

Factors Affecting Students' Academic Performance: A Case Study Of Secondary Schools Of Makran Division Balochistan, Pakistan

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Abstract

Students' performance is not only influenced by the talent of nature but also several factors that are involved for better performance. For the social and economic improvement of the society and nation as a whole, it is mandatory to provide quality education for our children. This study aims to assess and explore school and students related factors that are affecting the student secondary school performance in Makran division, Balochistan. To obtain data questionnaires were administrated to the 650 secondary school students and 200 teachers. Furthermore, 24 headteachers were selected for the data collection as a purposive sampling technique. In this regard, different factors were highlighted. Data were analyzed with the help of the statistical package for Social Sciences (SPSS) 23. The Pearson Correlation Coefficient was used to check the relation of independent variables (school-related factors and students-related factors) on the dependent variable (students' performance). The result revealed that there is a positive correlation among the school, students related factors, and the students' academic performance at the range of .474**, .223**, and .186 respectively with the significant level at 0.01. Similarly, a regression test was applied to check the impact of independent variables and on the dependent variable of the students' performance. The regression test of the school factors shows that ($\beta=.186$, $p=.001$). That shows that the beta value is less than (p -value 0.05) and similarly, students' intrinsic factors showed that ($\beta=.223$, $p=.001$). Beta value is less than (p -value 0.05). Thus the result revealed that there is a significant impact of school-related factors and students' intrinsic factors on students' academic performance in secondary schools of Makran division in Balochistan. This study determines the most important factors that have a massive influence on students' academic performance were: Insufficient teachers, Lack of reading and teaching materials in school, for the students, untrained teachers, and learning environment in school, inadequate classrooms, weak school management. The based-on study it is recommended the following suggestions, the government should provide school facilities

timely, need to ensure availability of qualified teachers, adequate teaching and learning materials, enough classrooms for the students, and laboratory devices in secondary schools, with conducive learning and friendly environment at schools, are the factors that affect the students' performance at the secondary school level.

Keywords: Student's Performance, School-related factors, Students-related factors.

Introduction

Education is the process of provision of knowledge, skills, and human development from one to another and is reflected the basic human activity. It plays a vibrant role to provide opportunities for human progress and prosperity for better living (Battle & Lewis, 2002). It certifies that knowledge and skills develop the efficacy and standard of life, which lead to improving the country's progress (Saxton, 2000). The excellent performance of the students always remains a high priority for educators. It is planned for educators, professionals, and scholars to modify the nationally, and internationally exploring the concerned factors contributing to the quality of performance of students. These factors may be termed as student-related, school-related factors, peer, and family-related factors (Crosnoe, Johnson & Elder, 2004).

Hence, the development of the county has been founded by experts and they believe that without a good education system the country cannot attain its necessary goals. Every country tries to give better education to their citizen. In this connection, students play, a key role in the field of education to avail themselves opportunities to make prepare themselves for a better future. In addition, students' secondary school education performance has been crucial for the students individually and as a whole for the country's progress (Ali et.al, 2009). In the process of quality education, school, and students related factors are the very important provision of robust education to the children (Waters & Marzano, 2006). The student's academic achievement determines his future goals and objectives (Kapur, 2018).

Pakistan National Education Policy (2009) emphasizes that education is the basic right of every child and the people are the real asset of the nation. They need to be the latest opportunities to upraise the deprived and poor sectors of society. Balochistan, a province is possessing the largest by area and the lowest literacy rate of any other region of the country. It currently stands at 43% whereas in Sindh, Punjab, and KP are 55%, 62%, and 53% respectively, and the situation of the rural area is even worse (PSLM,2015). Unfortunately, Pakistan standing 113th position out of 120 countries in education as well as literacy problems (Ghulam Rasool Memon 2007) and spending GDP in education 2.3 percent, stand at 102nd position 130 in the world (UNESCO, 2005). All the advanced and developing counties are frightened about their country's future. Country prosperity and success only depend on the people of education. Uneducated and low qualified habitants cannot work correctly in their capacity anywhere in the country.

The trend towards education in Pakistan is growing slowly, but there are many challenges and difficulties in education to settle them. There are many factors are contributing to the student's

performance, which includes students' learning skills, insufficient teacher, unavailability of teaching and learning materials, untrained teachers, and poor learning environment in school, inadequate classrooms, weak school management, corporal punishment are the factors contribute the students' performance in school. The schools have these facilities; students have better academic performance. Identification of these factors and their clarification is possible to increase the students' performance (Sultana Habibullah, 2013).

In this connection, education plays an imperative role in the progression of the social and economic values of the country. Over the past few decades, education has become mandatory for every individual. In the endowment of education, home, social, and school-related factors are indispensable for the student's performance (Goddard, 2003). It is the government's responsibility to provide the facilities schools in students if they prepared with full attention so they may become a valuable citizens and contribute their role for the country development. On the other hand, students must understand their responsibility to give the best efforts to their whole academic career.

To enhance academic outcomes, it is necessary to find out the obstacles which affect the students' academic performance. A small number of studies have been found in a specific area. Thus, the current study was conducted to identify the factors that affect the academic performance at secondary schools of Makran division, in Balochistan. The findings of the study would give suggestions and recommendations to the possible solutions for the strengths and weaknesses and invite the stakeholders to take appropriate measures for better academic performance in secondary schools of Makran division, Balochistan, Pakistan.

Literature Review

The delivery of excellent education is the highest priority and national goal of every country. According to Kimani, Kara & Njagi (2013), education is determined to help people with knowledge and awareness to reform people in society and eradicate differences. Educational institutions are the basic foundation to use training as a device for better change. The school success is measured by the value performance of students it yields. The success of any school positively depends on the kind of leadership and some writers identified that there is a positive link between school achievement and the quality of its leadership, (Yusuf, 2012). Emerson & Goddard (1993) mention in their study there is little evidence supporting the school leadership and students' academic performance. However, there are many research studies carried out in school management. The study revealed that school management quality directly impacts school success, teacher effectiveness, and student academic performance. Another study demonstrates that good leadership contains different activities in school, setting goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers regularly to promote student learning and growth (Beare, Caldwell, & Millikan, 2018).

Teachers are the driving force to the progress of the students in school. Logically, teachers are the facilitators in the teaching and learning process (Najeeb Ullah, et al., 2021). They play a key role in the delivery of robust education to the students and also use the best technique to teach the students meaningful (Taal, 1996). Children's early stage of education is important for

the teacher to improve their basic skills. Torabizadeh (2018) describes, that students' home background is linked with their educational success, while lack of motivation has also been credited to students' low achievement problem for many high school students. This is supported by Mushtaq & Khan, (2012) in their research that, learning facilities and proper guidance are the factors that affect student performance. Ganyaupfu (2013) reported that interaction between the teacher and students has positive effects that encourage the students to gain knowledge. Metzler and Woessmann (2012) have studied the connection between lecturer outcomes and students' outcomes. They revealed quality education is directly related to the student's attainment and teachers need to develop strong teaching proficiencies to transfer the worth of teaching.

Secondary school students occupy crucial ages of 11 to 16 years, in this stage students suffer many psychological and physiological changes that may affect their future decisions of students. In this duration of the study, students need a proper guideline, and awareness to build their confidence and avail opportunities for further education (Crocker 2004), (Knight and Becker 2000). According to Minnesota (2007), advanced education accomplishment is liable upon the academic output of the students, who observed that the measurement of students' preceding educational outcomes is the most important indicator of students' future achievement.

There are many factors affecting the students' performance. Marta (2009) finds parents' financial status, admission fee and school management are leading factors. Danyial (2011) also identified some factors which affect the students' academic performance, which are parents and family education, students' co-curricular activities. Hijazi (2006) identifies factors that show students' rigid behavior, family size, students' home environment, and parents' income level are found responsible factors for the student's success (jabber et al, 2011). Furthermore, Waters & Marzano (2006) believed that these factors influence the worth performance of the students.

To find out the most affecting factors towards the quality of academic performance is challenging work because the students belong to a different variety of backgrounds and demography in culture. The researcher kept in his mind all the discussions and conducted this study to determine different factors that influence the student performance at the secondary school of Makran division, Balochistan.

Statement of The Problem

The student's performance has been dropping rapidly in secondary schools in, the last few decades. The tendency shows a downfall in the students' performance especially in secondary schools in Balochistan (UNESCO, Report,2011). The specific purpose is to find out the factors that are affecting the students' performance. Therefore, there is a need to examine the grassroots factors that influence the students' performance and provide suggestions to eliminate the problem. Therefore, this study will explore the factors that affect students' performance at secondary schools of Makran division, Balochistan.

Significance of The Study

The quality performance of the students remains the first preference for educators. Performance can be influenced positively or negatively by so many factors, it is important to identify them, to enhance performance. This study will identify different factors that affect the students' performance and help to give proper direction to educational intuitions for the improvement and better understanding of the problem. The results of this study will help the stakeholder, researchers, teachers, and parents to better understand the factors which affect the academic performance of students at secondary schools of Makran division, Balochistan.

Research Objectives of the Study

The following are specific objectives of this study:

To investigate the Impact of school factors affecting students' academic performance in secondary schools of Makran division, Balochistan.

To evaluate the students' related factors affecting the students' academic performance in secondary schools of Makran division, Balochistan.

To propose possible suggested measures to improve performance in selected secondary schools in the said division in Balochistan.

Hypothesis

H0:1 There is no significant impact of school factors on students 'academic performance in secondary schools of Makran division, Balochistan.

H0:2 There is no significant impact of students related factors on students 'academic performance in secondary schools Makran division, Balochistan.

Methods And Procedure

The study was used a descriptive research design. The research population comprised of 24 secondary schools 12 male and 12 females. The sample size of the study consisted of 329 boys and 321 girls' students and similarly, 100 males and 100 female Secondary School Teachers along with,12 head Teachers respondents. A random sampling technique was used to collect data. For the selection of headteachers, a purposive sampling technique was used. The questionnaire was used to collect data from the students, teachers, and headteacher respondents. Questionnaires were made with the 5-point Likert scale of measurement: As strongly agree (SA) = 5 points; (A) = 4 points; Undecided (U)=3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. For the headteachers, the close-ended questionnaire was arranged. The instrument reliability was checked by using Cronbach's Alpha which shows, 0. 879 coefficient value. The questionnaire was administered to the 650 students' respondents, 200 (SST) Secondary School Teachers and, 24 headteachers of the schools. Students' performances were checked by their last board annual examination results. The descriptive methods of analyses: frequency, percentage, and mean were used and inferential statistics was applied to check the hypothesizes. Tables were constructed from the results of data analysis to the respondents' answers.

Validity and Reliability of the Study

Validity and reliability are the requirement of the instruments for an accurate result. The research instrument was certified through experts having professional skills and experience in the relevant field. Questionnaire reliability was checked by using Cronbach's Alpha (Internal Consistent Reliability Analysis) which shows below.

Reliability Statistics

Cronbach's Alpha	N of Items
.879	38

Reliability Test

Table 01: Reliability Statistics of the Questionnaires

Data was collected through the researcher's visit to the respondents. Before administering the questionnaire, difficult terms were described by the researcher and also explained the purpose of the study. After the data collection, data was arranged and analyzed by using SPSS Software23.

Result and Discussion

The purpose of the study was to find out the students and school-related factors at secondary schools of Makran division, Balochistan. A sample taken from population 24 headteachers, 200 teachers from secondary schools, and 650 secondary school students were also part of the study as respondents. The questionnaires were administrated to the respondents of headteachers, teachers, and students for the data collection, and students' performance was checked through the observation, and students' academic results. Descriptive statistics, mean and standard deviation were used and a regression test was applied to check the effect of one variable on another variable. Detail result is shown in the table below.

Table: 2 Responses of Student Regarding School-Related Factors on Students' Performance.

S/N	Statement	N	Mean	Std. Deviation
1	There are adequate teaching and learning materials in our school.	650	3.03	1.313
2	There are sufficient teachers in our school.	650	2.91	1.257
3	There are many classrooms in our school.	650	3.24	1.316
4	All subject teachers are available in school.	650	2.93	1.221
5	There are able teachers in our school.	650	3.13	1.330
6	Our school classrooms are very good.	650	2.66	1.290

7	There is a friendly learning environment in our school.	650	3.08	1.178
8	Teachers are allowed to use corporal punishment in our school.	650	2.89	1.190
9	School management always arranges functions/ programs.	650	2.66	1.220

Table 2, shows student responses about school-related factors at secondary level students. The result revealed that adequate teaching and learning materials mean score (mean=3.03, SD=1.313); sufficient teachers in our school (mean=2.91, SD=1.257); and classrooms in our school (mean=3.24, SD=1.316); while, all subject teachers are available (mean=2.93, SD=1.221). There are able teachers in our school (mean=3.13, SD=1.330); classrooms are very good (mean=2.66, SD=1.290) and friendly learning environment (mean=3.08, SD=1.178) while, teachers are allowed to use corporal punishment (mean=2.89, SD=1.190) and school management always arranges function (mean=2.66, SD=1.220); are the school-related factors which are affecting the students' academic performance at secondary school level.

Table: 3 Responses of Teacher Regarding School-Related Factors on Students' Performance.

S/N	Statement	N	Mean	Std. Deviation
1	There are adequate teaching & learning materials in our school.	200	3.04	1.344
2	There are sufficient teachers in our school	200	3.02	1.278
3	There are many classrooms in our school	200	3.21	1.308
4	Textbooks of all subjects are available in the school.	200	2.95	1.223
5	There are able teachers in our school.	200	3.19	1.339
6	Our school classrooms are very good	200	2.66	1.297
7	There is a friendly learning environment in our school.	200	3.17	1.182
8	Teachers are allowed to use corporal punishment in school.	200	2.90	1.173
9	School management always arranges function/ program	200	2.75	1.232

Table 3, shows teacher responses about school-related factors at secondary level students. The result revealed that there are adequate teaching and learning materials in our school mean score is (mean=3.04, SD=1.344); sufficient teachers in our school (mean=3.02, SD=1.278); and enough classrooms in our school (mean=3.21, SD=1.308); while availability of textbooks (mean=2.95, SD=1.223); able teachers in our school (mean=3.19, SD=1.339); classrooms are very good (mean=2.66, SD=1.297); and friendly learning environment (mean=3.17, SD=1.182); found of the study. Furthermore, the use of corporal punishment (mean=2.90,

SD=1.173); and School functions (mean=2.75, SD=1.232); are the school-related factors that are affecting the students' academic performance at the secondary school level.

Table: 4 Responses of Students Regarding Students Related Factors on Students' Performance.

S/N	Statement	N	Mean	Std. Deviation
1	I attend classes regularly.	650	4.16	1.135
2	I pay attention to teachers' lectures.	650	3.77	1.088
3	I do my homework daily.	650	3.81	1.233
4	I enjoy my teachers' lessons.	650	3.51	1.424
5	I take part in the classroom activities of all teachers in the school.	650	3.36	1.329
6	I take help from my class teacher in the learning process.	650	3.12	1.490
7	I take help to do my homework from parents.	650	2.90	1.314
8	I respect my teachers at school.	650	4.45	.935
9	I read different books other than subjects in the school library.	650	2.69	1.455
10	I share my learning experiences with students in the school.	650	3.14	1.449

Students were asked regarding the students' related factors at secondary schools of Makran division, Balochistan. The result of the table no,4 describes that the descriptive analysis shows that attending classes regularly (mean=4.16, SD=1.135); paying attention to teachers' lectures (mean=3.77, SD=1.088); and I do my homework daily(mean=3.81, SD=1.233); and enjoying my teachers' lessons (mean=3.51, SD=1.424); and take part in the classroom activities of all teachers in the school (mean=3.36, SD=1.329); and, take help from my class teacher in the learning process (mean=3.12, SD=1.490); take help to do my homework from parents (mean=2.90, SD=1.314); and respect my teachers at school (mean=4.45, SD=.935); while reading different books other than subjects in the school library to found low mean score (mean=2.69, SD=1.455); and sharing learning experiences with students in the school (mean=3.14, SD=1.449) are the factors affecting the students' academic performance at secondary school.

Table: 5 Responses of Teacher Regarding Students Related Factors on Students' Performance.

S/N	Statement	N	Mean	Std. Deviation
1	Student attends classes regularly.	200	3.26	1.258
2	Students pay attention to teachers' lectures.	200	3.23	1.313
3	Students complete their homework daily.	200	3.74	1.208
4	Students enjoy the teachers' lessons.	200	3.14	1.252

5	Students take part in classroom activities of the teacher.	200	3.40	1.296
6	Students take help from teachers in the learning process.	200	3.08	1.421
7	Students take help to do their homework from their parents.	200	3.38	1.167
8	Students respect the teachers at school.	200	3.33	1.228
9	Students use the library for study in school.	200	3.13	1.446
10	Students help the weak students in their studies during school time.	200	2.19	1.238

Teachers were asked regarding the student's related factors at secondary school in Makran division, Balochistan. The result of table no,5 describes that the descriptive analysis shows that attending classes regularly (mean=3.26, SD=1.258); students pay attention to teachers' lectures (mean=3.23, SD=1.313); students complete their homework daily (mean=3.74, SD=1.208); and students enjoy teachers' lessons (mean=3.14, SD=1.252); students take part in the classroom activities of all teachers in the school (mean=3.40, SD=1.296). Take help from my class teacher in the learning process (mean=3.08, SD=1.421); take help to complete homework from parents (mean=3.38, SD=1.167); and respect the teachers at school (mean=3.33, SD=1.228); read different books other than subjects in the school library (mean=3.13, SD=1.446); and helping the weak students in the school (mean=2.19, SD=1.238), are the students' related factors which are affecting the students' academic performance. The finding of the data in the table showed that students' take part in-class activities, regularity, and take help from a teacher at the learning process at school have found high mean scores and using the library, complete homework daily is the low mean scores of the given table.

Table: 6 Responses of Head Teacher, regarding School and Students Related Factors on Students Performance.

Items S/N	Statement	Yes		No	
		Frequency	%	Frequency	%
1	The school learning environment affects the students' performance.	16	66.6	8	33.4
2	Unavailability of reading and learning materials in school affects the student's performance.	14	58.3	10	41.7
3	Lack of subject specialists' teachers in school affects the students' performance.	18	75	8	25
4	The Irregularity of teachers affects the student's performance.	20	83.3	4	16.7
5	Teachers' strict behavior affects the students' learning.	14	58.3	10	41.7
6	The use of corporal punishment affects the students' performance in school.	16	66.6	8	33.4

7	Laissez-faire leadership style in school affects the student's performance.	20	83.3	4	16.7
8	Incomplete school courses affect the students' performance.	20	83.3	4	16.7
9	Congested classrooms affect the students' performance.	16	66.6	8	33.4
10	Lack of interest in reading affects his school performance.	20	83.3	4	16.7
11	Irregularity of students in school affects their performance.	22	91.6	2	8.4
12	Lack of parental support for the children's education affects their performance.	14	58.3	10	41.7
13	Student parents' poor socioeconomic status affects the students' performance in school.	18	75	8	25
14	Domestic issues affect the students' performance.	16	66.6	8	33.4

Table 6 shows that questions were asked to the 24 headteacher respondents about the school and students' related factors on students' performance at the secondary school. Out of the total 66.6 %, respondents were agreed that the school environment affects the students' performance. Similarly, 58.3% respondent remarks that Unavailability of reading and learning materials affect the performance in school, 75% Lack of subject specialists' teachers in school, 83.3 %, Irregularity of teachers, 58.3% Teachers strict behavior 66.6 %, Use of corporal punishment 83.3 %, Laissez-faire leadership style in school, 83.3 % Incomplete school courses, 66.6% Congested classrooms 83.3%, Lack of interest in reading 91.6 %, Irregularity of students 58.3 %, Lack of parental support and 75 %, Student parents' poor socioeconomic status while 66.6 % of respondents were agreed that domestic issues of the students are the key factors that are affecting the students' academic performance at secondary school level.

Testing of Hypotheses

The following are the hypotheses that were tested.

- 1.H1: There is no significant impact of school factors on students 'academic performance in secondary schools of Makran division, Balochistan.
- 2.H2: There is no significant impact of students related factors on students 'academic performance in secondary schools of Makran division, Balochistan.

The relationship between the independent variable (school-related factors and students related factors) and the dependent variable (student performance) was perceived from the study. The result shows there is a positive association between one variable to another. The relationship between students' academic performance and school-related factors and students-related factors was significant at a 1% level of significance.

Table 7 Pearson correlation test for the school and related factors.

Pearson correlation test was applied to check the related factors which are affecting the students' academic performance in secondary school. The result shows that there is a positive correlation among school, students related factors, and the students' academic performance in the given table above. A significant level of different related factors in the table shows that .474**, .223**, and .186** respectively with the significant level at 0.01. Thus, the result revealed that there is a positive correlation among the school and students' related factors on the students' performance in the table. **Regression Analysis**

Correlations

		School Factors	Students Intrinsic Factors	Students Results
School Factors	Pearson Correlation	1	.474**	.186**
	Sig. (2-tailed)		.000	.000
	N	650	650	650
Students Factors	Pearson Correlation	.474**	1	.223**
	Sig. (2-tailed)	.000		.000
	N	650	650	650
Students Results	Pearson Correlation	.186**	.223**	1
	Sig. (2-tailed)	.000	.000	
	N	650	650	650

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

A regression test in (SPSS) was used to measure the impact of the independent variable (School-Related Factors and Student Intrinsic Factors) on the dependent variable (Students Result). Regression analysis produces the coefficient value denoted by β which has calculated the effect of one variable on the other variable.

Table 8 Regression Analysis coefficients a

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	380.616	6.937		54.866	.000
School Factors	11.121	2.306	.186	4.822	.000

a. Dependent Variable: Students Performance

The result of the regression test reveals that school factors have a positive and significant impact on the student results of secondary school. The regression test shows that ($\beta=.186$, $p=.$

001). That shows that the beta value is less than (p-value 0.05) Then the null hypothesis is rejected and the H1 hypothesis is accepted. Thus, the research hypothesis is accepted.

Table 9 Regression Analysis coefficients a

A regression test was used to measure the impact of the independent variable (Students' intrinsic factors) and dependent variable (Students' performance). Regression analysis produces the coefficient value denoted by β which has calculated the effect of one variable on the other variable.

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	371.672	7.280		51.051	.000
Students Intrinsic Factors	11.956	2.049	.223	5.836	.000

Dependent Variable: Students Performance

The result of the regression test reveals that students' Intrinsic factors have a positive and significant impact on the result of public secondary school students. The regression test shows that ($\beta=.223$, $p=.001$). That shows that the beta value is less than (p-value 0.05) Then the null hypothesis is rejected and the H1 hypothesis is accepted. Thus, the research hypothesis is accepted.

Conclusions

The research was conducted to identify the relevant factors that are affecting the students' performance at secondary schools of Makran division, Balochistan. The study revealed in-school-related factors which are lack of adequate learning and teaching materials in school, shortage of teachers in the specific subjects, lack of classrooms in school for the students, friendly learning environment, corporal punishment, weak school management.

Students related factors that are affecting the student's performance, students' regularity in school, pay attention to the teachers' lecturers, students homework daily, enjoy my teachers' lessons, take part in the classroom activities of teachers' students take help from my class teacher, take help to their parent's teachers respect in school, reading different books other than subjects in the school and sharing learning experiences with students in the school. The study revealed that (independent variables) school-related factors and Students-Intrinsic factors are positively associated with the (dependent variable) students' performance. Pearson correlation test was applied to check the related factors that are affecting the students' performance at the secondary school level. A significant level of different related factors in the table shows that $.474^{**}$, $.223^{**}$, and $.186^{**}$ respectively with the significant level at 0.01. Thus, the result revealed that there is a positive correlation between the school and students-related factors on

the students' performance. A regression test was applied to check the impact of independent variables (School related factors and Students' intrinsic factors) and on the dependent variable (Students' Results). The result of the regression test revealed that school factors and students' intrinsic factors have a positive and significant impact on the student results of secondary school. The regression test of the school factors shows that ($\beta=.186$, $p=.001$). That shows that the beta value is less than (p -value 0.05) and similarly, the regression test of students' intrinsic factors shows that ($\beta=.223$, $p=.001$). Beta value is less than (p -value 0.05). Thus the result shows that there is a significant impact of student's related factors and students' intrinsic factors on students' academic performance in secondary schools of Makran division in Balochistan.

Headteacher respondents remark about the students' performance that 66.6 % of the headteacher thought that their academic achievements are due to the school environment and 58.3% were agreed unavailability of reading and learning materials affects the students' performance in school. Furthermore, it was observed that 75% of respondents of the opinion that lack of subject specialist teachers, 83.3 % irregularity of teachers in school 91.6% irregularity of students were found the affecting factors on the students' performance. Similarly, a question regarding the leadership style of headteachers, 83.3%, of the respondents thought that Laissez-faire leadership style in school affects the students reading and 16.7% were not agreed with the statement. Moreover, the respondents were agreed with the statements, 58.3% Teachers strict behavior 66.6 %, Use of corporal punishment, 83.3 % Uncompleted school courses, 66.6% Congested classrooms 83.3%, Lack of interest in reading, 58.3 %, Lack of parental support, and 75 %, Student parents' poor socioeconomic status while, 66.6 % of respondents were agreed that domestic issues of the students are the key factors that are affecting the students' academic performance at secondary school level.

Recommendations and Suggestions for Further Research

Based on findings, conclusions of the study recommended that to solve the related factors that are affecting the student's performance. Determining all the relevant factors is a difficult task in one attempt. It is required proper training and skills to identify the contributing factors that affect the students learning in school. Identification of the contributing factors is challenging but must be given attention to improve the students and teacher capability with a new strategy to make sure all the children provide an equal chance to prove their performance.

The school and administrative education department should arrange awareness programs to increase the potential of the students and teachers to improve the quality of education in school. Similarly, the government should take appropriate steps to fill the vacant posts of specialized teachers and provide the facilities to schools and help the students avail themselves the opportunities for better academic performance. The higher authority should monitor teachers' and students' educational performance timely with help of the good supervision. Furthermore, Secondary education should be given appropriate attention to promoting the school and students' performance. There is a need for all stakeholders to take part in the progress of their children's education in Balochistan. Students' attitudes towards their learning need to change with help of proper guidance and motivation. Secondary education should be given appropriate

attention to promoting the school and students' performance. In addition, research is required to explore similar research from a large sample and dispersed geographical areas including other school-related and student-related factors.

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