

Factors Affecting Academic Performance of Middle School Children in Public and Private Sector Schools of South Punjab

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Abstract:

Objective: The objective of this study is to determine the factors which directly or indirectly affect academic performance of school going children of middle classes of government and private schools.

Methodology: Study design was cross sectional descriptive study. Students from class 7th and 8th of Moon Science Academy (private) and Government Abbasia Higher Secondary School Bahawalpur were recruited for this study. A total number of 200 students were included in the study. Sample size was taken as per availability of resources. Non probability consecutive type of sampling technique was used to calculate the sample size. Place of study was the two schools from which students were recruited. Study took place from February 2016 to June 2016. A questionnaire was distributed among the students which consisted of two basic parts. In one part general bio data of students was noted while on the other part outcome variables such as socioeconomic status, parents' education and their assistance in students' homework was noted along with other variables like participation in extracurricular activities and overall academic performance of the students. Data thus obtained was subjected to statistical analysis with the help of computer software SPSS version 23. Percentages and frequencies of different variables were calculated and analyzed. Academic performance was referred to as poor, fair or good. Academic performance was judged on the basis of attendance, weekly or monthly tests and annual exam results.

Results: In this study, overall 100% (n=200) students of (7th and 8th class) were included. 100% (n=100) from Government Abbasia Higher Secondary Model School and 100% (n=100) from Moon System of Education (private school). Association was found between academic performance and fathers' education (p=0.000), mothers' education (p=0.000), socio-economic status (p=0.000) and type of school (p=0.000), except parents assistant in homework (p=0.658) and extra-curricular activities (p=0.930).

Conclusion: This study concludes that parents' education, financial status, and their assistance in homework were the factors directly affecting the academic performance of the school going children.

Keywords: Academic Performance, School, Children, Parents, Teachers

Introduction:

In current times of technological revolution and worldwide globalization, education is the most important goal for all the activities performed by human kind. Education plays its role in developing the human capital and it also provides opportunities for each and every person in order to achieve social and individual betterment. Academic performance of students in schools is under research as it is an important factor in this modern way of education to achieve better outcomes in terms of an individual's performance. Individual performance of students is heart and soul of this education system because without better academic performance of pupils education system will fail no matter how much innovations are made. In many countries both parents and teachers have shown their concern about the way modern education system works (1).

Over the time many researches, educators and trainers have shown keen interest in finding ways to identify the possible factors which directly or indirectly affect performance of learners (2). Variety of factors has been identified both inside and outside the school environment. Most common of these factors are parental involvement, participation in extracurricular activities and overall socioeconomic condition (3). Demography is the subject under which these factors are studied. Quality attributes are defined differently by different stake holders, which make it next to impossible to properly define and measure the quality of education.

Individual academic performance of a child ultimately improves if he/she gets proper financial support, guidance and supervision from his/her parents (4). Regular monitoring by parents results in development of positive habits in children. Educated parents and their habit of staying in contact with teachers and other school staff further enhance the chances of successful academic performance. But according to an observation most of the parents

involve their children in domestic activities, which give a very short time for children to revise their school work. A single parent finds it even more challenging and difficult to get involved in a child's academic activities. Better financial status of parents ensures that the child gets latest facilities and technologies which in turn improve educational capabilities of their children (5). Poor socioeconomic conditions negatively affect the educational performance of the students, as their performance goes down if their basic needs are not fulfilled.

Those students whose parents belong to strong economic background have the opportunity to get admission in good schools and thus it provides them with strong roots in order to have a bright future. On the other hand students with poor background fail to thrive and get distracted from their goals (6). In a study conducted by Syed Tahir Hijazi and Raza Naqvi, a negative relation was found between parent's income and child's performance (7). Moreover, evidently extracurricular activities also help to improve overall academic performance (8). Evidence has been found that, those students who actively participate in extracurricular activities like, student clubs, social activities and athletics have a greater chance at thriving through school environment (9).

Materials and Methods:

Study design was cross sectional descriptive study. Students from class 7th and 8th of Moon Science Academy (private) and Government Abbasia Higher Secondary School Bahawalpur were recruited for this study. A total number of 200 students were included in the study. Sample size was taken as per availability of resources. A total of hundred students from each school took part in the study. Fifty students from each class (7th and 8th) were included from both private and government schools. Non probability consecutive type of sampling technique was used to calculate the sample size. Place of study was the two schools from which students were recruited. Study took place from February 2016 to June 2016. Ethical approval was obtained from the ethics committee of respective schools and written consent form was signed by the students. A questionnaire was distributed among the students which consisted of two basic parts. In one part general bio data of students was noted while on the other part outcome variables such as socioeconomic status, parents' education and their assistance in students' homework was noted along with other variables like participation in extracurricular activities and overall academic performance of the students. All the students willing to take part were included in the study while those who refused or were absent at the time of study were excluded. Data thus obtained was subjected to statistical analysis with the help of computer software SPSS version 23. Percentages and frequencies of different variables were calculated and analyzed. Academic performance was referred to as poor, fair or good. Academic performance was judged on the basis of attendance, weekly or monthly tests and annual exam results.

Results:

In this study, overall 100% (n=200) students of (7th and 8th class) were included. 100% (n=100) from Government Abbasia Higher Secondary Model School and 100% (n=100) from Moon System of Education (private school).

In Government Abbasia Higher Secondary Model School, there were 28% (n=28) students with poor academic performance, 17% (n=17) had fair academic performance and 55% (n=55) had good academic performance. While, in Moon System of Education, there were 3% (n=3) students with poor academic performance, 21% (n=21) had fair academic performance and 76% (n=76) had good academic performance. (Table1).

Related to the fathers' education of the students of Government Abbasia Higher Secondary Model School, 14% (n=14) students' father had illiterate, 66% (n=66) had up to matriculation and 20% (n=20) had above matriculation. While, from Moon System of Education, there were 1% (n=1) fathers illiterate, 51% (n=51) were up to matriculation and 48% (n=48) were above matriculation. (Table1).

Related to the mothers' education of the students of Government Abbasia Higher Secondary Model School, 42% (n=42) students' mother had illiterate, 47% (n=47) had up to matriculation and 11% (n=11) had above matriculation. While, from Moon System of Education, there were 10% (n=10) mothers illiterate, 53% (n=53) were up to matriculation and 37% (n=37) were above matriculation. (Table1).

Socio-economic status of the students of the students of Government Abbasia Higher Secondary Model School noted, 49% (n=49) were poor, 41% (n=41) were low and 10% (n=10) were high status. While, Socio-economic status of the students of the students of Moon System of Education noted as, 2% (n=2) were poor, 41% (n=41) were low and 57% (n=57) were high. (Table1).

Parents assistant in homework, 53% (n=53) and 68% (n=68) for Government Abbasia Higher Secondary Model School and Moon System of Education respectively. Extra-curricular activities 30% (n=30) and 75% (n=75) for Government Abbasia Higher Secondary Model School and Moon System of Education respectively. (Table1).

Association was found between academic performance and fathers' education (p=0.000), mothers' education (p=0.000), socio-economic status (p=0.000) and type of school (p=0.000), except parents assistant in homework (p=0.658) and extra-curricular activities (p=0.930). (Table2).

Table 1: Academic Status of Students

Variable	Govt. Abbasia Higher Secondary Model School (n=100)	Moon System of Education (n=100)
Academic Performance	Poor=28%, Fair=17%, Good=55%	Poor=3%, Fair=21%, Good=76%
Father Education	Illiterate=14%, up to matric=66%, above matric=20%	Illiterate=1%, up to matric=51%, above matric=48%
Mother Education	Illiterate=42%, up to matric=47%, above matric=11%	Illiterate=10%, up to matric=53%, above matric=37%
Socio-economic Status	Poor=49%, Low=41%, High=10%	Poor=2%, Low=41%, High=57%
Parents Assistant in Homework	Yes=53%, No=47%	Yes=68%, No=32%

Table 2: Association of Academic Performance with Father and mother education, Socio-economic Status and Extra-curricular Activities

Variable		Academic Performance			Socio-economic Status	Extra-curricular Activities
		Poor	Fair	Good		
Father Education	Illiterate					
	Up to Matric					
	Above Matric					
Mother Education	Illiterate					
	Up to Matric					
	Above Matric					

economic Status						
ts Assistant in Homework						
Curricular Activities						

Discussion:

As far as effect of parents’ education on academic performance of their children is concerned, in Western Australian Aboriginal Child Health Survey (10) the results were in accord with the results of this current study. As in this study a positive relation was evident between parents’ education, their assistance in homework and overall socioeconomic status of the parents and students’ academic performance. In other words one might say that most of the students with good performance were those who had literate parents.

Strong economic background, educated parents and parents’ assistance in children’s homework has a positive impact on academic performance. These results are similar to the results of multiple studies conducted in recent past (11, 12, 13 and 14).

A study conducted in Paidha Town Council Africa in the year 2010 (15) concluded the similar results to our study according to which both father and mothers education plays a significant role in betterment of academic performance of students along with other factors like better financial status and homework assistance.

Parents’ assistance in homework plays a vital role as majority of such students tend to perform better than the rest of them who don’t get this assistance. According to our study 53% of the students of government school and 68% of the students of the private school were under their parents’ supervision and got constant help from their parents in this regard. Almost similar results were found in a study conducted in schools of Allama Iqbal Town Lahore where 40.2% of the students getting parents’ assistance scored well (16).

The three important factors which are being discussed most commonly are parents’ education, socioeconomic status and parents’ assistance in homework. This study’s results are similar to many studies including a study conducted among the students of schools of government sectors of Lahore in 2012 (17).

According to the current study, 55% and 76% students of government and private schools respectively had good performance. Of these students in government school 86% of their fathers and 58% of their mothers were literate. Similarly 99% fathers and 90% mothers of private school children were literate. The result were quite similar to another study, according to which, 34% and 65% students of government and private school respectively had good performance. Among the students going to government school 65% fathers and 58% mothers were literate while among the students of private school 62% fathers and 67% mothers were educated. Overall academic performance of children going to private school was better than those studying in government schools (18).

Further studies may require assessing the role of other factors like media, school environment, teachers’ behavior etc. in academic performance of the student. Studies about factors affecting the academic performance of school going children do prove that parents’ educational status and parents’ active involvement produces better academic results in all sectors of education, private and government. Discriminations between private and government sector can also prove to be a factor influencing academic performances of the students as in government sector less care, attention and guidance is provided as compared to the private sector and also

because poor parents cannot afford fees of private sector and thus are unable to provide better education to their children.

Conclusion:

This study concludes that parents' education, financial status, and their assistance in homework were the factors directly affecting the academic performance of the school going children.

Conflict of Interest:

Nil

Funding Source:

Nil

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LETTER OF CONSENT

This is to confirm that the manuscript titled “**Factors Affecting Academic Performance of Middle School Children in Public and Private Sector Schools of Bahawalpur City**” submitted for publication in the Medical Forum, has been read and approved by all authors. We, the authors confirm that:

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Sr. No.	Authors Full Name	Contribution to the paper	Authors Signature
1.	DR. Abdullah Irshad (Principal Author)	Study planning, designing, coordination in data collection, paper writing and editing.	
2.	DR. Sajjad Ahmed Khan (Co-author)	Study planning, designing, data entry, data analysis, manuscript writing and editing.	
3.	DR. Azzan Mujahid (Co-author)	Manuscript writing and editing. Final proofreading.	