

Assessment Of Secondary School Students' Academic Achievement In The Subject Of Pakistan Study In Khyber Pakhtunkhwa

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Abstract: This study aimed to assess the academic achievement of secondary school students in Pakistan Study in Khyber Pakhtunkhwa. There are many dimensions of students' life but academic achievement is the important one. In this study, the academic achievement in Pakistan Study at secondary level has been assessed. This was a survey type study. All the 2616 public secondary schools in Khyber Pakhtunkhwa were the population. Sixty public secondary schools were selected as sample. Twenty students of grade 9th from each school, thus total becoming 1200, were selected randomly as sample. For assessment of students' academic achievement, self-developed Pakistan study academic achievement test (PSAAT) was developed and used. The validity of instruments was checked with the help of expert committee while reliability was checked through Cronbach alpha and was determined as 0.945. The difficulty level was determined as 0.56 which is optimum value. Data were analyzed on the basis of research question, using mean, standard deviation independent sample t-test and ANOVA. From the findings, it is concluded that the academic achievement level of students in Pakistan Study level is low. It is essential for every school to improve academic achievement level of students in Pakistan Study.

Keywords: Academic achievement, Secondary school students, Assessment, Social Skills, ANOVA, PSAAT.

INTRODUCTION

To get success in life, man has to adopt certain skills which are called as social skills (Sharma, Goswami & Gupta, 2016). These are the individual personality traits. These are the

intrapersonal and interpersonal abilities (Jureviciene, Kaffemaniene & Ruskus, 2012). Among different social skills, only five social skills were considered in this study, i.e., peer relation, self-management, academic, cooperation and assertive skill. The first one is peer relation. Peer group is a group of individuals who possess some common characteristics e.g., age, ethnicity etc. Peer group consists of the individuals of almost the same age and interest. Students learn within the peer group to be independent. Due to peer group, students become self-sufficient and make close relationship among themselves (Ansari, 2016). Peer relation affects academic achievement of students. It also affects a lot the personality. Peers are important agents of socialization. Behaviors of students are strongly affected by their peers. Studies show that there is bi-directional influence between peer relationship and academic achievement. For example, socially accepted students having positive behavior in school, most frequently have high academic achievement. On the other hand, students socially rejected have lower academic achievement. The second skill is the self-management skill. This skill includes those strategies that help children to gain more control on their lives and behavioral management (Gural, Sezer, Guven & Azkeskin, 2013). Self-management skills are those steps, strategies and skills that are used for the achievement of goals. These skills give high achievement in life (Gomez, 2017). Self-management are those efforts of individuals which control his/her behavior. In self-management, firstly problem is assessed, then goals are established, time and environmental issues are monitored. Sometimes, environmental issues create hurdles in the attainment of goals. For this attainment, reinforcement and punishment techniques are regulated. The third skill is the academic skill. This skill includes time management skill, study habits and task management. All those students who possess effective time management skills, get higher academic achievement (Gerhardt, 2014). Time management is the skill which enables us to fulfill our responsibilities on time. This skill saves our time and thus we get enough time to relax and be happy. Time management skill gives a lot opportunities to connect to our beloved and relatives. This life is a short period of time and all our responsibilities can only be accomplished if we manage our time efficiently. Time management makes individuals more productive and efficient ones. It also makes individuals healthier, effective and will lead to a more balanced life (Vennila, 2018). The fourth skill is the cooperation skill which shows dependency. Cooperative learning is the working of students in small groups in which they help each other (Altun, 2015). Cooperative efforts give numerous outcomes. This is helpful in achieving the common goal which results in higher academic achievement and greater productivity. Cooperation also creates new ideas and solutions, higher level of reasoning and greater level of transfer of knowledge (Johnson & Johnson, 2018). The fifth important skill is the assertive skill. It is a learnt fundamental interpersonal communication skill which fulfills the social demands of society. Assertive skill level has an effect on students' efficiency. It has been investigated that those students who are assertive, achieve more in their life (Sitota, 2018).

Statement of the Research Problem

The major purpose of the study is to assess the academic achievement of students in Pakistan Study at secondary level in Khyber Pakhtunkhwa. As the students' personality development is the main

purpose of education and every student has to become a useful member of society and for this, he/she may follow some rules and may adopt some social skills.

Purpose of the Study

Students' life has many dimensions. All these are essential and may be developed for balanced students' personality but in the present scenario, academic achievement is the most important one. Many factors affect this academic achievement. This study assesses the academic achievement of students in Pakistan Study at secondary level.

Significance of the Study

This study would contribute to the field of educational research and provides the curriculum developers with a current level of social skill of students. The results of this study may be a guideline for analysis of social skill level of students. This study assesses the present social skill level of secondary students and also identifies some challenges which students face in the improvement of their academic achievement level. This study also identifies some important dimensions of social skills. This study gives awareness about the importance of social development of students. This study is helpful for students too because with the help of this study, they can get a guidance for their social development and thus can improve their academic achievement.

Objective of the Study

1. To assess the academic achievement of secondary school students in the subject of Pakistan Study in Khyber Pakhtunkhwa.

Research Question

1. What is the academic achievement level of secondary school students in the subject of Pakistan Study in Khyber Pakhtunkhwa?

LITERATURE REVIEW

Achievement is the degree of success which an individual attains on the completion of a task. It may be of different types. e.g. academic, personal or social. Academic achievement is also called scholastic achievement. Academic achievement is the attained level by a student of a specific class. In trades and occupations, it is the attained level of skills. It is measured in marks or grades. Academic achievement is the all-behavioral changes which occur in the students due to learning experiences. It is the performance of student in learning. It is the doing ability after completion a course of study (Sangtam, 2014). In modern education scenario, students' academic achievement is the main and primary focus. Everyone wants one's kids succeeding and obtaining high test score and competing against other people on things like PISA and TIMSS. But what is meant by academic achievement? Eduflack and others have discussed this issue. Student's academic achievement is the score obtained in state-offered standardized tests. Academic achievement shows student's success in achieving the goals of particular education in short or long

term. Broadly, academic achievement is the completion of high school or a college or university degree. In a given semester, high academic achievement means a student is on the honor roll. Achievement means scores gained by students on teacher made test. Different professionals in the fields of academia, define academic achievement in different ways but all agree on this point that it is a benchmark of academic progress. Academic achievement may also be called as proficiency. For evaluation of academic achievement, different methods are used e.g. exams and tests etc. In the United States, national standards have been established and schools are bound to follow these national standards. These standards show that students have attained a particular level of proficiency and some countries establish benchmarks. The student academic achievement is found through several ways like GPA, CGPA and their test result. GPA is used all over the world for measurement of student's academic achievement. To study the performance of students in the specific subject or year, researchers use test result or previous year result. Academic achievement shows particular learning in a particular duration which is indicated by examination marks, teachers' given grades and percentiles in particular subject. Students' achievement is related with examination qualifying ability (Ahmad, 2017). Academic achievement is the excellence in all academic disciplines in the class and co-curricular activities. It includes excellence in confidence, sports, assertiveness, behavior, communication skill, art and culture etc. It is the students' performance in the academic areas. It is the specific level of achievement in academic work. This level of achievement is determined by teachers or by standardized tests. The achievement means what a student has acquired during a specific training or instruction. Academic achievement is the success of students in the field of education with the help of study (Subramanian, 2016).

The researcher selected the Pakistan Study as a subject for assessment of students' academic achievement level because of its socio-cultural contents. This subject can make the students acceptable to society. Pakistan study is an integrated study of the country and includes geography, history, political science etc. It gives awareness to students about social and physical environment. Pakistan Study may develop the requisite skills, values and attitudes that meet the challenges of society (Oge, 2012).

Social studies is the subject which gives information to students about society. It discusses the functions of government social issues, values and history etc. Pakistan studies is different from social studies in this respect that Pakistan studies discuss all the things related to Pakistan while social studies discuss all the social aspects of societies all over the world. Social studies include history, geography, culture, civics, current affairs and general knowledge. Pakistan studies is a compulsory subject at secondary, higher secondary and graduate level. It promotes and strengthens national integration, cohesion, solidarity and harmony among the students. It includes history, geography, social culture, economy, language and international relations. Thus, it gives awareness to students about national life. Pakistan studies include history of Pakistan i.e. movement, political, economic conditions, traditions, customs, disaster etc. Thus, students come across the political conditions. It gives a detail about the sacrifices and hardships of national great leaders. With the help of Pakistan Studies, students learn about their festivals, dress, climate, culture and traditions etc. This subject generates devotion in students and provincial and spiritual biases are

crushed. According to National Curriculum of Grade ix-x 2006, Pakistan Studies creates national integration, cohesion and patriotism in students. It encourages creativity, observation, reflection and analysis in students. It gives awareness to students about ideology of Pakistan and enhances understanding about socio-economic activities and highlights physical features and human resources of Pakistan (Malik & Zaheer, 2012). All the students were given separate answer sheets and they were supposed to mark the right answer. There was no time limit. The answer sheets collected from students were scored with the help of pre-determined key. One mark was awarded for each correct answer and wrong answer was awarded zero mark. For selecting and rejecting of test items, item analysis technique was used (Sharma & Poonam, 2017). Researcher named this test as Pakistan Studies Academic Achievement Test (PSAAT). Difficulty index is the method of determination of difficulty level in examination questions. In this method, the questions are divided into three levels. i.e. easy, moderate and hard. As the examination is of two types. i.e. objective type and subjective, so the methods of determination of difficulty level are also of two types. As the researcher used only objective type examination, so only one method was considered. Difficulty index is the ratio of the students who answer the test items correctly to the total number of the students who sit in the examination. The difficulty level was determined as 0.56 which was optimum value.

METHODOLOGY

Research Design

This is a descriptive survey type study. In this study, data are collected for answering questions about students' social skills (Gay & Mills, 2000). Mixed method design was used for understanding the phenomenon more fully which was not possible in a single design. So explanatory sequential mixed method design was used for data collection and analysis. In this type of design, quantitative data were collected first and more highly weighted than qualitative data. This study was conducted in a single phase. For assessment of students' academic achievement, 4-point Likert type questionnaires from students was used.

Population

The population of the study were as under:

1. All the secondary level students in public sector schools in Khyber Pakhtunkhwa.
2. The details were as under (ASR, 2019).

S. No.	Secondary Schools	Students
1.	2616	400458

Sample and Sampling Technique

Gay & Mills (2000) stated that if the population is beyond certain point ($N=5000$), then 400 sample size is enough. But for qualitative study, 60 or 70 sample size is enough (Gay & Mills, 2000). For smaller population ($N=100$), the entire population is taken as sample. However, the more is the sample, the accurate will be the result. Out of 2616 secondary schools, only sixty schools were randomly selected. Among these selected schools, twenty students of grade 9th, were selected from each school. Thus the entire students' sample was 1200 students. The sampling technique was random for selection of schools and students and the sample size was as under.

1. 1200 secondary school students---twenty students from each school.

Instrument of the Study

For assessment of students' academic achievement in Pakistan Study, a self-developed academic achievement test was used. In educational field, achievement test is important. It measures students' knowledge and abilities. It shows the proficiency of performance in knowledge or skills. It shows the proficiency of performance in knowledge or skill. It is the mastery of a student. Achievement test is the proficiency test based on learning or teaching. It is the indicator of effectiveness of teaching. It is a route of feedback to both students and teachers. Before construction of achievement test, the researcher first reviewed the various question papers of Board of Intermediate & Secondary Education (BISE) Peshawar for Pakistan Studies at secondary level. After reviewing, need was felt to develop an achievement test on the basis of Bloom's Taxonomy of Educational objectives. For this purpose, researcher consulted with Pakistan Studies SST teachers teaching at secondary level in different secondary schools. Preliminary draft was prepared. For construction and standardization of achievement test, these steps were taken by researcher.

- (i) Planning of the test
- (ii) Preparation of the test
- (iii) Administration of the test
- (iv) Item analysis
- (v) Standardization of test.

Planning is the first and important step in the construction of an achievement test. For this, the researcher kept in mind certain aspects such as subject level, to whom, what, when and how to measure. For this, the researcher made certain decisions i.e. objectives, content, scoring process, number and type of items, length of test etc. In this achievement test, the researcher selected Pakistan Studies for grade 9th and decided to prepare multiple choice questions (MCQs). After this, a blueprint was prepared according to Bloom's Taxonomy. (Sharma & Poonam, 2017)

Validity of the Instruments

For checking all the three forms of validity of the instruments, the researcher consulted with expert committee in Department of Education, Abdul Wali Khan University. This committee included

three members. Two were specialists in curriculum and one was expert in survey design. They critically viewed the validity of questionnaires before administration to the participants of the study. According to the views of these experts, the instrument was modified and final version was prepared.

Reliability of the Instruments

For the assessment of the reliability of the instrument, different methods are used .e.g. Test retest method, equivalent forms method, Cronbach Alpha method etc. Some of these require two testing sessions while others require only one testing session. The most commonly used method is the Cronbach Alpha method which is used for measurement of degree of relationship among the items of instruments. Its value ranges from 0 to 1. Values closer to 1 shows a strong relationship among test items (Vanderstoep & Johnston, 2009). In this study, the researcher used Cronbach Alpha for the reliability of internal consistency and was calculated as 0.945.

Data Analysis

The data were collected by the researcher from the secondary school students. According to Gay & Mills (2000), Independent Sample t-test is used when the members of one sample have no relation with the members of other sample but they have the relation of same population. In this test, when the means are same i.e. close, there will be no difference but when the means are not same, there will be significant difference. ANOVA is used for comparison in which one variable is involved with two or more variables. In this study, students' academic achievement was compared among four districts students, therefore, the researcher used ANOVA (Gay & Mills, 2000). For analysis the academic achievement of students, mean, standard deviation and percentage were used (Gay & Mills, 2000).

RESULTS AND DISCUSSION

As the researcher conducted one type of surveys and collected the data from one type of respondent that is students so there is no biasness (Gay & Mills, 2000). On the basis of academic achievement level, three categories became which are as under:

Table:4.1 Students Academic Achievement scores

Level Academic		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	606	50.5	50.5	50.5
	Medium	272	22.7	22.7	73.2
	High	322	26.8	26.8	100.0
	Total	1200	100.0	100.0	

Table#4.1 indicates that 50% students achieved low academic achievement score(1-13) while 22% students secured medium academic achievement score(14-17) and 27% students achieved high academic score(18-30).

Table:4.2 Gender-wise comparison of students' academic achievement

S.No	Group	N	Mean	S.D	Std.Error Mean
1	Boys	800	11.19	4.235	.150
2	Girls	400	11.96	3.738	.187

Table#4.2 shows that mean score of academic achievement for boys is 11.19 while mean score of academic achievement for girls is 11.96 which is greater than that of boys. When the observed probability value of the Levene's test is more than .05(sig.>.05), the result is computed from the top row, there will be assumption of equal variances and no significant difference will be there. But when the observed probability value of the Levene's test is smaller than .05 (sig.<.05), the result is calculated from the bottom row, there will be no assumption of equal variances and there will be significant difference.

Table:4.3Independent sample t-test for academic achievement

		Levene Test for Equality of Variance					
		F	Sig.	T	Df	Sig.(2-tailed)	Mean difference
Academic achievement	Equal variances assumed	9.845	0.002	-3.065	1198	0.002	-0.765
	Equal variances not assumed			-3.194	891.940	0.001	-0.765

Table#4.3 shows that the observed probability value of the Levene's test is 0.002 which is less than .05. So equal variances were not assumed and students(boys and girls) had significant difference in their academic achievement.

The researcher used ANOVA for comparison of the students' academic achievement among four districts.

Table:4.4District-wise comparison of students' academic achievement

ANOVA

Academic Achievement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	156.060	1	156.060	9.392	.002
Within Groups	19906.633	1198	16.617		
Total	20062.693	1199			

Table 4.4 shows that F value (9.392) is large at associated probability level $p=.002$, so there is significant difference in students' academic achievement among four districts

Summary of Findings

On the basis of research question, following findings were made.

- i. Majority of the students achieved low academic achievement.
- ii. Girls achieved more than boys in their academic achievement.
- iii. There is significant difference in students' academic achievement among four districts.

Conclusions and Recommendations

- i. Majority of students were found as having low academic achievement.
- ii. There was significant difference in boys' and girls' academic achievement.
- iii. There was significant difference in students' academic achievement among four districts. So it is recommended for educational planners to identify those factors which affect students' academic achievement.

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