

Comparative Analysis of Science and Humanities Groups at Secondary Level in Mardan Division

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Abstract

The study will be carried out under the Title of “Comparative Analysis of Science and Humanities Groups at Secondary Level in Mardan Division” in this study the following objectives were used i.e to assess the science and humanities group data with reference to 9th (Annual-1) by BISEM, to analyze science and humanities group gender wise data with reference to 9th (Annual-1) by BISEM, to compare the groupwise and gender wise achievement. All the 78753 students appeared in the 9th (Annual-1) 2024. where the populated data observation was used as research tool data was collected from BISEM. It was analysis from the Data 68.85% was appeared in the science group while 31.14% students were appeared in the humanities group. When we further analyze data showed that in science groups females students appeared 87.94% and male students appeared 74.82% similarly in Humanities groups Data showed that female students appeared 61.68% and male students appeared 40.74%.

It was concluded that mostly students showing their interest in science groups instead of Humanities gender wise Data showed that females candidates are also opting Science instead of Humanities. It is recommended that proper investigation may be initiated by the Authorities to find out the facts in this regard. It is also recommended that some researches may be conducted in this matter.

Keywords: Secondary School, Science, Humanities, Interest, opting.

Introduction:

In Pakistan three tier of Education is adopted namely Elementary Education class 1 to 8th Secondary Education Class 9th to 12th and Higher Education after Secondary Education.

In Secondary Education two combination are there (i). Humanities (ii). Science (Biology and Computer). Secondary Education is a bridge between elementary and higher education but this bridge is some time ignored and became weakest because the higher attention is given to one lack of this bridge i.e. elementary education in order to raise our literacy ratio, while the other lack i.e. Higher Education is more focused because of the growing importance. So the weakest sector is secondary education. In all schooling this stage is frightful importance in this stage the student prepare themselves for the world of work. The students also try to acquire scholarship for higher education and try to make themselves as a skilled person. This stage helps the students to enable themselves as an active member of the society and the develop their qualities, potentials, aptitude and interest. So the secondary Education a nation building stage (Rao, 1997) Morsy (1990) States that in any system of education and in any country of the world. The role of Secondary Education is important. The place of Secondary Education generally is inconsistent in any society. Its role between the higher Education and basic Education is transitional and for providing a skilled man power at place in this regard a terminal role. In this stage both the girls and boys are experiencing emotionally and physically. The fruit of Secondary Education is generally in the form of good employment opportunity. This stage presents clues towards future career. In order to determine their future life the students must be diversified and vocationalized in Secondary level.

Secondary Education in Pakistan Rasul (1998) states that the formal system of education in Pakistan whether in public or private sector consist of number of stages like primary, Secondary, higher Secondary, College and University. All these tier are almost overlapped in private and up to some extent in public sector. There is no formal institution for separate stage in private sector. Some institution award certificate and degree from primary level to degree level, however how many stages are there but the secondary stage is an important stage.

Objectives:

Objectives of the study are;

1. To assess the data of both the groups (Science and Humanities) with reference to 9th (Annual -1) 2024 BISE Mardan.
2. To analyze the gender wise data of both the groups (Science and Humanities) with reference to 9th (Annual -1) 2024 BISE Mardan.
3. To compare the group wise and gender wise achievements.

Sample and Population:

In 9th (Annual-I) 2024 all observation 78753 students appeared in Examination under conducted by BISEM where 54222 Science students and 24531 were humanities group. In these 78753 students 29321 were females' students and 49432 were male. In science group total number of 54222 students were appeared in science, in which 17729 were females while 36493 were male. In Humanities a total 24531 students were appeared in which 11592 were girls while 10198 were boys. In total population 37% were females and 63% were male attended the 9th Annual-I 2024 by BISEM. In Science groups 32% were females while 68% were male, Similarly in Humanities 59% were females and 41% male. In science groups 42895 students were passed, the passing percentage was 79, while in Humanities 11305 were passed, the passing percentage was 46. In gender wise female students showed better result than male in both the groups. The passing percentage of girls was 87.94 and boys 74.82%. in science groups on the other hand in humanities the passing percentage of females was 61.68 while 40.74% of male.

Finding and conclusion:

Finding:

1. In these 78753 students 29321 were females' students and 49431 were male.
2. In total population 37% were females and 63% were male attended the 9th Annual-I 2024 by BISEM.
3. In Science groups 32% were females while 68% were male, Similarly in Humanities 59% were females and 41% male.
4. In science groups 42895 students were passed, the passing percentage was 79, while in Humanities 11305 were passed, the passing percentage was 46.
5. The passing percentage of girls was 87.94 and boys 74.82%. in science groups on the other hand in humanities the passing percentage of females was 61.68 while 40.74% of male

Conclusion:

1. In Examination 2024 9th (A-I) showed that female candidates were more than male.
2. In Science group the number of male students were more than female students, while in Humanities group female were more than male students.
3. Result showed that females students performed better then male students in both the groups.

Recommendation:

1. It is recommended that NCHD (National Commission for Human Development) may play a special role in increase the enrollment of female students, Similarly the DPEO of each District (NSR, Mardan and Swabi) may increase the number of community base schools.
2. It is recommended that the Govt should raise the financial status of the poor students and order to discourage the part time jobs of the students to increase their achievement.
3. The use of social media in teen agers are increasing day by day which may be cause of low achievements in male students. The use of social media may be only for Education purpose and the PTA might restrict the Social Media ages.
4. In Humanities subjects like Fine Arts and Home Economics are interesting for female students Similarly interesting subjects may include for male student.

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