

A STUDY ON THE  
EDUCATIONAL  
PERFORMANCE OF  
SCHOOL STUDENTS FROM  
SOME SELECTED  
COUNTRIES  
GROUP 3

## Group 3 members

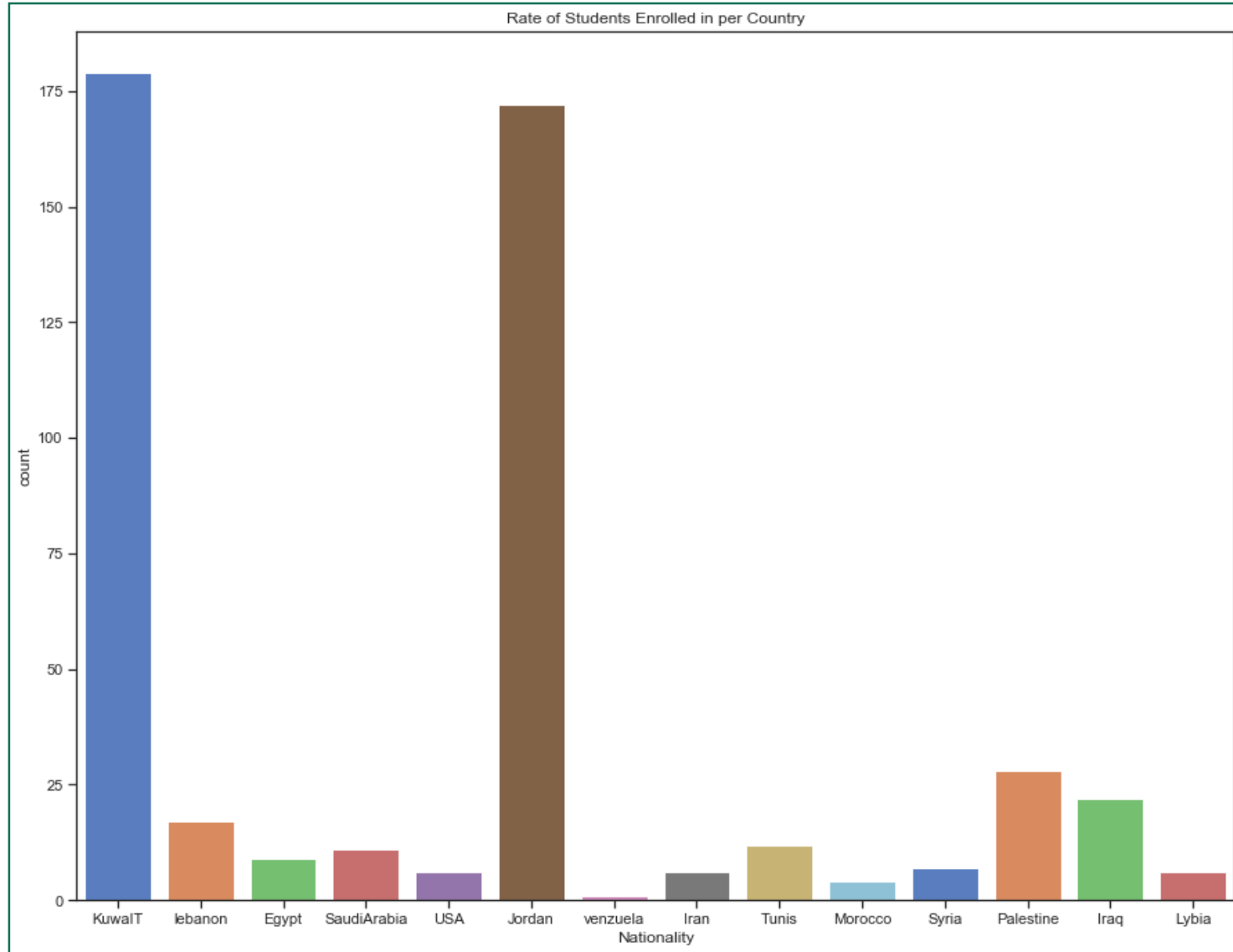
- Ajayi Oluwatomilayo Abiodun
- Okondu Joseph Ifeanyi
- Victoria Abia Ediete
- Adolor Lewis
- Timeyin Blankson
- Muhammad Okunade
- Dele Oyapidan
- Ukara Evelyn Onyekachi
- Nsunhusi Edwin
- Basseyy emmanuel
- Anthony Ewoma

# Brief description of the data set studied

- **SOURCE:** ELAF ABU AMRIEH, THAIR HAMTINI, AND IBRAHIM ALJARAH, THE UNIVERSITY OF JORDAN, AMMAN, JORDAN, [HTTP://WWW.IBRAHIMALJARAH.COM](http://www.ibrahimaljarah.com) [WWW.JU.EDU.JO](http://www.ju.edu.jo)

- **RETRIEVED FROM:** [HTTPS://WWW.KAGGLE.COM/ALJARAH/XAPI-EDU-DATA](https://www.kaggle.com/aljarah/xapi-edu-data)

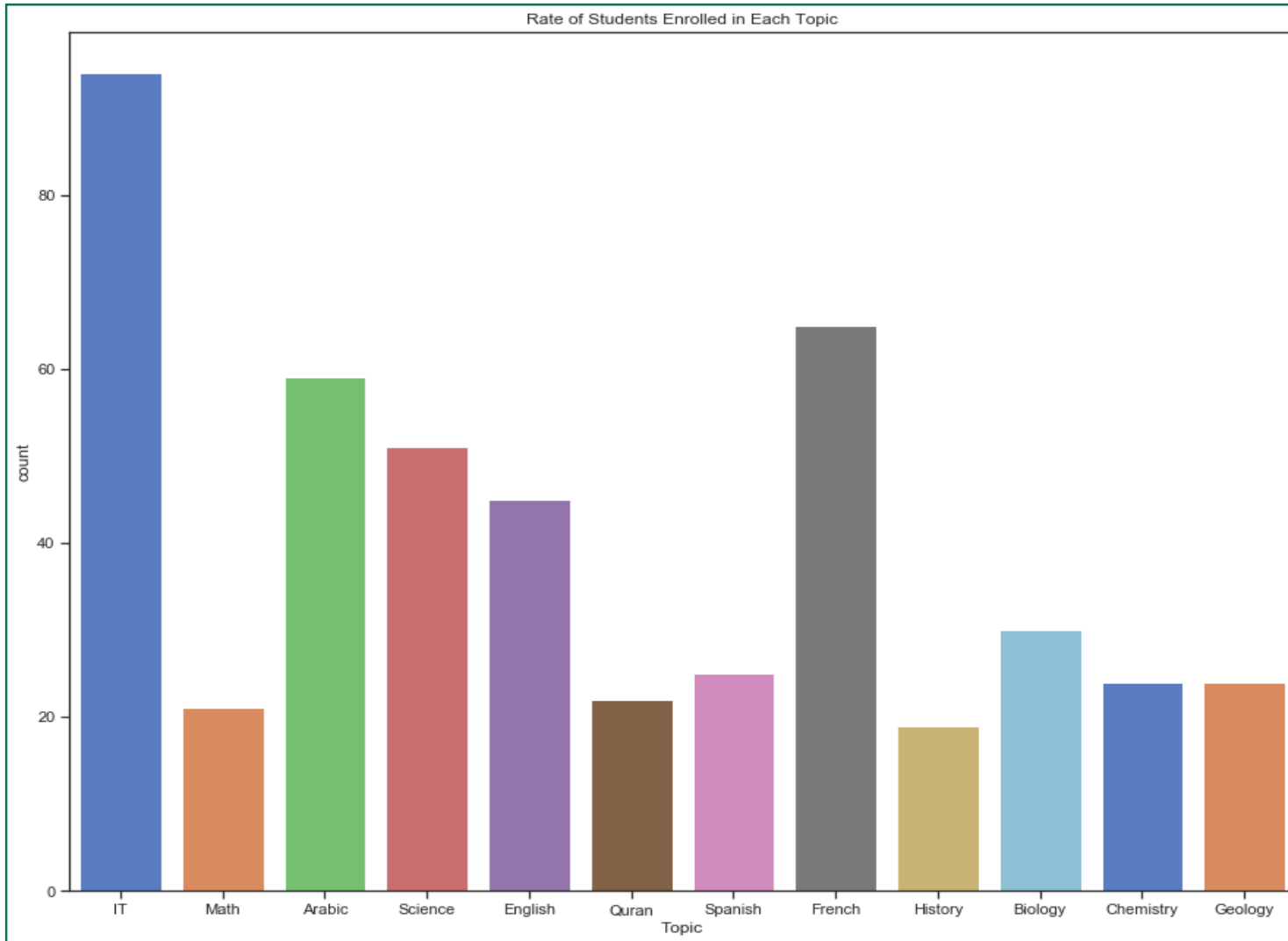
- This is an educational data set which is collected from learning management system (LMS) called Kalboard 360. Kalboard 360 is a multi-agent LMS, which has been designed to facilitate learning through the use of leading-edge technology.
- The data is collected using a learner activity tracker tool, which called experience API (xAPI). The xAPI is a component of the training and learning architecture (TLA) that enables to monitor learning progress and learner's actions like reading an article or watching a training video. The experience API helps the learning activity providers to determine the learner, activity and objects that describe a learning experience. The dataset consists of 480 student records and 16 features. The features are classified into three major categories:
  - (1) Demographic features such as gender and nationality.
  - (2) Academic background features such as educational stage, grade Level and section.
  - (3) Behavioral features such as raised hand on class, opening resources, answering survey by parents, and school satisfaction.



STUDENTS ENROLLED IN EACH COUNTRY

## Summary of students surveyed

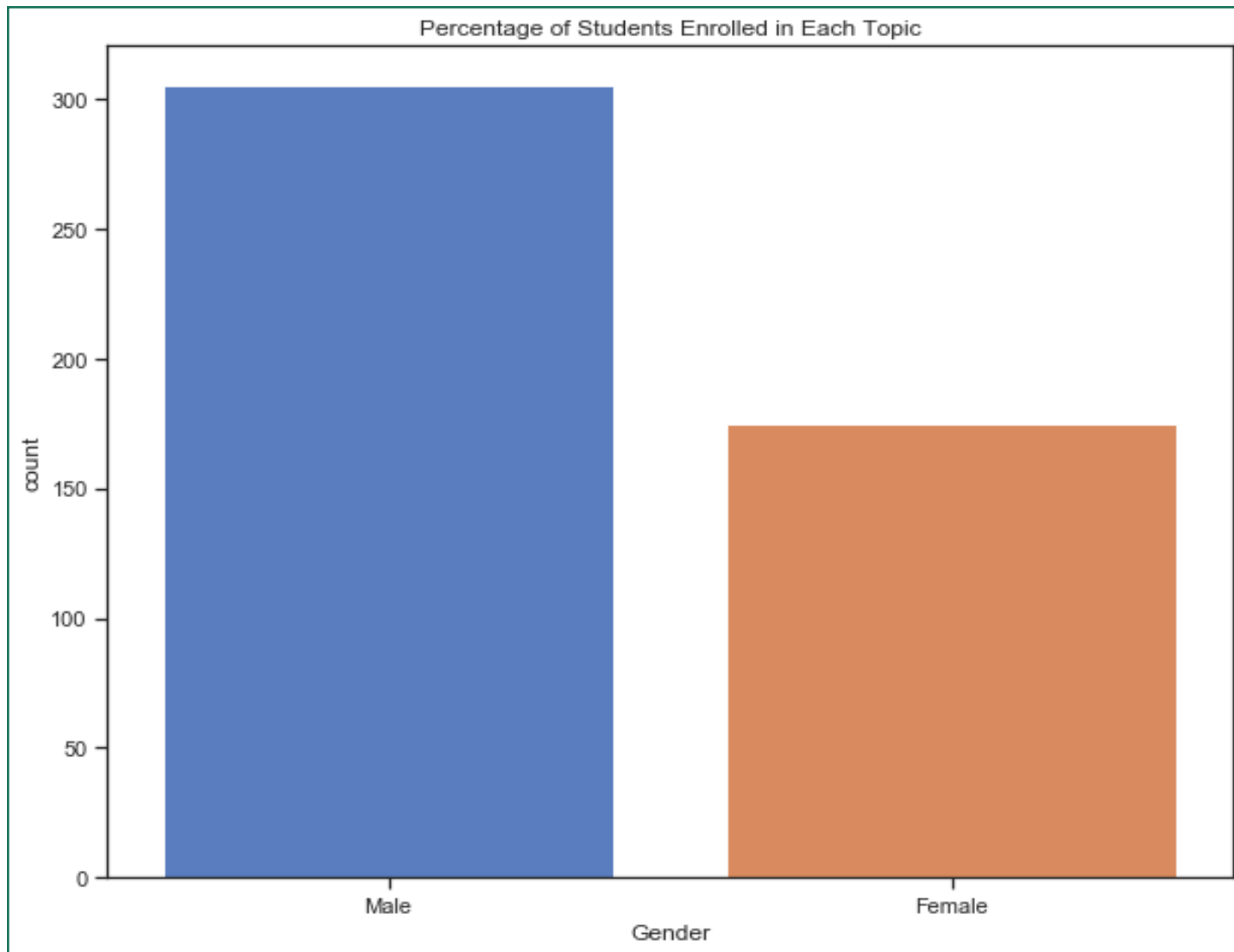
- THE DATASET CONSISTS OF 305 **MALES** AND 175 **FEMALES**.
- THE STUDENTS COME FROM DIFFERENT ORIGINS SUCH AS 179 STUDENTS ARE FROM **KUWAIT**, 172 STUDENTS ARE FROM **JORDAN**, 28 STUDENTS FROM **PALESTINE**, 22 STUDENTS ARE FROM **IRAQ**, 17 STUDENTS FROM **LEBANON**, 12 FROM **TUNIS**, 11 STUDENTS FROM **SAUDI ARABIA**, 9 STUDENTS FROM **EGYPT**, 7 STUDENTS FROM **SYRIA**, 6 STUDENTS FROM **USA**, **IRAN** AND **LIBYA**, 4 STUDENTS FROM **MOROCCO** AND ONE STUDENT FROM **VENEZUELA**.
- THE TOPICS ENROLLED IN ARE IT, FRENCH, ARABIC, SCIENCE, ENGLISH, BIOLOGY, SPANISH, GEOLOGY, CHEMISTRY, QURAN, MATH, HISTORY
- THE STUDENTS ARE PRIMARY AND SECONDARY SCHOOL STUDENTS BETWEEN GRADE 2 AND GRADE 12



RATE OF STUDENTS ENROLLED IN EACH TOPIC

## Summary of students surveyed

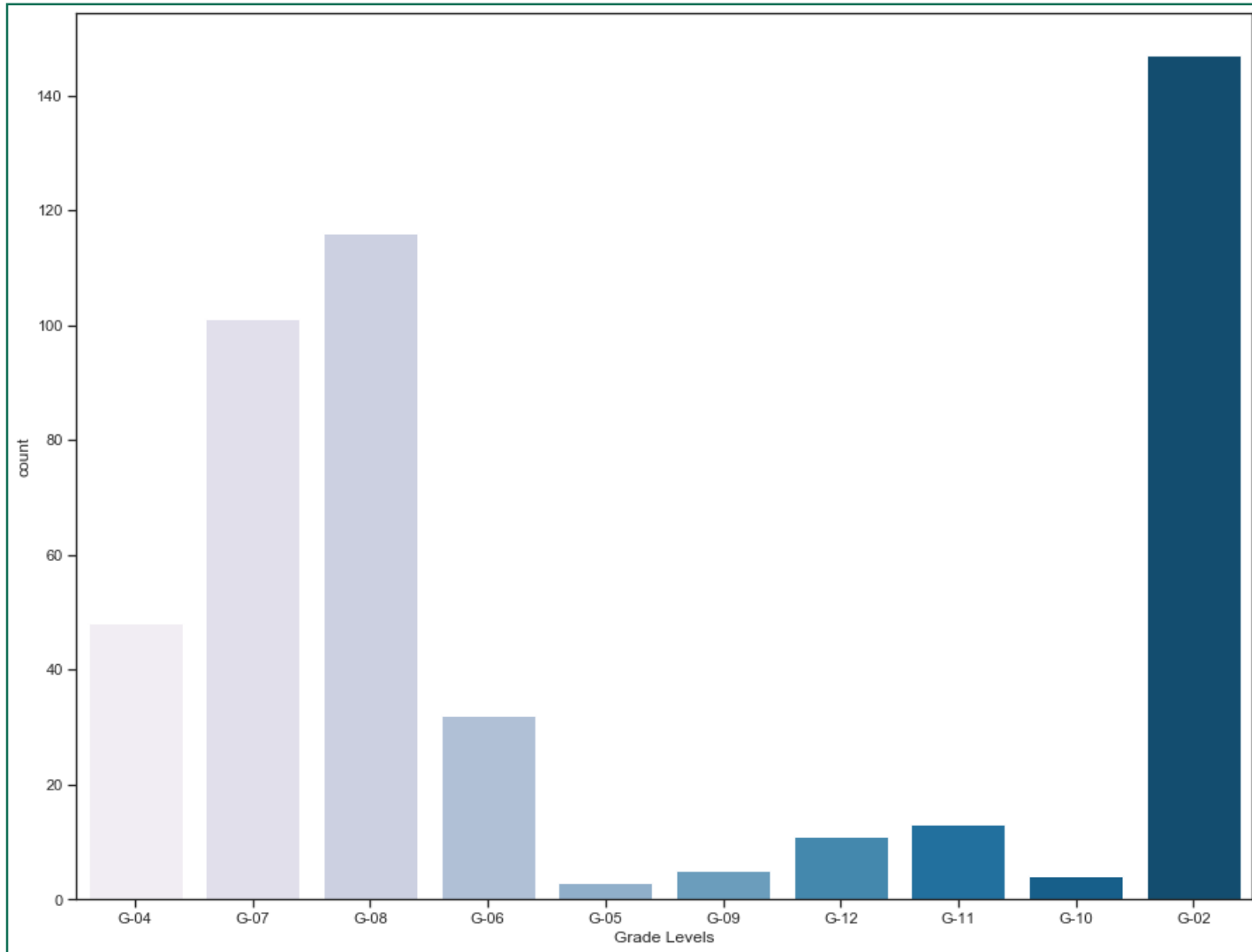
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GENDER DISTRIBUTION OF STUDENTS

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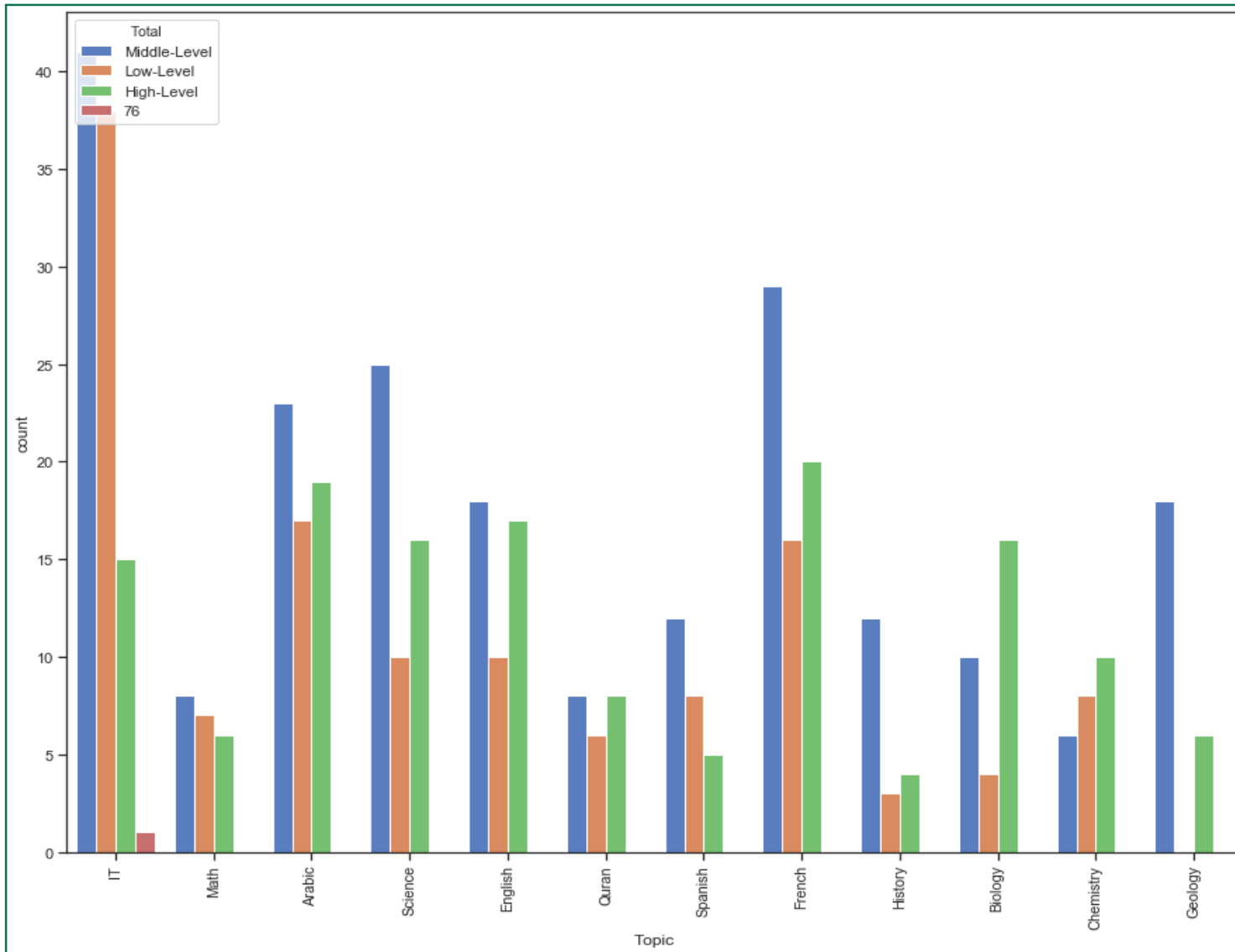
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GRADE LEVEL OF THE STUDENTS SURVEYED

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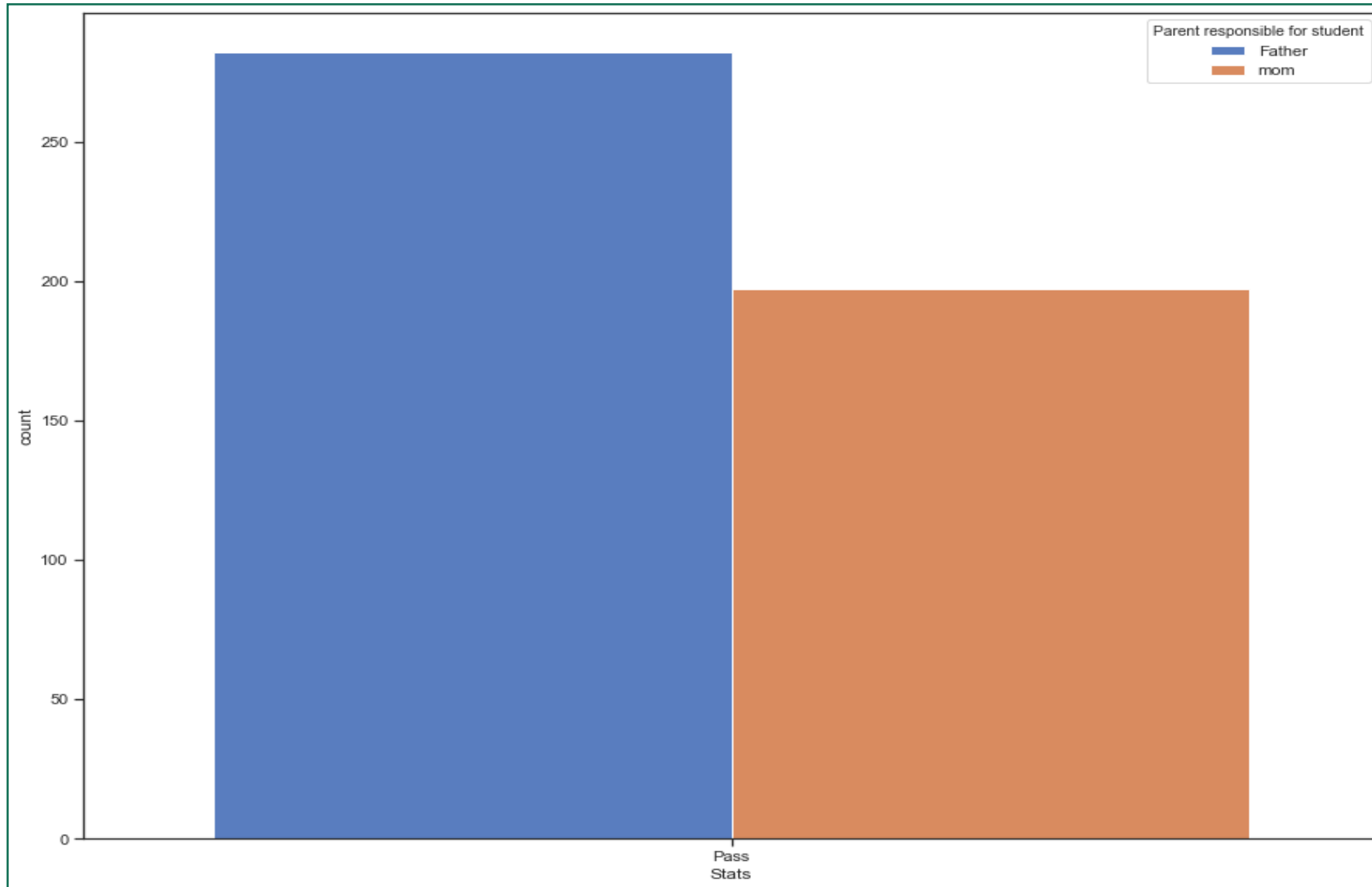


AVERAGE OF STUDENT BY TOPIC

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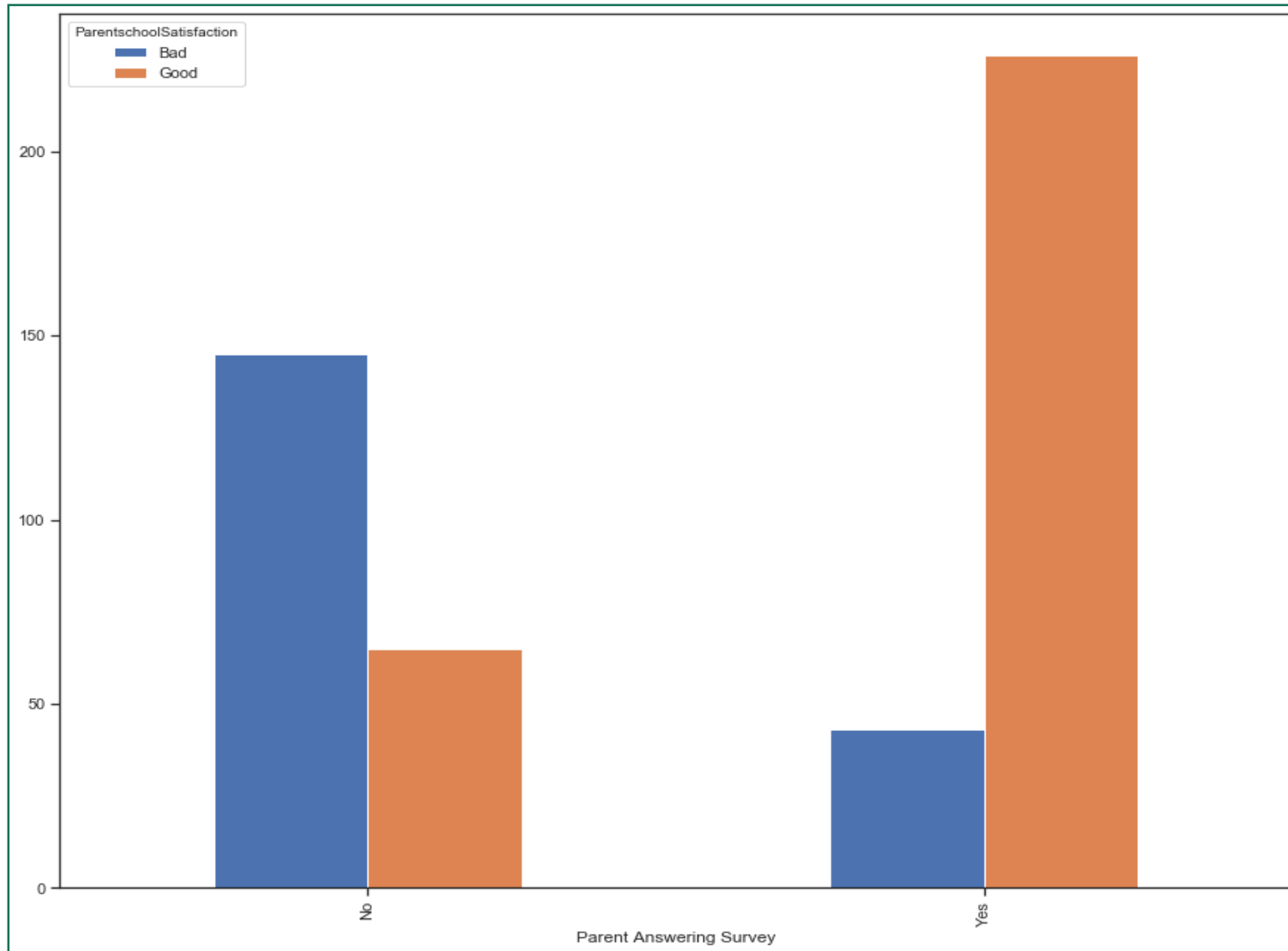




STUDENT SUCCESS BY PARENT RESPONSIBLE

## Student Success by Parent Responsible

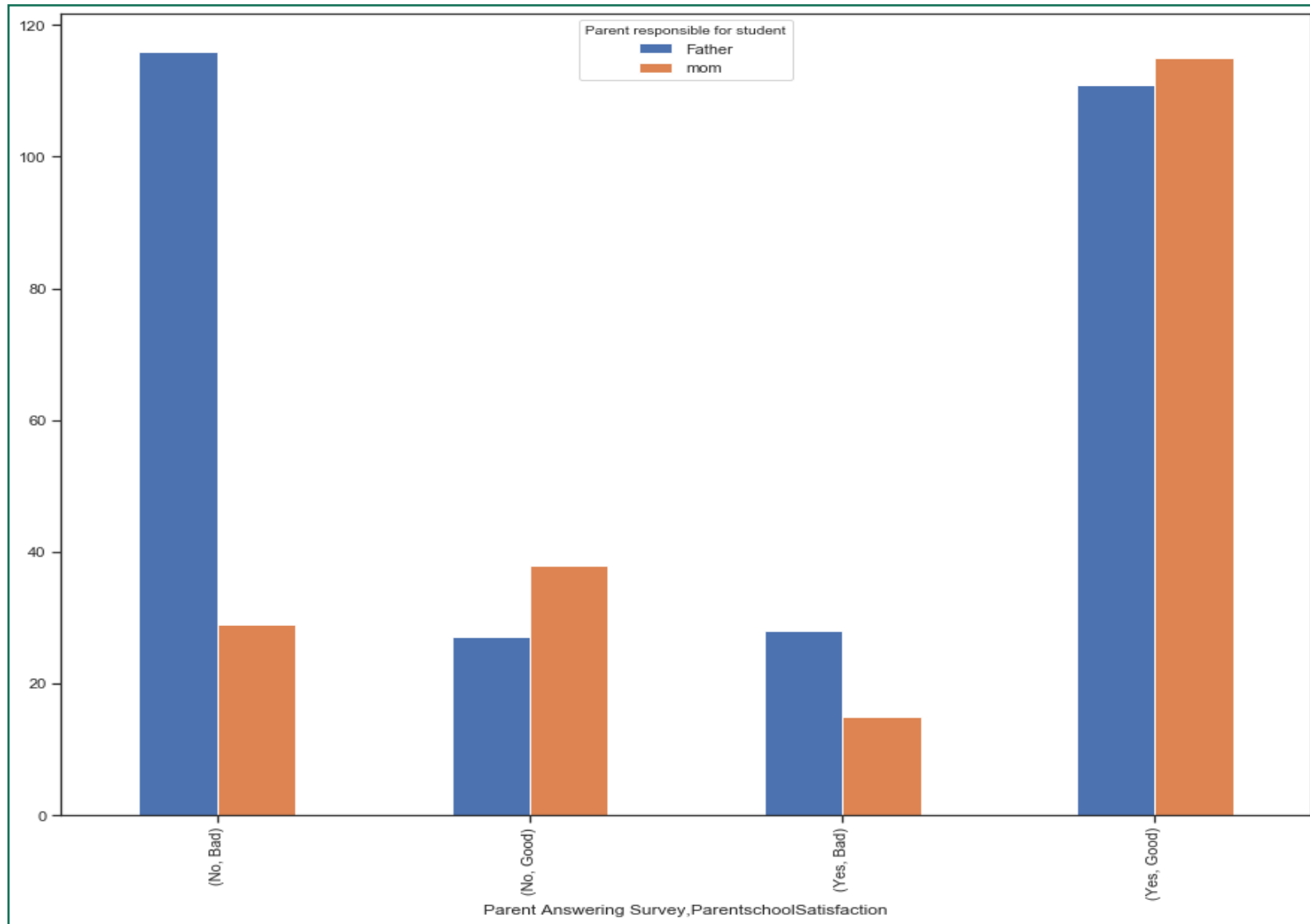
THIS VISUALIZATION  
SHOWS THAT WHEN  
MOTHERS ARE  
RESPONSIBLE, THE  
STUDENTS DO BETTER



**PARENT INVOLVEMENT VS PARENT SATISFACTION**

## COMPARISON BETWEEN PARENT INVOLVEMENT AND PARENT SATISFACTION

THE DATA INDICATES THAT THERE IS A CORRELATION BETWEEN A PARENT'S SATISFACTION WITH HIS/HER WARD'S PERFORMANCE AND THE PARENT'S INVOLVEMENT IN THE CHILD'S ACADEMICS THROUGH ANSWERING SURVEYS



## EFFECT OF WHICH PARENT IS RESPONSIBLE FOR A STUDENT'S EDUCATION ON THE STUDENT PERFORMANCE

THE DATA INDICATES THAT STUDENTS WHOSE MOTHERS ARE RESPONSIBLE FOR THEIR EDUCATION TEND TO HARDLY HAVE LOW LEVEL PERFORMANCES AND THEIR PARENTS SATISFACTION IS MOSTLY GOOD

RATE OF PARENT SATISFACTION IN STUDENTS PERFORMANCE BY THE PARENT RESPONSIBLE AND THEIR PARTICIPATION IN THE SURVEY

# DEDUCTIONS FROM DATA ANALYSIS

FROM THE ANALYSIS OF THE DATASET, THE SUMMARY OF THE DEDUCTIONS ARE AS FOLLOWS;

- THE DATA INDICATES THAT STUDENTS WHO WERE ABSENT FROM CLASS FOR MORE THAN 7 DAYS TEND TO HAVE LOW TO MID LEVEL PERFORMANCE AT BEST WHILE STUDENTS WHO WERE ABSENT FOR LESS THAN 7 DAYS TEND TO HAVE HIGH LEVEL PERFORMANCE AND MID LEVEL PERFORMANCE AT WORST
- THE DATA INDICATES THAT PARENT INVOLVEMENT PLAYS A KEY ROLE IN A STUDENTS OVERALL PERFORMANCE, ALSO MOTHERS HAVE MORE IMPACT ON A CHILD'S PERFORMANCE IN SCHOOL THAN A FATHER WILL PROBABLY HAVE
- THE DATA INDICATES THAT FEMALE STUDENTS TEND TO HAVE HIGH TO MID LEVEL PERFORMANCES WHILE STUDENTS WITH LOW LEVEL PERFORMANCE WERE MOSTLY MALE STUDENTS
- THE DATA INDICATES THAT THERE IS A CORRELATION BETWEEN STUDENT PERFORMANCE IN A PARTICULAR TOPIC AND THEIR PARTICIPATION IN CLASS EITHER THROUGH RAISING HANDS IN CLASS OR THROUGH VIEWING ADDITIONAL RESOURCES OR DISCUSSING ON DISCUSSION GROUPS. STUDENTS WHO PARTICIPATED A LOT IN CLASS HAD HIGH TO MID LEVEL PERFORMANCE WHILE STUDENTS WITH LOW LEVEL PERFORMANCE HAD NOT PARTICIPATED AS MUCH IN CLASS ACTIVITIES.

Thank You