

Assessment of Students' Academic Performance in Government Schools of Pakistan

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Abstract

The main purpose of this study was to reduce the gaps in the evaluation of academic performance in Pakistan government schools. This study analyzed the students' academic performance with respect to social media usage, physical activity, and motivation. A sample of 204 students was selected for studying in different government schools located in Lahore (Pakistan). Both stratified random sampling and simple random sampling techniques were used to draw the sample. This study focused on 9th class and 10th class students who were the respondents of primary data collection. Both correlation and regression analysis were used to analyze the data. The results showed that all the predicted variables were significant and positively correlated with academic performance.

Keywords: Social media usage, Physical activity, Motivation, High school, academic performance.

Introduction

High school students' academic performance has become a serious issue that is mostly discussed among high school teachers, administration, education department and government. Each year the students' academic performance shown varying results which differs from time to time. This incident has made concerned to teachers, school administrators, parents itself and also government above all. Today it has become a challenge for the government to produce the knowledgeable generation. Because this generation will take place the country's leadership that capable to achieve the future development. The government has been directing the education sector to overcome these mistakes that have been done by the past generations in order to ensure an improved future to next generation.

From every side students are particularly very sensitive to use of social media and smart phones (Giunchiglia et al., 2018). Therefore, today Social media is being used extensively by school, college and university students. Many studies have reported that there is negative correlation between social media and students' academic performance because it can spoil the student future. Similarly, many schools are facing difficulties in assigning time for physical activity during school time. A research concluded that if students give sixty minutes daily to their physical activity then numerous health benefits increased (Education, 2010, Sparkpe, 2012). But unfortunately most of the government's schools do not follow the defined level of physical activity.

Another factor in schools which is lacking is motivation among students' academic performance. Studying motivation mainly in high schools' students is important because they are the main assets for the country and play significant role in producing best society who will become great manpower for the country. Few or no study in high schools education has studied influence of quality motivation on academic performance. Students' performance is an important subject that needs to be considered seriously because it can affect teachers and also schools' performance as well. Hence, this study tried to fill the gaps in the present literature by exploring the relationship

between social media usage, physical activity, and motivation on academic performance among high school students that have not however been studied within perspective of different government schools of Lahore.

Development of hypotheses

A study defined academic performance as it refers to how well the student has grabbed the course material to present and set to perform in the classroom (Humayon et al., 2018). It is also the outcome of education and also known as school performance or academic achievement (Annie et al., 1996; Amstrong, 2006). At the same time poor academic performance is cause of later adult societal, emotional, and badly physical health problems (Winkleby et al., 1992; Dewa and Lin, 2000; Sahoo et al., 2015).

In the literature there is clear evidence that students give social media more time than actual learning (Giunchiglia et al., 2018). Many researchers proved that students mostly engaged in mobile usage and particularly Face book (Meier et al., 2016; Samaha et al., 2016). A survey study on 108 respondents resulted that there is no strong relationship between social media usage and study score (Alwagait et al., 2015). Naturally social media is a dangerous master and students can be addicted and got interference which could have serious penalties on the students' academic life (Kolan and Dzandza, 2018). A recent study examined 23 peer-reviewed empirical papers and concluded mix results on the relationship between social network use and academic performance and suggested more future research (Doleck et al., 2018).

H₁: Social Media usage has negative association with academic performance.

A study endorsed that students should control on the maximum number of social network use which would help them to give more concentration on school ongoing activities (Nsizwana et al., 2017). A well participation in the physical activity participates to enriched academic performance. Further generally, additional time given to physical education or physical activity makes healthier body and enhanced intellectual development of students (Kohl and Cook, 2013). A meta-analysis was conducted in United States on the effect of physical activity on academic achievement and study highlighted that a rise in physical activities would rise scores achieved on academic exams (Neat, 2015). Huge researches proved that students need regular physical activities throughout the school day to prevent obesity and to perform greater academically (Sparkpe, 2012). Other benefits of physical activity could also reduce absenteeism and drop-out rates. Physical activity or physical education develops classroom manners and benefits numerous aspects of academic achievement (Álvarez-Bueno et al., 2017).

H₂: Physical activity has positive association with academic performance.

Motivation has been extensively studied with academic performance (Oz, 2016; Sikhwari, 2014; Berg and Coetzee, 2014; Topçu and Leana-Taşçılar, 2018). Similar study was done on academic performance and concluded that academic achievement are directly affected by the motivation (Solak, 2012). Another study endorsed the previous research that there is significant relationship between motivation and academic achievement (Gupta and Mili, 2016). Further study on medical students found that smart study strategy is positively correlated with good GPA (Kusurkar et al., 2013). A study concluded that students' academic issues could be improved through motivation of teachers because their behavior effects developing for decreases in student poor study performance (Ladd and Sorensen, 2017).

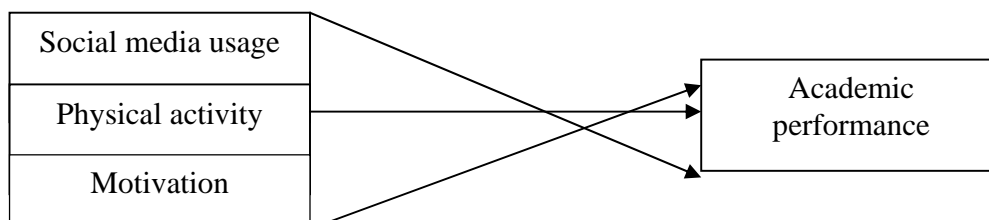
H₃: Motivation has positive association with academic performance.

Theory

This research empirically tested the Walberg's (1981) theory of educational productivity as one of very few theories of academic achievement. Further it hypothesized that psychological

characteristics and psychological environments of any student immediate influence academic performance. (Reynolds & Walberg, 1992).

Research Framework



Methodology

The nature of study was quantitative because all the predicted variables measured with numbers and evaluated with statistical techniques. Because there were many government schools in Lahore city and it was not possible to extent every school, therefore researcher selected sixteen public high schools. First the researcher drew strata's like girl schools and boy schools and then through sampling technique sample was nominated from all the selected schools. Self-administered questionnaires were distributed among all students and primary data was collected with 100% response rate. The target population consisted of high school students who were currently studying in 9th class and 10th class in different government schools of Lahore. Five point Likert scale like strongly disagree = '1', disagree = '2', Neutral = '3', Agree = '4' and Strongly Agree = '5' was used to rate students' answers.

Analysis

Table1 Distribution of Students

Demographic	Classification	Frequency	Percentage (%)
Gender	Male	102	50
	Female	102	50
Study Class	9 th Class	86	42.16
	10 th Class	118	57.84
Social media	Facebook	182	89.21
	WhatsApp	16	7.84
	Others	6	2.95

Table 2 Reliability, Descriptive, and Pearson Correlation test result

Variable	α	Mean	Standard Deviation	1	2	3	4
1. Academic Performance	.777	3.61	.66	1			
2. Social media usage	.748	3.75	.72	-.749**	1		
3. Physical activity	.872	3.80	.51	.728**	.337**	1	
4. Motivation	.883	3.91	.34	.865**	.341**	.414**	1

** Significant Correlation at the 0.01 level (2-tailed).

Table 3 Multiple Regression Analysis

Variables	Beta	Sig.
Social media usage	-.221	.000
Physical activity	.316	.015
Motivation	.378	.000
R ²	.590	
Adjusted R ²	.583	
F value	95.934	
P value	.000	

*p<.05, **p<.01

Results and Discussion

The first demographic result shows that there were equal numbers of student from both sides. The male (102) and female (102) participated in this study. Further the 10th class students were more participated in this study. The most used social media among students is Face book. Followed by WhatsApp and other social programs that students spend time over there. These results are given in table 1. Table 2 states the descriptive result with highest mean in motivation (where Mean =3.91 and S.D = .34) and least mean of social media usage (where Mean = 3.75 and S.D = .72). Similarly the reliability of all the variables are above 0.7 which means all the predicted variables are reliable and good for this study. Next, correlation between social media usage and academic performance is (r=-.749) medium negative correlation. Then correlation between physical activity and academic performance is (r=.728) medium positive correlation. After that highest relationship between motivation and academic performance is (r=.865) high positive correlation. From table 3 the observed R square .590 (59.0%) variation in academic performance is due to variation in independent variables. It explains that there should be more factors required to explain 41% of academic performance. The P value equal to .000 that shows model is fit with F value of 95.934. Regression analysis of social median usage has ($\beta = -.221$) and significant. The next physical activity has ($\beta = .316$) and less than .05 also significant. Finally, motivation has ($\beta = .378$) and significant. Therefore the result concluded that all three hypotheses in this study are accepted.

The survey concluded that Face book is the most used social network among students. Previous study also support of this finding (Rainie et al., 2013; Knight-McCord et al., 2016). This research also found that students spend more than one hour daily on social network site (Face book). A parallel study by Wang et al., (2011) highlighted that students spend more than 100 minutes daily on Face book. A recent study on physical activity in relation with academic performance (de Greeff et al., 2018) endorses our research finding that regular physical activities in schools significantly impact on students' academic performance. Our finding says that students are very much willing to perform well in subjects if they are well motivated. Our result also in line with previous results that motivation is positively correlated with good study strategy by the students (Wilkinson 2007; Kusrkar et al., 2013; Everaert et al., 2017).

Limitation

This study just focused on few factors to determine the students' academic performance and not included the other factors like as demographic factors. Generally, there are different factors that can influence the performance such as attitude of students, Teacher attitude, family background, school environment, school location. This study was only conducted in Lahore of Pakistan. There

was much difficulty to approach the students as they had different periods and were not serious to respond on time.

Conclusion

Social media usage, physical activity, and motivation affect the academic performance of high class students in public schools. This model looks valid in subgroups of males and females students selected by quantitative and stratified selection procedure. These results are only suit for the related public schools in Lahore. The results can change if the other schools also involve in the similar research.

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