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## FACTORS AFFECTING THE PERFORMANCE OF SCHOOL STUDENTS: A CASE STUDY OF BAHAWALPUR

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**Abstract-** Education is the most powerful weapon which one can use to change the world. Education is a social instrument through which one can achieve his/her goals and shape his future. It has a high rank in humanity. It increases the efficiency and enhances the mental capability of an individual. In this study, we investigate the determinants of grades of school student in Pakistan. We use a unique dataset of school and student information that related with individual student and their parent. Information was collected in a survey of government and private school. For this analysis, we used OLS regression technique. There are major four types of variable that effect the grades of school student (1) student's related variable (2) parents related variable (3) school related variable (4) teacher related variable. Among the significant variables are the parents' educations, teacher education, education of elder brother and sister, group of the student (Arts, science), gender of student (male, female), type of school (govt., private), medium of the study (English, Urdu) and income of the parents.

Teacher, parent's, elder brother and sister education and income of household are positively related with grade of school students. Gender of students has positive effect on grades of school students and male students get higher grade compare to female students. Arts group students get better grade compare to science group students. Private school students get higher grade compare to government school students. Medium of course is negatively related with grade of school students. Students that study in Urdu medium get higher grade compare to English medium school.

**Keyword:** Performance, Students, Bahawalpur

### I. INTRODUCTION

"Education is the most powerful weapon which one can use to change the world" (Nelson Mandela). Education is a social instrument through which one can achieve his/her goals and shape his future (Banard, 2004). It has a high rank in humanity. It increases the efficiency and enhances the mental capability of an individual. It generates the skilled and trained manpower which leads the economy to a sustainable economic growth. Education helps to which reduce poverty and enhances social development (Caldas and Bankston, 1997; Asif and Pervaiz, 2019).

In Pakistan education system is generally classified into five levels: primary, middle, secondary, higher secondary and graduation programs. The literacy rate ranges from 96% in Islamabad to 28% in the Kohlu District in Punjab. During 2000-14 the literacy rate was around 38% in the age group 55 – 64 in Pakistan. Those ages 45–54 had a literacy rate of nearly 46%, 25–34 had a literacy rate of 57%, and 15–24 had a literacy rate of 72%. Literacy rates vary regionally, as well as by gender. In tribal areas female literacy rate is 9.5% (GOP, 2016). On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year. Despite these statistics, Pakistan still falls in countries having highest illiteracy rates in the world and the second largest out of school population (5.1 million children) after Nigeria. Moreover as per to UNESCO Report (2017) almost 6.5 million children in Pakistan do not go to school and large number of students can't continue their education and drop out of class five.

To explore the reason for analysing and give suggestion to overcome quality of education hurdles and enables the young generation to compete with the advanced countries. Higher education is a tool to make young generation academically more compatible in the world advancement of a country by better participation and strategy of the good quality plan (Chambers and Schreiber, 2004). Adam Smith and Alfred Marshall emphasize the role of education in his book "Wealth of Nation" and "National investment" says that education is the most valuable capital invested in human beings. The main reason of defective education system is bad quality of education in developing countries. Education contributes in human development

but its contribution will depend on the quality of education as well. There are different measures to quantify quality (Eitle, 2005). It can be grades acquired by the students.

Quality of education is so essential in this competing world; it can be determined by teaching standard, administrative environment, parental efforts and role (Furstenberg and Hughes, 1995). Unfortunately poor education, which is not compatible for the national growth, exist in Pakistan due to improper essential requirement i.e. libraries, laboratories, curricula, poor examination system and overcrowding classrooms (Garzon, 2006). For the development of a country, it is essential for equal access to high quality education, adequate facilities finances/provision of scholarship and also provision of jobs (Goddard, 2003; Asif et al., 2017).

The role of teacher is vital in enhancing quality of education in each and every discipline of life. They should be committed, professional and should have the ability to meet the challenges and needs of the nation. Their appointment should be on merit to meet the minimum requirement at each and every level (Henderson, 1988).

Numbers of trained teachers' facilities have been established in private sector to meet the required skill of teachers. The Government should build these organizations to appoint trained teachers or to arrange a program to facilitate them in this skill. Teachers training programs are conducted under the supervision of the provincial government (Jeynes, 2002). This study is to investigate the relationships between achievement in grade, student's individual ability and characteristics. More specifically, this research examined the relationship between students earlier knowledge of the verbal ability (English and Urdu medium), quantitative ability (Parents, teacher and elder brother/sister education and household income) and intrinsic motivation (tuition, gender and type of school) with regard to performance on a post-test instrument.

## 2. Literature Review

Teaching services are non-tangible and are difficult to measure. These services transform knowledge, life skills and modify the behavior of learners (Tsinidou et al., 2010). There is no commonly agreed definition of quality education that is applied to education field. The definition of quality of education varies from culture to culture (Michael, 1998). The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a vital role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg and Hughes, 1995).

The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers and Schreiber, 2004). Gender, ethnicity, and father's occupation are significant contributors to student achievement (McCoy, 2005; Peng and Hall, 1995).

Above and beyond the other demographic factors, the effects of socioeconomic status (SES) are still prevalent at the individual level (Capraro et al., 2000). The SES can be deliberate in a number of ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's quality of achievement (Caldas and Bankston, 1997; Jeynes, 2002; Parelius and Parelius, 1987; Mitchell and Collom, 2001). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Rafique et al., 2020; Eamon, 2005; Lopez, 1995). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary level (Trusty, 2000). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse and Barrow, 2006).

Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents are not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can assist their children in their work and school participation in academic activities (Trusty, 2000).

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability,

development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007).

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988).

Nasir (1999) suggested that education has a positive link with economic development and it raises the productivity of the labor force. The social rate of education is also high because of the gain to society. Education is subsidized in many countries. Pakistan government also provides subsidies in education in the form of Public School System. Nasir's main focus was to analyze the effect of school quality on earning. For that purpose two types of schools have been identified i.e. one is the Govt. running school and second one a private school. At first stage earning of private school is analyzed and concluded that private school receives higher earnings than the Govt. School. Although the result is drawn from a nationally representative sample, yet the sample of the private school is small. Having a small sample some of the categories include in the analysis has not been thoroughly observed to represent that particular category to a large extent. Some other variable like parental characteristics have been ignored by Nasir.

Alderman et al. (2001) have pointed out many factors such as the low income of household in Pakistan influence the school quality, school cost and the last one is the Public or the private school choice. He suggested that schools level of education and high fees force the household to send their children either in Govt. and private school His observation shows that even poor household in private and Govt. school to send their children in Govt. school. There are many reasons for a large enrollment in Govt. School such as low school fees, less distance, better education standard, transfers from Govt. to Govt. school and flexible admission rules. The private school confidently claims that they have great achievements in mathematics and the language (English and Urdu) than Govt. school.

Bhorat et al. (2006) study shows that institutional support is necessary for economic research in Africa. The study by Haroon claims to help the center in finding their research work and to play an effective role in the economic policy process. His study, main focus was the grade 12 pass rate in all schools offering this academic level. In his opinion school pass out is the most important variables were dependent variables were school achievement and independent variable were teacher characteristics, household characteristics, student characteristics, school characteristics. Simple linear regression model was used. This data is based on three distinct components of grade 12 pass rate among two hundred schools. The data is provided by the South African National Department of Education (SANDOE). Knowledge infrastructure, particularly in the case of computer for teaching, was a key to understanding the absolute and relative performance of school in addition the relatively high value of these coefficient conform their impact on grade 12 pass rates.

Khan (2010) study is to analyze the demand side determinants of schooling of Pakistani urban children and the factors affecting boys' and girls' schooling individually. This is an empirical study using the non-linear maximum likelihood probability function on primary data. Besides other variables it has been observed that the poverty remains an important determinant of school participation. Poor households keep their children out of school due to their inability to afford the cost of schooling. On the basis of this study a socioeconomic policy can be formulated for a developing country like Pakistan. A development policy can be formulated on the basis of this research for the improvement of human resource development for a developing and an orthodox economy like Pakistan.

There is a range of factors that affect on the quality of performance of students Waters & Marzano (2006). A series of variables are considered to identify the affective factors regarding quality of academic success. The process to identify most contributing variables in quality of academic performance is very complex and challenging job. The students of public schools belong to different backgrounds depending upon their demography. This diversity is much vast and complex as ever before in Pakistani culture. Keeping in view all these discussions, this study is conducted to examine the role of different factors on the students' quality of academic achievement at the secondary school level in Bahawalpur City of Pakistan.

### 3. METHODOLOGY & ANALYSIS

Student's performance quantified through their grades and it depends on many factors. Such as 1- individual factors (gender of the student, group of the student, tuition and performance in the class) 2- household factors (parents and siblings education level/status, size of the family, income, assets, and environment of the house) 3- Teacher related factor (education, experience and training of the teacher) 4- school related factor (type of the school Government, private, medium of the school English or Urdu, and fees of the school).

## Economic Relation

$G = f(\text{Gen, Grp, Tui, Med, Typ, Fedu, Medu, Eld, Inc, Tedu})$

## Model

$G = \beta_0 + \beta_1 \text{Gen} + \beta_2 \text{Grp} + \beta_3 \text{Tui} + \beta_4 \text{Med} + \beta_5 \text{Typ} + \beta_6 \text{Fedu} + \beta_7 \text{Medu} + \beta_8 \text{Eld} + \beta_9 \text{Inc} + \beta_{10} \text{Tedu}$

In this equation G is dependent variable and represents grades of school student obtain in 9<sup>th</sup> class and percentage marks of the students.

## Obtained marks in percentage and Grades

If obtain marks are Equal to or above 80 the grade will be "A", 65 to 79 grade will be "B", 50 to 64 grade will be "C", 34 to 49 grade will be "D", and when 33 & below than grade will be "F".

**Gen** represents the gender of the student, for calculating the gender of the student used the dummy technique with binary number 0 and 1. Use 1 for male student and 0 for female student. Gender of the student also affects the student performance.

**Grp** mean the group of the students, the students studying in arts or science group. For calculating the group of the students dummy variable used, if student read in science group used 1 and for arts group 0.

**Tui** represent the facility of tuition student usually avail. It was calculated with dummy Variable. If student have tuition used 1 otherwise 0.

**Med** represent the medium of education in which student doing studies either English medium or Urdu medium. For English medium 1 is used and for Urdu medium 0 is used.

**Typ** represent the type of school in which the students take admission in Government or Private schools. Dummy variable is used for calculation of the type of school, 1 for private school and 0 for Govt. School.

**Fedu** represent the education of the father of the student in years.

**Medu** represent the education of the Mother of the student in years.

**Eld** represent the education of the elder sister and brother on average of the student.

**Inc** represents the income of the family of the student. It also affects the performance of the student.

**Tedu** represent the teacher education in years.

## Data collection

The data of this study were collected through a survey. Specific set of data is used to examine the performance of the students study in class 10<sup>th</sup>. The main object of the survey was to collect data related student, parents, teacher and school. The resulting sample consists of 200 students. The data is made up of four distinct component, first individual factors, second household factors, third school related factors and fourth school related factors.

The data were collected from Bahawalpur's schools randomly. From Govt. and private school both take 2 Govt. and 4 private schools. The student performance data and school performance data used for this paper were collected during the visit to each private and Govt. schools in January 2020.

## Sample size

The study employs cross sectional data from survey or questionnaire and sample size is 200.

## Analysis of data

We have used an empirical analysis of the system for measuring and evaluating the quality of education in the form of grades. Survey has been conducted to collect data regarding student, parents of each students, teacher of mathematics and

languages (English, Urdu), medium and type of school. A vast literature has been studies to examine, the factors influencing student's performance. Primary data collected through survey is used to analyze the quality of education provided by public and private sector in Bahawalpur.

### Model Specification

Ordinary least square (OLS) regression equation is used to establish relationship between dependent and independent variables.

## 4. RESULTS & DISCUSSION

Previous studies have shown a tendency to indicate that educational inputs are more important for developing countries than developed countries. After methodology we find the statistical value of the educational input or dependent variables of grades of school student. Finding the result used econometrics techniques ordinary least square model (OLS), with computer application. Results are shown in following table.

**Determinants of Grades of School Students**  
**Table 1: Results of OLS Model regarding grade of school students**

Variables	Coefficient	t-Statistics	Probability
Teacher Education	0.346	3.385	0.008*
Education of elders	0.016	1.76	0.07*
Father education	0.027	1.96	0.05*
Mother education	0.04	3.35	0.0009*
Gender	0.179	1.47	0.04*
Group	-5.53	-4.21	0.000*
Tuition	0.137	1.13	0.25
Medium of School	-0.189	-1.65	0.09*
Type of School	0.13	1.17	0.024*
Income	3.89	0.64	0.05*
Constant	9.746	5.17	0.000*
$R^2 = 0.8809$ $Adj-R^2 = 0.8729$ $F\text{-statistic} = 29.9703$ $Prob(F\text{-statistic}) = 0.0000$ $Durbin\text{-Watson stat} = 2.3048$			

Above table show the result of OLS model regarding of grade of school students. Dependent variable is grade of school students and independent variables are teacher education. Education of elder sister and brother, father education, mother education, gender (male, female) group (science, arts) tuition, medium of course (English, Urdu) type of school (Govt. Private) and income of household. \*sign show the significant of the independent variables.

## **1. Individually related variable:**

### **1.1 Tuition**

The result concludes that tuition has a positive effect on student's grade but interesting information is that this variable is not significant.

### **1.2 Gender**

This study represents that boys have a positive effect on students' grade and girls have negative effect on student's grade. Mostly study in favors of boys or male student, its mean boy's student get high grade as compared to girls. Finally it could be that in many families it is the role of male children take care of the parents when they are old. In the situation both parents may prefer to ensure that their sons have higher human capital as compared to their daughter (Peng and Hell, 1995; Marzano, 2003).

### **1.3 Group of student**

Secondary school education systems are classified into two major groups (science and arts) in Pakistan. Group of the students also affect in the achieving high grade. The result conclude that student of arts group get higher grade as compared to science group because the science group's subjects are more difficult like chemistry, physics and biology as compared to arts group (McCoy, 2005).

## **2. Household related variable**

Household related variables are important to analyze the grades of student. The decision of children activities is fundamentally determine by the parents characteristics and their bargaining power within the household (Michael, 1998; Mitchell and Collom, 2001).

### **2.1 Father education**

This study shows that father education has a positive effect on students' grade.

### **2.2 Mother education**

Mother's education is more important than father's education. According to the time allocation model, time spent in child care including the primary study of the child. When a mother is educated she will be aware about the importance of knowledge. She will prefer to send her child to school rather than labored force and vice versa (Sander, 2001; Roberts, 2007).

### **2.3 Elder brother/sister education**

Education of elder brother and sister increase the grade of the student like as a student have educated sister and brother he/she can take help them in study, homework and when a student have more help then he/she can increase his/her grades. Result of this study also shows that education of elder sister and brother significantly and positively relate with the achievement of students' high grade (Alderman et al., 2001; Bhorat and Ossthcizen, 2006).

### **2.4 Household income**

The study result also analyze that income of household have positive impact on student's grade. Similarly the poverty of the household has negative impact on the schooling and grade of the student. When a household fall into the poverty grade of that family child also will fall and even dropout from school and join labor force. This is confirming from the earlier observation in South Asian children dropout from school and enters in the labor market due to lack of income of household (Khan, 2010; Tsinidou et al., 2010).

## **3. Teacher related variable**

### **3.1 Teacher education**

Education of teacher has positive effect on grade of school students. When a teacher is high educated he/she can convey better information to the students and teach the students more perfect way. These results also show that teacher education is positive and significant related with grade of school student (Walberg, 1981; Waters et al., 2006).

#### 4. School related variable

##### 4.1 Type of school

Type of school is also positively and significant related with student's grade. Students that read in private school get better grade as compared to public school (Capraro et al., 2000; Eamond, 2005).

##### 4.2 Medium of course

Medium of the course important to analyses the grades of student. In Pakistan school system are classified into two types (English, Urdu) medium. Both show different result of the student but student of Urdu medium course get higher grades as compared to English medium course. This study analyses that student of Urdu medium course get higher grades compare to English medium course (Lopez, 1995; Nasir, 1999; Krashen, 2005).

Diagnostic tests are applied to check the validity of the assumptions of serial correlation, normality; model specification and heteroskedasticity have been conducted. The results of these tests are presented in below table.

**Table 2: Diagnostic Tests**

<b>Normality Test</b> (Jarque-Bera Statistics)	Jarque-Bera Statistics = 0.431393	Probability = 0.8059
<b>Serial Correlation</b> (Breush-Godfrey Serial Correlation LM Test)	F-statistics = 0.4128	Probability = 0.5182
<b>ARCH Test</b> (Autoregressive Conditional Heteroskedasticity Test)	F-statistics = 0.3977	Probability = 0.5342
<b>Heteroskedasticity Test</b> (White Heteroskedasticity Test)	F-statistics = 1.7561	Probability = 0.4434

These results indicate that the residuals are normally distributed and there is no presence of heteroskedasticity. There is also no problem of serial correlation and autoregressive conditional heteroskedasticity

#### 5. CONCLUSION

This research is concern with the factor that determines individual success, performance and grade of the students in the study or class. The aim of this study was to shed some light on the main factor that associated with student's grades and performance in the class. The primary data of this study is collected from the survey of school and questionnaire technique. Collecting data technique is divided into three types, first: individual student's related variables, second: family related variable and third is school related variables. Given that data requirement for the empirical analysis are very demanding, we use ordinary least square model (OLS) to measure the performance of students.

All education related variables are positively related with student's grade. Education of father, mother, elder sister/brother and teacher have positive effect on the grades of the students. Among students' specific variables, the significant predictor of student's grades and performance are the child's sex i.e. Male students get good grade and perform better in the class as compared to female students. Tuition has positive effect on students' grade but interestingly this variable is not significant.

The private schools are founded to have better outcomes than Govt school evidence. This Suggests that strong demand for private schools is response to better quality of education. Even schooling choices of poor households are very sensitive to school fees, proximity and quality. Type of school also positively related with students' grade. Students that studies in private school get better grade as compared to public school students.

Group of the students' (science and arts) affect the student's grades due to the nature of the course. Arts group student get better grade as compared to science group student. Students of Urdu medium get better grades as compared to students of English medium. Household income has positive effect on student's grade.

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