

EXPLORE THE FACTORS THAT AFFECT ON ACADEMIC PERFORMANCE OF FEMALE STUDENTS ENROLLED IN COLLEGES IN SOUTHERN PUNJAB, PAKISTAN

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Abstract: Education has a tremendous impact on life and is essential for the economic prosperity of nations. It nurtures custom, spurs social growth and transformation, leading to widespread reform. Female students from government colleges in Southern Punjab, the study consists of two public sector colleges one is male college, Pakistan provided statistical data, which was analyzed using social science metrics to determine the figures. The respondents faced off-campus, economic, social, home-related, college-related issues and teachers related issues that were affecting their educational performance. Falling in love, stress and social status, there were significant factors in the section of Off-Campus issues with values like 2.32, 2.27 and 2.25 respectively. Inflation has been categorized as one of the biggest social issues affecting educational performance. Government should allot a higher budget for public in order to enable this effort. Moreover, refresher courses should be organized for college faculty members to help them equip with the required skills.

Keywords: *Socio Economic Characteristics, Off-Campus Problems Faced by the Students*

Introduction

Community development in any country in the world depends mainly on education and educational opportunities for citizens. Education is classified mainly as formal, informal and informal education. Every form of education is of its importance. The real development comes with the development of human resources. Within formal education, more surfaces are discussed, including basic, secondary, vertical and high levels, which are generally received at universities. The first objective is to make the ability to solve social and

domestic problems of civil and social society. The second objective is to provide a basis for further construction of the educational level (Denney & Tewksbury, 2013).

Awan & Zia (2015) stated that In the global perspective of promoting the education of women at all levels, the development of a country has had a positive impact. It has been observed that educated women and their families are more likely to win, in which developing countries like Pakistan are very important to ensure a sustainable economy. Due to the high investment in education, especially in developed countries where poverty levels are high, due to

high economic growth.

The government has established educational objectives with the consultation of all relevant stakeholders. In 2005, a Conference of Ministers of Education was held, which decided to review the National Education Policy 1998-2010, after facing modern challenges and promoting the international standard educational system. The goal of paying attention was a success of the focus development goals. A white paper was developed in "Education in Pakistan" and divided into the shareholders to promote the debate on the discussions on the important policy and systemic policy of the system in Pakistan. An educational policy was developed, through response and feedback from relevant stakeholders. Financial stability was secured in the future with a more budgetary expansion approach and the budget increased significantly (Afzal et al., 2013).

At the end of the budget, at the end of the budget, the growth in the general financial space clearly shows that expanding the global financial space has been the way to allocate an additional budget for the education sector in the last 6-7 years. It has been guaranteed to increase public spending and investment in education and strengthen the budget allocation to meet the challenges in higher economic forms. The current challenge is to educate all citizens without current income, gender, development, and places (Ertl & Wright, 2008). After hiatus of half a century years and execution of about 25 educational policies, still system of education is fractured and unable to meet the economic, social and political sustainability. In addition, male and females literacy distribution is highlighted in Table I.

Table I
Male and female literacy rate in provinces

Province/Area	Literacy rate % (10 years and above)	
	Male	Female
Pakistan	71.5	45.3
Rural	63	36
Urban	81	66
Punjab	71	52
Rural	65	43
Urban	82	71
Sindh	67	43
Rural	53	21
Urban	80	63
Khyber Pakhtunkhwa	72	36
Rural	70	32
Urban	81	55
Baluchistan	59	25
Rural	54	17
Urban	74	45

Government of Pakistan, 2022

Like other countries in the world, the challenges faced by geographical factors also affect India, as well as education and children going to school. There are 156722 primary schools in Pakistan in the total geographical area of 796096 square kilometers, with a school in an average area of 5 km with a population in population, ammunition, sand, mountains and virtual areas. In Balochistan, the largest province in the region, the average of 10850 schools is 1 square per square. 32 square kilometers. Early situation: the Educational Model Max 9 is included in formal education as well as in informal education for the promotion of education (Abbasi & Saeed, 2012).

Teachers are the main pillars of the educational system of any country. The quality of education depends on the quality of quality teachers. Previous reforms of these services and pre-service training are the urgent need to increase the quality of the teacher. The government has started a loan exchange program

with the participation of the Canadian government to strengthen the teacher training infrastructure and modify the teacher training programs in a broader education in Pakistan (Hijazi & Naqvi, 2006).

Objectives

- i. To explore socio economic characteristics of household of selected students.
- ii. To review different on-campus problems faced by the students.
- iii. To probe the factors affecting students' academic performance.

Review of Literature

Literature review is of pivotal significance in research process. Review supports the idea under debate and highlights the critical factors involved in the research process. It is the review of past research studies relevant to the present study. The purpose of this chapter is to have deep insight into the findings of related scientific studies. It involves locating, reading and evaluating reports of various research findings, casual observations and opinions, which are related to an individual's planned research project. Through review of relevant literature, researcher develop an ability to critically examine the in hand knowledge directly or indirectly associated to the study planned. The major concerns of literature review chapter tend to grab literature from different sources and generate linkage and association with investigation yet under discussion. Literature review further disclosed the strengths, weaknesses, gaps, theories and framework presented or formulated in previous scientific investigations (Sinclair et al., 2014).

Dunne (2011) described that performance of student is widely dependent on socio-economic background of the students.

Findings further highlighted significant differences between performances of high school level students and their age, gender, type of school and student type. Study concluded that performance varies with the variation in attributes. Researcher conducted a survey to investigate drop outs and child laboring in India. He was of the view that after primary level of education percentage of dropouts was almost half (50%) of total respondents followed by the 24% drop out after upper primary education level. He further reported that almost three fourth of total respondents left education between age bracket of 10-14 years. Regarding child laboring, findings infer that children belonging to low income cadre were engaged in child laboring.

Progress in International Reading Literacy Study (PIRLS) (2001) reported that social and economic status of families has significant impact on students' academic outcomes. Findings future highlighted that social and economic status affect student's behaviour towards literacy, reading and participation in class activities. On contrary, those students belonging to families in touch with reading perform better and spend time in reading. Researcher assessed the factors affecting academic performance of students and revealed that social and economic status of guardian or parents, educational level of parents, family norms and cultural heritage were the leading barriers hampering academic performance of students. Analysis further indicated positive association between education of parents, stufy at home. Financial status and study performance of students.

Saunders & Rojon (2011) executed evaluation based investigation of child labour alleviation in result of IASA project rendered in Tirupur, India. Findings described that from the total respondents of the study, 60% of children

engaged in child labours were in the age bracket of 11 to 13 years in which boys' percentage was maximum. In addition, 40% of child labour children were belonging to age bracket of 8-10 Years with high percentage of girls indicating involvement of both genders in child laboring. Shanmugaganeshan and Thomas (2002) highlighted the factors associated with poor academic performance of students in schools. Study findings revealed that socio-economic status of parents of students, far location of schools from home followed by parents fear to send their children too far pertinent to inadequate interest were the major factors behind poor performance of students enrolled in schools.

Mustaine & Tewksbury (2008) described three dimensions of socio-economic status i.e. occupation, education and income and in this context, more research should be conducted on dimensions of socio-economic status. They further added that occupation, education and income have moderate correlation and it is very hard to use these dimensions interchangeably. The researcher discussed different dimensions of social economic status and described that all the components hold varied impact and influence on educational results. He was further of the view that literature one each component of socio economic status is self-explanatory itself with different impacts particularly on performance and achievements of education.

Knight (2013) analysed the factors affecting academic performance and revealed that students with poor financial backgrounds attend schools and classes with low level of funds. Resultantly, they have poor confidence, inadequate motivation and remain vulnerable to academic failure as compared to those who have strong financial position. Furthermore, students with lower income receive poor grades, low

scores in tests and remain exposed to drop out of school. The researcher analysed different factors affecting primary education and stated poverty as major factor affecting the education. They argued that poverty obstructs the attendance of schools of state as children often do not go the school due to several direct and indirect factors pertinent to poverty.

Furr & Elling (2000) identified different factors affecting performance of children in school. Findings of the study indicated that poor attendance ensured by students, sluggish infrastructure, influence of feudalism, discriminating behavior of dealing officers, carelessness and inattentiveness rendered by institution and non-technical instructors were the major barriers hindering performance of the students.

Reimers (1993) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

Maity & Ramsundar (2013) conducted difference comparison between direct A level entrants and diploma entrants students and performance of each category. Sample size was restricted to 608 respondents in which 154 were diploma entrants. Findings illustrated non-significant difference between the two compared groups regarding academic performance. Study further concluded with the remarks that academic performance of previous university influenced academic performance at university.

Hansen and Mastekaasa (2003)

conducted study and stated that theory of cultural capital could suppose students belonging to families contiguous to academic culture to obtain highest success. Findings further highlighted that surely poor socio-economic position negatively influence academic performance and achievement because poor socio-economic status hinders access to essential resources and develops additional anxiety at home.

Riggert et al. (2006) highlighted two types of school foundations and system i.e. one systems usually hold and executed by private individuals and second by the government organization. Findings were of the view that school foundation either executed by private or government plays vital role in academic performance of student enrolled. Private run schools tend to invest more and produce higher outcomes because of small size and limited number of students. Students of private schools particularly have higher access to resources i.e. technology, internet, computers which play pivotal role in improving academic gains.

Davis et al. (2011) conducted a survey and reported teachers' absenteeism as a factors affecting primary education. They were of the view that every fourth teachers in state schools of India was absent from schools. On an average about 25% teachers were found absent from the school. However, 45% teachers were found actively involved in teaching activities. Authors also stated that there were few certain reasons behind the absenteeism and teachers go on unauthorised leave without any valid permission from immediate head of the school.

Researcher Methodology

I. **Research Design:** The research adopted a mixed-methods approach, combining both qualitative and quantitative data collection methods. This approach was chosen to

gather comprehensive data and gain a deeper understanding of the factors impacting the academic performance of female students in schools located in Southern Punjab, Pakistan.

2. **Research Population:** The target population for this study consisted of female students attending schools in the southern zone of Punjab province, Pakistan. The study aimed to investigate and understand the factors influencing the academic performance of these female students.
3. **Research Sample:** A multi-stage sampling technique was employed to select participants for the study. First, schools were randomly selected from different districts in Southern Punjab. Then, within each selected school, female students from different grade levels were randomly chosen to participate in the study.
4. **Sample Size:** The study sample consisted of 990 female graduate students selected from the population. From each stratum (public and private sector colleges), 60 students were selected using a simple random sampling technique, resulting in a total sample size of 120 students.
5. **Sampling Technique:** The sampling technique used for the selection of participants involved two stages. In the first stage, schools were randomly chosen from various districts in the southern zone of Punjab. In the second stage, female students from different grade levels were randomly selected from each chosen school.
6. **Research Instrument:** The primary instrument used to collect data was a questionnaire. The questionnaire was designed to gather relevant information about the factors influencing the academic performance of female students in Southern Punjab. The questionnaire was administered through face-to-face interviews for most of

the respondents to ensure accurate and complete data collection.

7. **Analysis of Data:** To determine the factors that contribute to academic success among female students in the specific region, the researchers calculated the relative ranking of different factors by multiplying the score value allotted to each category with the frequency count. Furthermore, means were calculated to summarize the overall impact of the identified factors on the academic performance of female students. The mean scores were obtained by dividing the sum of values by the number of observations.

Finding

Table 2

Demographic Attributes of the Respondents

Age	F	%
Less than 18	64	53.3
More than 18	56	46.6
Total	120	100

According to the data depicted in Table 2 more than half (53.3%) respondents were of less than 18 years age followed by less than half (46.6%) respondents who were of more than 18 years age. Generally, it can be said that, respondents were young and young individuals holds more tendencies to work hard, understand things i.e. lectures and hold their nerve in tens circumstance and improve academic performance. Keith et al. (2006) has reported a positive and significant association of age with academic performance.

Table 3

Ranking of Off-Campus Problems Faced by the Respondents

Off-campus problems	Mean	SD	Ranking
Lack of self confidence	1.87	0.408	9
Lack of adequate effort	2.16	0.656	4

Carelessness	1.75	0.689	11
Lack of ability to be competent	1.83	0.611	10
Homesickness	1.52	0.768	13
Being addicted to drinking, smoking, disco houses, etc	2.04	0.410	5
Tension	2.27	0.709	2
Falling in love easily	2.32	0.695	1
Inability to become well planned and organized	2.00	0.644	6
Poor educational background	1.98	0.629	7
Social status	2.25	0.646	3
Low educational level of Father	1.91	0.676	8
Low income of mother	1.64	0.714	12

According to the data depicted in above table infer that falling in love easily, Tension and social status were the leading problems faced by the respondents which were affecting their academic performance. Social status has been a key in reducing the motivation of students and resulting poor graded in education (Van Laar and Sidaniu, 2001). Falling in love easily, tension and social status obtained mean values of 2.32, 2.27 and 2.25 respectively with 1st, 2nd and 3rd rank. Findings infer that now a days' with emergence of media and access to technology has raised the evidences of love with peers and mates. The researcher has revealed that in social world romantic relationships are mounting at pace significantly. The study was of the view that when someone finds a compatible companion then relations automatically turns to a love affair which is fascinating and source of alleviating tension. The researcher narrated love

relationship as a prime source of relaxing. Tension already has been reported a vital factor behind poor academic performance. In connection with tension, findings are similar to those of Carey et al. (2017) where they reported that students victim of anxiety performed poor performance in class. Tension and anxiety hold significant influence on academic performance with detracting attention. Findings of this study that score of female students indulged in tension and anxiety were poor as compared to other who were fresh. Moreover, carelessness, low income of father and homesickness were the least ranked factors affecting academic performance of students.

Table 4
Social Problems as Perceived by the Respondents

Social Problems	F	%	F	%	Mea n	SD
Fear	7	62.	4	37.	1.88	0.73
	5	5	5	5		4
Exposure to social evils (harassment etc.)	6	55.	5	44.	2.08	0.69
	7	8	3	2		0
Exposure to robbery	7	63.	4	36.	2.17	0.70
	6	3	4	7		0
Inflation	9	77.	2	22.	2.51	0.70
	3	5	7	5		1
Poverty	7	62.	4	37.	2.34	0.70
	5	5	5	5		6
Feudal system	6	54.	5	45.	2.20	0.68
	5	2	5	2		9
Social Status	7	65.	4	34.	2.13	0.65
	9	8	1	2		5
Educational institutions of female are located	8	70.	3	30	2.46	0.66
	4	0	6			6

very far from villages						
Responsibility of household chores	9	81.	2	18.	2.21	0.72
	8	7	2	3		1

According to the data depicted in above result revealed number of social factors which they perceived contributing in their academic failure or bungling marks. Various social factors incurred by respondents were fear, exposure to social evils, inflation, poverty, feudal system, social status plights, household liabilities and scanty educational institutions for females or held at far areas. Societal transitions are in vogue and this rapid transition is developing insecurity and instability (Haralambos, 2008). Particularly, adolescent girls are victim to these disparities where they are kept bound and under restrictions. This restriction discourages their academic performance (Coleman, 1999). Though, outcome may vary society to society and social conditions do not become status of social problem. Number of cases do exist indicating courage of successful students who are poor but confident and stood against all the plights and earned success. Considering the debate respondents ranked their social problems on three point likert scale.

Conclusions

Education plays a key function in individuals' life probability and promotes the economic improvement of countries by attractive efficiency, social progress and dropping social variation. Higher education is related with clearly higher income, lower unemployment, higher labor strength involvement and lower criminality; where a high performing educational system is taken to be

essential in achieving national economic competitiveness.

Pakistan is surrounded by number of challenges including insecurity, poverty, sectarianism and terrorism. Lack of public awareness, poor tolerance and illiteracy are the factors behind overwhelming issues faced by Pakistan. Prevailing illiteracy is also the output of ineffective system of education widespread in country. Prime role and motive of education has been ignored nationwide which has led to poor development in life discourse. Allocation of fewer budgets to educational setup weakened the base of quality and standardized education system. After hiatus of half a century years and execution of about 25 educational policies, still system of education is fractured and unable to meet the economic, social and political sustainability. A big gap between educational status of boys and girls do exist in country. Global perspective promoting female education at all levels showed a positive implication in the development of nation. This has been observed that educated and skilled women have greater potential to earn income for her family which is very much essential to secure sustainable livelihoods in developing countries like Pakistan. High investment in education resulted in high economic growth especially in developing countries where poverty level is very high.

Recommendation

Tension, stress and falling in love were leading off campus factors affecting academic performance; hence, it is mandatory for parents to keep their children stress free and under monitoring to save them from affairs and societal linkages. Teachers would have to diversify their role and act as bridge between children and their parents. Teachers must communicate children activities and

performance to their parents. College administration must bring scholarships for the students. This aid will not only encourage students to work hard but also will alleviate their tensions subject to poor economic condition. Government should increase budget of government colleges in this regard. College should arrange refresher training courses for the teachers. These trainings will develop learning and teaching aptitude among teachers which will enable them to disseminate latest knowledge among students. Teachers must improvise and initiate life and career counseling for students. Teachers should conduct special lectures considering students grooming.

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