

RELATIONSHIP BETWEEN ORDINAL POSITION AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY SCHOOL LEVEL

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Abstract

The researcher was interested in determining how pupils' ordinal positions affected their academic performance at the secondary school level. The academic success of kids is significantly influenced by their ordinal rank, which also influences how they will continue to develop. The goal of this study was to determine if children from big, low-income households who have low parental incomes have any chance of succeeding in life. The pupils each received a questionnaire with 15 questions. The pupils were instructed to provide an accurate response or number for each item. Students from the 10th grade at GHSS#2 and GHSS#3 participated in a study to determine the impact of a child's ordinal rank on academic success at the secondary school level. The academic success of secondary school pupils is significantly correlated with a child's ordinal position. According to the values in the table, a child's academic accomplishment is higher if it is in the first three ordinal positions and worse if it is in positions four or higher. The researcher himself entered the replies on the questionnaire. The item functioned as a child's ordinal rank and the marks earned in the ninth-grade final test. The student's academic performance was evaluated using the school's examination history.

Keywords: ordinal position, academic achievement, secondary school level

Introduction

In this study, the researcher discovered the academic standing and performance of secondary school pupils in Distt: D.I.Khan. There are several instances of international leaders who came from poor socioeconomic class households. The majority of Pakistan's political leaders serve as the best case study in this respect. Smith (2008) explains “a strategy for learning experiences that will help people reach their full potential in their current and future roles as family members”.

Eshleman and Barbra (2013) Explain that families are regarded as social institutions because they contribute to the achievement of important societal goals and represent a recognizable pattern in human social life. Family customs have a significant impact on

a variety of facets of social life. Because we often interact with others from our own socioeconomic class and culture who share our views and standards regarding families, there is typically minimal ambiguity when we discuss our own family lives with friends. The organization of families varies greatly, though. In conjugal families, the smallest unit must consist of a husband and wife. A husband and wife may or may not be present in nuclear households. They are made up of two or more. The attitudes and beliefs connected to different socioeconomic classes lead to parental conduct that has an impact on children's development in a variety of ways.

Melvin (2015) has found that working-class (WC) or lower-class (LC) parents tend to prepare their children for occupations where following explicit rules is stressed, whereas moderate-class (MC) parents are inclined to prepare their children for occupations where they are likely to make their own decisions and work cooperatively with others. These factors make it likely that M.C's parents will prioritize social and independent abilities. Maintaining one's composure is essential for developing social skills since expressing one's anger out loud makes collaboration difficult and compromises one's ability to act autonomously. Thus, child-rearing in MC households is likely to emphasize knowledge, problem-solving, and the like, while in WC and LC homes, the emphasis is more likely to be on compliance and harsh sanctions for transgressions. To put it another way, WC and LC families tend to adopt authoritarian and conventional forms of behavior toward children, whereas MC families are more likely to act in an equalitarian or democratic manner.

Birth–Order Effects

Over the past 10 years, the "birth-order effect" has received a lot of attention from researchers. Stanley (2009), college students who were first-born and only children had a greater need to be with other people under stressful circumstances. Students who were first-born were more likely to volunteer for psychological investigations.

Capra and Dittes' (2012) research. These results imply that birth order is a psychologically important factor. The fact that most psychological studies rely on volunteers and that first-born people are probably overrepresented in their samples raises concerns about possible concealed bias in the findings of psychologists who utilize teenagers and adults as their subjects.

Birth-Order Difference in Childhood Experience

Stanley (2009) the fact that firstborns receive different treatment from their parents than do children who arrive later is very likely what causes the difference? The first-

born enjoys a monopoly on parental affection and attention until the second kid is born, for one reason. The firstborn has to share more and more of this attention as his siblings assume their places in the family, but he always retains the title of "first," and derives some degree of precedence from that fact alone. He is more responsive and mature than the other kids, and more may be expected of him. When he is old enough, older siblings are given to him to look after, and he learns to fill in for the absent parent, taking advantage of all the chances.

Personality Trends in First-Born

The firstborn in a family is likely to be more socialized, responsible, and friendly toward those in positions of authority, according to MacDonald (2009).

Laosa and Brophy (2016) conducted a study of kindergarten kids and found that some of the birth-order-related variances that have been noticed in adolescents and adults are also noticeable at this young age. Firstborns tended to do better on creative assessments and to have somewhat greater levels of popularity among their peers. The effects were often more noticeable in females, which is consistent with other studies demonstrating that girls are more susceptible to environmental variables than boys during the preschool years.

First borns have some negative traits as well as beneficial ones. Koch (2015) collected instructors' evaluations of kindergarten students before ranking them in order of the children's births. The findings suggested that first-born children were more likely to become angry, experience extreme emotions, blame others when things went wrong, and be less receptive to adult sympathy and praise. On the other hand, they had a tendency to speak with more clarity than second-born. When compared to firstborns with same-sex siblings, firstborns with opposite-sex siblings scored better on leadership, exhibitionism, and jealousy.

Parental Behavior toward First-Born

Hilton examined the behavior of pairs of moms and four-year-old kids from various birth-order positions (2007). Compared to moms of children born later, mothers of first-born children were more likely to get their kids started on puzzles, provide advice, and overall get in the way of their hobbies. Mothers of other children tended to let them begin puzzles on their own more frequently. Mothers of other children tended to let them begin puzzles on their own more frequently. Mothers of first-born children were more inclined to show their affection or offer emotional support outwardly (via hugs,

kisses, etc.), especially when the kid was performing well on the task the researcher had given them. When it came to the kids themselves, firstborns often had.

Statement of the Problem

The goal of the study was to ascertain how a child's ordinal rank affected their academic performance at the secondary school level in the D.I. Khan district.

Objectives of Study

The following are the study's objectives:-

1. To compile data on a child's ordinal position.
2. To determine the association between academic success and a child's ordinal position.
3. To offer suggestions for improvement in light of the study's results and conclusion.

Significance of the Study

This study was very important since it examined how a child's ordinal rank affected his or her academic performance at the secondary school level in the D.I. Khan district. The study's findings would be beneficial for the following reasons:-

1. The researcher himself was more intrigued by the issues to pique his interest in the subject.
2. This study sheds light on how students' academic performance is impacted by their ordinal rank.
3. The results of this study are important for parents with big families.
4. For a researcher who could be interested in this topic in the future, this work could represent a turning point.

Hypothesis

H₀: There is no significant relationship between ordinal position and academic achievement of students at the secondary school level.

H₁: There is a significant relationship between ordinal position and academic achievement of students at the secondary school level.

Delimitations of the Study

The focus of the study was on:

- a. The government higher secondary schools in the D.I. Khan District.
- b. The secondary school student's academic performance was determined solely by school records.
- c. The association between academic achievement and ordinal position was only taken into account.

RESEARCH METHODOLOGY

The population of the study

The population of the study included all the students of the 10th class of the schools in the D.I. Khan Division.

Sample

To generate the data, 50 students from Government High School No. 2 and 50 students from Government High School Muryali in the D.I. Khan Division were randomly chosen.

Performance criteria

With the aid of departmental administration staff and literature, minimum performance indicators were defined, and performance standards were created. Twelve knowledgeable educators were provided with these measures of teacher performance in order to get their feedback and opinions on the authenticity of the material. In light of their feedback and observations, it was enhanced. A questionnaire was created for students to gather the data in light of these requirements.

Instrument

A questionnaire with 15 items was served to the students personally. The students were asked to give the exact response/figure to the items.

Procedure

In order to gather pertinent information through the distribution of a questionnaire to 10th class students at GHSS#2 and GHSS Muryali, it was decided to investigate the impact of a child's ordinal rank on academic accomplishment at the secondary school level. The pupils were given a 15-item questionnaire that had been created.

The item functioned as a child's ordinal place and the grades they received on their ninth-grade final test. The researcher himself noted responses on the questionnaire. The student's academic performance was evaluated using the school's examination history. By using "3" as a figure of bifurcation, the ordinal position of a kid was divided into two categories: "First three" and "Above three (Four and above)".

The student's academic performance was divided into the following three categories: "High accomplishment," "Moderate achievement," and "Low achievement." Children in the A grade do very well, B grade students perform moderately, and C grade students perform poorly.

A Grade	70to79% Marks
B Grade	60to69% Marks
C Grade	50to59% Marks

Statistical Analysis

The relationship was examined using the Chi-square (2) method. The relationships' significance was calculated to be at the level of 0.05. German physicist F.R. Helmert initially discovered the Chi-square (2) distribution in 1875. Later in 1900, Karl-Pearson demonstrated how a discrete multi-nominal distribution might be altered to resemble a Chi-square (2) distribution as n approaches infinity. The degree of freedom (d.f) is the single parameter in the Chi-square (2) distribution.).

PRESENTATION AND ANALYSIS OF DATA

For Urban Students

Table-1: Showing relationships between academic achievement and ordinal position in the family of secondary school Students

	First Three	Four and Above	Total
High Achievement	11	2	13
Moderate Achievement	11	5	16
Low Achievement	6	15	21
Total	28	22	50

Chi-square distribution was used to calculate the correlation between students' academic success and their ordinal position. When compared to the table value of 5.99 at $\alpha = 0.05$ and $d. f = 2$, the calculated Chi-square value was determined to be 11.7876. ($11.7876 > 5.99$) As a result, the connection is significant at the 0.05 level

of significance. Therefore, H1, "There is a considerable association between students' academic success and their ordinal position," is accepted.

For Rural Student

Table-2: Showing relationships between academic achievement and ordinal position in the family of secondary school Students

	First Three	Four and Above	Total
High Achievement	7	2	9
Moderate Achievement	15	5	20
Low Achievement	5	16	21
Total	27	23	50

Chi-square distribution was used to calculate the correlation between students' academic success and their ordinal position. When compared to the table value of 5.99 at $\alpha = 0.05$ and $d. f = 2$, the calculated Chi-square value was determined to be 13.30 ($13.30 > 5.99$) As a result, the connection is significant at the 0.05 level of significance. Therefore, H1, "There is a considerable association between students' academic success and their ordinal position," is accepted.

The goal of the study was to determine whether there was a connection between students' academic success and their ordinal rank at two secondary schools: Government Higher Secondary School #2 and Government Higher Secondary School Muryali. The population of the research consisted of all 10th graders at the schools in Dera Ismail Khan. All 50 pupils in the 10th grade from two schools were included in the sample. The pupils were asked to complete a 15-item survey that was individually given to them. The grades earned in the ninth-grade final test were taken from the student file. The students' average position was noted on the questionnaire, and these data were individually collected. The Chi-square distribution was used to analyze the data as a statistical analysis method. Testing of the relationship's significance

Findings

The analysis of the data led the researcher to find the following: -

For Urban Students

At the 0.05 level of significance, the estimated Chi-square value of 11.7876 and the table value of 5.99 are both significant. H1 gets approved as a result. Therefore, there is a considerable link between a child's ordinal rank and academic success.

For Rural Students

At the 0.05 level of significance, the estimated Chi-square value is 13.30 and the table value is 5.99. H1 gets approved as a result. Therefore, there is a considerable link between a child's ordinal rank and academic success.

Conclusion

The academic success of secondary school pupils is significantly correlated with a child's ordinal position. According to the values in the table, a child's academic accomplishment is higher if it is in the first three ordinal positions and worse if it is in positions four or higher.

Recommendations

The researcher's recommendations are as follows as a result of the study's results and conclusions:

1. To generalize the results, the sample size is 50 or fewer. To get more trustworthy findings, it has to be bigger.
2. Academic success was measured using the score on the ninth-grade final exam; however, success in frequent tests and monthly exams should also be considered. The children should consider their overall test result to be an accomplishment.
3. To get results that are cross-cultural, comparable research may be repeated in different districts.

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