

## EFFECTIVENESS OF LAPTOP SCHEME ON STUDENTS' ACADEMIC ACHIEVEMENT AT HIGHER EDUCATION LEVEL IN PAKISTAN

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### ABSTRACT

The laptop distribution scheme is one of the advantageous initiatives of the government of Pakistan for the students. However, the issue still exists in the universities. In the current study is being conducted in the universities of Rawalpindi. *The laptop distribution is useful step for the students but it is not being used properly to get advantages. Most of the students are using laptops beyond of their academic works. It is bitter truth that access of everything proved dangerous for society as well as individuals. Most of the students use laptops to connect with social media severely. Their academic work remains behind. As a result of this behavior, students cross just the passing line rather than get creative skills. By unwrapping of this curtain, the research is being conducted to show the laptops distribution schemes and its impacts on the student's academic achieves. No doubt, the academic performance increased because of this scheme but not according to expectations. For this purpose the quantitative research was conducted in the universities of Rawalpindi. The sample size of the study was 300 students from Master, M. Phil and Ph.D classes who got the laptops. Total sampling technique was used to choose the universities until; convenient sampling techniques were used to select the students. The SPSS was used as a tool for data analysis. The face to face interview technique was used to fulfill the profarmas. Fatima Jinnah Women University (FJWU) and Pir Mehr Ali Shah Arid Agriculture University Rawalpindi (PMAS-AAUR) were selected as a population of the study. The current study focuses on the cost and the benefits of the laptop distribution scheme in Pakistan, because, massive portion of the educational budget has consumed on this program. Moreover, the study elaborates the laptop distribution scheme and its impact on academic performance of the student. The research motivates the universities to held the seminars to give useful information about the benefits of the laptops if might be utilized positively.*

**Keywords:-** HEC Laptop Distribution Scheme, Students Academic Performance.

### INTRODUCTION

Laptops have the ability to dramatically improve the Knowledge of researchers within a school. Laptops change students to require additional full notes, maintain additional organization and instant access to a variety of educational materials. However, many trainers suspect that the back of the screen is an additional indicator of Facebook's status as an indicator of excessive learning productivity (Lowther, Ross & Morrison, 2003).

According to Lee & Freeman (2013) in recent additional studies, the use of a laptop is greater. In our study, we found that seventy-seven researchers use laptops in the study room and find that ninety-nine scientists use laptops. In the living room it is increasingly vital because the quantitative relationship between the two groups and the time of the review is of

utmost importance for the purpose in which the average student spends more time learning outside. Floyd (2012) told that when conducting surveys among a group of researchers, we discovered that the student area of the unit that needs to bring laptops to any of its classes in the area of the unit has an explicit minimum of twenty additional days to use laptops in laptops classes.

Warschauer & Ames (2010) told that method gives a reduced indication that laptops distribution has a significant negative impact on the target scores. Beuermann et al. (2015) told that in general, studies that examine the relationship between the use of laptops and educational performance at school have observed that students are using laptops in the classroom worse than students who do not use laptops. However, these correlation studies may suffer selection problems, since the students who are most valuable in using the laptops of the space unit may differ from students who choose not to use laptops in a vital way. Experimental studies that examine the impact of the use of laptops within the study hall differ considerably in their purpose and scope. Johnson et al. (2002) argued that Participants were randomly assigned to request class notes on a laptops with some students randomly assigned to multitask for non-conference Internet activities during class and to indicate that multitasking reduces the educational performance of both multidisciplinary students and students. Janka & Hogy (2008) told that study is not able to separate the effect of the use of the laptop from the various factors that modify the categories that do not force laptops, since teacher interacts with students, and the amount of distractions created by the students. Different students that, student participation and various factors are adjusted in the classroom level style.

Steenburgh (2008) criticized that Students become familiar with the reception of access to the web and semidry within the classroom. As a result, under the measurement information and dead zones on the Internet can have a negative impact on the perception of the levels of university education of students. Scholastic Assessment Services, taking into account the preferences of students, and rating agencies that are consistent with their ownership of wireless technology, and university men's institutions facilitates the convenience of student access to the network as a tool for the recruitment. In this context Wilmoth & Wybraniec (1998) indicates that students enjoy the presence of laptops in the classroom. In front of the school headquarters, the property offers hyperbolic campus schools opportunities for students and university professors to collaborate outside of the classroom. Provide personal laptops with adequate options for the analysis of students through online search with the support of university library engines. In addition, text e-books allow students to take with them the entire program at any time. At the same time, Flannery (2003) argued students assigned to classrooms within the management group were not allowed to use laptops or tablets in any way throughout the class. Our experience in previous analyzes expands through a range of dimensions. In contrast to laboratory studies that demonstrate the negative impact of laptops on learning, the study is experiencing the additional effects of technology in the classroom that supports the Internet for a semester, as opposed to its impact on immediate or short-term recovery. In addition, some of the negative effects of research laboratory experiments can be partially attributed to experimental methods that require students to perform tasks or behave abnormally or out of place, such as forcing students to multitask and force them to use laptops. Sukumar (2004) said that in addition, the non-routine management experience of the US. It allows reinforcing the real school classrooms that have exhausted the previous analysis. First, we tend to console the prepared area of the department to choose the use of the laptops and avoid problems related to the PC activity of the students to inform. Second, the extensive data set of the United States allows the management of a wide range of relevant and relevant characteristics, which have been linked to a difficult problem for many

researchers. Dunseath (2015) resulted that the change in school policies is related to the search of these laptops by increasing the zero variance in test scores of high school students in the United Kingdom. Elsewhere, a tool for using laptops in categories that allow laptops to use laptop policies from different classes of students throughout the day and notes that the use of laptops reduces educational performance among college students in a school of human discipline. The personality The American Academy in West Point, New York, can be a university institution for 4 years with an enrollment of approximately 4,400 students. James (2011) told that these needs can lead to an additional physical body of students, on average, compared to model universities. In addition, West Point candidates must be nominated by a member of the Legislative Council for their original mandate in addition to the standard components of the college admissions file. Thanks to this demand and the restrictions on the number of scientists that a congressman will have at West Point at any time, the student area will be geographically different from the students in a typical institution for university students. Fischer & Buchenrieder (2009) articulated that the Beginning in 1997, the Beaufort Administrative District provided 300 students in sixth grade with their laptop. The use of laptops within the universities room for all students and teachers got much experience. In the fall of 2002, the state of Maine imposed an initiative by providing laptops to all seventh grade students and teachers. Fischer & Buchenrieder (2009b) also suggested student has been reduced to the proportion of providing a laptop, as well as to the adoption of programs on a massive scale for the growing interest in the use of technology to learn the current classroom so far. The agency districts have initiated initiatives to support educational work, provide equitable access to digital resources and reformulate school standards.

Howery & Rodriguez (2006) told that the huge cash investments required to support the technology initiative, there are many units for the research area, however, these programs influence the students' learning outcomes initiatives, since they have a positive impact on the labor outcomes of the students. The increase in the student movement in addition to the aggregate averages of the transaction ends, in fact, the writing qualifications, the unified state standard, look at the results. Bocconi, Kampylis & Punie (2013) told that the domain of writing has been shown to extend through the implementation of the initiative. The meta-analysis of the 1992-2002 analytical studies in students, who used the laptop in writing, has achieved a more written quality. High that adds all the length and quality. Bell & Glen (2008) improved signs of student writing were observed once technology was used to create and edit articles. Fewer results were found once the students used the technique mainly to organize presentations. These initiatives are often somewhat contradictory to facilitate additional activities aimed at students and writing opportunities, but they did not notice a major change in the work. Westwood, Flett, Riding & Moon (2009) conducted and indicated that better access to technology will have a negative impact on student work by acting as a dropout. The mere fact of providing laptops to any or all students will not fundamentally improve student learning. Several initiatives are designed to be redesigned to be an additional target student. The Scholarship Initiative has the potential to provide valuable education through better formative assessment, personal education and self-education, as well as the ability to transfer college students and collaborate online. It is said that innovation in the promotion of student care and attention compared to the management of student learning, while the device does not help their own technology to innovate.

Ürgen, Oliver & Max (2009) told that laptop initiatives are related to the facilitation of a student-centered learning environment that develops high-level thinking skills through a low faculty. The use of technology in the classroom will provide student-centered learning opportunities and price opportunities to improve student engagement and motivation. It should be noted that while the initiatives will improve the learning environment, the

implementation of the program plays an important role by adding price to school education. The PC work standard seems to exceed the amount of PC work. Bhagat (2013) Partnership for Twenty First Century Skills is a support group that promotes technological skills in education. The term "21st century skills" is generally used in education, and "Association for first century skills" can be a framework for specific skills used by school teachers. The use of technology to access information may be the talent required for twenty students of the first century. Shapley et al. (2011) concluded that students should receive instructions related to first-century skills to refer to improving the efficiency of these skills. This study provided an auxiliary intervention associated with the evaluation of the digital content of the experimental teams of scientists, evaluating the variety of scientists that influence the intervention to obtain it. Bebell, Russell & Dwyer (2004) compared the case evaluation of a large number of CA-8 CA universities. The results of the second year program indicated that the students had made significant progress in the calculation and had taken a look at the results compared to the SES students just because of the provision of laptops. It should be noted that while improvements were indisputable in the degree of scientific discipline, most of the laptop uses specific instructions. Berger (1984) presented a special perspective on digital equity. With 5.3 billion subscriptions worldwide, they claim that digital devices are provided for many through the use of mobile phones. However, although many students have access to a tool, they just lack equitable access to learning resources

### **RESEARCH QUESTIONS**

1. What is the impact on students skills in acquiring and constructing new knowledge of laptop.
2. What is the impact on student achievement?
3. How can laptops support students learning?
4. What are the positive or negative effects on students?
5. How are the laptops being used?

### **HYPOTHESES**

H<sup>0</sup>: There is no significant relationship between the effectiveness of laptop scheme and students' academic achievement.

H<sup>1</sup>: There is significant relationship between the effectiveness of laptop scheme and students' academic achievement.

### **OBJECTIVES OF THE STUDY**

1. To find out the academic achievement of students.
2. To explore the perception about effectiveness of laptop scheme on students' academic.
3. To identify the relationship between effectiveness of laptop scheme and students' academic achievements

### **MATERIALS AND METHODS**

After an extensive literature review regarding the analyzing the role of laptop schemes in academic achievement Rawalpindi, Pakistan, the interview schedule was designed in the light of objectives and assumptions taken from secondary data. The study was descriptive in nature. The researcher selected samples comprised of 300 hundred respondents from Universities of Rawalpindi. The respondents were the male and female both. The researcher applied two sampling techniques. Firstly, researcher used total sampling technique to choose the Universities of the Rawalpindi. Secondly, convenient sampling technique was used to select the 300 respondents from both universities. This technique was most appropriate because the population was scattered in different. The researcher constructed an interview

schedule for the collection of the data of the study. The constructed interview schedule was related to the objectives of the study. The interview schedule contained the items relating to the analyzing the role of laptop scheme on the academic achievement. The interview schedule was constructed on five point Likert scale. The researcher, then, went to ask the questions from interview schedule among the respondents. The researcher herself visited the universities of Rawalpindi to collect the data of the study to know the respondents opinions on the present study. Statistical techniques were used to analyze them. On the basis of data analyzed and summary of finding was presented on the basis of the finding the recommendations were made.

## RESULTS

**Table 1. Gender of Respondent**

Gender	Frequency	%
Male	194	64.7
Female	106	35.3

The above-mentioned table depicts that gender of respondents. The result shows that 64.7% of the respondents were male while 35.3% of the respondents were female.

**Table 2. Department of respondents**

Department	Frequency	%
Agriculture	70	23.3
Information Technology	53	17.6
Math & Stats	13	4.3
Economics	29	9.6
Sociology	20	6.6
DVM	18	6
Education	10	3.3
Biochemistry& Botany	22	7.3
Animal Nutrition	3	1
Geo Informatics	8	2.6
HND	39	13
Food Technology	10	3.3
Finance	5	1.6

The above-mentioned table shows the department of the respondents participated in the study. The result shows that 23.3% of the respondents were from agriculture 17.6% were from the Information Technology, 9.6% were from the Economics department, 6.6% were from sociology department, 3.3% were from education department while 13% were from Human & Nutrition department. To generalize the results and gain more accuracy the data was almost gathered from all the departments.

**Table 3. Age of respondent**

Age	Frequency	%
19-23	253	84.3
24-28	47	15.7

The above-mentioned table demonstrates the age of respondents. The result shows that 84.3% of the respondents were between 19-23 whereas 15.7% of the respondents were between 24-28.



**Table 4. Residence background of respondent**

Residence Background	Frequency	%
Rural	140	46.7
Urban	160	53.3

The above-mentioned table depicts the residence background of the respondents. The result shows that 46.7% of the respondents who took part in the study were belonged to rural area whereas 53.3% of the respondents were from urban area.

**Table 5. What are you currently doing job**

Job	Frequency	%
Yes	36	12.0
No	264	88.0

The above-mentioned table depicts the employment status of the respondents. The results disclosed that 12% of the respondents studying in university were doing job and 88% are full time students.

**Table 6. I use my laptop for academic purposes**

Categories	Frequency	%
Strongly Disagree	36	12.0
Disagree	66	22.0
Neutral	50	16.7
Agree	85	28.3
Strongly Agree	63	21.0

The above-mentioned table shows that 12% of the respondents were strongly disagreed that I use my laptop for academic purposes only (assignments, presentation, research etc.) and 22% of the respondents disagreed, whereas 28.3% of the respondents agreed and 21% of the respondents strongly agreed. It can be concluded from results that majority of the respondents use laptops for academic purposes.

**Table 7. I use the laptop for chatting, checking my e-mail, playing games, or watching videos**

Categories	Frequency	%
Strongly Disagree	22	7.3
Disagree	35	11.7
Neutral	72	24.0
Agree	97	32.3
Strongly Agree	74	24.7

The above-mentioned table shows that 7.3% of the respondents were strongly disagreed with the statement that I use the laptop for chatting, checking my e-mail, playing games, or watching videos and 11.7% of the respondents disagreed, while 32.3% of the respondents were agreed and 24.7% of the respondents were strongly agreed.

**Table 8. Downloading music is an important use of my laptop**

Categories	Frequency	%
Strongly Disagree	45	15.0
Disagree	40	13.3
Neutral	81	27.0
Agree	86	28.7
Strongly Agree	48	16.0

The above-mentioned table shows that 15% of the respondents were strongly disagreed with the statement that and 13.3% of the respondents disagreed, whereas 28.7% of the respondents were agreed and 16% of the respondents were strongly agreed. It can be concluded from results that besides learning laptop are also used for entertainment.

**Table 9. I spend most of the time on laptop for playing games**

Categories	Frequency	%
Strongly Disagree	51	17.0
Disagree	52	17.3
Neutral	73	24.3
Agree	69	23.0
Strongly Agree	55	18.3

The above-mentioned table shows that 17% of the respondents were strongly disagreed with the statement that and 17.3% of the respondents disagreed, whereas 23% of the respondents were agreed and 18.3% of the respondents were strongly agreed. It can be concluded from results that laptop is a source of entertainment.

**Table 10. I often use my laptop to facilitate the work of a group class project**

Categories	Frequency	%
Strongly Disagree	15	5.0
Disagree	58	19.3
Neutral	47	15.7
Agree	100	33.3
Strongly Agree	80	26.7

The above-mentioned table shows that 5% of the respondents were strongly disagreed with the statement that and 19.3% of the respondents disagreed, whereas 33.3% of the respondents were agreed and 26.7% of the respondents were strongly agreed. Most of the respondents use laptop to facilitate the work of a group class project.

**Table 11. Availability of internet on laptop is positive in terms to access the educational resources**

Categories	Frequency	%
Strongly Disagree	15	5.0
Disagree	54	18.0
Neutral	84	28.0
Agree	66	22.0
Strongly Agree	81	27.0

The above-mentioned table shows that 5% of the respondents were strongly disagreed with the statement that and 18% of the respondents disagreed, whereas 22% of the respondents were agreed and 27% of the respondents were strongly agreed. It can be

concluded that availability of internet on laptop is positive in terms to access the educational resources.

### CONCLUSIONS AND RECOMMEDDATIONS

1. Most of the students use the laptop instead of academic purpose this action results the great loss in their education. The students may also use the laptops as a less the internet in positive manner to get maximum advantage.
2. Most of the students use the laptop continuously, this results eyesight issues for younger generation. In this way, the government as well as the teachers may realise the students about the use of laptop on need-based.
3. Each University of Higher Education Commission provided laptops to the students. The necessity of the internet is increasing day by day. By seeing the competition on international level, the government may also know the laptop scheme on higher secondary school level.

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