

## PalArch's Journal of Archaeology of Egypt / Egyptology

### Perception on the association between school-affinity and academic achievement of secondary school students in Punjab, Pakistan

Ghulam Shabbir<sup>1</sup>, Jam Muhammad Zafar<sup>2</sup>, Ali Rafiq<sup>3</sup>, Tariq Mehmood Bhuttah<sup>4</sup>

<sup>1</sup>Assistant professor, Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK, 64200 (Punjab)

<sup>2</sup>Assistant professor, Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK, 64200 (Punjab)

<sup>3</sup>M.phil Scholar (Education), Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK, 64200 (Punjab)

<sup>4</sup>Assistant professor, Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK, 64200 (Punjab)

Corresponding Author <sup>\*4</sup>*tmbhuttah@kfueit.edu.pk*

**Ghulam Shabbir, Jam Muhammad Zafar, Ali Rafiq, Tariq Mehmood Bhuttah, Perception on the association between school-affinity and academic achievement of secondary school students in Punjab, Pakistan- Palarch's Journal of Archaeology of Egypt/Egyptology 17(7) ISSN 1567-214X.**

**Keywords: Affinity-seeking, attachment, quality of education, teacher, students**

#### ABSTRACT

This article explores the association between school-affinity and academic achievement among secondary school students in Punjab, Pakistan. Data was collected by administering 31 items agree-disagree type questionnaire to the randomly selected 8000 students from 1040 secondary schools. Multistage sampling maximized the representation. Factor analysis followed by Varimax rotation yielded six factors of school affinity: teachers' personality and profile (behaviour), school environment, school status, peer-group, cooperative learning activities and school management. The study projected a model on the association of students with school-affinity. The academic achievements of the students were based on the Annual Results of 9<sup>th</sup> class. Pearson Correlation Coefficients indicated significant association between school-affinity and academic attainment of students. Among demographic factors private school students had higher level of school-affinity whereas in gender differences female had more association with school than their male fellows.

## Introduction

Affinity-group is the affiliation of individuals. According to Michael & Conger, (2009), Shookhoff, (2006), Affinity-group is defined as the small group of young people structured by mutual ideology, shared conversation, shared their sorrows and joys, shared characteristics or views. The concept of affinity groups begins to the 19th century in Spain. Spanish fundamentalists formed their foundations in rational groups in the name of affinity groups. Shookhoff, (2006) affinity groups reappeared in the American anti-war movement of the 1960s and 1970s. The term affinity groups were first time introduced by Ben Moria and the group Black Mask. McCroskey and Wheelless (1976) devoted a whole chapter in communication to build of affinity with their purpose. During the period 1976 -1985, various communication scholars focused on communication strategies but the word "affinity" came to the fore in the work of Bell and Daly (1984). They described the affinity-seeking as an active social-communication process through which individuals try to like others and feel positive about them. The concept of affinity to education came from the work of McCrosky and McCroskey (1986) who applied Bell and Daly's original typology (1984) to primary and secondary school. They examined the level of affinity-seeking for a series of strategies by adapting Bell and Daily (1984) teacher-student relationships to the actual typology. Teacher-student relationships are more interpersonal because they stay together longer at school. If this affinity is fostered, the teacher-student relationship will be valued and the student will perform better in the classroom which will have an impact on the student's academic achievement. Similarly, Gorham, Kelly, and McCrosky (1989) do research on the same use that seeks to use in teachers and subject matter related to the affinity-seeking frequency of usage. The result is that the classroom uses the technique of affinity-seeking, but the effect of their use is seen in the academic achievement of the students.

## Conceptual Framework

Quality of Education is a challenging issue in the educational system of Pakistan. Students' academic achievement is one of the basic criteria of the quality of education but unfortunately, in Pakistan, the performance of the schools as indicated to by the academic achievement of the students especially at the secondary level have been relatively very disappointing. The situation in reality tends in the direction of threatening the upcoming of the country (Ahmed, Amjad, Habib, & Shah, 2013). The quality of education tends to be assessed as the strength of students passing national/provincial level of annual examinations (Eshiwani, 1993). These norms of association among students' affinity to school is measured by the support of school personnel, teachers, peers, head teachers and their parents (Gaziel, 1996). Concrete scientific suggestion exposes that when the level of students' affiliation to school increases then the critical tasks measures are also developed. This increase in students' affiliation to school decreases non-attendance, destructive, intimidation and damage while sanctioning educational enthusiasm, school attendance, completion rates which effect higher level of academic achievement (Pan & Farrell, 2006).

Hanushek (1986; 1989) report some researcher decision that there is a small or no evidence of relationship between school factors and academic achievement of students. On the other hand, Greenwald, Hedges, & Laine (1996) report the conclusion of other researchers that the involvement of school factors on the attainment of standardize test may be significant. In this regard, the first who studied the relationship of individuals with school factors between family background of socio-economic and academic achievement of students at elementary and secondary level were Coleman and his Colleagues (1966). Coleman et al. (p. 21) found in their key findings that there is a little part of diversification through students' achievement. Coleman's findings (1966) indicate that family socio-economic background position play a fundamental role to improve academic achievement of students whereas according to Mosteller & Moynihan (1972) school factors comparatively not as much as effect on the students' academic achievement. The Coleman study source a series of investigations more than the last 30 years that evaluate the relationship of school factors in determining academic achievement of students. Being a burning issue for three decades, it is important that educational researchers, policymakers and experts have been debated about the involvement power between school factors and academic achievement of students. The results of many researchers are combined and insufficient. The researches of school attachment associated with school issue that make schools more successful comprises with different names and methods to determine the academic achievement of students.

According to Eitle, (2005) attachment between school and academic achievement of students has been discussed for a long time. This discussion has started from the misunderstanding report of Coleman (1966) role of school to improve the students' academic achievement. After that started a unlimited sequence of controversy over this concern. At last, it finished with a short question of whether or not there are major differences in methodology among schools and their affiliation to raise academic achievement of students. Thompson & Standford, (1975) research literature indicate that low academic achievement by students of a school have examine as internal factors associated with personal factors of students and Little & Thompson (1983) name these factors associated with school environment of students - the school and the home. Coon, Carey, and Fulker (1990) consider that in belonging to care and support of the students as an individual as a factor in academic achievement. Problems following in displeasure by students may not essentially link with the student but pain the educational system and especially in the school (Little and Thompson, 1983). If we maintain students' socioeconomic status, school factors play an important role in academic performance and, in many cases; school factors play a greater role than family socioeconomic status. However, many research findings show that academic frustration is caused by factors related to students' social, family and personal affairs. However, these findings do not help to determine school policy and practice. The ins and outs of clear associations are of little importance. They therefore, argued that the pain of interrogation should be given more attention to the school's worrying factors and how it touches on the academic achievement of students who, instead of demanding recognition of the factors that agree. They further claims that they focus on the difficulty of searching for relatively fixed factors or characteristics of students. The effect of such study pain is to excuse schools from accusing students of failing in academic achievement (Lockheed and Komenan; 1989).

Resnick, Bearman, Blum, et al., (1997); Moody and Bearman, (1998); McNeely, Nonnemaker, and Blum, (2002) research indicates that discussion of the 30-year-long report by Coleman and colleagues (1966) has changed the direction of students' involvement in school due to school factors. Precisely, at the school-child level, the use of school factors in the characteristics of students and school grades is allowed to soften the multi-faceted model. During the 1980's, improvements in the methodology in investigating school supplies helped to better understand the importance of school factors in calculating students' academic achievement. Rauden bush & Bryk, (1986) research show that during this period, the multidisciplinary model of statistics was validated and validated at an appropriate level of scrutiny for the use of student characteristics and school factors.

The engagement literature includes several definitions of school affiliation. Some scholars study engagement with the school while others study affiliation with the school and others also examine the relationship with the school. These different terms have created an overlapping and surprisingly appreciative sequence. Terms commonly used in health and education writing include school engagement, school attachment, school bonding, school climate, and school involvement, teacher support, and school connection.

A student's sense of belonging and being a part of the school, whether the students love the school, the level of support of the teachers and the loving ones, the company of good friends in the school, the improvement in current and future academic achievement, non Curriculum activities can be represented in a variety of ways of communicating with the school, including biased and current discipline. The supremacy of a construction cannot be resolved against others through ideological inquiry. All established salvation, whether measured in terms of work (results and inclusion) or in effect (choice and relationship). Within the general study, in health and education literature, the important thing is that these issues, which are measured in different ways, were highly related to the academic achievement of the students. Whether its investigative academic success or involvement in health performance environments, the younger generation who feel attached to the school that they can adjust, and the teachers are helpful and make them happy, ensure their future is better. According to Sroufe's (1996) schools are complex multifaceted social processes, and the student's relationship with the school is complex. For decades, different scholars have tried to open up different and complex meanings of school. So, in this study, the term "topophilia" (love of place) has been specifically introduced to school. Therefore, this affiliation and identification of students' relationship with the school name as school affinity.

### **Study purposes and questions**

The main purpose of this piece of research was to investigate the perception on the association between school-affinity and academic achievement of secondary school students in Punjab, Pakistan. The level of affinity of students to their school is determined by the formulation of the following research questions.

1. To determine the association between school affinity and academic achievement of students.
2. To identify the factors measuring the level of students' school affinity and their academic achievements.

## Material and Methodology

The study endorsed a research design developed for research purposes, which was explained by the management of descriptive, inferential, and collaborative research techniques. The total population of this study was all tenth graders in Punjab, including public and private school students in Punjab. In the population, only 10th class students were selected who had passed the ninth class annual examination of secondary school education in 2019 conducted by all the boards of Punjab. An equal number (slightly different) of students in boys' and girls' schools were randomly selected for data collection. Along with gender differences, the gender of science and arts discipline in urban and rural areas was also selected in almost equal numbers. Given this context, we rely on multistage sampling techniques to select study participants. However, to strengthen the reliability and consistency of the results, more than 2,000 volunteers were included in each sample group. In the sample, public and private sector schools that apply the government-run curriculum and examination system were included in equal numbers. The sample included a total of 8,000 secondary school students. Gender, discipline, school location and school type were almost equal in percentage. The tool (questionnaire) was developed for the students' affinity with the school in which they adopted a four-point likert attitude scale. The school-affinity scale includes six factors including 14 statements in teacher personality and profile, school environment 3 statements; school records 5 items, peer group 3 items, co-operative learning activities 3 items and school management 3 statements. The pattern representing the item included in the school environment factor is "My school environment is conducive to learning." While the statement "I love my school for its glorious records" represents an item of affinity with the school as a result of school achievement. Similarly, an example of the peer group element's statement is that "Joint activities of students have made my classroom, a mini-society". While the statements "I like my classmates as they are co-operative with one another" and "Our school-head does not accept outsider's pressure in school affairs", co-operative learning activities and school management, represent included items of both factors respectively. The tool was translated into Urdu and verified with the advice of academics and field experts. The tool showed the Reliability statistics from Chronbach's Alpha is more than 84% and their subscales show more than 72% for the overall sample. The main limitation of our study is the application of its results. The study collected data from 1040 secondary schools in Punjab, Pakistan, using multistage random sampling techniques. According to Fraenkel et al., (2011) if the size of the sample is so much sufficient, for data correlation coefficients analysis that shows the significant part of the study.

## Findings

The first step in the calculation of statistical data analysis is the consistency and accuracy of the approved tool of the whole sample. Six-factors model for students' affinity with the school were examined in relation to Exploratory Factor Analysis (EFA), and according to standards obtained by Jaccard and wan (1996) and Hu and Bentler (1999) show Cronbach's alpha coefficients were highly satisfactory for Cronbach's six subscale samples.

The six-factor model of school-affinity was analyzed by accumulative mean scores when students agreed and disagreed with the student's response to the data (Table 1).

The results show that the three sub-scales exemplify the teacher's personality and profile, school record, and peer-group accumulative mean scores of 3.23, 3.32, and 3.15 respectively indicate the construction of higher level of school-affinity. The other three sub-scales of the model of school environment, cooperative learning activities and school management have average scores 2.70, 2.60 and 2.80 which indicate the creation of a moderate level of affinity to the school (Table 2). Pearson correlation coefficient Values show that school affinity with six factors of students' response is significantly and directly related to their academic achievement (Table 3). Students' affinity with school is significantly and directly related to their academic achievement in these six factors.

**TABLE 1**

Analyze students' response to all six factors of school-affinity

Sr.#	Factors	Agree frequency (%age)	Disagree frequency (%age)	Variance explained
1	Teachers' personality and teaching practices	6402 (80.16%)	1598 (19.84%)	22.055%
2	School environment	3158 (39.47%)	4842 (60.53)	10.431%
3	School achievement	6618 (82.74%)	1382 (17.26%)	9.010%
4	Peer-group	6072 (75.9%)	1928 (24.1%)	8.660%
5	Co-operative learning activities	4169 (52.13%)	3831 (47.87%)	8.540%
6	School management	4864 (60.83%)	3136 (39.17%)	8.130%
Average		5214 (65.20%)	2786 (34.80%)	66.826%

**TABLE 2**

A comparison of the cumulative mean scores of students' responses examining the agreed and disagreed frequency of the six factors of school affinity

Factors	Accumulative Mean Scores
Teachers' personality and teaching processes	3.23
School environment	2.70
School achievements	3.32
Peer-group	3.15
Co-operative learning activities	2.60
School management	2.80

**TABLE 3**

Pearson Correlation Coefficients factors of school-affinity and the academic achievement of secondary school students

Factors	Teachers' personality and teaching processes	School environment	School achievements	Peer group	Co-operative learning activities	School management
Teachers' personality and teaching processes	8000					
School environment	8000 .230** 0.000	8000				
School achievement	8000 .588** 0.000	.182** .000 8000	8000			
Peer group	8000 .499** 0.000	.136** .000 8000	.316** .000 8000	8000		
Co-operative learning activities	8000 -.056** 0.000	-.354** .000 8000	-.036** .000 8000	.040* * .000 8000	8000	
School management	8000 .365** .000	.056** .000 8000	.247** .000 8000	.165* * .000 8000	.033** .000 8000	8000
9 <sup>th</sup> Grade Marks	.100** .000 8000	.066** .000 8000	.064** .000 8000	.090* * .000 8000	-.072** .000 8000	.014 .221 8000

Note: \*\* Correlation is significant at the 0.01 level (2-tailed)

Affinity to the school environment has a significant direct correlation on students' achievement at the 0.01 level. Pearson's values show that students' affinity to the school as a result of school records is strongly linked to their academic achievement. Similarly, correlation between students' association with peer-group and academic achievement is of higher level. However, the relationship between cooperative learning activities and academic achievement is negative but significant at 0.01 level. In contrast, the last factor of school management is the slight difference between school affinity and academic achievement of secondary school students.

### Discussions and Conclusions

The main purpose of this study was to investigate the perception on the association between school affinity and the academic achievement of secondary school students. Various factors, inside or outside of school, favor the experimental and hypothetical thinking of young people. In particular, students' attachment as affinity to school and its relationships are considered to be influenced by emotional context. We have survived, in this study, by reviewing theoretical clarity on the bases of preconceived attachment / engagement / connection / belonging / liking / attraction / commitment to the school. We offer a model of school affinity. Identify the major school factors in a systematic way to build school affinity to increase academic achievement. The study model concludes that teachers' personality and high level of commitment to the teaching personality and profile play an important role in students' academic achievement. They are more motivated to build their relationship with the school for their educational goals. They like school for their positive education. Similarly, in the school-affinity factors, school environment plays an important role in the success of the students. Higher-level inspiration with the school environment leads to better student performance. Affinity to school as a result of school record is an important factor in student performance. The peer-group model of school affinity indicates a positive effect on students' academic achievement. Brown et al (1997) found that peer groups had different effects on different aspects of stimulation. Peer-group influence changes students' internal school values. Students who like school spend more time with friends and have fun during the school year, and students who dislike the shape of their school have a greater decline in their own enjoyment of school. Factor co-operative learning activities in school with high level of appreciation with the school have a strong impact on the success of students. It is important to think logically about the factors that benefit and surround a child's academic success. However, this study concludes that the effect of school affinity on academic achievement is very limited and negligible in six factors. The study suggests focusing more on students' academic achievement, as well as looking at the roots of school affiliation in a Pakistani context.

## References

- Ahmed, H., Amjad, S., Habib, M., & Shah, S. A. (2013). Determinants of school choice: Evidence from rural Punjab, Pakistan (Working Paper No. 01-13). Lahore, Pakistan: Centre for Research in Economics and Business.
- Bell, R. A., & Daly, J. A. (1984). The affinity-seeking function of communication. *Communication monographs*, 51, 91-115.
- Brown, B. B., Dolcini, M. M., & Leventhal, A. (1997). Transformations in peer relationships at adolescence: Implications for health related behavior. In J. Schulenberg, J.L. Maggs, & K. Hurrelmann (Eds.), *Health risk and developmental transitions during adolescence*. Cambridge, U. K.: Cambridge University Press.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., & Weinfeld, F. D., et al., (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office..
- Eitle, T. M. (2005). Do gender and race matter? Explaining the relationship between sports participation and achievement. *Sociological Spectrum*, 25(2), 177-195.
- Eshiwani, G.S., (1993). Education in Kenya since Independence. Nairobi: Government printer.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2011). How to design and evaluate research in education. New York: McGraw-Hill Humanities/Social Sciences/Languages.

- Gaziel, H (1996), School effectiveness and effectiveness indicators: Parents', students', teachers' and principals' perspectives. *International Review of Education*.42 (5), 475-494.
- Gorham, J., Kelley, D. H., & McCroskey, J. C. (1989). The affinity-seeking of classroom teachers: A second perspective. *Communication Quarterly*, 37, 16-26.
- Greenwald, R., Hedges, L. V., & Lane, R. D. (1996).The effects of school resources on student achievement.*Review of Educational Research*, 66, 361–396.
- Hanushek, E. A. (1986). The economics of schooling: Production and efficiency in public schools. *Journal of Economic Literature*, 24, 1141–1177.
- Hanushek, E. A. (1989). The impact of differential expenditures on school performance.*Educational Researcher*, 18, 45–51.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55. Doi: 10.1080/10705519909540118
- Jaccard, J., & Wan, C. K. (1996). *LISREL approaches to interaction effects in multiple regression*. Thousand Oaks, Calif.: Sage.
- Little, L. F. and Thompson, R. (1983). Truancy: how parents and teachers contribute. *The School Counsellor*, 3'0(4), 285-291.
- Lockheed, M. E. and Komenan, A. (1989). Teaching quality and student achievement in Africa: the case of Nigeria and Swaziland. *Teaching and Teacher Education* 5(2), 93 -113.
- McCroskey, J. C., & Wheeless, L. R. (1976).*Introduction to human communication* (pp. 230-243).Coston: Allyn and Bacon.
- McCroskey, J. C., & McCroskey, L. L. (1986). The affinity seeking of classroom teachers. *Communication Research Reports*, 3, 158-167.
- McNeely, C.A., Nonnemaker, J.M., & Blum, R.W. (2002).Promoting school connectedness: evidence from the National Longitudinal Study of Adolescent Health.*J Sch Health*.72(4):138-146.
- Michael A., & Conger, C. (2009, Spring). Becoming and anti-racist white ally: How a white affinity group can help. *Perspectives on Urban Education*, 56-60.
- Moody J, Bearman PS. (1998).Shaping school climate: school context, adolescent social networks, and attachment to school.Unpublished manu-script.
- Mosteller, F., & Moynihan, D. P. (1972).A pathbreaking report. In F. Mosteller& D. P. Moynihan (Eds.), *On equality of educational opportunity* (pp. 3–66). New York: Random House.
- Pan, En-Ling, Michael, P., & Farrell, (2006)."Ethnic differences in the effects of intergenerational relations on adolescent problem behaviour in U.S. single-mother families."*Journal of family issues* 27: 1137-58.
- Rauden bush, S. W., & Bryk, A. S. (1986).A hierarchical model for studying school effects.*Sociology of Education*, 59, 1–17.
- Resnick MD, Bearman PS, Blum RW, et al., (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health.*JAMA*. ; 278:823-833.
- Shookhoff, A. (2006). Affinity groups: Commonality in diversity.
- Thompson, S. and Standfort, D. (1975).Student attendance and absenteeism. *The, Practioner* 1 1-12. Wehlace, G.G. and Rutter, R.A. (1985). Dropping out: how

much do school contribute to the problem. *Teachers College Record*. 87(3), 374-392.

Coon, H., Fulker, D.W., DeFries, J.C., & Plomin, R. (1990). Home environment and cognitive ability of 7-year-old children in the Colorado Adoption Project: Genetic and environmental etiologies. *Developmental Psychology*, 26, 459-468.

Sroufe, L. A. (1996). *Emotional development: The organization of emotional life in the early years*. Cambridge, UK: Cambridge University Press.