FACTORS INFLUENCE THE FAILURE RATE OF STUDENTS AT SECONDARY SCHOOL LEVEL IN QUETTA DISTRICT, BALOCHISTAN.

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ABSTRACT

The present research was conducted in the Quetta as a case study. Two hundred from the 8 schools were taken as sample through the simple random sampling. The raw data gathered through the questionnaire. The raw data were analysis by using SPSS. The independent samples t-test revealed a statistical variance between the male and female students were existed in five out of 1 item, i.e. lack of focus (t = 2.5913, df = .430, p < .005). Consequently, the alternative hypothesis were accepted (i.e. rejects the null hypothesis) if the p-value or alpha level is less than 0.05. The independent samples t-test exposed a statistically discrepancy between the male and female students were existed in five out of five items i.e.

educational system. However, there was no statistical significant difference observed 2 out of five (5) statements that are dependency, self-

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confidence and any other please specify at p-value>0.05. Based on achieved results following recommendation was suggested. Government should be provided economic aid to the pupils so as to encourage the

parentages to send their offspring to school, college and university level in order to falling the failure and dropout ratio. Parents should encourage their children in the field of education so that to reduce the failure rate of the students.

Keywords: *factor, impact, failure, secoundary, school, Quetta.*

INTRODUCATION

Education dynamics are a part and parcel section of human development either qualitative aspect or quantitative generous. However, the education section is regarded to have a robust association with communal and economic enlargement of a country. In this regard, not any country can carry out desirable outcome on sustainable economic growth, much speculation in human capital. Education theme doesn't convey about the anticipated variations in human behavior, but also increases their technical skill in parallel contextual ways as foci theme. It develops the worth of their lives and leads to comprehensive social fabrication as benefits to society (GoP, 2015-16).

Government of Pakistan is devoted to stimulate the educational dimension, upsurge literacy rate by gender abased, capacity building of teaching staff or teacher, and development of amenities as wholly in educational institutions. Further, the federal and provincial governments are efforts to deliver free education setup to the matriculation level. National and provincial governments are inspiring and promoting the private sector schooling systems so as to take part to stimulate the education sector for its elevation at a national level as a criterion (GoP, 2015-16).

Class 9th and 10th examinations are the final examination of secondary schools which are conducted by the board of examination of the institutions (Anonymous, n.d.). The felt problem in this connection it was observed that the final exam most of the students didn't give expected result which is noted from the last ten years. The term of matriculation exams is started from the British regime till to this modern time in which the government of Pakistan also introduced "O" or ordinary level "expensive" education system. Most of Pakistani families belong to lower middle class and did not afford the "O" level. So they prefer to metric from governmental or public sector schools. Hence, the result of all these students, which are in public sector schools, why they faced difficulties in their studies by which they became failing in an examination and also the fact is that more students are became fail in grade 9th or 10th rather than other classes.

By and large better education system supported under the supervision with the term of cadet collages armed forces personnel. These collages funded by the government are also considered government sector. Cadet collages and its setup are running through funds of federal and provincial governments. These institutions have the quality of education and better professional degrees for their candidates as dynamic way. These institutes rewarded the good standard degree of qualification from their country. Overall 5 Cadet Collages are functional at the province level, which are located in the diverse districts like Qilla Saifullah, Pashin, Panjgur, Sui, Mastung and Jaffarabad. In Quetta, Balochistan metropolitan corporation girl's high school is running and managing by the Metropolitan. These schools are established just for girls in Quetta, from this corporation also in a large number of students has appeared every year in board

examinations. Cherishes of school gives good facilities, discipline and the best quality of teaching well trained teachers and good reputation. Therefore, it has huge enrollment at this institution.

Problem statement

Balochistan province is the largest province of the country. As par with the other provinces of the country the province education level exhibition as glum depiction either as quality-wise or quantity notch. Such limiting factors like worse communication pattern, remote areas, tribal system, uncertainty and chaos reflect the deleterious impact over on the socioeconomic ailment of the rural masses. Probing the factors that "why students fail in their final exam" at secondary school level**.** The scholar made efforts in order to know the pros and cons of students' failure in their final exam. Know the question is arising that how to improve the secondary education system and developing the alternate ways for the failure rate. Therefore, keeping in view the exceeding said evidences, the current study had been planned in order to assess the impacts of the failure rate of students in final examination at secondary school level: A case study of district Quetta.

Objectives

1. To explore the reasons of the failure rate of students during the examination.
2. To analyze the system flaws with the term of discrepancies.
3. To recommend the ways for improvement of the pedagogy tactic for policy makers.

Hypothesis opertionalized

H1: There is a no relationship between the perception of the respondents about the reasons of   failure students.

Methodology

The present research was a pragmatic investigation   concerning the descriptive survey design. In the descriptive type of the research to acquiring the perception of respondents about the current condition (Trochim 2000) and research instrument was used to demonstrate the quantitative research and capture the perceptions used by the research instrument. The research instrument was planned by using closed and open-ended queries, where the Likert five point scale was applied as a construct (Likert 1932). A sample size of two hundred (200) students; twenty five (25) students from each school of Quetta city were chosen by using a simple random sampling procedure (Gay and Mills, 2006). The sample size of the students was determined by using tables of "selecting sample sizes" (McCall 1980; Wunsch 1986; Fitz-Gibbon and Morris 1987) at the 0.05 percent error rate. Cronbach's Alpha program was utilized in order to test the reliability of the research instrument (Ary*et al.*, 1996). The reliability coefficients oscillated from .72 to .89, demonstrating that the logical arrangement and the interval consistency of the research instrument was picture-perfect (Nunnally 1967). The face to face communication and interview-based technique/ exercise was the instant procedure of primary data grouping or gathered. Hence; the captured data collected was tabulated by applying Statistical Packages for Social Sciences (SPSS) as the quantitative approaches. However, in this regard a comparison and judgement were also conducted among perceptions of students regarding the constructs as variables by using Independent Simple t-test.

Results and discussion

The general objective of the present study was to the factors and impacts of the failure rate of students in final examination at secondary school level in urban Quetta. The captured data evaluated to understand with the determination to draw applicable inferences and frame suitable recommendations that were obliged to strategy. The table-1 depict the relevant outcome.

Table-1: Perceived score of respondents regarding the student difficulties and causes of failure.

Items	Boys		Girls		Std. Error Diff.	*T-vale*	Sig*
	Mean	**SD**	**Mean**	**SD**			
Be strong	2.74	1.177	2.45	1.123	.290	1.783	.076 NA
Distraction	3.92	1.125	3.59	1.288	.330	1.930	.055 NA
Lack of focus	3.72	1.207	3.29	1.140	.430	2.591	.010*
Poor time management	3.60	.953	3.34	1.121	.260	1.767	.079 NA
Any other please specify	3.55	1.192	3.42	3.210	.130	.380	.705 NA

Weighbridge (1 = Strongly disagree), (2= Disagree), (3= Undecided), (4= Agree), (5= Strongly agree)   SD = Standard deviation

* Significant (2-tailed) at 0.05 alpha Level

The independent samples t-test revealed a statistical variance between the male and female students were existed in five out of 1 item, i.e. lack of focus (t = 2.5913, df = .430, p < .005). While, items like be strong, distraction, poor time management and any other were found statistically nonsignificant respectively. Consequently, the alternative hypothesis were

accepted (i.e. rejects the null hypothesis) if the p-value or alpha level is less than 0.05.

Therefore, it was concluded that the null hypothesis was rejected and alternate hypothesis as accepted one out of five categories.

Table-2: Perceived score of respondents regarding the system flaw.

Items	Boys		Girls		Std. Error Diff.	*T-vale*	Sig*
	Mean	**SD**	**Mean**	**SD**			
Educational system	3.57	1.085	2.91	1.181	.160	4.115	.000**
Teachers	1.93	.856	3.08	1.245	.151	-7.614	.000**
Overlapping program	3.85	.978	3.30	1.185	.154	3.579	.000**
Administrative bottlenecks	3.80	.974	3.03	1.123	.149	5.178	.000**
Students fault	4.01	.823	3.47	1.096	.137	3.941	.000**

Weighbridge (1 = Strongly disagree), (2= Disagree), (3= Undecided), (4= Agree), (5= Strongly agree)   SD = Standard deviation

* Significant (2-tailed) at 0.05 alpha Level

Table-2 spectacles Levene's Test for Equality of Variances to test so as to compare means of group populations and significant differences between groups perception. A t-test for within-group comparisons was shown to define if significant variances occurred at ($p < .05$). The independent samples t-test exposed a statistically discrepancy between the male and female students were existed in five out of five items i.e. educational system (t = 4.115, df = .160, p < .005), teacher (t = -7.614, df = . .151, p < .005), overlapping program (t = 3.579, df = . .154, p < .005),

administrative bottlenecks (t = 5.178, df = 149, p < .005) and students' fault (t = 3.941, df = .137, p < .005) respectively. However, there was no statistical significant difference observed 5 out of 5 statements. From continuous assessment during the class finally students marked their weaknesses of subjects. By which they fail in their particular results. It is noticed that students are weak in these subjects from the beginning of the year Due to some problems in their learning process.

Table-3: Perceived score of respondents regarding the overcome deficiencies.

Items	Boys		Girls		Std. Error Diff.	*T-vale*	Sig*
	Mean	**SD**	**Mean**	**SD**			
Dependency	3.28	1.341	2.95	1.250	.183	1.800	.073[NA]
Self-confidence	3.48	1.049	3.75	.999	.145	-1.864	.064[NA]
Procrastination	3.90	.859	3.33	1.055	.136	4.191	.000**
Contrast time management	2.27	.863	3.17	2.265	.242	-3.712	.000**
Any other please specify	2.56	1.085	2.50	1.040	.150	.399	.690[NA]

Weighbridge (1 = Strongly disagree), (2= Disagree), (3= Undecided), (4= Agree), (5= Strongly agree)   SD = Standard deviation

* Significant (2-tailed) at 0.05 alpha Level

Student arrogances about the overcome deficiencies were statistically significant at 0.005 alpha level (table- 3). This alteration was a importantly upsurge (p < 0.05) as shown in table-3. The independent samples t-test exposed a statistical discrepancy between the male and female students were existed in 2 out of five items i.e. procrastination (t = 4.115, df = .160, p < .005) and contrast time management (t = 4.191, df = .136, p < .005)

respectively. However, there was no statistical significant difference observed 2 out of five (5) statements that are dependency, self-confidence and any other please specify at p-value>0.05.

Almost 35 weak class 10th students are selected from each focused school in urban Quetta. There were total 280 students in sampling. Discussion has been conducted for acquiring reliable data. Observation method also applied during the discussion. At last of class timing questionnaires filled by sample students for solid reasoning.

CONCLUSION AND RECOMMENDATIONS

Education dynamics are a part and parcel section of human development either qualitative aspect or quantitative generous. However, the education section is regarded to have a robust association with communal and economic enlargement of a country. In this regard, not any country can carry out desirable outcome on sustainable economic growth, much speculation in human capital. Education theme doesn't convey about the anticipated variations in human behavior, but also increases their technical skill in parallel contextual ways. It develops the worth of their lives and leads to comprehensive social fabrication as benefits to society (GoP, 2015-16). Based on achieved results following recommendation was suggested. Government should be provided economic aid to the pupils so as to encourage the parentages to send their offspring to school, college and university level in order to falling the failure and dropout ratio. The local government body should support and promote education and enhance the literacy rate in the country as well as spent money on a need basis by the locality. Parents should encourage their children in the field of education so that to reduce the failure rate of the students.

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