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Effects of Social Education on Students Performance at Stage of Secondary Standard in District Mianwali: A Quantitative Analysis Study

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Abstract

Education gives the opportunity to develop their social skills and improve their socio-economic status. (Hendrik, 2019). The research study's goals were to: (1) determine how social education affected pupils; (2) ascertain teachers' attitudes toward social education; and (3) pinpoint the elements that contribute to the social development of students. Moreover, it was descriptive in nature. The target population of the study was all the public sector secondary school teachers of District Mianwali. Simple random sampling technique 4200 teachers of secondary schools were chosen for the population of the research. The simple random technique was used to select the sample; around 200 teachers were selected for the present research. The tool of research was used to collect the data; it was a self-developed tool. The percentage, mean, standard deviation and t-test were among the descriptive and inferential statistics employed by the researcher. Through analysis, it found that the participants are more need to aware of social education.

Keywords: Social Education (SE), Students Performance (SP), Secondary School Level (SSL), District Mianwali (DM)

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Title

Effects of Social Education on Students Performance at Stage of Secondary Standard in District Mianwali: A Quantitative Analysis Study

Abstract

Education gives the opportunity to develop their social skills and improve their socio-economic status. (Hendrik, 2019). The research study's goals were to: (1) determine how social education affected pupils; (2) ascertain teachers' attitudes toward social education; and (3) pinpoint the elements that contribute to the social development of students. Moreover, it was descriptive in nature. The target population of the study was all the public sector secondary school teachers of District Mianwali. Simple random sampling technique 4200 teachers of secondary schools were chosen for the population of the research. The simple random technique was used to select the sample; around 200 teachers were selected for the present research. The tool of research was used to collect the data; it was a self-developed tool. The percentage, mean, standard deviation and t-test were among the descriptive and inferential statistics employed by the researcher. Through analysis, it found that the participants are more need to aware of social education.

Keywords: Social Education (SE), Students Performance (SP), Secondary School Level (SSL), District Mianwali (DM)

Introduction

Education plays a vital role in promoting the system and it wins all that exists in life. These days, education is elevated to the pinnacle of perfection in all fields. "The most effective tool you have to change the world is education." Thus, the quality of education completely determines the level of education.

Moreover, these days we can say that quality is more required than quantity (Nelson, 2019).

Education enlarges the learners in the sense of all types of development. But the social education is a means to promote the student's social development as well as academic performance in their academic career. Therefore, social



development directly enhances education, as well as the learners' capacity to engage with others in a classroom setting and improve their academic performance. Additionally, it raises kids' morale since it fosters effective communication skills, closer friendships, and the formation of a network of family and friend support both within and outside of the classroom (Abbasi, 2021).

Throughout life, social development refers to the acquisition of social and demonstrative abilities, having an emphasis on youth, adolescence, and relationships with learning and educational institutions.

We may build wholesome relationships with our family, friends, instructors, and other people in our lives when we have a piece of sound social growth information, and capabilities of communal communication are a necessary portion of social growth. For example, in a classroom setting, Pupils will acquire the ability to participate and communicate with instructors, fellow pupils, and families (Hendrik, 2019).

Education is a social institution that imparts cultural norms, learning strategies, and foundational academic information to the youth of a community. Social education teaches students social, and moral norms and values also increases their scores in academics, and develops good social interaction and social contact among students in the classroom and in societies (Bogdan & Biklen, 1997).

Education supports the academic ideas that kids learn in the classroom in addition to being concerned with the fundamentals of all student growth. Outside of the classroom and school, societies also teach their kids life skills related to daily existence (Hamid, 2017).

Awareness of societal norms and values is an informal education. Both at home and in the official educational system, this kind of learning takes place. Parents, relatives, and other community members are typically the ones who provide us with our first educational experiences. We acquire skills in informal education such as how to keep our bodies clean, how to shop for and prepare food, and how to dress for various occasions (Hasan, 2021)

According to functionalists, education prepares people for a variety of tasks in society. According to critical sociologists, education serves as a tool for increasing social inequality. Evidence that sexism in education still keeps women from attaining full social equality is cited by feminist theorists. Symbolic interactionists examine the effects that classroom dynamics and teacher-student relationships have

on day-to-day living. In this part, you will read about each of these perspectives.

Learning the customs and laws of the community at large is another aspect of this socialization process. When compulsory education first started, children were taught about the prevailing culture. Since school cultures are becoming more and more diverse these days, children can study a range of cultural conventions, including social contacts (Masayeva, 2022)

Students enrolled in this social education program will also study the customs and laws of society at large. Because schooling is required in our nation, pupils are taught about the dominant culture and social status. These days, schools have an obligation to teach pupils about cultural norms in general, not only those of the dominant culture.

The main aim of the research was to identify the effects of social education on students and their performance at the secondary school level in District Mianwali. Furthermore, the study was conducted, to identify the factors that affect the social development of students at the stage of secondary in the school of District Mainwali.

Declaration of the Research Problem

The topic of the research study was "Effects of Social Education on Students Performance at Stage of Secondary School in District Mianwali: A Quantitative Analysis Study". This research was directed in the 2022 year at the Stage of Secondary at the public level.

Objectives of the Study

The objective of the research was to check the role of social education and its effects on student academics. The main objectives of the research are as given below:

1. To check the effects of social education on students at the stage of secondary school at District Mianwali.
2. To find out the attitude of teachers toward social education at stage secondary school at District Mianwali.
3. To identify the factors involved in the social development of students at stage secondary school at District Mianwali.

Questions of the Research Study

1. What are the effects of social education on students at the stage of secondary school at District Mianwali?

2. What is the attitude of teachers toward social education at the stage of secondary school at District Mianwali?
3. What are the factors involved in the social development of students at the stage of secondary school at District Mianwali?

Significance of the Current Research

This research study was directed at the stage of secondary schools which were situated in District Mianwali, in the year 2022. The main purpose of the present study was to prepare students for future earnings and run their families, helping people become the best versions of themselves. Through this research, they can achieve good performance in their academic career, and also they get the social development and growth in their personality.

Delimitations of the Present Research

1. This research study was delimited to these considerations. This study does include the usefulness of social education at the secondary school level in District Mianwali. Only the data was gathered by school teachers of the secondary stage. Two major methods were used to conduct the analysis. Descriptive method (mean, frequency distribution, and percentage). Inferential Analysis (t-test)

Limitations of the Study

The researcher encountered some challenges while doing this study. Some teachers hesitated to enter the classroom to administer the test and did not respond appropriately. Instructors showed no interest in completing the questionnaire in its entirety.

1. Only District Mianwali
2. Only Public Schools
3. Only secondary school teachers
4. The only stage of Secondary school

The procedure of the Research

This research has the following phases that are above-listed objectives:

1. Teacher's point of view about social education and its effects on students' performance

2. Identification of factors that affect the social development of students
3. Selection of study district and data collection
4. Pilot testing of the research tool.
5. Presentation of collected data after pilot testing.
6. Descriptive statistics applied the following Mean, percentage, and frequency.
7. Inferential statistics of t-test.

Operating definition of research study

■ Social Education

Social Education is the four-part format used for creating quality, safe, effective practices for building emotional support, and cohesion.

■ Students Performance

More so than an assignment list, student presentation levels determine the style of a heading. You can assist students in avoiding group mistakes by giving them a sequence of response phases.

■ Secondary school-level teachers

Teachers at secondary schools instruct pupils in grades seven through twelve. These educators, who focus on a single subject area like math or English, work with five or more student groups throughout the day. They give lectures, facilitate discussions, and administer quizzes, essays, and homework assignments to gauge students' understanding.

■ Secondary School Level

The stage of secondary education is divided into two levels: stage of lower secondary (Grade 9-10) and upper secondary stage is (Grade 11-12).

■ Factors

Sociological elements stem from the environment in which a kid lives or attends school. The impact of these social factors on academic performance (Chapman, Easthope, & Connor et al., [2017](#)).

Review of Related Literature

Education systems are very down nowadays due to the financial crisis and other issues in the country. The need for education nowadays is to prepare students to have successful, fulfilling lives and achieve positive emotional well-being. This success can get through trained teachers, for the growth and social development of students in communities (Human, [2021](#)).

In this era, social education demands Social development and entails gaining knowledge, social interaction skills, and values. Students will learn how to communicate and engage in a classroom setting with teachers, fellow students, and friends as part of the social development process. This will be implemented in schools, neighborhoods, and society. The informative routine of teaching emphasizes the superiority of teachers and the tools they employ for instruction (Young, 2016). The development of social and expressive abilities over the progression of a generation, with an emphasis on early life, teenage years, and relationships with education and schools, is known as social development. People who are developing socially and healthily are able to have positive relationships with their family, friends, instructors, and other members of the community. Educational attainment is influenced by various aspects of a student's social life. Among them are family stress and communiqué social support, status, and self-worth. Academic achievement is impacted by these facets of social life as well as the emotional states they may elicit.

Any of these social issues are more likely to affect students both at school and in the community. These factors also have a significant impact on students' academic achievement. The social standing of a family affects academic achievement as well as a student's social development and social adjustment, according to a sociological study. Academic achievement can be significantly impacted by the social standing of one's parents. The factors of a single parent also have an impact on the growth and achievement of pupils.

It's possible that students from low-income families struggle academically. However, there is a greater chance that college students from wealthy families will perform better. A student's communication skills also have an impact on their academic performance. Other important factors are the educational setting and the degree of family participation.

The students also give the best response in their studies but their background issues also affect on their scholastic achievement. How individuals approach their academic work and studies affects how well they do in class. One aspect that affects their academic achievement is sociology. Social growth is significantly influenced by social education and students' academic performance. It is only through by educating the social education through social contact and social interaction with teachers in classrooms and society and linkage between communities. Through this, we can impart the knowledge of social education to students and check their performance.

Methodology of the Research Study

The researcher used a quantitative research design for the present research. A quantitative approach was used for the study and it was to be conducted by using descriptive research methods. The researcher used the survey methods for the collection of data and the questionnaires (instructors) with thirty items on a five-point Likert scale.

The Research Study's Population All of the male and female teachers working in District Mianwali's secondary public schools make up the study's target group.

Table 1

Population Design (District Lahore)

Sr. No	Target Group	Target Population	Target Population
1	Secondary schools	All	150
2	School Teachers	4200	250

Sample and Sampling

At this stage, the convenient sampling technique was used for the study. The study was required to get the demographic data

of teachers about social education and its effects on students, and factors of social education. Hence a sample of 200 teachers (80 male and 120 female).

Table 2

Sample of the study

Sr. No	Target Group	Population	Sample Size
1	Secondary schools	150	15
2	School Teachers	4200	200

Table 3

Achieved Sample

Sr. No	Target Group	Sample Size	Achieved Sample Size
1	Secondary schools	50	10
2	School Teachers	450	170

Research Instrument

The researcher used only one questionnaire for this study. A questionnaire was adopted that consisted of 30 items that

dignified the effects of social education and factors of social education. The instrument was developed on the following indicators of the study.

Table 4

Sr. No	Indicators/Dimensions of the study	Questions
1	Role of social education for the development of students.	1-8
2	Identification of the effect of education on socioeconomic development	9-17
3	Teachers' attitudes towards determinants of social development	18-25
4	Factors affect the social development and performance of students	26-30
Total		30

Validation of Research Instrument

The researcher gets the opinions for the validation of the research instrument. He/she selected the five professors. The researcher adapted the questionnaire of 35 items and sent it to all professors. They made some suggestions on it and then finally, 30 This study included teacher-specific questions.

Collection of the Data for the Research

The researcher collected the data by herself for 4 weeks. The researcher personally visited the school and filled out the questionnaire by the school teachers. Some data was difficult to collect because the teachers were not available and some were busy with their tasks.

Reliability of the Research tool

After validation of the research instruments. The researcher filled the question of 10 school teachers put the data on SPSS and applied the test of reliability. The products with greater dependability than 0.98. It has shown that the instruments were highly reliable.

Interpretation of the Data**Data Analysis**

Data from the questionnaire were transferred into IBM SPSS 23, a statistical package for the social sciences computer program.

Table 5

Descriptive Statistics analysis on the Basis of school

Sr. No	Target Group	frequency	Percentage
1	Public sector	100	100.0
2	Total	100	100.0

Table no 5 results that 100% of the defendants' sector were public schools in the tester size in the study.

Table 6

Descriptive Statistics Analysis on the Basis of Gender

Sr. No	frequency	percentage
1 Male teachers	40	40.0

Sr. No	frequency	percentage
2 Female teachers	50	60.0
3 Total	90	100.0

Table 6 results show that 40% of respondents were male teachers and 60% of respondents were female teachers of schools in the sample size in the study.

Table 7

Descriptive analysis of mean and standard deviation

Sr. No	N	Mean	S.D
1 Male teachers	80	140.97	12.37
2 Female teachers	90	142.67	12.65
3. Total	170	142.97	13.13

Table 7 shows that 80 respondents were male teachers and 90 respondents were female teachers in the sample size in the study. The mean of the males was 140.97 and females was 142.67 as the SD of males was 12.37 and females was 12.65.

Table 8

Narrative of the Study of Descriptive Analysis

Sr. No	N	Mean	S.D
1 Size	S1-S8	33.81	3.44
2 Measurement	S9-S17	35.60	5.02
3. Dimension	S18-25	32.09	4.00
4. Extent	S26-S30	20.59	2.90
5. Total	30.	40.097	7.09

One Sample t-Tests

Further, for confirmation, independent sample t-tests were applied to two comparisons. Table 1.8 shows all comparisons

of responses on the complete questionnaire didn't significantly differ from each other in their mean values.

Table 9

t-tests (equal variance assumed) for Questionnaire

Gender	t	df	Sig.*(2-tailed)	mean score
Male teachers	.093	85	.045	- 2.71
Female teachers	.065	89	.017	- 1.77
Total	.03	122	.049	.03

* $p=0.05$

Table no 9 reveals that there is a difference in the mean values between males and females. The values show that there is a

difference between the opinions of males and females regarding the questionnaire.

Table 10

Narrative of the Study of Inferential Analysis t-tests (equal variance assumed) for Questionnaire (Dimension 1)

Gender	t	df	Sig.*(2-tailed)	mean score
Male teachers	.093	85	.035	1.71

Gender	t	df	Sig.*(2-tailed)	mean score
Female teachers	.065	89	.047	0.77
Total	.01	122	.069	.02

Table 10 shows that The male and female mean values differ significantly from one another. The values show that there is a difference between the opinions of males and females regarding dimension 1 of the study.

Table 11

Narrative of the Study of Inferential Analysis t-tests (equal variance assumed) for Questionnaire (Dimension 2)

Gender Analysis	t	df	Sig.*(2-tailed)	mean difference
Male teachers	.073	85	.045	3.71
Female teachers	.085	89	.027	2.77
Total	.03	122	.049	.05

Table 11 shows that there are significant differences in the mean values between males and females. The values show that there is a difference between the opinions of males and females regarding dimension 2 of the study.

Table 12

Narrative of the Study of Inferential Analysis t-tests (equal variance assumed) for Questionnaire (Dimension 3)

Gender Analysis	t	df	Sig.*(2-tailed)	mean difference
Male teachers	.083	85	.055	4.71
Female teachers	.045	89	.017	2.77
Total	.04	122	.049	.04

Table 12 shows that there are significant differences in the mean values between males and females. The values show that there is a difference between the opinions of males and females regarding dimension 3 of the study.

Table 13

Narrative of the Study of Inferential Analysis t-tests (equal variance assumed) for Questionnaire (Dimension 4)

Gender Analysis	t	df	Sig.*(2-tailed)	mean difference
Male teachers	.073	85	.075	3.71
Female teachers	.055	89	.067	4.77
Total	.04	122	.059	.02

Table 13 shows that there are significant differences in the mean values between males and females. The values show that there is a difference between the opinions of males and females regarding dimension 4 of the study.

Findings

The majority of teachers' responses ($A + SA = 42.05 + 35.92 = 77.97\%$) agreed and remained in the In support of social education, kids' growth is positively impacted.

1. The majority of teachers' responses (85.76%, S1-S8) agreed and remained in favor of social education which plays a positive role in the growth of the students for working polished personalities in the society.
2. The majority of teachers' responses (51%, S9-S17) agreed and remained in favor of advantageous social education shows a positive role in the progress of the students in reducing poverty.
3. The majority of teachers' responses (74.91%, S18-S25) agreed and remained in favor of social education as the stage of a positive role in the increase of the student's

potent role of educational foundation for the social development of our children.

4. The majority of teachers' responses (78.40%, S26-30) agreed and remained in the favor of efficacious role of social education shows a positive role in the increase of the students of higher education for developing of positive attitude among students.

Conclusion

In the brightness of the analyzed data, these conclusions were drained;

1. Teachers of all secondary schools have shown their opinion toward the positive role of social education in student's development at the secondary school level.
2. Dimension 1 reels the result that the teachers of all the secondary schools have shown their opinion towards the positive role of social education for the development of students.
3. Dimension 2 reels the result that the teachers of all the secondary schools have shown their opinion towards the positive role of Social education in improving the socio-economic growth of the students.
4. Dimension 3 reels the result that the teachers of all the secondary schools have shown their opinion towards the positive role of social education for solving issues related to determinants of social development of students at the secondary school level.
5. Dimension 4 reels the result that the teachers of all the secondary schools have shown their opinion towards

the positive role of Social education in developing positive attitudes among students at the secondary level.

Recommendations

1. Education is the place of social interaction and social contact; thus this aspect must be more powerful at the secondary level in order to enhance learning among students at this stage.
2. Students shouldn't feel any hesitation with his / her teacher for solving education-related problems. Teacher's guidance is more helpful particularly when a student is working on a project or assignment. Better guidance will provide better opportunities for learning.
3. At the secondary level, the management should manage to investigate students' socio-economic problems. Such problems should have a better solution if universities or government provide financial aid for such students.
4. The environment of the school should be so friendly to develop positive thinking and behavior among students towards education and further to be good citizens and play a positive role in the technical and economic development of the state.
5. The current study may be conducted at a higher education level and can be conducted on a large sample size.

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