

## Perception Of High School Students Towards Prospective Of School Education And Its Influence On Their Academic Achievement

Mr. S. Bercmans, M.A., M.Ed.\*<sup>1</sup>, Dr. R. Gunasekaran, M.Sc., M.Ed., M.Phil., Ph.D.<sup>2</sup>

<sup>1</sup>Ph.D. (Part-Time) Research Scholar, Reg Number: 16R1612969  
PRIST University, VallamThanjavur. Pin Code – 613 403  
Tamil Nadu State.

<sup>2</sup>Associate Professor & Research Supervisor PRIST University  
VallamThanjavur. Pin Code - 613 403  
Tamil Nadu State.

### ABSTRACT

The modernization of school educational system is the priority and need of hour with the emphasis on individual oriented learning and universalization of education along with due recognition regional and national languages. The critical review of school education is compelling to introduce combination of education of early stages in India and value and personalized education for sustainable livelihood of children and on par with global demands. Despite various advantages of present school system, it is also creating digital divide, self centric and destruction of self esteem because of insufficient of skills and values view of school students on prospective of school education is differing and changing among them based on their needs and requirements and relation with achievement in their academics. The findings show that self esteem, knowledge acquisition and skill development are significantly and positively influencing academic achievement of high school students. Besides, interaction between skill development and self esteem is positively and significantly influencing academic achievement of high school students. So, only five hypotheses are supported by the findings and limitation of the study is also presented.

**Key Words:** Academic Achievement, Perception, Prospective, School Education

How to cite this article: Bercmans S, Gunasekaran R. Perception of High School Students Towards Prospective of School Education and Its Influence on Their Academic Achievement. *Int J Drug Deliv Technol.* 2026;16(37s): 577-585. DOI: 10.25258/ijddt.16.37s.76

### 1. Introduction

The Indian educational system is largely affected by cultural, social, and religious values along with conventional method of teaching and learning in many decades and it is having long historical and multi dimensional values (Arockiasamy and Fernandes, 2020) and now it is decided and modernized by requirements of students, society, and nation for their continuous development (Pandey, 2019) and is matched with growth and expansion of technologies in recent times. The anticipated outcomes and prospective of education especially at school level is changed over time horizons with advanced methods and application of modern and technology embedded learning approaches and strategies for efficient acquisition of knowledge and development of skill sets among students (Sindhujha and Ashok, 2021). Education at school level is the most crucial stage in life of every child and it is connecting with higher education and progress of profession and life. The children are in a better stage in terms of mental, physical, and mental abilities (Geetha and Kumar, 2023) and school education is creating and improving values and self esteem of students.

Realizing the significance of emergence and growth of advancements in technology and science, Indian Government is adopting National Education Policy in frequent time periods for improving quality and standard of school education. The modern education at school level is moving towards acquiring scientific

knowledge at higher level along with continuous development of various skills among school students (Kulal and Nayak, 2020), but ideas of Macaulay is still prevailing in Indian education system and creation and upholding values, morality and ethics are moving away from family to school system in recent decades (Dubey et al. 2022). The modernization of school educational system is the priority and need of hour with the emphasis on individual oriented learning and universalization of education along with due recognition regional and national languages.

The critical review of school education is compelling to introduce combination of education of early stages in India and value and personalized education for sustainable livelihood of children and on par with global demands (Shobana and Kanakarathinam, 2017). The paradigm move is necessary to re-examine the objective of school education and its prospective is going to change completely in the coming years. In spite of various advantages of present school system, it is also creating digital divide, self centric and destruction of self esteem because of insufficient of skills and values (Sharma, 2020) and dimensions of prospective of school education are also highly influencing achievement of students in their academic activities and view of school students on prospective of school education is differing and changing among them based on their needs and requirements and relation with achievement in their academics. Meanwhile, there is no study is carried out relating to perception of high

\*Author for Correspondence: Mr. S. Bercmans, M.A., M.Ed

school students towards prospective of school education and its influence on their academic achievement particularly in Andhra Pradesh state in India. Hence, this research is done in Andhra Pradesh of India among high school students to bridge a research gap.

## 2 Theoretical back ground

### 2.1 Prospective of school education

The prospective of school education is something expected in school education in future and it is the creation of favorable atmosphere (Hrbackova and Hrcirikova, 2020) for assisting effectual learning (Agustina and Cahyono, 2017; Al-Kabbaa et al. 2012) and creation of opportunities for learning (Dumas, 2018). Education is used for acquisition of knowledge (Simpson and Siguaw, 2000; Goldberg et al. 2010; Scarboro, 2012; Stosic, 2015; Dulosa et al. 2019; Alghamdi et al. 2020; Costa et al. 2021; Singh et al. 2023) and it is highly comfortable to students in online class room learning atmosphere and it is meant for enhancing social and emotional adjustments among students (Murray and Malmgren, 2005) and delivery of superior quality of education (Vnouckova et al. 2017) and creativity (Gajda et al. 2017) and development of skills (Hazari et al. 2010; Scarboro, 2012; Mawi and Maisnam, 2014; Dulosa et al. 2019; Alghamdi et al. 2020; Costa et al. 2021; Dubey et al. 2022) and problem solving oriented learning (Wilder, 2015) and activity based learning (Barak and Portnov-Neeman, 2013) and creation of value (Shrivastava, 2017; Dulosa et al. 2019; Pamela et al. 2020; Singh et al. 2023) and self esteem (Bruno and Njoku, 2014; Demirdag, 2015; Akin and Radford, 2018; Dulosa et al. 2019; Singh et al. 2023) of school students.

### 2.2 Academic achievement

Academic achievement is the distinguishing the capacity of students for gaining skills and knowledge effectually (Preeti, 2013; Saki and Nadari, 2018) and it is the assessment of performance of students in their academic activities (Zahed-Babelan and Moenikia, 2010; Yahaya et al. 2012; Suhi et al. 2020; Nunes et al. 2023). It is referring to the extent of success of students in obtaining required skills from their studies in school environment formally (Duru et al. 2014; Jaiswal and Choudhuri, 2017; Oyoo et al. 2020) and it is the evaluation of getting knowledge of students through their studies and learning (Mega et al. 2014; Mwangi et al. 2015; Booth et al. 2018; Sumi et al. 2021) and mostly it is the assessment of skills obtained by students rather than capability for responding questions (Ghazvini, 2011; Fernández-Lasarte et al. 2019; Sarchami et al. 2020). Academic achievement of individuals in schools is the outcome of learning the extent to which they attain their educational objectives (Bala and Shaafiu, 2016; Oysh et al. 2021; Perinelli, et al. 2022; Rani et al. 2023) and it is generally assessed by means of marks scored by them in their

examinations (Lee and Zuze, 2011; Vijayapriya and Nellaiyapan, 2012; Peerzada, 2019; Periasamy, 2021; Kaur, 2022) and it is the most significant aspect of school students.

### 2.3 Prospective of school education and academic achievement

Knowledge acquisition (Peng et al. 2019; Djangone and El-Gayar, 2021; Zehra et al. 2022; Li et al. 2023), skill development (Abdi and Davoudi, 2015; Sharma et al. 2016; Isaac, 2019; Casali and Meneghetti, 2023; Suman et al. 2023), value creation (Bowden and D'Alessandro, 2011; Dziewanowska, 2017; Al-Khoury and Khatib, 2018; Lubicz-Nawrocka, 2019; Gamage et al. 2021) and self esteem (Rahmani, 2011; Sheykhjan et al. 2014; Uzair-ul-Hassan et al. 2017; Kariuki et al. 2019; Nne and Ekene, 2020; Kim et al. 2021; Hassan and Ravi, 2022) have significant and positive influence on academic achievement of school or college students.

## 3 Hypotheses of the Study

In the backdrop of above theoretical underpinnings, the hypotheses are coined and tested empirically are:

H<sub>1</sub>: Knowledge acquisition is positively influencing academic achievement of high school students.

H<sub>2</sub>: Skill development is positively influencing academic achievement of high school students.

H<sub>3</sub>: Value creation is positively influencing academic achievement of high school students.

H<sub>4</sub>: Self esteem is positively influencing academic achievement of high school students.

H<sub>5</sub>: Self-esteem moderates' relation between skill development and academic achievement of high school students.

H<sub>6</sub>: Self-esteem moderates' relation between value creation and academic achievement of high school students.

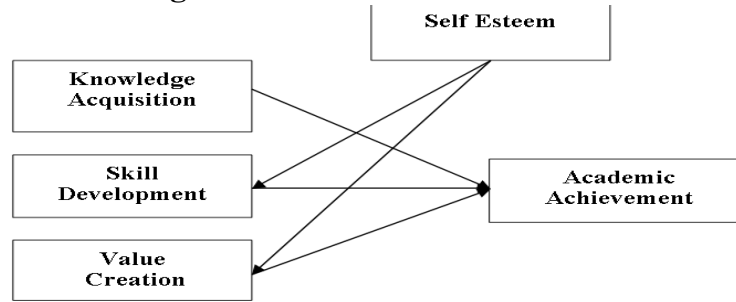
## 4 Methodology

Andhra Pradesh state in India had opted for conducting the present study. Random sampling method had employed for choosing high school students. The structured questionnaire had sent to 1000 high school students in Andhra Pradesh and after careful examination of questionnaire, 400 usable questionnaires had selected and used in the analysis. Mean, SD and correlation and regression analysis had used to analyze the data gathered from high school students.

## 5 Measurement of Scale

This study had used constructs developed and standardized by author (2023) and this research employs a five-point Likert scale to assess the variables in constructs, ranging from "strongly agree" to "strongly disagree." The research model employed in this study is illustrated in Figure - 1.

**Figure – 1: Research Model**



**6 Results**

6.1 Background information about high school students

Among 400 high school students, 215 of them (53.75%) are males, whereas, 185 of them (46.35%) are females, 179 students (44.75%) are studying in private schools, while, 95 of them (23.75%) are studying in

Government aided schools, 237 of them (59.25%) are studying in urban schools and 163 of them (40.75%) are studying in rural schools, 281 of them (70.25%) are studying in English medium, whilst, 119 of them (29.75%) are studying in Telugu medium and 262 of them (65.50%) are living in nuclear family and 138 of them (34.50%) are living in joint family (Table 1).

**Table 1** Background information about high school students

Background information	Number (n = 400)	%
Gender		
Male	215	53.75
Female	185	46.35
Type of School		
Government	126	31.50
Government Aided	95	23.75
Private	179	44.75
Location of School		
Urban	237	59.25
Rural	163	40.75
Medium of Instruction		
English	281	70.25
Telugu	119	29.75
Type of Family		
Joint	138	34.50
Nuclear	262	65.50

6.2 Descriptive statistics of constructs

Table 2 discloses mean, standard deviation and coefficient of correlation among constructs. The results imply that a positive and statistically significant relation exists among the constructs in 1% level. There prevails a comparatively high and positive correlation (r = 0.58) among knowledge acquisition and academic

achievement. The correlation coefficients are less than 0.80 for all constructs, implying the absence of multicollinearity among the constructs. This is also confirmed by calculating the Variance Inflation Factor (VIF) for all independent variables, which are smaller than 2, revealing the absence of multicollinearity.

**Table 2** Mean, SD and correlation coefficients

Constructs	Mean	SD	1	2	3	4	5
1. Knowledge Acquisition	3.91	0.41	1				
2. Skill Development	3.84	0.49	0.47**	1			
3. Value Creation	3.88	0.44	0.42**	0.43**	1		

Perception Of High School Students Towards Prospective Of School Education And Its Influence On Their Academic Achievement

4. Self Esteem	3.80	0.53	0.45**	0.46**	0.48**	1	
5. Academic Achievement	3.93	0.36	0.58**	0.53**	0.55**	0.51**	1

\*\* Significant in 1% level

**Table 3** Reliability and validity

Constructs	CR	AVE	DV
Knowledge Acquisition	0.75	0.72	0.70
Skill Development	0.73	0.67	0.66
Value Creation	0.74	0.69	0.68
Self Esteem	0.72	0.66	0.65
Academic Achievement	0.77	0.73	0.71

6.3 Reliability and validity

The reliability and validity for constructs are shown in Table 3.

From the above table, it is clear that the Composite Reliability (CR) values for the constructs are above 0.70. The Average Variance Extracted (AVE) values are higher than 0.50 and the Discriminant Validity (DV) values are greater than 0.60. These findings demonstrate that the constructs included in this study are having an excellent convergent validity.

6.4 Influence of perception of high school students towards prospective of school education in terms of knowledge acquisition, skill development, value creation on academic performance of high school students with moderate effect of self esteem

Regression analysis is used to analyze influence of perception of high school students towards prospective of school education in terms of knowledge acquisition, skill development, value creation on academic performance of high school students with moderate effect of self esteem and the results are disclosed in Table 4. In Model 1, gender, type of school, location of school, medium of instruction and type of family of high school students are included as independent variables and academic achievement of high school students is included as dependent variable because these independent variables have significant influence on academic achievement of high school students.

In Model 2, in addition to gender, type of school, location of school, medium of instruction and type of family of high school students, knowledge acquisition, skill development, value creation and self esteem are included as independent variables and academic achievement of high school students is included as dependent variable because in addition to background information, knowledge acquisition, skill development, value creation and self esteem and interaction between skill development and self esteem and interaction between value creation and self esteem also have significant influence on academic achievement. Meanwhile, self esteem is the moderating variable between skill development and academic achievement and between value creation and academic achievement of high school students. The significant of regression co-efficient are tested at 1% level based on t-statistic values.

value creation and self esteem have also significant influence on academic achievement of high school students.

In model 3, in addition to gender, type of school, location of school, medium of instruction and type of family of high school students, knowledge acquisition, skill development, value creation and self esteem and interaction between skill development and self esteem and interaction between value creation and self esteem are also included as in dependent variables and academic achievement of high school students is included as dependent variable because in addition to background information, knowledge acquisition, skill development, value creation and self esteem and interaction between skill development and self esteem and interaction between value creation and self esteem also have significant influence on academic achievement. Meanwhile, self esteem is the moderating variable between skill development and academic achievement and between value creation and academic achievement of high school students. The significant of regression co-efficient are tested at 1% level based on t-statistic values.

**Table 4** Results of regression analysis

Particulars	Model 1 Regression efficient (Unstandardized)	co-	Model 2 Regression efficient (Unstandardized)	co-	Model 3 Regression efficient (Unstandardized)	co-
Intercept	28.175**		31.635**		34.914**	
Gender	8.383**		7.776**		7.671**	
Type of School	6.640**		5.975**		5.862**	
Location of School	1.467		1.567		1.415	
Medium of Instruction	7.335**		6.940**		5.990**	
Type of Family	5.184**		5.406**		5.188**	

## Perception Of High School Students Towards Prospective Of School Education And Its Influence On Their Academic Achievement

Knowledge Acquisition	-	2.187**	2.203**
Skill Development	-	1.975**	2.031**
Value Creation	-	1.011	1.309
Self Esteem	-	2.261**	2.793**
Skill Development x Self Esteem	-	-	1.234**
Value Creation x Self Esteem	-	-	1.021**
R Squared	0.19	0.41	0.49
Adjusted R Squared	0.17	0.39	0.47
F-Value (ANOVA Test)	11.305**	26.750**	35.574**

\*\* Significant in 1 level

The model 1 shows that the regression coefficients of gender ( $\beta = 8.383$ ), type of school ( $\beta = 6.640$ ), medium of instruction ( $\beta = 7.335$ ) and type of family ( $\beta = 5.184$ ) are significant in 1% level and the model 1 is significant in 1% level (Adjusted R Squared = 0.17; F = 11.305) and it explains that 17.00% of variation in academic achievement of high school students. It is inferred that gender, type of school, medium of instruction and type of family are significantly and positively influencing academic achievement of high school students in 1% level. The model 2 indicates that the regression coefficient of knowledge acquisition ( $\beta = 2.187$ ), skill development ( $\beta = 1.975$ ) and self esteem ( $\beta = 2.261$ ) are significant in 1% level. It is inferred that self esteem; knowledge acquisition and skill development are significantly and positively influencing academic achievement of high school students. The model is significant in 1% level (Adjusted R Squared = 0.39; F = 21.848) and it explains that 39.00% of variation in academic achievement of high school students.

The model 3 reveals that the regression coefficient of interaction between skill development and self esteem is significant ( $\beta = 1.234$ ) in 1% level and it is supporting that interaction between skill development and self esteem is positively and significantly influencing academic achievement of high school students. The regression coefficient of interaction between value creation and self esteem is significant ( $\beta = 1.021$ ) in 1% level and it is supporting that interaction between value creation and self esteem is also positively and significantly influencing academic achievement of high school students. It is inferred that self esteem moderates relation between skill development and academic achievement and value creation and academic achievement of high school students. The interaction model is also significant in 1% level (Adjusted R Squared = 0.47; F = 35.574) and it explains that 47.00% of variation in academic achievement of high school students. Among these three models, Adjusted R Squared for model 3 is better as compared to model 1 and model 2.

### 7 Discussion

The outcome of this research reveals that knowledge acquisition is significantly positively influencing academic achievement of high school students and this

finding is confirmed by the studies of Peng et al. (2019), Djangone and El-Gayar, (2021), Zehra et al. (2022) and Li et al. (2023). Further, skill development is significantly and positively influencing academic achievement of high school students and it is on par with findings of Abdi and Davoudi, (2015), Sharma et al. (2016) Isaac, (2019), Casali and Meneghetti, (2023) and Suman et al. (2023). Furthermore, value creation is significantly and positively influencing academic achievement of high school students and it is supported by the outcomes of research works carried out by Bowden and D'Alessandro, (2011), Dziewanowska, (2017), Al-Khoury and Khatib, (2018), Lubicz-Nawrocka, (2019) and Gamage et al. (2021). Besides, self esteem is significantly and positively influencing academic achievement of high school students and this finding is also confirmed by the studies of Rahmani, (2011), Sheykhjan et al. (2014), Uzair-ul-Hassan et al. (2017), Kariuki et al. (2019), Nne and Ekene, (2020), Kim et al. (2021) and Hassan and Ravi, (2022). Meanwhile, the findings also clarify that interaction between skill development and self esteem is positively and significantly influencing academic achievement and interaction between value creation and self esteem is also positively and significantly influencing academic achievement of high school students and no studies in earlier periods are conducted in this direction.

### 8 Conclusion, limitation and area for further research

The current research is concluded that perception of high school students towards prospective of school education in terms self esteem, knowledge acquisition and skill development are significantly and positively influencing academic achievement of high school students. Besides, interaction between skill development and self esteem is positively and significantly influencing academic achievement of high school students. So, only five hypotheses are supported by the findings. This study is limited to high school students in Andhra Pradesh and the sample size is also limited to 400 only. The future research may be taken as emotional intelligence as a mediator among aspects of perception towards prospective of school education and academic performance at higher secondary level in Andhra Pradesh and also in other regions of India and the nation as a whole.

**References:**

1. Abdulaziz Fahad Al-Kabbaa, Hashim Hassan Ahmad, Abdalla Abdelwahid Saeed, Abdelshakour Mohammed Abdalla and Ali Ahmed Mustafa. (2012). 'Perception of the learning environment by students in a new medical school in Saudi Arabia: Areas of concern', *Journal of Taibah University Medical Sciences*, Vol.7, No.2, pp.69-75.
2. Abhinandan Kulal and Anupama Nayak. (2020). 'A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi district', *Asian Association of Open Universities*, Vol.15, No.3, pp.285-296.
3. Agustina, E. and Cahyono, B.Y. (2017). 'Perceptions of Indonesian teachers and students on the use of quipper school as an online platform for extended EFL learning', *Journal of Language Teaching and Research*, Vol.8, No.4, pp.794-805.
4. Akin, I., and Radford, L. (2018). 'Exploring the development of student self-esteem and resilience in urban schools', *Contemporary Issues in Education Research*, Vol. 11, No. 1, pp. 15-22.
5. Anyanwu Adeline Nne and Emesi Kingsley Ekene. (2020). 'Secondary school students' self-esteem and achievement goal orientation as correlate of academic achievement in mathematics in Anambra state', *International Journal of Multidisciplinary and Current Educational Research*, Vol.2, No.5, pp.218-226.
6. Armel Djangone & Omar El-Gayar. (2021). 'An empirical study of the impact of knowledge acquisition, sharing and utilization on organizational performance of higher education institutions (HEIs), and the moderating role of organizational culture', *Issues in Information Systems*, Vol.22, No.4, pp. 258-268.
7. Arockiasamy, T. and Fernandes, S. (2020). 'Philosophy and education with reference to Indian context', *Studies in Indian Place Names*, Vol.40, No.20, pp.265-270.
8. Barak, M., and Portnov-Neeman, Y. (2013). 'Exploring students' perceptions about learning in school: An activity theory based study', *Journal of Education and Learning*, Vol. 2, No. 3, pp. 9-24.
9. Booth, A. L., Cardona-Sosa, L. and Nolen, P. (2018). 'Do single-sex classes affect academic achievement? An experiment in a coeducational university', *Journal of Public Economics*, Vol. 168, No.1, pp. 109-126.
10. Bowden, J. L. H. and D'Alessandro, S. (2011). 'Co-creating value in higher education: The role of interactive classroom response technologies', *Asian Social Science*, Vol.7, No.11, pp.35-49.
11. Bruno, U.D.O., and Njoku, J. (2014). 'The role of the teacher in improving student's self-esteem', *International Journal of Academic Research in Progressive Education and Development*, Vol. 3, No. 1, pp. 47-53.
12. Casali, N. and Meneghetti, C. (2023). 'Soft skills and study-related factors: direct and indirect associations with academic achievement and general distress in university students', *Education Sciences*, Vol.13, No.10, pp. 1-14.
13. Catarina Nunes, Tiago Oliveira, Mauro Castelli and Frederico Cruz-Jesus. (2023). 'Determinants of academic achievement: how parents and teachers influence high school students' performance', *Heliyon*, Vol. 9, No.7, pp. 1-16.
14. Charles Corbin Pamela, Hodges Kulinna Pamela and Benjamin A Sibley. (2020). 'A dozen reasons for including conceptual physical education in quality secondary school programs', *Journal of Physical Education Recreation & Dance*, Vol. 24, No.1, pp. 40-49.
15. Costa, A., da Silva Campos Costa, N. M. and Pereira, E. (2021). 'Educational environment assessment by multi professional residency students: new horizons based on evidence from the DREEM', *Medical Science Educator*, Vol. 31, No.2, pp.429-437.
16. Demirdag, S. (2015). 'Classroom management and students' self-esteem: creating positive classrooms', *Educational Research and Reviews*, Vol. 10, No. 2, pp. 191-197.
17. Dubey, G., Hasan, M. and Alam, A. (2022). 'Artificial intelligence (ai) and Indian education system: promising applications, potential effectiveness and challenges', *Journal of Higher Education*. Vol. 14, No.2, pp. 259-269.
18. Dumas, D. (2018). 'Understanding high school students' perceptions of their learning opportunities: a doubly latent approach', *Frontiers in Education*, Vol. 3, No. 10, pp. 1-21.
19. Duru, J.E., Duru, S and Balkis, M. (2014). 'Analysis of relationships among burnout, academic achievement, and self-regulation', *Journal of Educational Sciences: Theory and Practice*, Vol. 14, No. 4, pp. 1274-1284.
20. Dziejwanowska, K. (2017). 'Value types in higher education – students' perspective. *Journal of Higher Education Policy and Management*, Vol.39, No.3, pp.235-246.
21. Enrico Perinelli, Francesco Pisanu, Daniele Checchi, Laura Francesca Scalas and Franco Fraccaroli(2022). 'Academic self-concept change in junior high school students and relationships with academic achievement', *Contemporary Educational Psychology*, Vol.69, No.1, pp.1-20.
22. Falguni Singh, Monika Saini, Ashish Kumar, Seeram Ramakrishna and Mousumi Debnath. (2023). 'Perspective of educational environment on students' perception of teaching and learning', *Learning Environments Research*, Vol. 26, No. 10, pp. 337-359.
23. Ferdousi Jahan Oyshi, Sadia Sharmin Suhi, Afsana Sultana, Nusrat Jahan and Md. Tanvir

- Hossain. (2021). 'The academic achievement of secondary students in bangladesh: assessing the role of socioeconomic status, school attributes, and academic activities', *Hindawi Education Research International*, Vol. 15, No.10, pp. 1-10.
24. Fernández-Lasarte, O., Ramos-Díaz, E., Goñi, E. and Rodríguez-Fernández, A. (2019). 'Comparative study between higher and secondary education: effects of perceived social support, self-concept and emotional repair on academic achievement', *Review on Facts in Education*, Vol.22, No.8, pp. 165-185.
  25. Gajda, A., Beghetto, R. A., and Karwowski, M. (2017). 'Exploring creative learning in the classroom: a multi-method approach', *Thinking and Skills Creation*, Vol. 24, No. 1, pp. 250-167.
  26. Gamage, K.A.A., Dehideniya, D.M.S.C.P.K. and Ekanayake, S.Y. (2021). 'The role of personal values in learning approaches and student achievements', *Behavioral Science*, Vol.11, No.10, pp.1-23.
  27. Geetha, B. and Sharath Kumar, C.R. (2023). 'A study on emotional intelligence among secondary school students', *EPR International Journal of Multidisciplinary Research*, Vol.9, No.11, pp.222-228.
  28. Goldberg, L., Parham, D., Coufal, K., Maeda, M., Scudder, R., and Sechtem, P. (2010). 'Peer review: the importance of education for best practice', *Journal of College Teaching & Learning*, Vol. 7, No. 2, pp. 71-84.
  29. Hassan, D. and Katta Ravi. (2022). 'A study of relationship between self esteem and academic achievement of secondary school student', *Journal of Emerging Technologies and Innovative Research*, Vol.9, No.3, pp.10-17.
  30. Hazari, Z., Sonnert, G., Sadler, P. M., and Shanahan, M.C. (2010). 'Connecting high school physics experiences, outcome expectations, physics identity, and physics career choice: a gender study', *Journal of Research in Science and Technology*, Vol. 47, No. 4, pp. 978-1003.
  31. hobana, S. and Kanakarathinam, R. (2017). 'Awareness and need of ethics and values in education for students: a study among college teachers in Pollachi region', *International Journal of Current Research Review*, Vol.9, No.9, pp.26-31.
  32. Hrbackova, K. and Hrcirikova, Z. (2022). 'The perception of school life from the perspective of popular and rejected students', *Frontiers in Psychology*, Vol. 13, No. 10, pp. 1-9.
  33. Kim, J.Y., Kim, E. and Lee, I. (2021). 'Influence of self-esteem of middle school students for mental care on academic achievement: based on the mediation effect of GRIT and academic enthusiasm', *International Journal of Environmental Research and Public Health*, Vol.18, No.10, pp.1-13
  34. .Kumar Jaiswal, S. and Choudhuri, R. (2017). 'Academic self concept and academic achievement of secondary school students', *American Journal of Educational Research*, Vol.5, No.10, pp.1108-1113.
  35. Lee. V.E. and Zuze, T.L. (2011). 'School resources and academic performance in sub-Saharan Africa', *Comparative Education Review*, Vol. 55, No.3, pp. 369-397.
  36. Lubicz-Nawrocka, T. (2019b). More than just a student: how co-creation of the curriculum fosters third spaces in ways of working, identity, and impact. *International Journal for Students as Partners*, Vol.3, No.1, pp.34-49.
  37. Ma. Sydney S. Dulosa, Rannel Erlan Inocian, Mary Rose A. Bokeron and Jerald Moneva. (2019). 'Perception of students towards education', *International Journal of Novel Research in Education and Learning*, Vol. 6, No. 1, pp. 35-45.
  38. Manpreet Kaur. (2022). 'A study of emotional intelligence in relation to academic achievement of senior secondary student', *Journal of Research in Humanities and Social Science*, Vol.10, No.4, pp.14-17.
  39. Masuomeh Abdi and Rasol Davoudi. (2015). 'Investigating the relationship between life skills and academic achievement of high school students', *Journal of Applied Environmental and Biological Sciences*, Vol.5, No.3, pp.47-51.
  40. Mawi, C.I., and Maisnam, P. (2014). 'Attitude and perception of the students towards higher secondary education in Churachanpur District of Manipur', *International Journal of Interdisciplinary and Multidisciplinary Studies*, Vol. 2, No. 1, pp. 97-104.
  41. Mega, C., Ronconi, L. and De Beni, R. (2014). 'What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement', *Journal of Educational Psychology*, Vol. 106, No.1, pp. 121-131.
  42. Mercy Nkinga Kariuki, Fredrick Ogolla and Mwaura Kimani. (2019). 'Influence of self-esteem on students' academic performance in secondary schools in Tharaka Nithi county, Kenya', *Journal of Education and Practice*, Vol.10, No.2, pp.147-160.
  43. Michael Yao-Ping Peng, Zhaohua Zhang and Sophia Shi-Huei Ho. (2019). 'A study on the relationship among knowledge acquisition sources at the teacher- and college-level, student absorptive capacity and learning outcomes: using student prior knowledge as a moderator', *Educational Sciences: Theory & Practice*, Vol.19, No.2, pp. 22-39.
  44. Murray, C. and Malmgren, K. (2005). 'Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment

- and lessons learned', *Journal of School Psychology*, Vol.43, No.2, pp.137-152.
45. Mangi, C.N., Okatcha, F.N., Kinai, T. K. and Ireri, A. M. (2015). 'Relationship between academic resilience and academic achievement among secondary school students in Kiambu county, Kenya,' *International Journal of School and Cognitive Psychology*, Vol. 2, No. 1, pp. 1-5.
  46. Najmah Peerzada. (2019). 'Emotional intelligence, learning styles and academic achievement of science and social science higher secondary school students', *International Journal of Applied Social Science*, Vol.6, No.6, pp. 1392-1398.
  47. Obilor Esezi Isaac. (2019). 'Soft skills and students' academic achievement', *International Journal of Innovative Psychology & Social Development*, Vol.7, No.2, pp. 27-37.
  48. Pandey, S. K. (2019). School education system in India before and after independence. *International Journal of Research and Analytical Reviews*, Vol.6, No.2, pp.613-618.
  49. Parisa Rahmani. (2011). 'The relationship between self-esteem, achievement goals and academic achievement among the primary school students', *Procedia-Social and Behavioral Sciences*, Vol.29, No.4, pp.803-808.
  50. Periasamy, R. (2021). 'Mental health and emotional intelligence on academic achievement of higher secondary school students with special reference to family related variables', *International Research Journal of Modernization in Engineering Technology and Science*, Vol.3, No.3, pp.986-993.
  51. Pierre Al-Khoury and Anis Khatib. (2018). 'The effect of value creation on student satisfaction in higher education institutions in Lebanon', *International Journal of Managerial Studies and Research*, Vol.6, No.6, pp.16-21.
  52. Preeti, B. (2013). 'Role of emotional intelligence for academic achievement for students', *Research Journal of Educational Sciences*, Vol.1, No.2, pp.8-12.
  53. reeti Bala and Kausar Quraish Shaafiu. (2016). 'Academic achievement of secondary school students in relation to their problem-solving ability and examination anxiety'. *The International Journal of Indian Psychology*, Vol. 4, No.66, pp. 138-154.
  54. Reetu Sharma, Vandana Goswami and Purnima Gupta. (2016). 'Social skills: their impact on academic achievement and other aspects of life', *International Journal for Innovative Research in Multidisciplinary Field*, Vol.2, No.7, pp. 219-224.
  55. Saki, K. and Nadari, M. (2018). 'The relationship between self-regulated learning, academic self-concept and the academic achievement motivation of students in the second grade of high school', *Middle East Journal of Family Medicine*, Vol.16, No.2, pp.324-335.
  56. Sarchami, R., Rajaei, S. and Aalaei, S. (2020). 'Evaluation of the relationship between religious beliefs and academic achievements of dental students', *Journal of Education and Health Promotion*, Vol. 9, No.2, pp. 305-319.
  57. Sarla Rani, Anjali, Usha and Sudesh. (2023). 'A study of academic achievement of secondary school students in relation to self-concept', *The International Journal of Indian Psychology*, Vol.11, No.2, pp.2868-2872.
  58. Sayid Dabbagh Ghazvini. (2011). 'Relationships between academic self-concept and academic performance in high school students', *Procedia-Social and Behavioral Sciences*, Vol.15, No.10, pp.1034-1039.
  59. Scarboro, A. (2012). 'Students perception of good teaching', *International Journal of New Trends in Arts, Sports & Science Education*, Vol. 1, No. 1, pp. 49-66.
  60. Sharma, S. (2020). 'Impact of modernization on education and inculcating the core ethics in education', *Studies in Indian Place Names*, Vol.40, No.56, pp.1737-1744.
  61. Shrivastava, S.K. (2017). 'Promotion of moral values through education', *International Journal of Research in Social Sciences*, Vol. 7, No. 6, pp. 103-108.
  62. Simpson, P. M. and Siguaw, J. A. (2000). 'Student evaluations of teaching: An exploratory study of the faculty response', *Journal of Marketing Education*, Vol. 22, No. 3, pp. 199-213.
  63. Sindhuja, C.V. and Ashok, H.S. (2021). 'Education in India: a historical perspective', *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education*, Vol.10, No.3, pp. 47-64.
  64. Stosic, L. (2015). 'The importance of educational technology in teaching', *International Journal of Cognitive Research in Science, Engineering and Education*, Vol. 3, No. 1, pp. 111-114.
  65. Suhi, S.S., Heme, M.A., Oyshi, F.J., Jahan, N. and Hossain, M.T. (2020). 'Factors contributing to the academic achievement of secondary school students: a case study of Dinajpur district', *Pabna University of Science and Technology Studies*, Vol. 4, No.2, pp. 115-126.
  66. Suman, Sakshi Chauhan, Jyoti, and Manoj Kumar. (2023). 'A study of relationship between social skills and academic achievement of secondary school students', *International Journal of Multidisciplinary Research and Publications*, Vol.5, No.12, pp.54-57.
  67. Sumi, S.S., Jahan, N., Rahman, S.T., Seddeque, A. and Hossain, M. T. (2021). 'Explaining rural-urban differences in the academic achievement of secondary students: an empirical study in Magura district of Bangladesh', *Asia Pacific Journal of Educators and Education*, Vol. 36, No.1, pp. 195-216.

68. Sprine Oyoo, Peter Mwaura, Theresia Kinai, and Josephine Mutua. (2020). 'Academic burnout and academic achievement among secondary school students in Kenya', *Hindawi Education Research International*, Vol. 14, No.10, pp. 1-6.
69. Tingting Li, I-Chien Chen, Emily Adah Miller, Cory Susanne Miller, Barbara Schneider and Joseph Krajcik. (2023). 'The relationships between elementary students' knowledge-in-use performance and their science achievement', *Journal of Research on Science and Technology*, Vol.4, No.1, pp. 1-16.
70. Tohid Moradi Sheykhjan, Kamran Jabari and Rajeswari, K. (2014). 'Self-esteem and academic achievement of high school students', *Cognitive Discourses International Multidisciplinary Journal*, Vol. 2, No. 2, pp.38-41.
71. Uzair-ul-Hassan, M., Farooq, M.S., Akhtar, M.P., and Parveen, I. (2017). 'Teachers' politeness as a predictor of students' self-esteem and academic performance', *Bulletin of Education and Research*, Vol. 39, No. 1, pp. 229-243.
72. Vijayapriya and Nellaiyapan, (2012). 'Examined emotional intelligence in relation to achievement in mathematics among XI standard students in Puducherry', *Annamalai Journal of Education Endeavour*, Vol.1, No.3-4, pp.23-30.
73. Vnoučková L., Urbancova, H. and Smolova, H. (2017). 'Factors describing students' perception on education quality standards', *ERIES Journal*, Vol.10, No.4, pp.109-115.
74. Wilder, S. (2015). 'Impact of problem-based learning on academic achievement in high school: a systematic review', *Educational Review*, Vol. 67, No. 10, pp. 414-435.
75. Yahaya, A., Juriah, N., Bachok, D., Yahaya, N., Boon, Y., Hashim, S. and Le, G. (2012). 'The impact of emotional intelligence element on academic achievement', *Archives Des Sciences*, Vol.65, No.4, pp. 2-17.
76. Zahed-Babelan, A. and Moenikia, M. (2010). 'The role of emotional intelligence in predicting students' academic achievement in distance education system', *Procedia-Social and Behavioural Sciences*, Vol.2, No.2, pp. 1158-1163.
77. Zehra, S., Batool, H. and Sadaf, A. (2022). 'Effect of knowledge management skills on academic achievement of students at higher secondary level in Punjab group of colleges Islamabad, Pakistan', *Proceedings of the International Conference on Future of Education*, Vol.5, No.1, pp. 69-74.