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Factors Influencing Students' Academic Performance at Higher Secondary Level: Teachers' Perception

Sabahat Usman, M.S. Research Scholar

Abstract

The study examined the perception of the teachers' on the factors influencing student's academic performance (positively or negatively) at higher secondary level in Rawalpindi District. Subjects for the study were ninety (90) teachers randomly drawn from seven colleges in Rawalpindi city. Percentages and frequencies were used to analyze the research questions. Responses of the teachers showed that good study environment, regularity in the class, teachers' good behavior, proper methodology, teachers' professional educations, high motivations, high Socio economic status, curricular activities and large school size enhance students' achievement. Lack of communication skills, overcrowded classes, traditional thinking of the parents and selective

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study habits, distance from home to school and lack of the school resources decrease student's performance. Through mutual cooperation of parents and teachers students' deficiencies can be triumphed over and can polish their skills and abilities for better results.

Key words: Academic performance, Teachers' perception, Student achievement.

Introduction

Determinants of students' performance are discussed widely. Teachers and parents are more concerned about the student's outcomes. Education is a best legacy a nation can give to her citizens especially the youth. It is a lifelong process in one's life and that process transmits its values, tradition, and knowledge generation to generation. The study of the student's achievements is of the great importance not only for the teachers as well as for the parents. Secondary education is very critical stage in student's life there is dire need to educate the student in such a manner that they must be successful in future for this purpose it is necessary to investigate those factors which can influence the student's academic performance. Pakistan is developing country and wants to come in the race of developed country for this purpose it is needed to achieve the certain education standard, give the more attention to their students and try to overcome all the hurdles and obstacle which students are facing directly or indirectly. Higher secondary education is imperative phase of students' life as it representing the terminal point for the formal schooling. This adolescent period of one's' life when personality and its components are growing, conflicting, examining, imitating, challenging, giving, getting and sharing on this stage it is vital to investigate each and every aspect which is negatively or positively associated with the students achievement (Glasson, 2009).

This study is designed to explore the factors which prove as a hurdle for their achievements and to explore such factors which are helpful for their motivation as well as satisfactory academic achievement. teacher are very closed to their students and they keep an eye on their every matter of the students, so the teachers have their own perception about hindering and enhancing factors for students' academic achievement.

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This study will be helpful for students as well as for the teachers for the best understanding of students academic needs and to overcome their shortcomings , this study will equally helpful for parents to understand their children academic problems and strengths.

Literature Review

Education is consider as road to success in operational world as there is much effort has been done in education to identify, evaluate, track and encourage the progress of students in the school. Tracking of academic performance of the students have number of objective which need to be fulfilled. Stephen (1966) concluded in his study that educational growth pointed the forces that affected the educational output of the children in school. Family background and school atmosphere, socio-economic and cultural differences played important role in this regard.

Academic achievement

In a common words education results or outcome is known as academic achievement, where teacher, students and institute set their goals and after the process they achieve their already set goals. Academic achievement normally assessed by the examination and continuous assessment. Academic achievement is commonly measured by examinations or assessment. Academic achievement defined as level of expertise attained in the academic work in the school. (Kohli, 1975).

Gauthier et al. (1984) concluded in their study that academic achievement mostly enhanced by the three socializing factors; peers, teachers, and families, and by the use of these three socializing agents (peers, teachers, and parents) academic achievement can reinforce. There is another concept for academic achievement and that is related to students' self concept. Which is usually known as Academic Self Concept: it is student perception about their academic position. McCombs and Marzano (1990) concluded in their study student outcomes considered as a function of two characteristics "will" and "skill" and both of these functions must be considered as separately as possessing will doesn't ensure success without skill

Academic Failure

Academic failure is relative concept. According to Good (1973), “failure pupil implies lack of success on the part of pupil in accomplishment of school work”. The meaning of academic failure got variety in different context. Major factors which contribute for academic failure are intelligence, personality, motivation and adjustment, home background and school background etc. Plowden (1967) reported in his study that the home environment plays more powerful role than school for the determinates of students achievements as in the home background family income socio-economic status, number of children, parents education which mostly studied and yield fruitful results for the studies .

Factors Influencing Students’ Performance

Several studies have been conducted to highlight factors which motivate students towards high achievement and some of the studies also showed how these factors leads towards the success. There is also plentiful studies have been conducted to explore the factors which hinder the student’s performance and students show poor academic results.

Socio- Economic Status

A family socio- economic status considered as average income of family, parents level of education, occupation and social status in the society. It is noticed the parents who have high level of socio-economic status they remain successful in preparing their children as they normally have more success to the resources to support their children academic process and development process .They are able to provide great care books, toys to encourage their children learning. They have easy access to that information which is vital for their children health, social, emotional and cognitive development. Slocum (1967) observed that (a) educational aspiration and expectation of students tended to be positively related to the socio-economic status of their parents; (b) students from families with intellectual traditions would tend to have higher educational aspiration and expectation than other students. Ramey and Ramey (1994) describe in their study the relationship of family socio-economic status to children’s readiness for school:

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"Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development" (P 24).

Families with low socioeconomic status often these parents have deficiencies in social, financial, educational support for their children poor families children have less readiness for school that's why their children do not enjoy the facilities. As these parents have inadequate resources skills and abilities that why they do not facilitate their children for social, emotional and physical development and these aspects negatively affect the family decisions, children learning and development. Khan and Ashfaq (1967) they mentioned that student performance negatively affected by the large family size and its low level of education at high secondary level. Large size of the family less attention for each child and difficulties for the parents to encounter their children needs.

Communication Skills

Communication is an important aspect of human life. Communication skills have significant place in all the spheres of human life. Effective communication means that we can express our self reasonably both verbally as well as non-verbally. It means one able to express his/her opinion, ideas and desires. It is essential for the success; a student must acquire integrated set of communication skills: writing skills, listening skills, speech skills, non verbal skills. One must possess all these kind of skills to communicate with various group of people, government, officials, bankers and family members etc

Students who do not have communication skills they show poor results in exams. It is equally important on the part of the teachers if they are able to communicate effectively they will

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consider a good teacher. Hovland and Janis (1953) emphasized in their study that an effective communication in the school caused high academic achievement of the students.

School Resources

School resources have distinct role in students learning. Learning is impossible without school resources. Lack of these resources means that deficiency in students' growth and development. When we examine factors which are associated with students academic performance ,school resources are very important to be examined (types of schools, percentage of poor performance students ,school library and laboratory, services for the parents and students) average student academic performance , and support provided to teachers and school safety.

School library programs and other school resources play significant role in development of information literature students. The school library and laboratories provide innovative ideas to the students make them creative and successful functioning in today's information and knowledge based society. Rauf (1970) concluded that a good school library and reading room can go long way in creating academic type of atmosphere. Conference held by the (Bell, 2004) emphasize laboratory investigation holds important promise. For being able to support conceptual and epistemological learning when facilitating conditions are put in the place for the students.

Teacher's Behavior and Methodology

Teacher behavior counts a lot in the success of the students. Effective teacher always behave nicely with his/her students. He/she must appreciate and accommodate the similarities and differences among the students' culture, Build relationships with students. Focus on the way students learn and observe to identify their tasks orientation and teach students to match their behaviors to the setting and learning styles. Effective teacher always choose best teaching methodology and strategy which is best match of learning style of the students. If teacher do not match teaching method with students learning ability the students will not learn what they have

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to learn. Akiri and Ugborugbo (2009) explored that effective teachers and better teaching methodology produced better performing students. A study by Asikhia (2010) concluded the reason of students' poor academic performance as (a) teachers' qualification, (b) teachers' method of teaching and learning materials performance, and teachers' method of teaching and learning materials performance, (c) study environment affect their academic performance.

There are some factors which related to students' behavior and attitude which play an important role for the students' failure or success. Sirohi(2004) concluded in his study that 98.7% underachiever tends to possess unfavorable attitude towards the teacher and 100% have poor study habits.

Teachers' Qualification

Highly qualified teacher can be defined as one who meets the following criteria:

1. Holding teaching certified and/or licensed by the state
2. Possessing at least a bachelor degree from a four-year institution
3. Teacher must possess the high level of competences in subject area in which the teacher teaches

A teacher must have professional qualification research prove that teacher who have professional qualification their performance is better than who do not have professional qualification therefore it is important to have professional qualification for teaching profession. Teachers who follow the professional standard of teaching they lead their students towards success. Pakistan ministry of Education passed following are the standards which are help for the professional growth and development of the teachers: Subject Matter Knowledge, Human Growth and Development, Knowledge of Islamic/Ethical, Values/Social Life Skills, Instructional Planning and Strategies, Assessment , Learning Environment, Communication and Advocacy, Collaboration and Partnership , Continuous Professional Development and Code of Conduct, Proficient use of Information Communication Technologies. In Pakistan public sector of the

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education is suffering a lot just because the teacher are not professionally qualified and they are not equipped with modern skills.

School Climate, Size and Activities

The study environment in which a student is learning is very important. Concern is with the physical and social class room environment where students learn a lot, it is teacher duty to manage the class room with proper technique and build constructive study environment to enhance the socialization process in the class and to enhance the communication power of the students. In good and healthy class room environment students build constructive relationship with students and with their teachers. If the school and class environment is not friendly for students and for teachers they cannot show the good performance and that lead towards the failure. Studies by Crow and Crow (1963) revealed that school and college students who succeeded were concerned about the environment in which they studied. Mostly they felt comfortable in loneliness the other important factor was their time scheduling for work and rest to avoid fatigue.

Large school size hold both the number and the variety of extracurricular activities in which students participate than the small school, so the school size large or small also effect students performance. Co-curricular activates are equally important for the students growth and development those school which arrange these activities frequently they find their students more active towards their studies

Study Habits

There are some factors which related to students' behavior and attitude which play an important role for the students' failure or success. As mention above Sirohi (2004) concluded in his study that 98.7% underachiever tends to possess unfavorable attitude towards the teacher and 100% have poor study habits. Ansari (1983) in his research on study habits and attitude of students observed that (a)study habits are positively correlated with the quality of classroom teaching;

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and(b)the study habits centered around shortcut methods like test and guess papers cannot ensure the desired level of success in an examination.

It is often happen with students they are having poor study habits that are why they show poor academic performance. there is number of cases highlighted which showed that students even don't know where to start , what to study , how much time they must give to the study, how much they should spend for each subject according to subject requirement. Due to these reason they do not develop good study skills and show poor performance in the school.

Sorenson and Lemon (1942) found it is essential to set the criteria and time table for study but some time inner intellectual capacity plays very important for good performance. Number of the people treats the studying as the thing to do whenever you want to do. But if one schedule the study just like as the class time is scheduled he/she will find it becomes much less hassle in the long run. Instead of last minute cramming session, one will be better prepared because he/she have not put off all the studying into one 12 hour marathon.

Other bad habits are excessive use of mass media like T.V. and radio also reduce the student study hour and affect negatively students performance Alexander (1990.P.8) described the role of mass media like listening radio and watching T. V. having adverse effect on study timing and performance in examination.

Parents' Involvement and Thinking

It is extensively familiar that if we want to maximize the pupils potentials in school for these purpose pupils will demand more support from their parents. It is expected that parents must play an important role not for their children's promotion and development but also parents must provide support for the school improvement and for the democratization of school governance of school governance. For example in Europe the Europe commission keeps the parental participation on significant place for better quality of the school. parents involvements takes many forms like parenting in home providing safe, comfortable and secure environment in the

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home for their children , parent child discussion, parents encouragement , intellectual stimulation, inspirational motivation for their children, participation in school events, participation in school work and participation in school governance. The extent and the form of parental involvement is strongly influenced by family social class , parental level of education, parental psycho-social health and single parents status and to lesser degree, by family ethnicity (Desforges, & Abouchaar, 2003).

Parents traditional thinking often resulted failure the students in the exam. Moreover they expect from their child a lot and combination of their traditional thinking lead the high secondary students towards failure.

Distance from School

There is number of the schools in mostly Asian and African countries have not kept velocity with population growth. Students have to travel long distance for their schools sometimes. In primary and secondary school when the children are too young the long distance from their school reduces the children productivity since they arrive in the school already tired. So they do not participate in any subject actively specially those subjects which are taught at the Moring time. These students missed number of lessons as they arrive in school late. Du to long distance from the institute they lose their energies, students get tired and students can't do any meaningful studies in the home as well. When students are studying in the schools which are having long distance from their homes, these students can't take additional classes or tuition or they can't discuss their homework assignments with other fellows as they are in hurry to leave the school and reach the home before darkness fall. All of these problems and hurdles frustrate them most of them leave these school and those who left they just show very poor performance in the exam. Long distance from school promotes lateness and absenteeism in the students. In some of the primary schools must punish for their lateness which is painful for the students. It is difficult for the students to have the missed lessons later and most of the school aware of this situation and they are not willing to change the as remedy of this problem (Torto, 2007).

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Evening Classes

It is generally presumed that the students in the evening classes performed lower than the students in first shift .A study conducted by Souza et al. (2010) for the introductory management courses they concluded that the performance of the students in introductory finance courses was not affected by class size , duration and day time class meetings. But students in evening classes performed lower than their day time counterparts. At evening classes most of the students already lose their energy and the teacher sometime unable to give their best both of they are tired as the result student show poor performance than morning students

Teacher Students' Interaction and Relationship

Lees number of the teacher with huge number of the classes and students creating mess in the class rooms. In Pakistan where there is dire need to set the student teacher ratio. Students are more and teachers are less. A study conducted by Ijaiya (2006) concluded that overcrowdings abolish the quantity and quality of teaching and learning with serious implication for attainment of educational goals. If teachers and students interact properly they have positive and good relationship the relationship between students must be reflective, maximum productive, and it must reflect certain attitudes. If teacher and students does not build positive relationship they can't move together on the same way.

Those school which have less number of the students in the school and teacher are dealing with less students, these teachers remain successful in interaction with teacher which is essential for the social and academic development of the children, for this reason students and teacher build good relationship with each other and this process support socialization process in the school and class room on the other hand overcrowded class creates confusion among students.

Objective of the Study

The primary purpose of the study is to explore the factors influencing the students' academic performance at Higher Secondary level. The specific purpose of the study:

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1. To highlight the factors which enhance the student's academic performance at higher secondary level
2. To highlight the factors which hinder academic performance of the students at the higher secondary level

The study was designed to answer the following research questions in order to fulfill the study objectives. (1) What are the teachers' perceptions about the factors which enhance the students' academic performance? (2) What are the teachers' perceptions about the factors which reduce the students' academic performance? This study is limited to the higher secondary level in Rawalpindi city, further the study is delimited to the seven intermediate colleges of Rawalpindi city.

Method and Procedure

The research is descriptive by nature as it is measuring the current beliefs and perception of the teachers regarding the factors hindering and enhancing the student's academic performance at high secondary level. The researcher used the quantitative approach to answer the research question and to achieve the objective of the present study.

Population and Sample

Seven colleges from Rawalpindi city were selected as the population of the study. Sir Syed College for boys, Sir Syed college for girls (SSCG), Khatija Umer Government college for Women (KUG), Govt. Gordon College (GGC) , Govt. Post Graduate College For Women Satellite town (GPG), Federal Govt. College for Women (FGCW) , Commerce College for boys (CCB) are the selected institute for the study. All the teachers in these seven colleges were the Population of the study. Ninety teachers were selected as a sample of the study. Random sampling technique was used to select the sample, as simple random techniques provide equal chance to the whole population to select and participate (Gay, 2000). Researcher personally visited all the institutions for the data collection. Reason for the personal visit was to get complete and valid data for the study. Researcher got complete data from the respondents

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(teachers), the questionnaire was personally presented by the researcher, the purpose and significance of study was also explained by the researcher. Demographic information of the respondents is given in table1.

Table 1: Profile of Respondents/Participants

Lecturers Description	-----	SSCB	SSCG	KUG	GGC	GPG	FGCW	CCB
Specialized area	Economics	2	2	1	2	----	2	4
	English	2	2	3	3	2	4	1
	Urdu	1	1	----	1	1	4	----
	Islamiat	1	2	1	2	2	----	1
	Biology	3	3	4	1	5	----	----
	Computer	2	1	4	2	2	2	3
	Mathematics	2	2	----	1	1	1	4
Academic rank	Professors	2	4	1	2	3	2	1
	Sr. lecturers	3	4	5	5	4	4	3
	Lecturers	8	5	7	5	6	7	9
Experience (year)	1year	4	2	4	4	5	3	2
	2 – 3years	4	3	4	2	3	5	6
	4 – 10years	3	4	4	4	4	3	4
	10-15years	2	4	1	2	4	2	1
Gender: Male	38	13	----	----	12	----	----	13
Female	52	----	13	13	----	13	13	----

Research Instrument

For the accomplishment of research objectives, the researcher administered a Questionnaire for the teachers of seven colleges. Survey Questionnaire was designed for data collection from the teacher. Items of the survey questionnaires were developed on the basis of factors influencing student's academic performance. Questionnaire divided into two sections "A" deals with bio data and section "B" has twenty two (22) statements which respondents had to mark according to their views. *Pilot testing* of tool (survey questionnaire) was conducted after the careful considerations in Commerce college for girls and Askari college for girls with selected sample of twenty teachers. Two university teachers were requested to evaluate the validity (content validity) of research tool. It was implemented into real life situation of research. Corrections were made according to the feedback of the university teachers and pilot testing results.

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Result Analysis

After the data collection from the selected colleges, data were analyzed with great care and consideration, the data were analyzed in three steps, first of all data were divided in suitable themes, assigned to similar statements and put these statements in one category, and like this the researcher has made 5 categories or themes (exterior factors, interior factors, social factors, other factors and school and teachers related factors). Further these themes were and statements shifted in tabulation form, each frequency and percentage against each statement counted with great care and consideration. The data were presented in frequency of “Agree” and “Disagree” and calculated the percentage of obtained frequencies given in tables 1 to 5. The data were analyzed and interpreted in the light of the study to answer the research question in order to achieve the research objectives.

Table 2: Exterior factors

Sr. No	Statements	Agree		Disagree	
		Freq.	%	Freq.	%
1.	Well educated families.	48	54	42	46
2.	Socio economic status.	54	60	36	40
3.	Traditional thinking of parent.	72	80	18	20
4.	School size.	48	54	42	46

The researcher concluded from the respondent’s opinion about the given statements that students from well educated families perform well in exam 54% teachers were agreed with this statement and 46% disagreed. 60% teachers agreed that socio economic status positively related with students performance and 40% disagreed with this statement. Traditional thinking of the parents proves barriers for their achievement 80% agreed and 20% disagreed. 54% teachers agreed from this statement that school size play important role in student academic career whereas 46% disagreed from this statement.

Table 3: Interior factors

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Sr. No	Statements	Agree		Disagree	
		<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
5.	Motivation.	53	59	37	41
6.	Selective study habit.	69	77	21	33

59% teachers agreed from the statement that motivation play very important role to enhance the students' academic performance but 41% disagreed from the statement. Selective study habits of the students reduce their academic performance 13% disagreed and 87% agreed with this statement.

Table 3: Social factors

Sr. No	Statements	Agree		Disagree	
		<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
7.	Communication skills.	87	96	03	04
8.	Students teacher relationship	81	90	09	10

Lack of the communication skills reduce student's performance 96% teachers agreed from this statement and 4% teachers disagreed from this statement. Good Student teacher relationship proves helpful for student success 90 % agreed from this statement and 10 % disagreed from this statement.

Table 5: Schools and teachers related Factors

Sr. No	Statement	Agree		Disagree	
		<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
9.	Teachers' behavior and	77	86	13	14
10.	Teaching methodology	81	90	09	10
11.	supportive school climate	90	100	00	00
12.	professionalism	78	87	12	13
13.	Co-curricular activities	65	72	25	28
14.	Lack of the resources	87	97	03	03

Teachers' good behavior play important role for improving student's performance 86% agreed from this statement and 14% disagreed from this statement. Teaching methodology effect positively

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student performance 90% agreed from this statement but 10% teachers disagreed. A conducive study environment is very important to improve the students' achievement and to sharp their skills. 100% teachers agreed that study environment and regularity in the class are helpful to achieve good marks in exams. Teacher professional educations helpful for students' good result 87% teachers agreed and 13% teachers disagreed for professional qualification. 87% teachers favor that co-curricular activities increase the student's performance and 13% disagreed from this statement. 97% teachers agreed lack of the resources like library, class room equipment and laboratories reduce the academic performance, 3% were against this statement.

Table 6: Other Factors

Sr. No	Statement	Agree		Disagree	
		Freq.	%	Freq.	%
15.	Test paper and guess paper	77	86	13	14
16.	Distance from school	57	63	33	37
17.	Overcrowded class room	90	100	00	00
18.	Time schedule	84	93	06	07
19.	Attendance of the students	89	99	01	01
20.	Use of electronic devices	72	80	18	20
21.	Home tuition	66	73	24	27
22.	Evening classes	60	67	30	33

Test paper and guess paper influence the student academic performance negatively 86% teachers agreed and 14% disagreed with this fact. Long distance form the institution reduced the student performance. 63% teachers agreed and 37% disagreed. Overcrowded class room shows the poor results, 100% teachers were in the favor that overcrowded classes are the barrier for the students. Modern technologies like; T.V., internet and mobile increase students learning 80% agreed and 20% disagreed from the statements. (Students) regularity in the class helpful in obtaining good marks in exams 99% teachers agreed and only 1% disagreed from the given statement. 73% teachers agreed that joining tuition centers and academies are helpful for the students but 27% teachers were against this statement. Sometime evening classes do not yield fruitful results but it is not happened always, 67% agreed and 33% teachers disagreed from the statement.

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Findings

This section enumerates the major findings of quantitative analysis used in the study. Using the research questions as a guide, research question one sought to find out those factors which enhance students' academic performance. Complete detail of those factors is given in table 7. The second research question asked about those factors which hinder the student's academic performance findings of this question is given in table 7. The researcher concluded some factors (internal external, social, school and teachers related) enhance the students performance and they performed better in exams. On the other hand some factors hinder students' academic performance.

Table 7. Summary of the Factor Influence Students' Academic Achievement

<i>Factors</i>	<i>Enhance Students' Performance</i>	<i>Hinder Students' Performance</i>
<i>Exterior</i>	Well educated families. Socio economic status. School size (large).	Traditional thinking of parent.
<i>Interior</i>	Motivation (High).	Selective study habit.
<i>Social</i>	Student's teacher relationship (Good).	Communication skills (Lack).
<i>Other</i>	Time schedule. Attendance of the students. Use of electronic devices. Joining tuition centers and academies.	Test paper and guess paper. Overcrowded class room. Distance from schools. Evening classes.
<i>Teacher and School</i>	Teachers' behavior and Teaching methodology. Supportive school climate. Professional education (teacher). Co-curricular activities.	Lack of the resources (laboratory, library and class room equipment).

Discussion

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This section is providing information regarding results with reference to the research questions. Findings of the study concluded the answers of both research questions. Researcher concluded from the teacher's perception there is some factors which enhance and some factors which reduce student's performance

Discussion of research questions 1. What are the teachers' perceptions about the factors which enhancing the students' academic performance? The first research question as stated investigates the factors which enhance the students' academic performance at high secondary level.

1. Exterior Factors: a family socio-economic status is based on high level of income of the parents, parents level of education, occupational and social status in the society. Those families which are having socio-economic status they have more access to the resources and have skills to teach their children and provide each and every support either academic or non academic these parents provide support for the development and promote of their children. The study findings showed that 60% teachers agreed that high socio economic status positively associate with students' success. Highly educated parents coach their child well and they can understand their children feelings and guide them on the way of their children choice. 54% teachers were in the favor of this statement. Large school size as large size of school give more place the students to enjoy extracurricular activities' in the school and large school prefer more and effective activities in the school for the students to sharp their skills and enhance their knowledge. 54% teachers in the favor that large school enhance students performance and conducive study environment.

2. Interior Factors: motivation is played very important role in students life. Students get motivation from their parents, society, friends and teachers. Those who highly motivated and follow the instruction of teachers and parents they lead towards success. 59% teachers were in the favor of this statement. 41% disagreed from this statement.

3. Social Factors: socialization is very important aspect in one's life. Those students who are more socialize and they have better communication skills and better students teacher relationship and relation with other students which prove fruitful for good learning environment. More teachers were agreed for good students teacher relationship enhance students performance. 96% teachers agree that lack of the communication skills reduce the students performance.

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4. Other Factors: Time schedule is essential to enable a learner to organize his studies effectively; therefore one should carefully choose the timing for study. 93% teachers were in favor of this statement and 7% were against. But there are number of the students who have no schedule for study they get good marks but those who make the schedule for their study they not only successful in their studies also they can organize and manage their important works along with studies. Student's attendance in the class is another factor which need to be discus those who have high attendance they learn more than those who have short attendance 99% teachers agreed that attendance of the students is essential. It is become a trend now a day parents prefer to send their children in the tuition center, they want to make their children more competent and skillful teacher 73 % respondents agreed that home tuition prove fruitful to make the students skillful and knowledgeable and 23% were disagreed from the statement.

5. Teachers and School related Factors: Teacher good behavior, attitude and proper methodology play a significant role in improving the student's achievement in class and in examination as Attitude is an abstract concept and Behavior is the result of many complex factors. Teacher who behaves irrationally with their students, they cannot build positive relationship with their students, positive relationship and conducive class environment is crucial for student's academic development as well as cognitive development. Those teachers who match teaching methodology with learning styles of the students they are called efficient and effective teachers which impact positively on student's performance. 86% teachers agreed that good behavior and methodology enhance student's performance. Co-curricular activities are essential part of curriculum and are very important in students' life for the physical, mental growth and development. 72% teachers favor that co-curricular activities increase the student's performance and 28% disagreed from this statement. There should a balance between co-curricular activities and curricular activities. A conducive study environment is very important to improve the students' achievement and to sharp their skills. 100% teachers agreed that study environment and regularity in the class are helpful to achieve good marks in exams. Only healthy environment enable students mental, emotional, physical and social growth and development. Studies by Crow and Crow (1963) revealed that school and college students who succeeded

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especially well were concerned about the environment in which they studied. Teachers who have professional education and experience in relevant field performed better than those who do not have any professional education; therefore it is important to have professional qualification for teaching profession 87% teachers agreed and 13% teachers disagreed for professional qualification.

Discussion of research questions 2. What are the teachers' perceptions about the factors which reducing the students' academic performance? The second research question as stated investigates the factors which reduced the students' academic performance at high secondary level

1. Exterior Factors: Parents' involvement plays very important role for their children's studies but traditional thinking hinders the child performance. It is concluded that traditional thinking of the parents for their children prove barriers for their achievement. 80% agreed and 20% disagreed. There is dire need to educate and counsel the parents as well as to remove such type of obstacles

2. Interior Factors: Poor study habits of the student do not yield fruitful outcomes. Selective study habits of the students reduce their academic performance 233% were against this statement and 77% agreed with this statement. Students should study the whole content of the relevant material not only to get the good marks in exams but also to increase their knowledge and to sharp their reading skill. Ansari (1983) concluded in his study that study habits effect the student performance at any level of education he find out the reason how the student develop the bad or good study habits.

3. Social Factors: Lack of communication skills in teachers as well in students prove major factors in reducing the students' interest in the class room. 96% agreed but 4% disagreed. Students must increase their communication skills and teacher must adopt such type of affective strategies to overcome this issue in the class room. Involve the students in class discussion; give them chance to speak in the class.

4. Other Factors: Long distance form the school reduced the student performance and their productivity as the students are tired and do not perform well in class work and homework. 63%

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teachers agreed. Baluchistan, a province of Pakistan, has a number of schools which are distant from the cities and villages of the students. So students face problems. Overcrowded class room shows the poor results, so there is need to maintain the teacher student ratio and increases the qualified teachers in schools and colleges otherwise teachers and students can't interact with each other. 100% teachers agree that overcrowded class room hinders students' performance. Students who are enrolled in the evening classes performed usually low compared to the students who are enrolled in morning classes. 67% agreed and 33% teacher disagreed from the statement.

5. Teachers and School related Factors: School resources are very important for rich knowledge and smooth learning process but the lack of these resources affects the performance of the students. 96% teachers agreed that resources like library, classroom equipment and laboratories are the main motivating elements for the students and increase their academic performance.

Recommendations

Recommendations for practice

Through the mutual cooperation of the parents and teachers in school and out of the school, factors that hinder the students' performance can be reduced. School and college administration should arrange parents-teachers meeting. From this meeting parents will know the strength and weaknesses of their child and teachers will know the family background of the students. Moreover this information is not for the sake of information. Such information enhances one's learning capabilities. Students should keep an eye on this fact and take interest in studies wholeheartedly and study the whole content of the material.

Hopefully above mentioned factors which are positively or negatively related to the students' performance will be helpful for the teachers and students to overcome the negative factors and to get more benefits from positive factors.

Conducting seminars and workshops for parents will prove helpful for the parents in changing their thinking about their children's education. Parents strictly check their children while they

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use internet and other computer-based activities. Otherwise children may indulge in harmful activities.

Another factor which reduced the students' interest in studies is the irregularity of presence of the teacher in the classroom. One of the basic principles of professionalism is regularity and punctuality. Professional education is essential for teachers not only for maintaining regular attendance but also for many other reasons. Professional teacher will adopt proper methodology for teaching and polite to his/her students and try to know their issues and problems related to the studies as well as other social issues and factors which reduce their academic performance. When teachers give importance to the students, they will take interest in studies. Learning is impossible without school resources, but learning can be taken to the next level with the use of fun activities for the students to do during the lesson. So, teachers need to design interesting activities for students. It is the responsibility of the provincial and federal governments to construct additional classrooms and provide furniture. This should be a priority in their educational planning to meet the basic requirements of more classrooms.

Recommendations for future research

Researcher also gives some suggestions for future studies. In future, researchers may highlight specific factors related to some specific subjects like Mathematics, English, Biology, and Economics. Moreover to make the results more authentic and valid they need to collect data from teachers, parents as well as from students. As for data analysis, they analyze the data with more than one technique, both qualitative and quantitative.

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