

# A COMPARATIVE STUDY OF THE PERFORMANCE OF 11<sup>th</sup> AND 12<sup>th</sup> GRADE STUDENTS OF PUBLIC HIGHER SECONDARY SCHOOLS AND COLLEGES OF RAWALPINDI CITY

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**ABSTRACT:** *Performance is a testing method that entails students to create an answer that validates their acquaintance and proficiency. The present study intended to investigate the comparative education of academic enactment and educational recital of 11<sup>th</sup> and 12<sup>th</sup> grade students of higher secondary schools and post-graduate colleges of Rawalpindi city. The sample of the study comprised one hundred and sixty students' from higher secondary schools and postgraduate colleges of Rawalpindi city. Self-administrated questionnaire consisted of students' academic performance factors were administered. For data analysis, independent t-test was applied. Study results reflected that in all institutions, female students showed better academic performance than male students. Here is prerequisite for better academic performance of students at secondary level, and this research work will be beneficial with regard to suggest ways and means to assist the in-service teachers and heads to enhance the academic achievements of male and female students with their acquaintance, techniques and skills with special allusion of academic performance of students.*

**Keywords:** Comparative study, Academic Performance, Achievements

## INTRODUCTION

The gradual process of acquiring knowledge is a rational development of the individual in all faculties: Corporeal, academic and ethical. As a result of meticulous growth of the entire makeup, a sophisticated individual spectacles poised improvement in all features. Each civilization superfluities had made progression through hard-work done by endowing and well-educated people. All developed countries have achieved supremacy through education and research. It is educational effort, which helps to preserve social values in society [1].

Academic achievement is vital for the reason that it enables students to set their goals and achievements for their career selection in future. It also consents students to come in reasonable fields for their career choices. Educational success is the sign of a polished intelligence that value students in all areas of their lives. Academic achievements represent consequences that point towards the extent with the help of which can consummate student for definite goals that were the focus of activities in instructional environments, specifically in educational institutions. Intermediate level is most pivotal and crucial as it works as a link between elementary and higher education for students to define their goals for career selection for future, and its importance is also as it is a terminal stage too [2,3].

Azeem & Ahmed showed that the intermediate education participation is low in developing countries and may possibly not change the basic structure and foundations of education [4]. Farooq observed some different factors manipulating academic performance of secondary school learners in Pakistan. This is important that parent's education has a great influence on students' academic abilities and performance at school. They found that school girl's performance is better than school boys [5].

Bobis & Cuworth showed that students who were having positive learning behavior have shown high performance in academics and students who were having negative learning behavior shown low academic performance [6]. Carlie & Hyde showed separate classes for girls and boys can increase academic performance and achievement. In this study, they

meta-analysis different studies to examine outcomes proceeding undergraduates associated with co-educational coaching. They examined records with one hundred and eighty four studies by testing 1.6 million schoolchildren of K-12 grade [7, 8].

Hamachek wrote a summary on educational research report: self-concept and school achievement. The researcher summarized 25 years of research concerning relationship between self-concept and academic achievements. He also proposed an informal inventory that can be used as a tool by teachers to assess whether a student's self-attitudes and hidden feelings of good and bad for their self- concept are making positive or negative contributions in academic achievements [9].

Kausar had shown a comparison of study habits of low and high achiever female college students. The purpose of this study was to test the difference in study habits and attitude of high and low achiever female college students. The researcher concludes that female students are generally found to have some better academic performance than male students [10].

Mohamed & Waheed examined students' assertiveness for mathematics. It has been considered as an important factor that has an impact on students' attainment in mathematics. The researcher find out students' interest in mathematics with gender difference in attitude towards a selected school of Maldives'. A total of 200 secondary students were overseen with a questionnaire to find out their personal self-assurance in mathematics. The result showed that students' attitude towards mathematics is medium and there is no gender difference in their attitudes [11]. Muhammad Iqbal, observed the effects of principles' and teachers' qualification on the performance of higher secondary school students' achievements in rural and urban schools of Sindh [12]. Moghni & Riaz showed the relationship of students' performance with their values and motives. They found that students with the positive study habits have been considered as the third pillar of academic achievements [13].

## Objectives

Following are the major objective of the study:

1. To analyze academic performance of Higher Secondary schools and postgraduate colleges.
2. To find out gender differences of students on their academic performance of Higher Secondary schools and postgraduate colleges.
3. To find out gender differences of students on their academic performance of Higher Secondary schools.
4. To find out gender differences of students on their academic performance of post graduate colleges.
- 5.

**MATERIALS AND METHODS**

The study is descriptive and adopts a quantitative approach to obtain the results.

**Population**

The population of this study consists of all students of four schools and colleges of 11<sup>th</sup> and 12<sup>th</sup> Grade students of Public higher secondary Schools and Colleges of Rawalpindi City.

**Group of participant**

Multistage random sampling technique was adopted in order to select the sample of students. One hundred and sixty students of four schools and colleges of 11<sup>th</sup> and 12<sup>th</sup> Grade students of Public higher secondary Schools and Colleges of Rawalpindi City were selected. Forty students from every school and college were selected as a sample of the study.

**Material**

Questionnaires were the best research instrument in this survey type of research, therefore self-developed questionnaire was administered.

**Construction of Instrument**

Instrument for research was developed by researcher. It was consisted of two parts A: demographic information (name, class, Institute name, father academic qualification, mother academic qualification,) B: Perceive sources of academic qualification consisting of internal and external gauges (learning behavior of student, self-efficacy, school environment, home environment).The data were collected by using following three point rating scale ranging from Mostly=3, To some extent=2, Not at all=1.

**Procedure**

The data were analyzed using SPSS 16 statistical techniques (mean, standard deviation and t-test) for describing; analyzing and interpreting the situational analysis of academic performance of 11<sup>th</sup> and 12<sup>th</sup> Grade students of public higher secondary schools and colleges of Rawalpindi.

**DATA COLLECTION**

The researcher personally visited the concerned institutes of Rawalpindi city fig.1, for the collection of data .

1. Government Post Graduate College for Girls Satellite Town Rawalpindi
2. Government Post Graduate College for Boys Satellite Town Rawalpindi
3. Government Girls Higher Secondary School No.1 Bagh Sardaran Rawalpindi
4. Government boys Higher Secondary School Muslim Said Purr Road Rawalpindi.

In the table below the value of p=0.91, that is less than 0.05 level of significance. Overall, students of HSS has higher

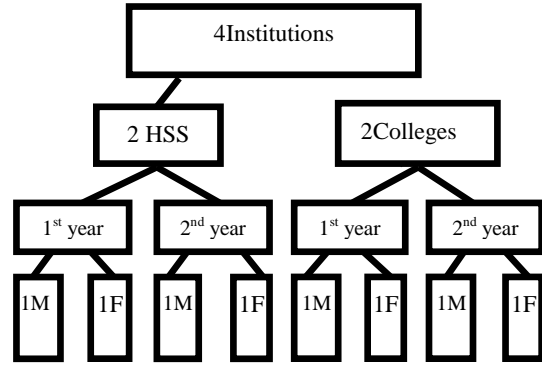


Fig.1

academic performance (Mean=74.0253; Standard Deviation=7.72850) than PGC (Mean=64.2778; Standard Deviation=8.85676). So, it reflects significant difference at (7.417, p>.001. In this way, we can conclude that students' academic performance of HSS is higher than PGC.

**Table1:Comparative analysis of academic performance of grade 11<sup>th</sup> and 12<sup>th</sup> students in higher secondary schools and colleges**

Students' scores	M	S.D	Levenes' Test For equality of variance		t-test for equality of means		
			F	sig	t	df	sig
HSSC N=40	74.0	7.72	2.893	0.9	7.41	158	.002
PGC N=40	64.2	8.85	10.16			155.15	.011

**Table2:Comparative analysis of academic achievements of male and female students of grade 11<sup>th</sup> and 12<sup>th</sup> in higher secondary schools and colleges**

Students' scores	M	S.D	Liveness Test for equality of variance		t-test for equality of means		
			F	sig	t	df	sig
11 <sup>th</sup> Grade M(40)	64.9	7.72	9.14	.003	-3.23	78	.002
11 <sup>th</sup> Grade F(40)	72.1	8.85					
12 <sup>th</sup> Grade M(40)	67.7	10.2	10.1	.002	-2.59	78	.011
12 <sup>th</sup> Grade F(40)	72.5	6.03					

Table shows that results of Levene's test p=0.003 of 11<sup>th</sup> grade F statistics is significant (P Value=0.05) that shows that male students (Mean=64.92; Standard Deviation=11.43) have low academic performance than female students. The difference is found significant at t(-2.592=2.592,p>.001. So, we can conclude that School girls have higher achievements than school boys in their grades. Overall, male students experienced less academic performance (M=67.70; SD=10.24.) than the female students M=72.12; SD=6.03 in 12<sup>th</sup> grade. The difference is found significant at t (-2.592=-2.592, p>.001. So, we can sum up that female students have higher academic achievements than male students in their grades.

**Table3:Comparative analysis of academic performance of grade 11<sup>th</sup> and 12<sup>th</sup> students in higher secondary schools**

Students' scores	M	S.D	Levenes's Test for equality of variance		t-test for equality of means		
			F	sig	t	df	sig
11 <sup>th</sup> Grade Male=20	74.5	6.95	.074	.787	-.820	38	.417
11 <sup>th</sup> Grade Female=20	76.4	7.09				37.98	
12 <sup>th</sup> Grade Male=20	73.5	9.52	2.326	.135	.876	38	.386
12 <sup>th</sup> Grade Female=20	71.4	6.73				34.18	

Table shows that the results of Levene's test  $P=0.787$  of F statistics is significant at  $P> 0.05$ . So, we can conclude that female students of 11<sup>th</sup> grade have low academic performance ( $M=76.4115$ ;  $SD=7.09237$ ) than the female ( $M=74.5890$ ;  $SD=6.95620$ .) students. The difference is found significant at  $t (-.820=-.876, p>.001$ . So, we can conclude that male students have higher academic achievements than female students. Female students of 12<sup>th</sup> grade experienced less academic performance of male students ( $M=71.4075$ ;  $SD=6.73014$ ) than the female ( $M=73.5930$ ;  $SD=6.73014$ .) students. The variation is significant at  $(-.820=-.876, p>.001)$ .

**Table4:Comparative analysis of academic performance of grade 11<sup>th</sup> and 12<sup>th</sup> students in post graduate colleges**

Students' scores	M	S.D	Levenes's Test for equality of variance		t-test for equality of means		
			F	Sig	t	df	sig
11 <sup>th</sup> Grade M(20)	55.5	3.96	2.73	.107	-6.84	38	.000
11 <sup>th</sup> Grade F(20)	67.8	7.00				30	
12 <sup>th</sup> Grade M(20)	61.2	7.02	4.57	.039	-6.11	38	.000
12 <sup>th</sup> Grade F(20)	72.7	4.57				32	

Table shows that results of Levene's test  $p=0.107$  for 11<sup>th</sup> grade of F statistics and  $P= .039$  is significant because  $P>0.05$ . Overall, Male students of 11<sup>th</sup> grade have low academic performance (Mean=55.5170; Standard Deviation=3.96301) than the male (Median=67.8395; Standard Deviation=7.00970). The insignificant difference is at  $t (-6.844=-.6.112, p>.001$ . That's why female students have higher academic achievements than male students. Male students of 12<sup>th</sup> grade experienced less academic performance ( $M=61.2835$ ;  $SD=7.02111$ ) than the female ( $M=73.5930$ ;  $SD=6.73014$ ) students.

## DISCUSSION

The main resolution of this research was to compare academic performance of 11<sup>th</sup> and 12<sup>th</sup> grade students of higher secondary schools and colleges of Rawalpindi city. Keeping in view the time constraints and available sources the researcher collected the data by using self-administrated questionnaire. On the basis of analysis and comparison the

academic performance of higher secondary schools' students is better than students of postgraduate colleges. The academic performance of male students is comparatively low than female students in 11<sup>th</sup> and 12<sup>th</sup> grades of HSS and Post graduate colleges. Farooq (2011) supported the present study results and found that school girl's performance is better than school boys [5].

On the other hand the academic performance in higher secondary schools in 11<sup>th</sup> grade male students has shown low academic performance than female students as well as in 12<sup>th</sup> grade same results were shown by the students of post graduate colleges. Sarwar and Alam indicated that female students are comparatively better in academics than male students [14]. The results of Ferguson and Maxey were in line with the present study results as it suggested a growth in the diversity of the academic ability of students seeking admission to college [15]. Academic performance of male students is less than female students in post graduate colleges of Rawalpindi city. Hussain *et al.* was in favour of the current study results that the performance of college's students is better than HSS students [16].

## CONCLUSION

On the basis of analysis and interpretation female students have high performance than male students in higher secondary schools and colleges of Rawalpindi city. According to Harold students can reach their level of higher performance through their teachers and institute that can be the mechanism for helping students to meet high standards of academic performance [17].

In the light of the above results and discussion there is need to improve the academic performance of students, teachers at secondary level and this research work will be beneficial with regard to suggest ways and means to assist the in-service teachers and heads to enhance the knowledge techniques and skills with special reference of academic performance of students.

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