents' education, high socioeconomic status and parents' assistance in doing homework. Similar results were found in a study conducted in public sector secondary schools of Lahore, 2012 which showed that high socioeconomic status and parents education ad a positive influence on the students overall academic performance.

In our study we concluded that 49% students of government and 75% of private school had good academic performance. Among parents of government school children, 60% of fathers and 43.3% of mothers were educated, while among parents of private school children, 82.5% of fathers and 60% of mothers were educated. Similarly the study conducted in Sadder Town, Karachi, 2013 showed that 34% of government and 65% of private schools were categorized as good. Among parents of public school children, 65% of fathers and 58% of mothers were literate, while these figures were 62% and 67% respectively in private school children. Overall academic performance of private school children was better that of government school children.

CONCLUSION

Our study concluded that that parents' education, socioeconomic status and parents' assistance in homework are directly related with academic performance of students.

Recommendations:

1. Regular parent teacher meetings should be organized.
2. Incentives should be given to students in school.
3. Guidance and counseling should be encouraged in schools to meet the needs of students.
4. Students with persistent poor performance should be given more attention.

Conflict of Interest: The study has no conflict of interest to declare by any author.

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