

**ACADEMIC PERFORMANCE AMONG HIGH SCHOOL
STUDENTS: ASSESSMENT AND MANAGEMENT OF
RISK FACTORS**

Thesis
submitted in partial fulfilment of the
award of the degree of

**DOCTOR OF PHILOSOPHY
IN
PSYCHOLOGY**

BISHMI P D

Under the guidance of
Dr. MILU MARIA ANTO



**POST-GRADUATE AND RESEARCH DEPARTMENT OF
PSYCHOLOGY
PRAJYOTI NIKETAN COLLEGE, PUDUKAD
(Affiliated to the University of Calicut)
2024**



CERTIFICATE

This is to certify that the Ph.D thesis entitle **“ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS”** is a bonafide record of research work carried out by Ms Bishmi P D under my supervision and guidance and that no part of this has been presented before for the award of any degree, diploma, associateship or fellowship of other similar title or recognition.

Pudukad

Research Supervisor

DECLARATION

I, **BISHMI PD**, do hereby declare that this thesisentitled “**ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS**” is a bonafide record of the research work done by me under the guidance of **Dr. MILU MARIA ANTO**, Associate Professor, Department of Psychology, Prajyoti Niketan College, Pudukad, Thrissur for the award of the degree of Doctor of Philosophy in Psychology at the University of Calicut that has not been placed by anybody in any university for the award of any Degree or Diploma, Associateship, Fellowship, or other similar title of recognition.

Pudukad
Date:

BISHMI P D

ACKNOWLEDGEMENTS

Praises and thanks to the God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

I would like to express my deepest gratitude to my supervisor, Dr. Milu Maria Anto, for her continuous support, guidance, and encouragement throughout my research. Her vast knowledge and insightful feedback were crucial in shaping the direction of this thesis, and her patience and dedication motivated me to push through the challenges I encountered. The dedication to truth and methodical support has made a meaningful impact, and I am truly appreciating her contributions. I extend my deepest thanks from the bottom of my heart.

I would like to thank Dr. C Jayan, for his valuable inputs in refining the thesis. I owe my sincere gratitude to Dr. Baby Shari PA, Professor, Department of Psychology, University of Calicut for her motivation and inspiring words. I also extend my heartfelt thanks to Dr Justin K James whose constructive feedback and essential suggestions in the statistical analysis enhanced the quality of my work.

I am sincerely grateful to Prajyoti Niketan College for providing me with the invaluable opportunity to conduct research at their esteemed research centre. I extend my deepest thanks to the manager of this institution, Rev Fr Dr Harshajan Pazhayattil. His dedication and love for Psychology department and the research work have been a constant source of inspiration, and I am profoundly grateful for the support. Special thanks to the Principal Dr Binu P Chacko for motivating me to submit the thesis at the earliest. I'd like to thank all the Faculties of Department of

Psychology at the Prajyoti Niketan College Dr Nice Mary Francis, Dr Soumya Starlet, Dr Sukanya B Menon, Dr Jaya AT and Dr Sreelekshmi for their assistance in getting me set up for my PhD venture. Throughout my academic career, I was supported by Mrs. Seena Antony (Lab Assistant). Thank you very much for all of your assistance and patience.

I want to express my gratitude to all of my colleagues who have helped me get to this stage in my research. I am extremely grateful to Shink PK, Fatima MA, Pulari C, Liby Leo, Ajitha VA, Soumya Mohan, Vandana VS, Sr Julie, Vimy Vijayan, Dr Bayana BOMS, Karthika Elizabath, Jisha PK and Sreerekha Mohan for their assistance that they provided at various stages of the study. Their feedback, comments, and recommendations have been really beneficial and enriching to my work, and working with them has been a fantastic experience.

I would like to express my sincere gratitude to all those who participated in this research, including the parents, teachers, and students. Their involvement, insights, and willingness to share the experiences made the research a complete one. This thesis would not have been possible without their support, and I am deeply appreciative of the time and commitment each of them contributed.

I am profoundly thankful to all of the professional specialists especially the experts for module validation and faculty members working in the area of psychology who provided me with insightful feedback about the intervention program that I designed.

I want to express my sense of indebtedness to all of my teachers who have provided me with knowledge during my academic life.

Last but not the least, My greatest debt of gratitude goes to Mr Jeeson, my better half, for his unconditional love, care, support, encouragement, and patience. I am extremely grateful to my Parents Mr Devassy and Mrs Mary and my Mother-in-law Mrs Rosy Varghese for their love, prayers, caring and sacrifices for educating and preparing me for my future. I am very much thankful to my Children, Joris, Maria Rose and Rosina for their love, patience, and encouragement which were my greatest source of strength throughout this journey. Their support has made all the difference, and I am deeply grateful for their understanding and sacrifices as I pursued this work. Also I express my thanks to my sister Ashmi, sister in laws, Dr Sr Miranto, Rini, Jiphy and brother in laws Mr Linjo and Mr Jomon for their support and valuable prayers. My Special thanks to my friend Anjali Justin for her support and guidance.

In ending, I would like to take this opportunity to express my gratitude to everyone, both known and unknown, who has helped in some way with my research work. For their indispensable encouragement, support, and interest, as well as any other contribution they may have made, I am extremely grateful.

Bishmi PD

CONTENTS

List of Tables

List of Figures

List of Appendices

<i>Chapters</i>	<i>Topics</i>	<i>Page No.</i>
Chapter I	INTRODUCTION	1-60
Chapter II	METHOD	61-91
Chapter III	RESULTS AND DISCUSSION	93-183
Chapter IV	SUMMARY AND CONCLUSION	185-201
Chapter V	RECOMMENDATIONS & IMPLICATIONS	203-206
	REFERENCES	207-236
	APPENDICES	237-265

LIST OF TABLES

<i>Table No.</i>	<i>Title</i>	<i>Page No.</i>
1	Inclusion and Exclusion criteria for parents, teachers, and students for interview	66
2	Outline of Intervention: Name of the sessions and its content	67
3	Overview of the studies	94
4	Major factors identified from interview	102
5 a	Codes for Theme Lack of motivation	104
5 b	Codes for Inappropriate study habits	105
5 c	Codes for mobile addiction	106
5 d	Codes for goal orientation	107
5 e	Codes for procrastination	107
5 f	Codes for peer pressure	108
6 a	Codes for family issues	110
6 b	Codes for lack of motivation	112
6 c	Codes for system of imparting knowledge	113
6 d	Codes for mobile addiction	114
6 e	Codes for lack of concentration	115
6 f	Codes for personal factors or other factors	116
7 a	Codes for inappropriate study habits	118
7 b	Codes for family issues	119
7 c	Codes for mobile addiction	120

7 d	Codes for peer pressure	121
7 e	Codes for lack of motivation	121
7 f	Codes for lack of goal orientation	122
8	Experts rating of the content of the module	125
9	Descriptive Statistics of Academic Procrastination at Three Phases of the Intervention between Control Group and Experimental Group	143
10	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Academic Procrastination of Experiment Group with Control Group	144
11	Summary of Repeated Measures ANOVA Comparing Changes in the Scores of Academic Procrastination	145
12	Pairwise Comparison of the Scores of Academic Procrastination in Experimental Group	145
13	Descriptive Statistics of School Competence in the Area of Relationship at Three Phases of the Intervention Between Control Group (n =14) and Experimental Group (n=14)	149
14	Summary of Repeated measures ANOVA Comparing Factors of School Competence in the Area of Relationship at Three Phases of Intervention for Experimental and Control Group	151
15	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Family Relationship of Experiment Group with Control Group	152
16	Pairwise comparison of Factors of School Competence in the Area of Family Relationship at Three Phases of intervention in Experimental Group	152
17	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Fellow student relationship of Experiment Group with Control Group	155
18	Pair wise comparison of Factors of High School Competence in the Area of Fellow student Relationship at Three Phases of intervention in Experimental Group	155

19	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Teacher relationship of Experiment Group with Control Group	159
20	Pairwise comparison of Factors of School Competence in the Area of Teacher Relationship at Three Phases of intervention in Experimental Group	159
21	Descriptive Statistics of High School Competence in the Area of Self at Three Phases of the Research Between Control Group and Experimental Group	164
22	Descriptive Statistics of High School Competence in the Area of study at Three Phases of the Research Between Control Group and Experimental Group	171
23	Summary Of ANOVA Comparing Factors of High School Competence in the Area of Study at Three Phases of Intervention for Experimental and Control Group	172
24	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Extrinsic motivation of Experiment Group with Control Group	173
25	Pairwise comparison of Factors of high School Competence in the Area of Study at three Phases of Experimental Group	174
26	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Time management of Experiment Group with Control Group	177
27	Pairwise comparison of Factors of high School Competence in the Time Management at three Phases of Experimental Group	178
28	Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Study Dedication of Experiment Group with Control Group	180
29	Pairwise comparison of Factors of high School Competence in the Study Dedication at three Phases of Experimental Group	181

LIST OF FIGURES

<i>Figure No.</i>	<i>Title</i>	<i>Page No.</i>
1	The process of the research presented through the flow chart.	60
2	Diagrammatic presentation of research design	62
3	Diagrammatic presentation of Translation procedure	69
4	Diagrammatic representation of experimental design	87
5	Themes emerged from Analysis of Parents Interview data.	103
6	Themes emerged from the interview with Teachers.	109
7	Themes emerged from Analysis of Students Interview data.	117
8	Scores of the Academic Procrastination among Three Phases of the Intervention Between the Groups	146
9	Scores of the Family relationship at Three Phases of the Intervention Between the Groups	153
10	Scores of the Student relationship at Three Phases of the Intervention Between the Groups	156
11	Scores of the Teacher relationship at Three Phases of the Intervention between the Groups	160
12	Scores of the Extrinsic Motivation at Three Phases of the Intervention between the Groups	174
13	Scores of the Time Management at Three Phases of the Intervention between the Groups	178
14	Scores of the Study Dedication at Three Phases of the Intervention between the Groups	181

LIST OF APPENDICES

Appendix No.	Title
A	Interview Consent Form (Parents, Teachers, Students)
B	Interview Schedule Teachers
C	Interview Schedule Parents
D	Interview Schedule Students
E	Institutional Consent Form
F	Parental Consent Form
G	Student's Consent Form
H	Personal Data sheet
I	High School Competencies Questionnaire (original)
J	High School Competencies Questionnaire (Translated)
K	Academic Procrastination Scale (original)
L	Academic Procrastination Scale (Translated)
M	Feedback Form
N	Track Record Sheet
O	Ethical Clearance certificate
P	Publication

LIST OF ABBREVIATIONS

MR	-	Mental Retardation
LD	-	Learning Disability
ADHD	-	Attention Deficit Hyperactivity Disorder
CBCL	-	Child Behavior Checklist
IQ	-	Intelligence Quotient
EQ	-	Emotional Quotient
CBT	-	Cognitive Behavioral Therapy
APEI	-	Academic Performance Enhancing Intervention

ABSTRACT

Academic backwardness has become an index of child's future in this highly competitive world. There are many factors which influence the problem of child's academic backwardness and they can be clustered as physical, cognitive, psychological, family, social, academic and environmental factors. Aim of the study was to explore the risk factors contributing to Poor Academic Performance of high school students and to prepare an intervention module addressing the risk factors explored. The study tested the hypotheses such as there will be significant difference between pre, post and delayed post test scores of experimental and control group on academic procrastination and High school competencies. A mixed method experimental (or intervention) design was adopted by the researcher. The Exploratory Sequential mixed method design was employed with three phase procedure. For the second part of the research with testing the efficacy of the modules created, Pretest- Posttest delayed post test control group design was done. Lack of motivation, inappropriate study habits, mobile addiction, and lack of goal orientation, procrastination behavior, family issues and peer pressure are the major factors reported by parents, teachers and students as the risk factors of poor academic performance. Efficacy of the module was tested. Module was found to be effective for Decreasing academic procrastination, Improving family relationship, Improving fellow student relationship, Improving teacher relationship, Improving learning assessment, Effective emotional control, Enhance study self efficacy, Increase intrinsic motivation, Increase extrinsic motivation, Effective time management skills and Increase study dedication.

Key words

Academic poor performance, Academic procrastination, Mixed method design.

CHAPTER 1

INTRODUCTION

Introduction

Academic backwardness has become an index of child's future in this highly competitive world. Poor academic performance has a significant impact on the children and adolescent's potential in the society (Srinivas & Venkatkrishnan, 2016). Rutter defined academic backwardness as poor school performance reflected by overall marks below 35% (Beniwal et al., 2018). It refers to a situation where a student become unable to meet the expected standards or fails to perform at the same level as their peers do. This term also incorporate those students who struggle to learn the key academic concepts. These students are frequently named as underachievers. There are many factors which influence the problem of child's scholastic backwardness and they can be clustered as physical, cognitive, psychological, family, social, academic and environmental factors. Physical factors leading to academic backwardness were vision and hearing problems, asthma and other medical reasons leading to absenteeism. Cognitive factors involve memory deficits, concentration issues and students having lower than average intellectual functioning. Psychological and emotional factors like depression, anxiety, stress, low self esteem and lack of motivation. Family factors involving unstable family environment, poverty, lack of access to educational resources. Social factors include peer influence and cultural factors. Academic factors like inappropriate study habits, problems with time management, ineffective curriculum design.

Academic achievement or academic performance implies the degree to which a learner, teacher, or organization has achieved their short-term or long-term targets for learning (Steinmayr et al., 2014). In recent decades, academic

achievement has drawn a lot of attention (Dias et al., 2022; Steinmayr et al., 2014). Generally speaking, academic performance is frequently used to gauge a student's success. A student's academic performance plays a critical role in determining their future because it reflects both their short- and long-term learning objectives (Vandana & Sarif, 2022; Mappadang et al., 2022). Academic success is essential in today's competitive environment in order to land a job at a respected firm. The attainment of educational goals, including bachelor's degrees and secondary school diplomas, is an evidence of academic achievement. Various benchmarks, like the grade point average (GPA), the high school graduation rate, yearly standardized examinations, and college entrance exams, can be used to evaluate the performance of learners (Steinmayr et al., 2014; Elliott, 2022; Huntington-Klein & Gill, 2021). A student who performs well academically may understand the material being taught and attaining or surpassing objectives for learning. However, it's crucial to keep in mind that a student's academic success is affected by a variety of components, including their work, motivation, learning preferences, and surroundings (Lo et al., 2022). For many reasons, it's significant to a student's experience. It first provides teachers and students an overview of their progress and areas in need of development by providing them a real assessment of their comprehension and subject-matter expertise. A student's future career and prospects are strongly determined by their academic standing, which often provides them with entry to competitive programs, scholarships, and higher education possibilities. Beyond this, achieving academically can boost students' confidence and motivation, which can encourage a lifelong enjoyment of learning (Norman & Hyland, 2003). It also develops analytical and problem-solving skills, which are advantageous in both

personal and professional settings. It is really more than just grades; it's about preparing kids for success in a world that is constantly changing. Let us analyze different aspects of academic achievements, since it comprises more than just grades.

Different Types of Academic Performance

Academic performance can be broadly categorized into several types, each highlighting different aspects of a student's abilities and skills in an educational setting. Here are the primary types (Vyad, 2024):

Academic Achievements

Chaplin (1959, c.f., Bhat & Bhardwaj, 2014) defines Academic Achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. It can be described as outcomes that show how well an individual or student accomplished particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities (Shier et al., 2020). Academic achievement is centered on the conventional metrics of academic performance, including class ranks, test scores, and grades. It consists of grades on assignments, tests, and regular assessments (Steinmayr et al., 2014).

Cognitive Abilities

Cognitive skills include learning-related mental abilities including analytical reasoning, problem-solving, and critical thinking, all of which are important in a person's daily life (National Research Council (US), 2011). This indicates how

efficiently a student can understand challenging concepts, analyze data, and apply their knowledge in a variety of scenarios. It is essential for both general intellectual growth and the accomplishment of higher-order thinking activities. Standardized tests, cognitive evaluations, and completion of academic assignments demanding higher-order thinking can all be used to determine this.

Learning and Study Skills

Learning and study skills are essential competencies that enable students to effectively acquire, retain, recall and apply information or knowledge (Gettinger & Seibert, 2002). This includes skills like note-taking, time management, active listening, reading comprehension, critical thinking, problem solving, and test taking strategies, self reflection, organization, and efficient study habits (Shier et al., 2020). These skills are critical for long-term academic success and the ability to learn independently.

Practical and Applied Skills

Practical and applied skills involve focusing on the application of learned knowledge to real-life situations. This also include creativity and innovation in thoughts of students, where it involves generating novel ideas, solutions, and perspectives, while innovation involves applying creative ideas to solve real-world problems. Assessments of creativity and innovation may involve creative tasks, projects, and tests which measures originality, fluency, and flexibility of thinking. Practical skills include laboratory work, technical skills, and vocational abilities relevant to specific fields of study. Practical skills are important for career readiness

and the ability to implement theoretical knowledge in practical contexts (Brodowicz, 2024).

Behavioral Skills

Academic achievement is influenced by behavioral abilities such as time management, goal-setting, self-control, and study habits (Cyril, 2015; Ghafar, 2023). Students that possess effective behavioral skills are able to control distractions, maintain organization, and persevere in their academic endeavors.

Emotional Intelligence

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others (Cherry, 2023). It influences academic performance by affecting motivation, resilience, and interpersonal relationships. Assessments of emotional intelligence may include self-assessment tools, behavioral observations, and performance in social-emotional learning programs.

Factors that affect Academic Performance

In the pursuit of academic performance, understanding the multifaceted dynamics of academic performance stands as a pivotal endeavor. Academic performance, the cornerstone of scholastic achievement, encompasses a spectrum of factors ranging from cognitive abilities to socio-economic backgrounds, from personal motivations to institutional resources. This section will give a brief account on those factors which positively and negatively influence (risk factors) the academic performance of the student.

Self esteem

Smith and Mackie (2007) defined self-esteem, as the positive or negative evaluations of the self, as in how we feel about it. Self-esteem refers to an individual's overall sense of self-worth or personal value. It encompasses beliefs about oneself, as well as emotional states such as triumph, despair, pride, and shame (Bhatt & Bahadur, 2020). Components of Self-Esteem include Self-Confidence, Self-Respect, Self-Acceptance, and Self-Love (Vyad, 2024). Self-Confidence indicates the belief in one's abilities to accomplish tasks and handle challenges. Self-Respect means valuing oneself and maintaining dignity regardless of external opinions. Self-Acceptance represents accepting oneself, including strengths and weaknesses. Self-Love indicates Caring for oneself and acknowledging one's inherent worth (Andrés et al., 2017). Positive reinforcement and supportive family environment helps to develop self esteem. Successes and accomplishments in various areas of life and good relationships with relatives, friends and society will also contribute to the development of self esteem. High self esteem or improved self esteem will result in better mental health, improved relationships, increased motivation and productivity leading to higher academic performance and also to greater resilience to stress. Self-esteem is crucial for an individual's personal growth and development. It is important to consider strategies that can effectively enhance self-esteem. Strategies like positive self talk, setting realistic goals so as to boost one's confidence and provide a sense of accomplishment (Baumeister et al., 2003). Acknowledging and celebrating success and one's achievements how big or small it is would really improve the self esteem of an individual.

Academic self efficacy

Self-efficacy beliefs, in Bandura's view, are basic to human functioning. Not only must someone have the necessary knowledge and abilities to do a task, but they also need to be confident in their ability to carry out the necessary behavior(s) in both normal and, crucially, difficult situations. "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" is how Bandura defined self-efficacy. This definition needs more clarification on two key points. First, self-efficacy is a conviction in one's own abilities, not always a perfect match with one's real ability in a given field. Studies have really revealed that most people tend to overestimate their intellectual powers. However, Bandura contended that the most helpful efficacy assessments are ones that marginally overestimate one's actual talents because this small overestimation can really spur effort and perseverance in trying circumstances. The idea that people apply their efficacy judgments in reference to some aim ('attain designated sorts of performances') is a second crucial component of Bandura's definition of self-efficacy. This idea emphasizes the task- and situation-specific nature of efficacy beliefs (Bandura, 1977 c.f., Artino, 2012).

Students who have high levels of self-efficacy in different academic domains make the decision to work on assignments that improve their knowledge, skills, and talents in those areas. They also put forth effort when faced with challenges and persevere longer on difficult tasks and assignments. Furthermore, research shows that children who believe that they are highly capable of succeeding in school, exhibit different work habits and use more advanced cognitive and metacognitive

processing techniques than students who believe they are less capable (Artino, 2012).

Motivation

Motivation refers to the reasons behind an individual's actions (Cook & Artino, 2016). The mechanism that starts, directs, and sustains goal-oriented behaviors is known as motivation. Extrinsic and intrinsic motivations are two common terms used to characterize the two primary forms of motivation (Legault, 2016). Extrinsic motivation is driven by factors other than the self and frequently takes the form of outside incentives like medals, cash, or social acceptance. An example of intrinsic motivation is when someone is motivated just by their own inner desire to solve a challenge, such as when they complete a challenging crossword puzzle (Deci & Ryan, 2000; Legault, 2016). Activation, perseverance, and intensity have been found to be the three main components of motivation. The choice to start a behavior is known as activation. A student taking a decision to start studying is an example of activation. Persistence is the will to keep going toward an objective in the face of potential setbacks. Studying the subject which seems boring or not interested is an example of persistence. A student's motivation is determined by the focus and energy used to pursue a goal.

Motivation is a very important concept with regard to the academic performance of a student. There are theories which explain the concept of motivation in different perspectives. Instinct theory is one such theory; explain human behavior with respect to instincts, the fixed, innate patterns of behavior. Sigmund Freud, William McDougall, and William James are proponents of instinct

theory of motivation. Another theory explains motivation is Drive and Need theory. They proposed that individuals are driven by the need to satisfy the biological impulses or urges. Later they are driven by psychological needs. Theorists like Hull and Abraham Maslow are proponents of these theories. Arousal theory of motivation, also known as Yerkes-Dodson law of motivation explains people are driven to act to keep the arousal level at the ideal level. The law explains an individual will perform well at optimum level of arousal (Sternberg, 2004).

Study dedication

The term "study dedication" describes the commitment and concentrated effort a person makes in their academic endeavors (Ruga, 2024). It includes a variety of actions and mindsets that support efficient learning and scholastic achievement. Studying with dedication entails using academic materials consistently, taking initiative to understand, and having the will to overcome obstacles (Walck-Shannon et al., 2021). A dedicated student will work hard to do well on tests, to submit assignments on time with perfection. Also the student will work hard to comprehend the materials to learn ultimately leading to academic success. A dedicated student will develop skills like time management, critical thinking and problem solving abilities. These skills will enable the student to develop necessary professional and personal skills. Dedicated students work with commitment and hard work which will increase their sense of self worth and a sense of success for the students. Consequently, this provides an optimistic attitude toward education and future.

The important elements of study dedication include clear objectives, time management skills, active learning from the part of a student, consistency in

learning, overcoming procrastination and a sense of self control (Khan, 2023). A dedicated student will set clear, attainable goals which are unambiguous. So they can focus better and keep in track their success and progress (Priya & Kannammal, 2023). The dedicated students will manage their time wisely, so they can allot maximum amount of time in doing prioritized tasks to avoid last minute cramming (Liu, 2022). These students will be actively engaged in their studies by taking notes, summarizing, asking questions and having discussions (Huseyin, 2019; Salame & Thompson, 2020). So for them the study sessions will be more effective. They will also consistently work their academics with regular time table, pattern of studies, and consistent place to learn. Self control is an important element of study dedication, where a student has to control him or herself from distractions and procrastination tendencies (Asani, 2023).

There are strategies to increase the study dedication. This include, establishing clear objectives and trying to stick to that objectives and goals. Making and clearly following a study schedule will increase the dedication of a student (Svardal et al., 2020). Implementing and following active learning strategies is essential for effective study habits. Breaking lessons into manageable, enjoyable sessions, and incorporating regular breaks, can make learning more productive and engaging. Additionally, seeking help when needed is crucial for maintaining focus and dedication in your studies.

Study habits

Studying effectively is crucial for academic success and personal development. Good study habits can help a student to retain information better,

understand concepts more deeply, and perform well in exams and assignments. Study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning (Julius & Evans, 2015). Study habits can be described as effective or ineffective depending upon whether or not they serve the students well. Study habits are one of the most determinants of a student's academic performance (Jafari et al., 2019). Kumar (2015) explained the study habits as habitual tendencies and practices that students depict during the process of gaining information through learning. Developing effective study habits is essential for academic success and lifelong learning. The strategies to improve study habits include setting clear goals, creating a study schedule, finding a right environment to study and finding the appropriate learning style (Svardal et al., 2020). Setting clear goals indicate identifying and setting realistic goals, clearly defining the goals to be accomplished during each study session and dividing the bigger goals to specific, measurable, achievable, realistic, and time bound goals and making a SMART goal to accomplish it. Creating a study schedule include identifying and fixing a fixed time and place for study to develop a routine. Also it is very important to find the appropriate learning style and technique. It may include writing the learned materials in one's own words, learn by asking questions, or learning by teaching someone else (Salame & Thompson, 2020).

One of the key components of study habits that might improve performance is effective time management. Good time management techniques include scheduling studies, creating study plans, and studying on a daily basis (Liu, 2022).

An excessive amount of time spent studying when distracted does not constitute appropriate time management. Another important aspect of good study habits is concentration. It is the capacity to focus while avoiding outside distractions (Sahu, 2012). Another key aspect of effective study habits is taking lecture notes. However, note-taking goes beyond simply writing down information. It requires active listening, keen attention to detail, and the ability to identify key points during the lecture. Developing strong listening skills and focusing on understanding the material, rather than just transcribing it, are essential for capturing the most relevant and valuable information (Huseyin, 2019).

Goal orientation

One important technique for motivation is setting goals (Locke & Latham, 1991). A person's goals are the results they hope to achieve. Individuals participate in actions they think will help them achieve their goals. Goal selection and the degree of commitment to achieving the goals affect learners' motivation to learn as they pursue a variety of objectives, including social and academic ones (Locke & Latham, 2006; Wentzel, 2022). Goal orientations refer to the reasons or purposes for engaging in learning activities and explain individuals' different ways of approaching and responding to achievement situations (Ames & Archer, 1988; Meece et al., 2006). The two most basic goal orientations are mastery and performance goals (Ames & Archer, 1988). Different researchers refer to these goals with the following terms: learning and performance goals (Elliot & Dweck, 1988), task-involved and ego-involved goals (Nicholls, 1984), and task-focused and ability-focused goals (Maehr & Midgley, 1991). A mastery goal orientation is defined as a

focus on mastering new skills, trying to gain increased understanding, and improving competence (Ames & Archer, 1988). Students adopting mastery goals define success in terms of improvement and learning. In contrast, a performance goal orientation focuses on doing better than others and demonstrating competence, for example, by striving to best others, using social comparative standards to make judgments about their abilities while seeking favorable judgment from others (Dweck & Leggett, 1988).

Time management

“A wise person does at once, a fool does at last. Both do the same thing; only at different times.”

Baltasar Gracian.

The practice of planning and organizing how to split time between various tasks is known as time management (Razali, 2018). Typically, our routines lead us to begin working on the first task that comes our way. Preplanning the academic schedules and learning effectively is the feature of an individual who effectively manage his time (Alyami et al., 2021). Short-term planning, long-term planning, and time attitudes are the three main aspects of time management behaviors. It seems that short-range planning includes a range of things that need to be planned for in the near future—during the course of a day or a week. The nature of time attitudes is more attitude-based. The ability to manage daily tasks from a longer time perspective while adhering to important dates and establishing goals by placing breaks in between is known as long-range planning competency (Laurie & Hellsten,

2012). Sometimes the entire time is spent on irrelevant or pointless things. As a result, the crucial work is not completed because we are preoccupied with unimportant tasks. However, an ambitious individual needs to be mindful of this because significant work must be done beforehand in order to succeed. Recall that it is the significant actions—rather than the irrelevant ones—that lead to success. Priorities should be clearly defined, and time should not be wasted on unnecessary tasks. Time management is always important and beneficial for an individual because one who manages time will be productive and efficient in his work (Alyami et al., 2021). The one who manages the time and effectively utilizes the resources will experience less stress and more success in their life. Time management has a great impact on academic achievement (Ghafar, 2023; Nigussie, 2019). There are different techniques for managing the time effectively. Setting ‘SMART’ goals, using POMODORO technique, Eisenhower matrix etc are some of the techniques.

SMART Goals: Specific, Measurable, Achievable, Relevant, Time-bound goals can guide your actions and provide clarity (Doran, 1981).

Eisenhower Matrix: Categorize tasks based on urgency and importance to focus on what truly matters (Eisenhower, 1963 c.f., Asana, 2022).

- Important and Urgent: Do these tasks immediately.
- Important but Not Urgent: Schedule these tasks.
- Not Important but Urgent: Delegate these tasks if possible.
- Not Important and Not Urgent: Minimize or eliminate these tasks.

Pomodoro Technique: Work for 25 minutes, then take a 5-minute break. Repeat this cycle to maintain high levels of focus and prevent burnout (Cirillo, 2018).

Cognitive factors

Cognitive variables are personal traits that influence learning and performance. These elements work to modify performance, causing it to either increase or decrease. These elements have to do with mental processes including reasoning, memory, and attention (Danili & Reid, 2006). The cognitive process involve the capacity of brain to store, process, synthesis, and to retrieve information and thus it include the processes like, memory, attention, concentration, reasoning, problem solving and intellectual processing. When the individuals cognitive ability is high, which means he/ she has good memory and attention capacity then it indicates they can surely achieve high scores in academics than a student with poor cognitive abilities (Zhang & Zhang, 2011). A student who can improve the skills on memory and attention thus can improve their academic performance. Kumar (2003), defines concentration as “acquirable and is referred to the mental state in which all the senses and mind of the human are focused on a particular subject”. Attention being the capacity to concentrate on specific tasks for prolonged time without distraction is an important skill needed for a student. Because maintaining focus over extended periods are crucial for tasks like reading and studying. So a student must learn to develop the attention skills. Attention involves specific brain networks and it can be improved by practice. They can train their mind through brain gym exercises and through mindfulness exercises (Posner et al., 2015). Attention is a significant component in student’s learning (Al’Omairi & Al Balushi, 2015). Lack

of attention and concentration for the students negatively influence their academic performance (Le, 2021). Their absent mindedness in the class lead to missing the topics covered in the lecture leading to lack of understanding the concept (Le, 2021). This will lead to inability to register in the memory and also lead to forgetting. As memory is necessary for acquiring, comprehending, and remembering information, it directly affects academic success (Blankenship et al., 2015). In order to do well on tests, exams, and other assessments, students who lack strong memory skills may find it challenging to recall important concepts, facts, and ideas. For understanding the concepts especially those complex concepts a student needs excellent memory capacity. Then only he can connect that and learn it (Blankenship et al., 2015; Sankalaite et al., 2023).

Emotional regulation

The concept of emotion regulation, in the present research also considers the concepts like emotional control and emotional intelligence of student. “Emotional intelligence is the ability to perceive emotion, use emotion to facilitate thought, understand emotions and manage emotions.” (Mayer & Salovey, 1997). Emotionally intelligent people “are generally optimistic, flexible, realistic, and successful at solving problems and coping with stress without losing control.” (Baron, 1997). Emotional intelligence has a positive relation with the academic performance of students (Romanelli et al., 2006; Quílez-Robres et al., 2023). Whereas emotional regulation is those processes that allow individuals to monitor, evaluate and change the nature and trajectory of their emotions in order to achieve objectives and respond to environmental demands in an appropriate manner (Gross, 2014). Emotion being

the corner stone of an individual's peace of mind should be clear enough to learn new things and to memorize and concentrate on studies. If some negative emotions or some emotional stress and strain occurs for an individual it will affect the concentration capacity and later on negatively influence the academic performance (Scrimin et al., 2014; Tan et al., 2023). Tan et al., (2023) also discusses about academic emotions, emotions related with academic activities or in academic setting and also with individuals associated with academics. Effective emotional regulation is crucial for psychological well being, social functioning and overall well being of an individual (Menefee et al, 2022; Tasneem & Panwar, 2022). Emotion regulation techniques include cognitive reappraisal, which involves reevaluating a situation to change its emotional impact; rumination, which entails focusing on one's own feelings; expressive suppression, which denotes the inhibition of an emotion's expressive trajectory; distraction, which denotes focusing attention away from a situation(Gross, 2014); and emotion management, which entails altering one's perspective on one's own capacity to handle the emotional demands of a situation (Xu, Fan, & Du, 2015).

Family support

A student's family has a significant impact on their academic achievement. A family can help a child in many ways throughout their life, including by providing emotional support, financial assistance, social support, and academic support (Juguilon, 2023). The affection and nurturing a child receives from their family shapes their emotional resilience. A child's confidence and motivation will grow as a result of receiving positive reinforcement, which will undoubtedly improve their

academic achievement. Sanvictores and Mendez (2022) describes the parenting has got a lot of impact on a child's life. A child who receives emotional support from his family will grow up to be able to handle obstacles in the classroom, social pressure, and other societal pressures. Parental involvement is an important predictor of academic achievement. The family can help with homework, academic achievement, to create a structured environment, and developing a regular schedule for academic pursuits (Topor et al., 2010; Taseer et al., 2023). These are examples of the practical or academic support that the family can provide. The facilities offered, the books bought, the access to technological innovations, and the extracurricular activity facilities are all included in the financial support. A child grows up in a balanced environment when their family's finances are stable as opposed to when things are inconsistent or unstable. Children can learn vital social skills from their family interactions, like cooperation and communication, which are useful in the classroom (Zhao & Zhao, 2022). A supportive and stimulating home environment, with access to educational materials and a quiet place to study, enhances academic performance (Bradley & Corwyn, 2002).

Teacher relationship

The quality of the relationships that exist between teachers and students is a crucial thread that runs throughout the academic journey in the complex fabric of education. Relationships between teachers and students have a significant impact on academic achievement, impacting not only grades but also students' general well-being (Dai, 2024). It is critical for school administrators to comprehend the value of developing these relationships in order to create a positive and active learning

environment (Zainullah et al., 2023). Strong teacher-student connections are positively correlated with academic success, according to research that is frequently conducted in this area (Zainullah et al., 2023; Lee, 2012). Trust is the foundation of a strong teacher-student relationship and creates a secure and encouraging learning environment (Anakwue, 2020). Students are more likely to participate actively in the learning process when they have a personal connection with their teachers. Higher levels of motivation and ultimately better academic success are a result of this engagement. Students' increased involvement creates a positive feedback loop that encourages ongoing academic improvement by igniting a genuine passion in learning (Lee, 2012; Mallik & Bilash 2023; Anakwue, 2020). Relationships between teachers and students are crucial in determining how kids develop socially and emotionally, even in areas other than grades and test results (Anakwue, 2020). Students' emotional wellbeing is greatly enhanced by teachers who recognize and meet the variety of needs that they have in their classrooms, fostering an atmosphere that is supportive of learning as well as personal development (Dai, 2024). A barrier that instructors encounter in cultivating significant relationships with students is the rise in class sizes and the weight of their assignments. Innovative teaching strategies and careful planning are needed to maintain individual attention in larger courses. The kind of interactions teachers build with their pupils is greatly influenced by their thinking and attitude. Effective teaching is based on empathy, which enables teachers to recognize and address the individual needs of each student. Empathy promotes connections. It is equally vital to build resilience in instructors and students since it allows them to overcome obstacles together, which strengthens their relationship.

A student's motivation and self-esteem can be greatly increased by having positive connections with their professors (Jasmi & Hin, 2014). Positive reinforcement and insightful criticism assist students in cultivating a growth mindset—the conviction that their efforts will result in advancement and achievement. This increased motivation is often connected with higher academic achievement. Teachers are essential in helping students who need emotional support, especially those who are having personal or academic difficulties (Koca, 2016). By being personal and sympathetic, teachers may help students navigate their issues and reduce stress and anxiety, which can otherwise negatively impact academic achievement. In an environment of education where there is a strong teacher-student relationship, cooperation and respect are valued highly. In a setting like this, students are more inclined to take intellectual risks, ask questions, and become completely engaged in the material. Academic success is mostly influenced by fostering curiosity and a love of learning in a supportive school environment (Dai, 2024). Strong relationships between teachers and students provide advantages that go beyond just improving academic achievement. Studies have indicated that kids who have a good rapport with their teachers are more likely to behave better, be more persistent, and be more resilient.

Peer relationship

It has been established that peer relationships have a significant role in adolescents' academic success (Lubbers, 2006). Peer influence is a significant factor affecting academic performance, particularly during adolescence when individuals spend more time with peers and are more susceptible to peer pressure. Peer

relationships are the social bonds and exchanges that people have with their peers, which include social interaction, interpersonal relationships, and communicative emotions. Peers can be sources of both positive and negative influence; therefore they can have a significant effect on students' academic results (DeLay et al., 2016; Korir, & Kipkemboi, 2014). While bad peer relationships can impede kids' academic advancement, positive peer relationships have been linked to higher levels of academic achievement. Positive peer influence leads to academic motivation where peers will form study groups to help each other and to understand the complex topics leading to better academic performance (Wentzel, 2022). Also friends who value education can motivate each other to strive for academic excellence. Working with peers on projects can enhance learning through the exchange of ideas and different perspectives. Students can learn effectively from peers who explain concepts in relatable ways (Wentzel, 2022; Lubbers, 2006). But the negative impact of peer group is unavoidable. Excessive socializing with peers can distract the students from study time and lead to procrastination. Peer Pressure to engage in non-academic activities, such as partying or skipping classes, can also negatively impact academic performance (Espelage et al., 2013). Peers with a negative attitude towards education can influence others to adopt similar attitudes, reducing motivation and effort (Shao et al., 2024). Engagement in risky behaviors, such as substance abuse, can impair cognitive functions and academic performance and will also negatively influence the personality of the child (Filade, 2019). As the peer group influence is something which is unavoidable we have to develop strategies to make the influence more positive. We must encourage more positive interactions with the peer group so that they can make use of the best of their peer interaction. They must be promoted

to form study groups to encourage collaborative learning and implement peer mentoring programs where high achieving students can support their peers. Parents and teachers should be aware of students' peer groups and guide them towards positive influences.

Risk factors of Academic Performance

Academic success is a complex outcome impacted by many different variables (Cao et al., 2024). While many elements contribute positively to a student's educational success, there are numerous factors that can negatively impact academic achievement. Understanding these negative influences is crucial for educators, parents, and policymakers to develop effective interventions and support systems (Breiner et al., 2016). Negative influences on academic performance encompass a broad spectrum of issues, including personal, social, and psychological factors. Personal challenges such as poor time management, lack of motivation, procrastination, ineffective study habits and physical health issues such as vision problem, hearing problem, asthma and headache can undermine a student's ability to perform well academically. Social factors, including peer pressure, bullying, family conflicts, inadequate school resources, financial crisis and instability can also detract from a student's focus and academic engagement. Additionally psychological issues include anxiety, depression, stress, addiction, mental retardation (MR), learning disability (LD, slow learner, and behavioral disorder or conduct disorder.

Procrastination

Procrastination is the needless delay of starting or completing any activity; it has negative effects on one's ability to deal with negative feelings such as guilt,

melancholy, blame, and anxiety; also, it is a shared issue among students. The term procrastination comes from Latin verb “procrastinare”, meaning to put off until tomorrow. (De Simone 1993). Pro means forward motion and “crastinus” means belonging to tomorrow. Senecal et al., (2003) defined academic procrastination as "an irrational tendency to delay at the beginning or completion of an academic task." This issue has been noted in several contexts, such as completing assignments, working on projects, getting ready for tests, attending academic mentor sessions, and so forth. There are various factors that influence an individual's tendency to procrastinate. These elements are both external and internal. Internal factors include everything that comes from within, such as the capacity for time management in the planning of daily lessons, perfectionism, prioritizing enjoyable activities, encouragement to avoid becoming fatigued, fear of failing, belief that academic work is unimportant and boring, lack of an instructor or other support system to help with the task, and unhealthy and difficult financial circumstances. The social environment is one example of an external component (Abu & Saral, 2016). Procrastination can have an external effect on one's social surroundings, which can include parents, friends, and lecturers. Tuckman (1991) identified three aspects of procrastination: (1) wasting time, which refers to the tendency of a procrastinator to waste time until they actually engage in procrastination; (2) task avoidance, which refers to the tendency of a procrastinator to have difficulty while conducting tasks that they consider to be not fun activities and to try to avoid if at all possible; and (3) blaming others, which refers to the tendency of blaming other people or circumstances outside of themselves for the negative outcomes that result from their procrastination.

According to Sigmund Freud's theories, tasks that pose a threat to the ego are avoided when it comes to procrastination. Psychodynamic theorists held that adult cognitive processes are shaped by childhood events, including trauma, and how procrastination is related to these experiences. Behaviorists contend that this is an example of avoidance or escape conditioning. According to cognitive theorists, self-criticism and unreasonable worries are linked to procrastination. The confidence in one's own ability to complete a task is known as self-efficacy. Self-efficacy theorists contend that people with poor self-esteem put off tasks longer (Girdhar et al., 2020).

Physical health issues

Physical health plays a critical role in a student's ability to perform academically. Numerous physical health issues can negatively impact learning, concentration, attendance, and overall academic achievement. Chronic illnesses like asthma is having a great impact on an individual's academic performance as the frequent asthma attacks can lead to missed school days and difficulty concentrating due to respiratory problems. Other than asthma chronic illness like epilepsy and diabetes are also disturbing the students now a days. Vision and hearing problems experienced by students by uncorrected vision problems will lead them to difficulty in reading and writing difficulty hindering the learning and academic progress. Hearing impairment can also lead to poor communication in the classroom and difficulty in understanding the verbal instructions provided in the class room. Repeated illnesses such as colds, flu, and ear infections can lead to significant absenteeism and interrupted learning. Inadequate nutrition can result in poor physical and cognitive development, affecting academic performance. Head ache

and stomach ache is another frequent physical illness reported by students for their poor academic performance (Patil et al., 2019). Sleeplessness or difficulty to fall asleep or maintain sleep is a frequent complaint during these days especially due to the use of mobile phones. This sleeplessness leads to daytime fatigue, reducing attention span and cognitive function (Curcio, Ferrara, & De Gennaro, 2006).

Psychological issues

Psychological issues can have a profound impact on a student's academic performance. Mental health challenges, emotional struggles, and cognitive difficulties can interfere with learning, concentration, and overall school engagement. Understanding these psychological issues is essential for creating supportive environments that foster academic success. The major psychological problems faced by the students include depression, anxiety, stress, behavioral problems, attention deficit hyper activity disorder. Symptoms such as sadness, fatigue, and lack of interest in activities can result in decreased motivation, poor concentration, and low academic achievement. Chronic low-level depression can cause ongoing academic difficulties due to persistent low energy and self-esteem. Persistent and excessive worry can lead to difficulties in concentration, test anxiety, and avoidance of academic tasks. SocialAnxiety Disorder indicates the fear of social interactions can hinder participation in class discussions, group projects, and presentations. Inattention of students lead to difficulty in sustaining attention, following instructions, and completing tasks can lead to poor academic performance. Hyperactivity/Impulsivity on the other hand leads to excessive movement and impulsive behaviors can disrupt classroom learning and lead to disciplinary issues.

Academic stress is another important psychological issue which influences the student. Stress means the pressure to achieve high grades and perform well on exams can cause chronic stress, affecting mental health and cognitive function. More than the academic stress there are certain life Stressors like family problems, financial difficulties, and personal issues which can add to a student's stress load, impacting their ability to focus on academics. Students often face difficulties with controlling emotions which can lead to emotional outbursts, conflicts with peers and teachers, and results in difficulty in concentrating. Behavioral disorder/ conduct disorder are other major psychological factors which results in poor academic performance. Behavioral issues like Oppositional Defiant Disorder (ODD) where Persistent patterns of angry, defiant and vindictive behavior can interfere with learning and classroom dynamics. This behavioral issue will ruin the harmony of the classroom and also the study behavior of the student. Conduct disorders are more severe behavioral problems which can lead to disciplinary actions and absenteeism, affecting academic progress. Addiction is a complex condition characterized by compulsive engagement in rewarding stimuli despite adverse consequences. It can have profound effects on various aspects of life, including academic performance. Excessive use of the internet, social media, or online gaming can lead to procrastination, sleep deprivation, and reduced academic performance. Addiction can impair short-term and long-term memory, making it difficult to retain and recall academic information. Substance use can reduce the ability to focus, leading to difficulties in completing assignments and following lectures. Addiction can lead to apathy and lack of interest in academic activities, resulting in lower grades and academic disengagement. Addiction can cause mood swings, irritability, and

aggressive behavior, leading to conflicts with peers and teachers (Boles & Miotto, 2003).

Learning disability is another stream of psychological factors which contribute to the poor academic performance. Dyslexia thereading difficulties can affect comprehension, fluency, and overall academic performance of a student. Dysgraphia indicates difficulty with writing abilities, including handwriting, spelling, and composition. Dyscalculia deals with math-related learning difficulties which can impact a student's ability to grasp mathematical concepts and perform calculations. They are individuals typically has average to above-average intelligence. These learning disabilities are non curable, but can be managed through person specific strategies. Mental retardation, now more commonly referred to as intellectual disability (ID), is characterized by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior (conceptual, social, and practical skills). This condition originates before the age of 18. Some students will be having academic poor performance due to their low intelligence test scores (IQ). They will be having difficulties in adaptive functioning in daily life activities such as communication, social skills, and self-care also at varying levels. This doesn't indicate they are students with no use. But they can't achieve or perform up to that of normal students. Their developmental delays sometimes will be evident in motor, language and in social skills. A slow learner is a student who learns at a slower pace compared to their peers but does not have a specific learning disability or intellectual disability. These students may struggle academically but have IQ scores in the low-average to average range. Slow learners

have consistent difficulties in keeping up with the academic demands of their grade level across subjects. And they require more time, repetition, and practice to master concepts. Since they take more time to learn a concept they sometimes score poor marks during exams.

Need and Significance of the Research

Academic performance is a strong predictor of student's academic future opportunities and success. By analyzing the existing body of research it was found that many studies were carried out to explore the risk factors of academic poor performance. Studies were conducted specifically with regard to certain psychological variables and its contribution to academic poor performance. Most of the studies focus on to the causal factors of poor academic performance, but very less studies on addressing the issue. More than merely trying to explore and report the risk factors of academic poor performance, the researcher explored different perspectives of teachers, parents and students in the current research considering cultural background. The current study aims to manage the causal factors of academic poor performance explored and identified through the literature review and confirmatory interview. The researcher, thus decided to design and implement an evidence-based intervention which will be relevant to address the issues of students. The intervention was intended to address the risk factors of poor academic performance along with addressing those emotional and psychological factors particularly reported in post Covid 19 scenario. This research, therefore, holds significant value in its dual approach—improving academic outcomes while also

supporting students' mental and emotional well-being in the aftermath of a global crisis.

Title of the study

ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS:
ASSESSMENT AND MANAGEMENT OF RISK FACTORS

Operational definition of variables

- **Poor Academic Performance:** A child who fails in one or more classes and a child who is in the lowest 10th percentile in class are broadly categorized as being scholastically backward or poor academic performance.
- **High school competency:** Competency in general can be identified as a set of skills, abilities, and knowledge that helps an individual to perform a given task in real life. Where, high school Competencies are combinations of knowledge, skills and attitudes those students develop and apply for successful learning, living and working.
- **Academic procrastination:** It is defined as a pervasive and permanent desire on the part of the learner to postpone academic activities, which almost always is accompanied by anxiety. (Solomon & Rothblum, 1984).
- **High school student:** A student who study in 8th,9th and 10th standard, who belongs to age group of 12-16 years.
- **Assessment:** It is the systematic process of evaluation, where in this research assessment is done using high school competencies scale.

- **Management:** management refers to controlling or organizing something, where in the present research the factors influencing the academic performance is managed to improve the high school competency of the students.

Review of literature

Review of literature involves critically analyzing and summarizing the existing research works. Reviewing of existing studies will help a researcher to understand the background for a new research and to clearly identify the research gap. This will also avoid mere repetition of works and new insights can be incorporated with research. A well-written review of the literature indicates the researcher's expertise in the topic.

Self esteem and Academic performance

Self esteem being the evaluation of oneself on their self, a student with high self esteem will be performing better than those students who are low self esteem. Students who lack confidence in their capacity to complete their academic assignments display feelings of boredom, worry, sorrow, or frustration as well as actions like distraction, mental detachment, and apathy (Acosta-Gonzaga, 2023). A strong positive correlation was established between self esteem and academic performance by Arshad et al., (2015). It would seem reasonable that if we are confident in ourselves, we could be better mentally equipped to handle difficult activities, particularly in an educational setting (Zheng et al., 2020). Intellectual capacity and academic achievement have little to no link, according to Galla et al., (2012) American study on the subject. Akujohi (2006, c.f., Kariuki et al., 2019) did

more research in Zambia which indicates that learners' academic performance is influenced by their level of self-efficacy; the higher the efficacy, the better the performance. Funmilola et al., (2022) also came up with the results that people with high self esteem perform better in their academics than students with low self esteem. On the other hand Baumeister et al., (2003) advocated that high self esteem results in many positive outcomes, but high self esteem has to be evaluated in a critical way. Because many people with high self esteem become narcissistic, defensive and conceited individuals by exaggerating their success and good traits. Baumeister et al., (2003) also reported in his article that it is not clear from the weak associations between self-esteem and academic achievement that having a high sense of self precedes performing well. Rather, academic success has a role in the development of strong self-esteem. It has not been demonstrated that raising students' self-esteem improves their academic achievement, and it may even have the opposite effect.

Studies on Academic self efficacy and Academic performance

Academic self-efficacy, which may be defined as a student's belief and confidence in their ability to succeed in academic undertakings, is an essential subset of self-efficacy. It reflects the student's perspective of their potential success or failure in academic-related tasks. It consistently shows up as a good predictor of academic success. When someone has high self-efficacy, they believe they can do a task effectively, however when they have low self-efficacy, they believe they will fail at that endeavor (Luo et al., 2023). Meera and Jumana (2015) found a strong relationship between self-efficacy and academic performance. The research

highlights the need of building self efficacy in students. In order to boost students' self-efficacy in language classes, providing them with real-world experience in language acquisition is crucial. Mojavezi and Tamiz (2012) reported the influence of self-efficacy on students' motivation and performance. Honicke et al., (2023) in his research findings shows that initiatives and tactics that explicitly aim to improve students' self-efficacy might not yield the most apparent gains in learning. This does not negate the value of these tactics, since higher levels of self-efficacy will probably support other beneficial learning behaviors that raise performance. In contrast, comprehensive strategies that take into account the influence of past learning performance could result in higher total effects in achievement scenarios. Additionally, it might be more advantageous to focus on and support initial performance success and then scaffold it over time in order to develop self-efficacy specifically for the abilities being learned. But research conducted by Fakhrou and Habib (2021) proposed the need for developing training program to improve the academic self efficacy in students. Findings from the research of Bwenvu (2023) reported that even though no significant relation was statistically proved between academic self efficacy and academic procrastination, they have found that students have high self efficacy and high performance. Also they recommended the university to continue the programs to improve well being of the students.

Studies on Motivation

Motivation is a strong drive or zeal that propels someone to try and take action in order to succeed. Motivation affects students' comprehension and is crucial in directing behavior toward a particular goal, boosting the effort and strength

toward a goal, boosting initiative and task perseverance, and improving productivity. One of the most important factors in keeping students school is motivation and it was found to be the primary significant factor influencing learning performance (Wilkesmann, 2021). The impact of student motivation on academic achievement among undergraduate students is the subject of the study conducted by Bakar et al., (2022). A positive correlation was established between student motivation and academic achievement. Motivation is significantly and positively related with academic performance and implication of this was reported as an increase in motivation results in an improvement in the academic performance (Wilkesmann, 2021). According to the findings, teachers should help kids become more motivated. Students' motivation can help to sustain their behavior and attention spans while also giving them the extra energy they need to finish assignments. According to the report, educators should talk one-on-one with pupils, make learning enjoyable, and involve parents in their children's education. The study also suggested that professors should provide students as much autonomy as possible in their education and, in certain situations, allow them to select the subjects that stimulate their interest. Drwish (2018) also discovered a correlation between academic achievement and motivation. Researchers suggest that motivation has a great impact on academic performance of students, and thus students has to be engaged in learning through activities that will be interesting and develop positive attitude towards learning. They also suggest the need for implementing motivational interventions for adolescents to enhance their academic performance (Formento-Torres, et al., 2023; Morales, 2024; Kusrkar, et al.,2013).

Studies on Study habits and Academic performance

Study habits are those skills and techniques each student use for achieving their academic success. Students' study habits have a big impact on their academic achievement. Existing research findings reveal that academic achievement is positively correlated with study habits (Chand, 2013; Upadhayay, 2017). Numan and Hasan (2017) suggest that effective study habits contribute significantly to strong academic performance. Their findings also indicate that girls generally exhibit better study habits than boys. They emphasize the need for an intervention program to support students in improving their study habits. Citing Udeani (2012), they argue that students often cannot develop effective study habits on their own and require the guidance of educators, psychologists, or counselors. Additionally, they propose that with consistent practice and time, students can cultivate good study habits (Numan & Hasan, 2017). Rabia et al., (2017) revealed that guidance services have significant impact on students study attitude and study habits. The improvement in study attitude and study habits contributed to the improvement of student's academic achievement. Students' academic success is mostly determined by their study habits. Academic success and study habits are linked and dependent upon one another. The learner's study habits aid in the acquisition of valuable and desired knowledge. Students that have great study habits will have an advantage in life. A significant correlation was explored between study habit and academic achievement (Mookkiah et al., 2022). As the study habit is very important with regard to students academic performance the importance of helping students to build effective study habits that will improve their academic achievement must be

discussed with them (Hills & Ballow, 2000; Onwuegbuzie, 2001). Sakirudeen and Sanni (2017) reported that there is significant relationship between study habit and academic achievement. The research suggested that future research should focus on guidance program for students by professional counselors on how to develop effective study habits which could lead to good academic performance. The research by Singh and Gohani (2022) has also proposed suggestions to the institutions to organize different programs to students to get awareness on how to develop an effective study habit to achieve success in academics. Galvin (2012) reported that student's dedication, perseverance and team work has led them to accomplish a wonderful academic goal. According to Thompson, (1966), dedicated students display qualities including commitment, dedication, and task-centered conduct, all of which have a favorable effect on students' academic achievement. The research also proposed to offer supportive services and interventions to enhance the student's commitment thereby improving academic success.

Studies on Goal orientation

Goal-setting's effectiveness has been researched for a long time. Establishing goals gives pupils a clear path to achievement and helps them stay focused on the intended results. Setting objectives that are specific, measurable, attainable, relevant and time-bound (SMART) is essential to achieving them. Goals also need to be backed by a detailed action plan that details the actions to be followed in order to maximize success. Making ensuring that the activities being used are yielding the intended results requires tracking the plan's progress. Finally, praising pupils' accomplishments highlights the value of work and acknowledges advancements

(Dotson, 2016). Ng'ang'a et al., (2018) also came up with the result that goal orientation is correlated with academic achievement. As per the research findings, parents and other stakeholders should establish a supportive environment for students to foster the development of personal psychological factors, as achievement goal orientation has been shown to have a positive and significant impact on their academic achievement. The Meta analysis study done by Güler (2017) on 'The effect of goal orientation on academic achievement' revealed that goal orientation has a positive effect on student achievement. Research by Lu, et al., (2021) reported that there is a significant relationship between learning goal orientation and academic performance. The study also reported an indirect effect through self-regulation processes. This result indicates students with higher learning goal orientation are more likely to engage in the self regulated learning strategies which lead to better academic performance. Contrary to the results, Gul and Shehzad (2012) reported that there is a weak relation exists between academic performance and goal orientation. Students study not because they are goal oriented but to perform well in the exams. They strive to gain mastery and its end result is high academic performance.

Studies on Time management and Academic performance

Time management in school is just as crucial as it will be later in life. Time management is a critical skill for students to have in their daily lives. In that sense, time management teaches people how to efficiently manage their time and lives. Effective time management abilities help students feel less anxious and stressed, which improves their grades and productivity. Khan et al., (2020) reported that

significant and positive association exists between time management, self study and academic performance. Female students are found to be good time managers and thus high academic performance for them. They also suggested to policy makers to make necessary steps to create awareness among students regarding how to allocate the time productively. Time management behaviors were significantly correlated with academic achievement, where time planning is reported as the most significant correlated predictor according to the findings of Razali et al., (2018). Students enrolled in distant learning showed a substantial, significant positive correlation between their academic achievement and time management skills. This robust link indicates that students' ability to manage their time has an impact on their learning. By successfully and appropriately managing their time, they can attain or get optimum learning (Ahmad et al., 2019). Camangyan (2023) reported that moderate correlation between academic performance and time management was explored. The research suggested that the students should be aware of their attitude towards their time management and need to be conscious of their waste of time. Gayef et al., (2017) also explored the relation between academic performance and time management. They also stressed the need of creating awareness among students regarding the need for managing the time efficiently.

Cognitive factors and Academic performance

The ability to focus our full attention on something while blocking out other distractions is known as concentration. The majority of pupils express discontent with their ability to focus and believe they don't work as effectively as they could. A strong memory is essential for success in school. Research studies strongly advocate

the importance of memory and concentration on academic performance. The effect of memory on academic achievement was explored by examining the role of different memory structures like, long-term memory, short-term memory and working memory. Studies reported significant relationship between the working memory and academic performance (Dehn, 2015). The study done by Mohammed (2019) established the relationship between working memory and performance in learning tasks, especially subjects like reading and mathematics. Academic achievement in preadolescent children has been found to be highly correlated with relational memory, which is the capacity to connect different pieces of information. This shows that a key component of academic success is the capacity to make connections between different pieces of information. The study by Hassevoort et al., (2018) found a positive correlation between academic achievement in a variety of courses, including language arts, arithmetic, and reading, and relational memory skills. This suggests that a wide range of academic domains may be impacted by the quality of relational memory abilities. It has been proposed by Nutley and Söderqvist (2017) that working memory training can help students who are generally high achievers by improving their focus in class and their capacity to take in new information, which will boost their academic performance. In recent years, Gamification in education has drawn a lot of attention. However, "Gamification is the practice of motivating participants in non-gaming activities through the use of game design elements, game mechanics, and game thinking." A teaching strategy known as "educational gamification" involves having students compete in accordance with predetermined guidelines. In recent years, it has become a widely used interdisciplinary teaching tool among educators. This study sought to determine

the impact of a memory game on elementary school pupils' academic achievement (Sivakumar, 2022).

Studies on Emotional regulation and Academic Performance

Emotional control or regulation means an individual's capacity to deal, cope and manage a situation. Adolescence is ages where there are physiological and psychological changes occur. Extant research has demonstrated that people's ability to regulate their emotions facilitates them in accomplishing their cognitive goals (Phillips & Power, 2007). Emotional regulation strategies were significantly correlated with academic performance (Nadeem, 2023; Usan Supervía & Quilez Robres, 2021). Emotions are important in educational environments and have a big impact on students' academic achievement. Therefore, a key factor in determining a person's academic and personal welfare is their ability to appropriately manage and regulate their emotions (Usan Supervía & Quilez Robres, 2021). Peers are a significant social agent, and students may have learned how to control their emotions from them. Peers who appear to have achieved more academically are frequently more influential, which makes it simpler for the responders to look up to, emulate, and use their tactics. Graziano (2007) has reported that emotion regulation skills facilitate children's development of positive teacher student relationship, cognitive processing and independent learning behavior which are very essential for motivation and academic success. Even though the study was conducted in 5 year old children the findings are still relevant in high school students. Nadeem (2023) reported a striking association between students' academic achievement and their ability to control their emotions, as seen by the strong correlation found in university

students' academic performance and emotion regulation. The ability to reinterpret situations appears to have a good impact on students' academic results, as evidenced by the positive correlation between cognitive reappraisal and academic performance. The study revealed a negative correlation between expressive repression and academic achievement, suggesting that students' academic progress may be hampered by their inability to communicate their emotions. It was found that expressive suppression and cognitive reappraisal were both very significant predictors of academic success, highlighting the significance of emotional regulation in connection to learning outcomes for students. The study's conclusions underline the importance of emotion control in assisting students with their academic aspirations and the relevance of these findings for authorities, student counselors, and mental health expert. Mocar (2024) reported that a positive correlation exist between students Emotional intelligence (EQ) and academic performance.

Studies on Relationship with Family, Teachers and Peer group

High academic achievement in schools is directly correlated with strong parental participation. Families have a significant impact on students' capacity for stress management and mental wellness. Put another way, the advantages of emotional support from family members extend beyond scholastic success and foster the sense of engagement and well-being that form the cornerstone of a happy and meaningful life. Stephen et al., (2022) reported that students are satisfied with supportive parent, because they become highly motivated to work hard and optimistically as they don't have pressure on their scores or grades. The study also reported the importance of family income especially for network connectivity and

expected economic needs at school. The researcher then reported the contributors of academic performance as 'lack of motivation' and 'teacher effectiveness'. Students who are unmotivated or uninterested in learning may have arguments with their parents at home, which can be mentally taxing and stressful. Efficacy of the teacher during the learning process will influence how interested the pupils are in what they are studying in class. Withdrawal from family events, social interactions, and other engagements or get-togethers may also result from the ineffective teacher relationship. In the end, it can cause the student to get depressed and stop attending school. Zhao and Zhao (2022) reported that the family environment and peer interaction quality will positively predict students' academic performance. Academic attainment is impacted by both positive and poor learning behaviors in students. Forming a study group can improve learning interest and raise the likelihood that students would cooperate to do their homework. Academic engagement between students in the classroom and the average score are all related to learning success (math scores) (Carman & Zhang, 2012). Hoferichter et al., (2021) research findings advocate that the majority of a student's day is spent in class, where teachers guide and assist them. Thus, encouraging teachers can serve as mentors, offer constructive criticism based on students' talents, encourage students' academic and personal achievement, and treat them fairly and with gratitude. Teachers serve as a significant socialization agent; therefore it seems sense that their support has an impact on pupils' self-perceptions and feelings. Parental support is a foundation for wellness since it is linked to students' psychological and mental health as well as their sense of self-worth.

Peer interactions among high school students have a major impact on academic performance, as indicated by the research findings of Liu, (2023). Students perform better academically when they have stronger peer interactions. According to the author, kids who have positive peer interactions in their everyday studies would benefit both mentally and physically. The study found that nature of friends, nature of friendships and number of friends positively correlated with academic performance. A strong, positive, and indirect association between junior high school students' academic progress and their peer relationships was reported. This relationship was mediated by the successive roles of learning motivation and learning engagement (Shao et al., 2024). Zhou, (2023) research reports that students with good peer relationship has got scholarships than those students with poor peer relationship. This suggested that the school administrators can intervene to promote and motivate students to have good peer relationship. In 2020, Ling Li et al. reported that peer relationship positively related with mathematics achievement. They also reported that motivation is partially mediated the peer relationship and mathematics. Underachieving peers were found to have a detrimental effect. Individual students' academic performance was found to be significantly impacted negatively by peers with grade rankings in the middle and lower reaches of the major, and significantly positively by peers with grade rankings in the upper reaches of the major. Peers who performed worse academically were more likely to have a negative effect on male students, while peers who performed better academically were more likely to have an impact on female students (Zenget al., 2022).

A significant relationship between positive teacher student relation and academic achievement was reported in research studies (Zainullah et al., 2023; Rimm-Kaufman, 2015). The study by Zainullah et al. (2023) suggested that a teacher who show warm and positive attitude towards students create an inclusive and comfortable learning environment. This will create a good communication between teacher and student. This comfortable environment will increase the classroom engagement, increased willingness to seek help and clear doubts. Positive relationships between teachers and students have been shown to control students' mental emotions, enhance their engagement in the classroom, develop their capacity for learning, and support their academic aspirations (Wang, 2023). In order to build and foster positive teacher-student relationships and enhance students' learning outcomes, it is ultimately suggested that teachers can be thought of as listeners when it comes to mental health, leaders when it comes to academic learning, and supporters when it comes to creative thinking (Dai, 2024).

The factors which positively influence the academic performance include self esteem, academic self efficacy, motivation, study dedication, study habit, goal orientation, time management, cognitive factors like memory and concentration, emotional regulation, relationships with parents, teachers and peer group. The review of literature strongly supports the impact of these factors on academic performance.

Risk factors of Academic performance

Several factors negatively influence the academic performance. The factors may include psychological and physical factors in general.

Studies on Psychological issues and Academic Performance

Regardless of socio-demographic characteristics, higher scores on the Child Behavior Checklist (CBCL) scales were linked to lower academic grades. Students with higher thought issues and anxiety/depression symptoms were less likely to perform poorly academically after controlling for other mental symptoms. On the other hand, academic underachievement was more likely to occur in students who displayed higher degrees of attention issues and delinquent behavior. Even after taking into account stressful events and lifestyle circumstances, there was still a persistent correlation between psychopathology and academic achievement. The study emphasized the significance of mental health interventions for students in order to improve their well-being and academic performance. Symptoms such as anxiety or depression, attention issues, and delinquent conduct were shown to have an independent impact on academic performance (Pagerols, 2022). The research study by Rachmana and Jamaluddin (2023) reported that university students face a challenge to cope with their transition from a high school student to a higher study student and this cause stress in them. The stress and anxiety faced by them lead to poor academic performance. But some students managed the situation with greater self confidence. These results made the researcher to suggest that a preventive mental health awareness and initiatives should be taken by authorities through mental health awareness programs or by offering the help of mental health professionals to identify the weak and strength area of students. Aafreen et al., (2018) reported that students face stress from various sources like, academics, school, peer and family. This affects their physical and mental health, later leading

to decreased performance in academics. Deng et al., (2022) reported academic and family stress will lead students to depression and effective strategies should be taken to address these issues.

A significant negative relation was reported by research with regard to academic performance and behavioral problems (Kulkarni et al., 2020). The research also proposed the need of intervention to address the behavioral problems especially the externalizing behavior. It was discovered that social skills were positively correlated with academic competency and negatively correlated with behavioral issues, highlighting the significance of social skill development for individuals with intellectual disabilities. In order to improve social skills in students with intellectual impairments, it is imperative to address behavior problems and diagnoses, which have been found to be negative predictors of social skills. The study emphasizes the value of intervention programs that help students with intellectual disabilities build their social skills in order to enhance their general academic competence and well-being in inclusive learning environments (Silva & Elias, 2023). In comparison to the reference sample, the study's ADHD students scored higher on behavior problems and social skills, but lower on academic competency and social skills. The results emphasize how crucial it is to provide treatments to the group of ADHD students under study in order to improve their social skills, behavioral issues, and academic achievement (Abrahão & Elias, 2021). The research findings by Chen et al. (2022) propose a bidirectional relationship between behavioral and academic problems, where the externalizing and internalizing problem behaviors predict the academic performance and vice versa. The research findings suggest the early identification

and support to be given to students who are experiencing academic and behavioral difficulties which are crucial for their academic success. The researches emphasize the need for interventions that addresses both academic and behavioral aspects simultaneously.

Internet addiction more specifically social media addiction is a strong predictor of poor academic performance. The social media addiction will make the student misuse the time for studies in watching social media sites. This will later create stress and anxiety for them and lead to poor academic performance. The results show that dependence on digital gadgets and emotional state have a major impact on academic performance, but usage and lack of restraint have no direct effect. The study emphasizes how critical it is to support students' emotional wellbeing, encourage good digital habits, and provide engaging learning environments (Renjith & Arundev, 2024). The research finding proposed Art therapy as a remedy for dealing with the social media addiction (Wei, 2023). Even though most of the research propose a negative relation between smart phone use and academic performance studies by Yoo, (2002) (c.f.,Bugti et al., 2023) and Tella 2007 and many others support the use of smart phones as it will help the students for getting the academic related information at the earliest.

Ragavendra and Reddy (2020) reported in the study that specific learning disability, attention deficit disorder, slow learner, and intellectual disability are major causes for academic poor performance. The disrupted relations with parents, peers, teachers also contribute to the academic poor performance. Karande et al., (2013) found that specific learning disabilities, followed by slow learner, language

barrier and MR contribute to poor academic performance. Smitha and Vimy (2019) came up with similar findings that intellectual impairment, slow learners, and specific learning disability lead to poor academic performance. Karande and Kulkarni (2005) reported from the research findings that medical problems, below average IQ, neurobehavioral disorders, emotional problems, poor socio-cultural support, unsupportive home environment, psychiatric disorders, and environmental factors cause academic poor performance.

Studies on Procrastination and Academic performance

Academic procrastination being the intentional delay of academic activities leads to poor academic performance. These results were supported by many researchers. Balhara and Mittal (2022) have reported the significant negative correlation with -0.58 and the study was carried out in secondary students. The study by Dautov (2020) reported that students with low academic performance are more affected by procrastination and laziness. The research by Dautov (2020) also found that both high performers and low performers show procrastination behavior. But low performers are high in academic procrastination and reason was explained as the personality trait which hinders them from starting a work. While high performers show procrastination behavior in specific condition and from them it is situation specific. The negative relationship of academic procrastination and academic performance is not specific to high school students. It's being reported in the case of university students also. They reported that those who have higher level of academic procrastination they will be having poor academic performance (Bashir & Gupta, 2018; Bishmi & Anto, 2021). Kim and Seo, (2015) concluded from the metaanalysis

did for 33 studies that procrastination is negatively correlated with academic performance. Because those who procrastinate will be late in submission of assignments and delay preparing for examination till the last day and fail to cover the important material thus resulting in failure or poor performance. Ojo (2019) reported in the research that many secondary students have reported procrastination behavior with different explanations. Some students reported as spending too much time on irrelevant things, others being with books but still wandering on unnecessary things. The suggestions given by the researcher include creating awareness for the students through teachers regarding the negative impact of procrastination. The less the students get motivated the more the chances for them to procrastinate. Thus it is to be noted and suggested by almost all studies conducted in procrastination with any sample is the need for an intervention to be developed in addressing the issue of procrastination (Hayat et al., 2020; Bashir & Gupta, 2018; Kim & Seo, 2015). Jaafar (2022) conducted a research on ‘The relationship between academic procrastination and academic performance: The moderating role of teacher support’, reported that strategies of quality teaching and better teacher- student rapport will contribute to improving the student’s academic performance.

Studies on Physical health issues

Kurniawan et al. (2023) reported in the research findings that, a significant correlation exist between student’s health and academic achievement. The research reported that the students with underweight and stunted have poor academic performance compared to that of normal students. Also nutrition was reported as a major factor, where those who get enough nutrition will have proper brain

development. Malnutrition may induce a delay in the growth of neurons, lower brain size, and change the way that neurotransmitters act in children because they are experiencing a rapid neuronal development. As a result, poor nutrition may result in diminished perception, memory, and focus (Gaikward et al., 2015; Karande et al., 2013; Sudhir 2016). Dental caries may result in a gingival infection, which enlarges the gums and produces discomfort and anxiety (Thongseiratch & Chandeying, 2020). This will increase the absent rate of students in effect causing poor scores in exam. Chronic conditions that affect specific areas of cognitive capacity and student accomplishment include congenital heart problems, asthma, epilepsy, diabetes mellitus, cancer, and HIV/AIDS. This emphasizes the necessity for specialized educational interventions. Compared to their peers in good health, children with chronic diseases are more likely to experience social impairments, which highlight the significance of addressing the social and psychological effects of chronic illnesses on academic performance in addition to their educational implications (Thongseiratch & Chandeying, 2020). In order to raise a healthy and happy child, the family, the school, and the healthcare system must work together to address recurrent infectious disorders, which are among the factors affecting mental functions and academic progress (Taranushenko & Tepper, 2022).

Head ache is common problem reported by students. Sometimes the headache was reported as a factor affecting the academic performance (Beena 2009; Karande et al., 2013; Srinivas & Venkatkrishnan, 2016; Aneja 2016; Hunshal 2016). The research findings by Genizi, et al. (2017) reported that there is a connection between learning disability and headache, especially with migraine head ache. But

the exact explanation could not be gathered, but still the research findings reveal a connection between LD and primary headache syndromes. The physical health problems like vision problems, hearing impairment (Patil et al., 2019; Hunshal et al., 2017; Karande, 2005; Beena, 2009; Geeta) epilepsy, cerebral palsy and developmental delays were reported by studies as major contributing factors for poor academic performance (Sudhir, 2016; Beniwal et al., 2018; Sukumaran, 2011; Bishmi & Anto, 2021)

A significant relationship was reported between poor academic performance and asthma. The study conducted in urban setting reported more chances of frequent absence record due to asthma episodes for the students. Also nocturnal asthma, the asthma episodes during sleep affects the quality of sleep again results in poor cognitive abilities leading to poor academic performance (Koinis et al., 2019). There is a negative relationship between asthma and academic performance. Especially children with severe asthma performed poor in math and reading tests. Educational support and remedial services may be beneficial to students with severe asthma because they have absenteeism which leads them to poor performances (Kohen, 2010; Lowenthal & Lowenthal, 1995). Brew et al. (2019) reported contrary to the findings of other researches. They reported there is no evidence of relation between asthma and academic performance of children and adolescence. They reported that may be students with severe asthma may miss their classes and this will affect the quality of life of students. But this does not imply that a student's academic performance is directly affected by asthma.

The association between health issues and academic achievement was shown to be significantly mediated by school performance, which accounted for up to one-third of the variations in non completion and around half of the variations in track choice. The study indicates that although formal school performance is a significant factor in the relationship between health problems and educational success, adolescents with health concerns may benefit from extra educational support regardless of their official school performance (Mikkonen, 2020). As it was clear from the review that both physical and psychological factors negatively influence the academic performance, utmost care should be taken while preparing the intervention. The intervention module should include both positive factors and negative factors which contribute to academic performance. The module content should be multifaceted as like the factors are.

The relevance of Intervention

The analysis of existing reviews suggested the importance of each factors in contributing to the academic performance. Many researchers have reported the need of developing an intervention to address the specific issues and need to improve and strengthen the positive factors. The next part of review will deal with those studies which suggested to the need of developing an intervention program.

Nonis et al. (2006) has come up with the results that time spent studying and working does not directly influence the academic performance, but the motivation and the study time interact with the ability of student to influence the academic performance of students. They also suggested that the administrators should focus on developing interventions on the factors like motivation and study habits rather

than solely on the amount of time spent on studying. Sarwar (2010) also reported that by identifying the positive relationship between the study attitude and academic performance the educators, parents and the educational institutions should take initiatives to implement programs or interventions aimed at fostering positive study attitude among students. Also the research emphasized the importance of effective study habits and motivation to help students perform better academically. The research by Ahmad et al. (2019) suggested that the time management is vital for the academic success of students. So the students should learn the skills essential for managing their time properly. The institutions also take necessary initiatives to provide different techniques or training workshops for students to best utilization of the study time. Several strategies are being used for effective time management. Okorobie suggested setting SMART goals, using Eisenhower matrix and establishing a balanced routine will help the students for effective time management.

A student's academic performance can be enhanced by improving their memory and attention span skills. The ability to focus on one thing for an extended period of time without being distracted is called attention, and it's a crucial talent for students to have. Because prolonged durations of concentration are necessary for things like reading and learning. Thus, it is necessary for students to acquire attention skills. There is certain brain networks involved in attention, and it can be developed with practice. Through mindfulness and brain gym exercises, they can train their minds (Posner, 2015). Tigner, (1999) in his research work on 'Putting Memory Research to Good Use: Hints from Cognitive Psychology' has pointed some strategies to improve the memory as chunking, elaborative rehearsal, dual

coding, generating effect and spacing effect. The techniques like chunking, elaborative rehearsal were included in the intervention module and students reported those sessions as useful for improving their memory.

Al-Tameemi et al., (2023) in the research on ‘Determinants of poor academic performance among undergraduate students—A systematic literature review’, reviewed 50 studies conducted between 1990 and 2020 summarized the significance of implementing the social strategies and management techniques to support improving the academic performance. They also recommended developing targeted interventions to assist students to achieve better academic results. Hu and Hu (2023) explored in their review paper regarding the relationship between working memory and academic performance. The study reported a direct and indirect effect of memory on academic performance.

According to the study by Hassevoort (2018), academic success in a number of courses, including reading, arithmetic, and language arts, was positively connected with relational memory performance. This suggests that a wide range of academic domains may be impacted by the quality of relational memory abilities. The results additionally imply that educational programs targeted at enhancing children's relational memory skills may benefit their academic achievement. Improving relational memory abilities with focused interventions could be a good way to help preadolescent kids succeed academically.

Shao et al. (2024) reported the need for developing intervention for students to improve their peer relationship, learning motivation and learning engagement. The findings demonstrated a strong, positive, and indirect association between junior

high school students' academic progress and their peer relationships. This relationship was mediated by the successive roles of learning motivation and learning engagement. Rimm-Kaufman (2015) reported in the research findings that enhancing the rapport between students and teachers has significant, advantageous, and enduring effects on students' social and intellectual growth. Merely enhancing the rapport between students and their educators won't result in academic progress. Students who have tight, supportive, and pleasant relationships with their teachers, on the other hand, will accomplish at higher levels than students who have more friction in their relationships.

Research studies support the need for developing an intervention to help students to become able to control and regulate their emotion. Such awareness program would help them to improve their quality of life, day today stress and aversive life experiences (Nadeem, 2023). Research findings suggest the promotion of teaching strategies to improve self-efficacy, self esteem and resilience. The ability to manage emotion will help students to feel comfortable with other students and also with teachers (UsanSupervía & Quilez Robres, 2021). According to the research findings of Shim and Kim (2022), the academic emotion regulation program can be a useful tool for teach specialists to help students facing academic probation improve their ability to control their academic emotions. It provides a structured process for students to become more conscious of their feelings, reevaluate them positively, and set goals that are appropriate for their academic circumstances. Renjith and Arundev (2024) explored the relationship between the digital addiction and academic success. The results revealed that dependence on

digital gadgets and emotional states have a major impact on academic performance. The researcher proposed suggestions such as conduction awareness programs for students regarding the healthy digital habits and its importance in the mental well being of the students.

The physical health being a major cause for student's absenteeism could be addressed by some interventions followed by the institutions and the governmental agencies. Providing enough nutrition and health care facilities are the most important suggested things to be included while addressing the issue of physical health (Shaw et al., 2015). As the effects of chronic disease are widespread across educational domains, the focus of intervention for children with chronic illnesses should move from an inclusion model based on diagnosis to one based on the children's functioning. Adopting a multidisciplinary team approach is recommended for healthcare professionals and educators to effectively handle the educational requirements of children with chronic illnesses (Thongseiratch & Chandeying, 2020). Joseph (2023) suggested that students experience mental health issues which directly impacting their academic performance. So the research findings suggested that if the educational institutions provide a supportive and inclusive environment for the students, that will enhance the well being and academic achievement of students.

Research gap

Reviewing of existing studies will help a researcher to understand the background for a new research and to clearly identify the research gap. By analyzing the existing reviews, it was noted that many researches were carried out to

understand the impact of each factors on academic performance. Among them many researchers report the need for an intervention program to help these students as a support. Intervention for addressing an issue will become relevant when it proves that, mere knowledge of the existence of a problem does not lead to solution of the problem. Here the research findings strongly advocate the need of developing intervention programs, specifically addressing the risk factors of academic poor performance. But it is not easy to include all the factors of academic performance in an intervention. Based on the researcher's goals and the identified needs, the topics for the intervention were carefully selected. The researcher took relevant reviews to finalize the topics and to design intervention modules that address the various risk factors affecting academic performance from multiple perspectives.

AIM

To explore the risk factors contributing to Poor Academic Performance of high school students. To prepare an intervention module addressing the risk factors explored.

Research questions

- What are the primary risk factors contributing to poor academic performance among high school students, as perceived by teachers, parents, and students?
- How can we help the students to cope with the risk factors of poor academic performance?

Objectives

- To explore the risk factors for Poor academic performance among high school students.
- To understand how teachers, parents and students define and address the issue of poor academic performance.
- Translation and adaptation of High School Competency and Academic Procrastination scale.
- To Design an intervention program for addressing the risk factors identified through need assessment interviews and to find its efficacy.

Hypotheses

- There will be significant difference between pre, post and delayed post test scores of experimental and control group on academic procrastination.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of relationship of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of family relationship of high school competency.

- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of fellow student relationship of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of teacher relationship of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of study of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental group and control group on intrinsic motivation of area of study of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on extrinsic motivation of area of study of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on Study dedication of area of study of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on time management of area of study of high school competency.

- There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of self of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on reaction to failures of area of self of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on learning assessment of area of self of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on general self esteem of area of self of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on study self efficacy of area of self of high school competency.
- There will be significant difference between pre, post and delayed post test scores of experimental and control group on emotional control of area of self of high school competency.

CHAPTER 2

METHOD

“Research is seeing what everybody else has seen and thinking what nobody else has thought.” Albert Szent-Gyorgyi

Research from its simple understanding is Re- searching. It can also be explained as in-depth understanding of something in a systematic and organized way and presenting it scientifically. Creswell (2008, c.f., Creswell & Creswell, 2023) defined research as "Systematic investigation to establish the facts". Research includes synthesis and analysis of previous research that leads to new and creative outcomes.

Research designs being the backbone of research is an integral part to be discussed while explaining about the method of research. According to Kerlinger (1986, c.f., Mangal & Shubhrangal, 2013), “Research design is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance”.

Research design

A mixed method experimental (or intervention) design was adopted by the researcher. The qualitative and quantitative data is being collected and processed for reaching a conclusion in a mixed method experimental (or intervention) design (Creswell & Creswell, 2023). After considering the factors influencing academic performance, the researcher prepared the intervention program for the high school students and its efficacy was tested. The researcher used Exploratory Sequential mixed method design where it employs a three phase procedure. In the first phase, the researcher did an exploratory research where the researcher explored the factors

associated with poor academic performance which included academic or non academic issues of adolescent students. The second phase, as instrument development and the third is administering the instrument to a sample of population. Pretest- Posttest delayed post test control group design also known as pretest-posttest randomized experimental design. It was used in the present research in the administration part of the intervention module. The participants are randomly assigned to control group (not receiving intervention) or experimental group (receiving the intervention) to receive the intervention. Randomization is a procedure where every student participating in the research has an equal chance of getting included into either the experimental group or control group. In this research, the researcher used this design to assess how well the students are coping with problems associated with their poor school performance after the intervention.

Research Process

Figure 1

The process of the current research can be easily presented through the flow chart.

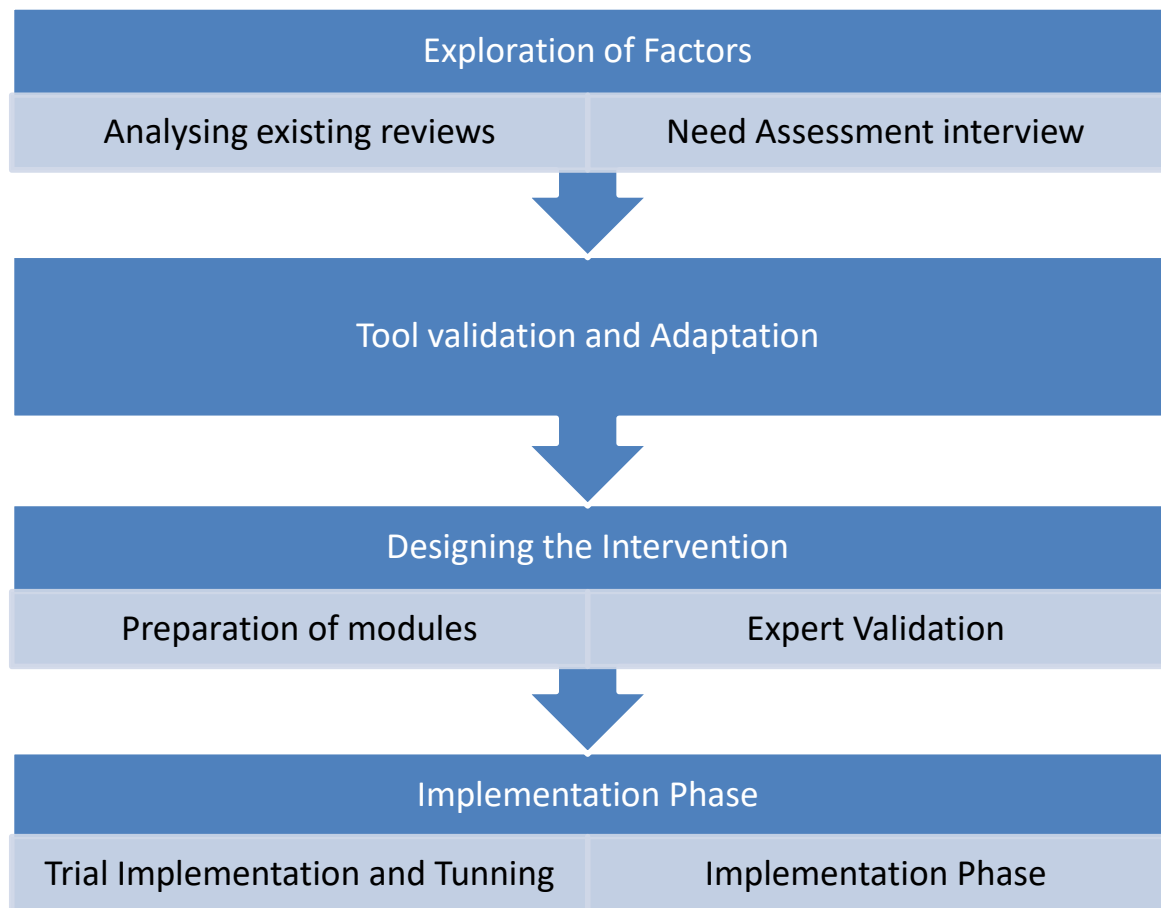
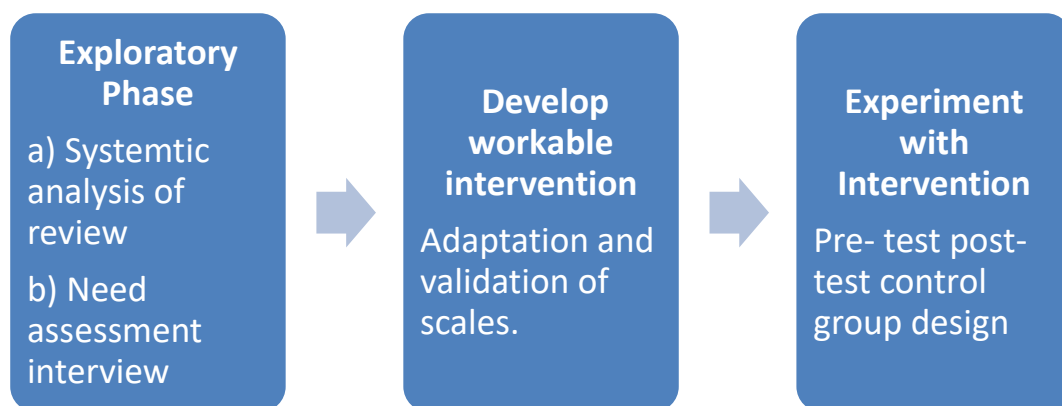


Figure 2

Diagrammatic presentation of research design



Phase 1: Exploration of factors

Need assessment is a process of gathering information to identify whether a need or a gap exist. A gap indicates inconsistencies exist between where something is now and where it wants to be. The researcher did a need assessment interview in the beginning for identifying the need of developing an intervention program for adolescent students. In the initial phase, the researcher's intention was to identify the risk factors of poor academic performance. This was done in two steps.

- Step I: Analysis of existing review
- Step II: Need Assessment Interview

Step I: Analysis of review

In the step of analysis of existing review, the researcher did an extensive search of related literature. Studies related with the risk factors of poor academic performance were collected with the help of search engines like Google Scholar, Pub Med, and Research Gate. The key words such as risk factors, academic backwardness, scholastic backwardness, poor academic performance, and academic underachievement were used for searching reviews. Indian studies conducted within the period of 2005-2020 were collected by the researcher to identify the risk factors of poor academic performance.

Step II: Need Assessment Interview

Need assessment interview is a qualitative research method based on asking

questions to gather data. The researcher identified the stakeholders of poor academic performance, like parents, teachers, and students. In this research, the researcher adopted semi structured interview method as part of exploratory design (Consent forms were collected from the participants prior to interview and was attached as Appendix A). For this the researcher prepared three different set of questions for teachers (Appendix B), parents (Appendix C) and students (Appendix D). The Semi structured interview method is characterized by its structured nature and flexibility in allowing us to explore new topics emerging during the process of interview and thereby go for in depth exploration. The questions were prepared with the help of interaction with experts in the field such as school counselors and Psychologists working with students. The understanding accumulated from the review of related literature also helped the researcher for the same. These questions were checked by the research supervisor and two experts with five years of qualitative research experience.

The Pre-Covid interview: The need assessment interview was conducted with the stakeholders of poor academic performance, to get the perspectives of parents, teachers and students on the risk factors.

The Post-Covid interview: The second need assessment interview was conducted one month after schools reopened in the post-Covid-19 period. The purpose was to evaluate whether the needs identified in the first phase remained the same or if new challenges had emerged. This phase marked a significant turning point, as several aspects of students' needs had shifted following a year and a half of

online education. Both parents and teachers expressed new concerns regarding students' academic performance, while noticeable changes in students' behavior and attitudes toward education were also observed. In response to these developments, the researcher decided to include the challenges students face in the aftermath of the Covid-19 pandemic, with a particular focus on academic-related issues.

a. Participants

The participants of the need assessment interview were parents, teachers, and students from Kerala population, especially from Thrissur District. The initial need assessment interview was carried out with ten parents ranging from the age of 35-50 years (seven females and three males), twelve teachers belonging to the age group of 30-55 years (eleven females and a male) and twelve students age ranging from 13 years to 15 years (six boys and six girls). Purposive sampling technique was used for collecting the data in the need assessment interview 1. The second need assessment interview was done with convenient sampling in the post Covid era. The interview was carried out with twenty parents ranging from the age of 35-50years (seventeen females and three males), twenty students by the age from 13 years to 15years (sixteen females and four males) and twenty teachers belonging to the age group of 30-55 years (ten females and ten males). The inclusion exclusion criteria were as follow

Table 1

Inclusion and Exclusion criteria for parents, teachers, and students for interview.

Inclusion criteria	Exclusion criteria
<p>Parents</p> <p>Parents with atleast one child reported as academically backward.</p> <p>Parents with more than one child.</p>	<p>Parents</p> <p>Parents who are divorced or separated.</p> <p>Children staying in hostel or with grandparents.</p> <p>Parents having any severe medical or psychological problems.</p>
<p>Teachers</p> <p>Teacher who reported he/she teaches more than ten academically backward students.</p> <p>Kerala State syllabus teachers</p> <p>Minimum five years of experience.</p>	<p>Teachers</p> <p>Teachers who have had a break from teaching within the last five years.</p>
<p>Students</p> <p>Students who are academically backward.</p> <p>Students who are living with their parents.</p> <p>Students have siblings.</p>	<p>Students</p> <p>Those who reported not interested where excluded.</p> <p>Students with any known severe medical or psychological problem.</p>

Note: Academic backwardness can be defined as students who are scoring below 35percentage in overall marks in the recent examinations.

b. Procedure

Informed consents from the participants wereobtained before the interview,which clearly explained the purpose and nature of the research. Appointments for time and place were fixed according to convenience. All the parents, students, and teachers were interviewed within the school premises. During the interviews, a non-threatening and comfortable environment was ensured for open and honest responses. The researcher ensured that no ambiguous, threatening, or biased questions were included in the interview. Before the interview, the researcher

took at most care to establish rapport with the participants. It was ensured that the participants had adequate time to open up and share their thoughts freely. To build rapport, the researcher had a brief chat with the interviewee about general topics before the interview began. The researcher requested the permission to record the interview before it began. But most of the participants denied the permission for the same. The interviewer noted the responses using pen and paper. The denial of permission to record the interview did not affect the flow of the interview because, the interviewer believed in the right of the participant to deny or quit from the research which is already mentioned in the consent form. The following instructions were given: “I am a researcher in Psychology from the Department of Psychology at Prajyoti Niketan College, Pudukad. As part of my research I want to know about the factors that influence academic performance. Your personal details will not be published anywhere and all your responses will be kept confidential, and will be used only for research. Thank you”. The researcher actively participated in the interviews. The researcher acted as a facilitator for the interview, where she encouraged the participants to express their experiences in detail but at the same time redirected them to the topic of discussion when they deviated greatly. The researcher encouraged the participants to give examples related to various experiences to obtain details and a clear picture. She validated their responses by rephrasing what they reported. Each interview session lasted for 40-50 minutes. The interviewer was thankful towards the participants for participating in the interview and expressed gratitude at the end of the interview.

c. Analysis

Data analysis is a very important part in research, especially method and procedure of analysis in qualitative research. Content analysis was done for analyzing the data gathered from the semi structured interview. The researcher documented the interviewees' responses as transcripts. After thoroughly reviewing these records, key codes were identified. These codes were then grouped to form initial themes. Through a process of refinement and analysis, the final themes were generated. In the last phase researcher documented all the major themes and codes belong to them. Major themes identified from the interview along with factors identified from review of literature were later used for preparing the intervention module.

Phase II: Translation and Adaptation of tools.

Translation and adaptation of psychological tools are associated with the process of modifying the tools to make them suitable and culturally relevant. This process is carried out when a tool is found to be more apt to measure a variable but seems to be hard for the participants to understand the language. In the present research, the researcher underwent such situation where High School Competencies Scale and Academic procrastination scale were very relevant to the research but the participants, the high school students found it difficult to understand the language of the tools. By incorporating the guidelines shared by Beaton et al., (2000), Gudmundsson (2009), and Menon and Praharaj (2019) the translation and adaptation process was carried out.

a. Participants

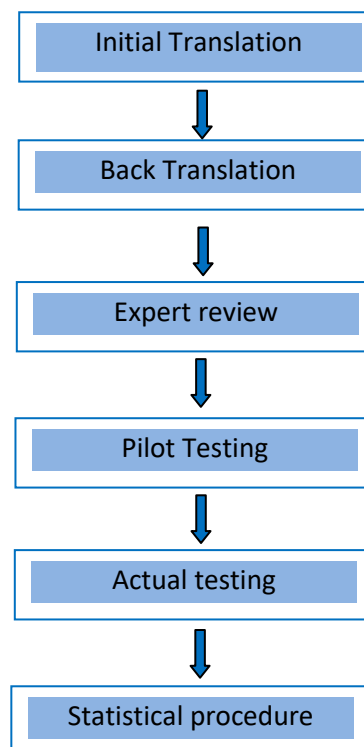
A sample of 400 students (180 boys and 220 girls) aged between 12-16 years from Thrissur district were included in the study. Convenient sampling method was used to collect the data. Permission from schools were taken to collect the data from the students, consent form from the institutions and students were collected prior to administering the tool.

b. Procedure

The procedure can be diagrammatically represented as follows:

Figure 3

Diagrammatic presentation of Translation procedure.



- **Initial translation:** Initial translation which also named as ‘forward translation’ in which the translation is done from a source language to a targeted language. This was done by a language expert whose mother tongue is targeted language. The researcher approached a targeted language expert (here, it is a Malayalam expert) with a fifteen years of teaching experience in college who also have an experience as a translator.
- **Back translation:** Back translation is also known as ‘reverse translation’. It is a procedure where the initially translated questionnaire is translated back to the source language. For this the translated questionnaire is given to another expert who is fluent in source language and in targeted language. This is done to make the researcher check how well the back translated questionnaire holds the properties of the source language questionnaire. For this the back translator was not given the original tool. The researcher approached a source language expert (here it is English) who has fifteen years of experience in teaching with a prior experience as a translator for research tools.
- **Expert review:** The translated and back translated versions were given to two experts and were evaluated with the presence of the researcher. This expert committee is to consolidate all the versions and prepare the pre final version of the tools. This was done to validate the final version by comparing the questionnaires in source language and back translated questionnaire to make sure that there is not much disparity between the source language and the back translated version of questionnaire. The researcher gave the translations to two source language experts (other than the earlier expert) with the same inclusion criteria mentioned for back translator.

- Pilot testing: The prepared pre final version was given for pilot testing. It was done to make sure that the students could understand the items and were easy to mark their response. Twelve participants (six boys, six girls) aged between 12-15 years were selected for the pilot study. The researcher used convenient sampling technique for selecting the school. When the researcher got permission to get the data from the class, lottery method was employed for random allocation of the students. The school authorities were approached and communicated the need of the study, that is to test the feasibility of a questionnaire. The researcher instructed the students to carefully read the questions and feel free to ask for any clarifications or ambiguities they feel while they read the questions. Also they were asked to mark their responses in 5 point scale. Later the researcher interacted with the students to make sure whether they encountered any difficulties with understanding the meaning of any items or difficulty to mark their responses for any item.
- Actual testing was done to standardize the tool with 400 participants. Convenient sampling technique was used for collecting the data. This was done because of the restrictions schools made due to Covid 19. Only those schools that permitted to collect the data were selected. The procedure was same to get the institutional consent for the data collection. The students were instructed to cooperate with the researcher by completing the questionnaire which was distributed. The researcher instructed the students by distributing the questionnaire, “Please do not hesitate to ask any questions you may have about the questionnaire. Read all the questions carefully and answer it”. The Students were then requested to

answer the questionnaire in the paper-pencil version during school time. In the case of High school competencies scale, they were asked to go through the statements and indicate how correct each sentence related to their school experience using a 5-point Likert scale: (1) “not at all” (2), “a little” (3), “somewhat” (4), “very” (5), “completely”. For Academic Procrastination Scale, they were requested to mark their response in 5 point scale where they have to mark 1 for strongly disagree and 5 for strongly agree. The students were requested not to discuss with friends and feel free to mark their responses which come to their mind rather than looking too much in to the same question. They were assured that their identity or responses will be kept confidential and will be used only for research purpose. They were thanked for cooperating with the researcher.

c. Statistical analysis

Data was analysed statistically using Statistical Package for social sciences (SPSS) version 20. The data was checked for normality. Descriptive statistics namely frequency, mean, and standard deviation were calculated. Item total correlation was calculated. Reliability was calculated using Cronbach’s alpha.

d. Details of Research Tools

1. High School Competencies Scale: Translated and Adapted by Bishmi PD and Dr Milu Maria Anto (Boerchia et.al, 2021). (Original questionnaire is attached as Appendix I and Translated questionnaire as Appendix J)

Administration: Students were requested to answer the questionnaire in the paper-pencil version during the school time. They were asked to compile the questionnaire anonymously, indicating how correct each sentence related to their school experience using a 5-point Likert scale: (1) “not at all” (2), “a little” (3), “somewhat” (4), “very” (5), “completely”. The H-Comp Scale is composed of 48 items, divided into twelve subscales grouped into three macro-areas:

- a. Area of Study: Intrinsic Motivation, Extrinsic Motivation, Time Management, Study Dedication.
- b. Area of Self: Reaction to Failures, Learning Assessment, Self-Efficacy, Emotional Control, General Self-Esteem.
- c. Area of Relations: Family Relationships, Fellow Student Relationships, Teachers Relationships.

Scoring:

Scoring was done using 5-point Likert scale, where 1 indicate “not at all”, 2 for “a little”, 3 for “somewhat”, 4 for “very” and 5 for “completely”. The total scores of the high school competency scale ranged from 48 to 240.

Reliability and validity:

Item total correlation $r > 0.3$. Items under Area of study have an average ranges 0.38- 0.66. Items under Area of Self have an average ranges from 0.38-0.63. Items under Area of Relationship have an average ranges from 0.45- 0.63. No items were deleted as all the items satisfied the condition, item correlation score greater than 0.3.

2. Academic Procrastination Scale: Translated and Adapted by Bishmi PD and Dr Milu Maria Anto (McCloskey & Scielzo, 2011). (Original questionnaire is attached as Appendix K and Translated questionnaire as Appendix L)

Administration:

Students were requested to fill the questionnaire with the first answer which comes to their mind while reading the question without any in depth thinking. They were requested to mark their responses in 5 point scale where they have to mark 1 for strongly disagree and 5 for strongly agree.

Scoring: Scoring was done on a 1 to 5 likert scale with *1= strongly disagree* and *5= strongly agree*. Reverse scoring was done for the items 1, 8, 12, 14, and 25 of the scale. While using the reverse scoring, 5 for disagree and 1 for agree accordingly.

Reliability and validity:

Mean and SD of items ranged from 2-4 and above 1. Item total correlation was calculated. Except the item 16 ($r=0.02$) other items have satisfactory correlation with total score $r > 0.3$. However the item has been retained as the researcher believed that elimination of the item will hamper the content validity.

3. Consent form:

In accordance with standard procedure, students' consent forms were collected along with the questionnaire during the pre-test (Appendix G). Additionally, consent from the school authorities (Appendix E) was obtained in advance to authorize the implementation of the intervention process. Consent forms were also collected from parents (Appendix F).

4. Personal data sheet:

Personal data sheet was prepared by the researcher for collecting the relevant data (Appendix H).

Phase III: Designing the Intervention

Stage I: Designing the modules

The intervention, being the most important part in the present research was done with utmost care. During the phase of module preparation, the researcher went through recent researches in the field, how they designed and validated the contents was taken as reference for the present research. Designing the module for the adolescence group for improving their academic skills was done based on the information gathered from the analysis of available literature, the need assessment interviews. Intervention was formulated based on ranking of the identified themes. The efficacy of implementing a program within the school setting and impact on the students was kept in mind while preparing the module “Academic Performance enhancing Intervention Program (APEI)”. The themes for the module were prepared, and finalized by the researcher and the supervisor. The current module was designed based on existing intervention strategies, theoretical foundation on the topics explored through the interview, the researcher's own interactions and experiences with the adolescent group were contributed to the devising the module “Academic Performance Enhancing Intervention Program (APEI)”. The themes were clustered under three Domains and summarized as follows

- Cognitive domain
 - Memory
 - Concentration
- Academic domain
 - Study habits
 - Goal orientation
 - Time management
 - Procrastination
- Behavioral domain
 - Addiction
 - Anger management
 - Emotional regulation

There were 19 sessions from establishing rapport till termination session. Each session was structured with 40 minutes time duration which can be applied even during the regular school working hours.

Outline of Intervention

Table: 2*Name of the session and its content.*

Session	Description	Expected outcome
Rapport	Rapport establishing session Bag of stories game was played for this (Hailey, 2022).	It will establish rapport between the researcher and group members. Building rapport will act as a foundation for trust and comfort for effective communication. This session will determine the quality of interaction during the intervention.
Improving concentration	To learn effective ways to improve concentration Practiced Brain Gym exercises. (Tian, 2018)	Participants may experience enhanced ability to concentrate for longer periods of time without being easily distracted. They will learn effective techniques to regulate their attention and manage distractions, leading to better control over their focus and concentration levels.
It's easy to concentrate!	More than just learning the concentration improving techniques one should learn to identify distracters. Warren Buffet's "2 list" strategy for focused attention, (Clear, 2020)	By learning to identify distracters and implement strategies such as Warren Buffet's "2 list" technique, participants may become More adept at prioritizing tasks Maintain focus and attention on tasks Allocating their time and attention efficiently, resulting in increased productivity and accomplishment of goals.
Improving memory	Memory game was introduced and played for creating a background. Session was to learn techniques to improve memory Mnemonics Chunking SQ3R Acronyms were introduced to them.	Participants will learn various memory improvement techniques such as mnemonics, chunking, SQ3R, and acronyms through interactive activities and exercises. Participants will understand concept of chunking and its application in breaking down complex information into manageable chunks, leading to enhanced memory recall and comprehension. Students will be equipped with the SQ3R study method, enabling them to Survey, Question, Read, Recite, and Review course materials systematically, resulting in better understanding, retention, and academic performance.

How much can you memorize?	Memory test was administered (https://sites.google.com/site/whyd-ontstudentslikeschoolbook/interactive-activities/letter-memorization- test) Discussion on how we forget?	Administration of memory test will make the students aware of their memory capacity. The session content will help the student to become aware of how forgetting occurs and what all things we must keep in mind while we learn something to remember it effectively.
Skills for healthy study habits	Session was in discussion and demonstration mode. To help them to identify their present study habit skills. To become aware that there are students who follow particular study habits in their life.	Participants may gain a better understanding of their current study habits, including strengths and areas for improvement. Through discussion and sharing of experiences, participants may learn about different study techniques and methods that have been successful for others.
How to make study easy?	Demonstration and discussion of different Study habit skills like note making, Use charts, short notes, sticky notes, quiz, review exams.	Participants can learn study habits and can improve themselves by applying them in their study routines. The learning process can make more enjoyable and engaging by using sticky notes or charts in their study routines. Participants may gain insight into their own strengths and weaknesses when it comes to studying, allowing them to make informed decisions about which study habits to prioritize and which areas to focus on improving.
Goal setting	To help the students identify their style of goal setting Level of aspiration test was administered and goal discrepancy score was calculated.	Feedback regarding their goal setting will give individually based on the test result of level of aspiration. This result will give insight to the pattern of goal setting of the participants.
Goal orientation	The session was did with an outdoor game and this is to help the students understand the need of goal orientation and how to set realistic goals SMART Goals (Boogaard, 2023)	Participants will get information regarding the importance of goal orientation in professional and personal life. They can apply the understanding gained through participation in the outdoor game to real-life scenarios.

Time management	<p>To identify the importance of time management (video)</p> <p>How much effective it will be if we plan and use time properly</p> <p>Make a realistic list based on the urgency and importance of the things to do (Scroggs, 2023)</p>	<p>Participants will recognize the significance of time management in achieving personal and professional goals through the viewing the video presentation.</p> <p>They can evaluate personal time management habits and identify areas for improvement, reflecting on past experiences and challenges.</p> <p>They will learn the ability to create a realistic and prioritized list of tasks based on the urgency and importance of each item using the Eisenhower matrix technique.</p>
Is it hard to follow 'Timetable'?	<p>To help students to manage their time appropriately and productively (individual session)</p>	<p>Help to set a realistic timetable and help the participants to follow it without fail.</p> <p>To develop the ability to create and maintain a personalized schedule or planner to organize daily activities, assignments, and commitments.</p>
Procrastination	<p>To make them identify whether they have procrastination (Administration of Procrastination scale)</p> <p>Why procrastination behavior</p>	<p>Participants can identify their level of procrastination behavior. They can also understand the concept of procrastination, its underlying psychological, behavioral, and emotional factors. They can identify individual tendencies towards procrastination through self-reflection and assessment of past experiences and can also identify the triggers.</p>
Are you a procrastinator ?	<p>Discussing about the video (Short film on procrastination)</p> <p>POMODRO technique (Cirillo,1980)</p>	<p>The participants can identify personal resonances with the characters or scenarios depicted in the short film, reflecting on individual experiences with procrastination and its impact on productivity and well-being.</p> <p>Learn to implement personalized strategies for overcoming procrastination.</p>
Anger map	<p>Discuss about "The Anger Iceberg" Anger chart</p>	<p>Participants will learn the idea that anger is often just the visible tip of deeper emotions, such as frustration, hurt, fear, or sadness, which may be hidden beneath the surface.</p> <p>They will learn how to use anger chart to identify and label various emotions experienced before, during and after moments of anger.</p>

Anger management	Why do we and others get angry? (About the anger)	<p>The participants gain insight into the multifaceted nature of anger and its underlying causes, including threats to goals, frustration, unmet needs, perceived injustice, lack of control, stress, past experiences, and individual differences.</p> <p>They can also learn to recognize personal triggers and patterns of anger through self-reflection and exploration of past experiences fostering self-awareness.</p>
It's possible to manage our Anger.	Discuss how to manage the anger and anger provoking situations (Psycho education)	<p>Participants learn how anger will affect on their physical health, mental well-being, and interpersonal relationships and thus they will learn effective anger management strategies.</p>
Mobile addiction	To discuss about signs and symptoms of mobile addiction (Short tool on mobile addiction and discussion)	<p>Participants will gain a better understanding of the signs and symptoms of mobile addiction, including excessive screen time, compulsive checking, and withdrawal symptoms.</p> <p>This awareness can help them to recognize problematic behaviors in themselves and others.</p> <p>The participants will learn to identify the underlying triggers and motivations behind their smart phone use, such as boredom, stress, loneliness, or social pressure and will learn to cope with such situations positively.</p>
Emotional regulation	To understand their level of emotional stability (psycho education)	<p>Learn the importance and need to regulate one's emotion and participants will get the knowledge, skills, and resources they need to assess.</p> <p>It will enhance their level of emotional stability, promoting greater well-being, and resilience in the face of life's challenges.</p>
Termination	To terminate the therapeutic relationship (Ready to set sail and goodbye cards, Worker, 2023)	<p>Terminating the relationship</p> <p>Termination helps to create healthy boundaries to end appropriately the therapeutic relationship.</p>

Stage II: Validation of the modules

Validation of module becomes the unavoidable part where every aspect in scientific research needs reliability and validity property. This part of validating the module is a standardization procedure which makes this prepared module can be utilized and implemented as a guideline by any school counselors or psychologists to the students who need help. While preparing the rough draft of the modules, the researcher shared it with research supervisor for getting suggestions. After incorporating the suggestions by the supervisor, researcher decided to send the modules for an expert validation. This was sent to three leading psychologists with different level of experiences. One expert with more than twenty-five years of research experience in guiding research, the second expert with fifteen years of research experience of guiding the scholars and the third expert with eight years of research experience were selected conveniently by the researcher as participants for the module validation. The experts were contacted for their availability and willingness to validate the modules prepared. After getting the consent, the module was sent with a covering letter. The letter clearly communicated the importance of their valuable suggestions and viewpoints for making necessary modifications. The experts were asked to rate each session based on its relevance, efficacy, and feasibility to introduce the intervention to the students for improving their academic and non-academic issues after the Covid 19 Pandemic. There was a space provided after each session for marking their suggestions and rate the content in five-point scale.

Not helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful
-------------	------------------	------------------	--------------	-------------------

The descriptive suggestions were analyzed using content analysis. Experts' suggestions were congregated and modified the modules.

Phase IV: Implementation

Implementation cannot always be considered as an event. “It is a specified set of activities designed to put into practice an activity or program” (Fixsen et al., 2005). It involves multiple decisions, actions, and corrections to change the structures and conditions necessary to implement and sustain new practices and programs successfully. Implementation of a psychological intervention in school setting involves addressing the mental health and well-being of students, a positive learning environment, and should offer a platform to develop socio-emotional skills. Implementation was done as two parts: trial implementation and actual implementation.

Stage 1: Trial implementation and Tuning

Objective: Feasibility study

Trial implementation is an inevitable part in intervention study. It is the preliminary testing or application of a particular method or intervention before conducting the actual study. This phase is very important because it helps the researcher to evaluate the practicality and feasibility of the research design. It helps to identify potential challenges and any modifications needed before actual implementation. It also helps to identify unnecessary or time-consuming elements and to make modification.

a. Participants

The trial implementations of the modules were carried out in two groups with nine and thirteen students in each. The participants were girls aged between 12-14 years. Due to Covid 19 related Protocol the sample allocation was done using convenience sampling technique. The trial allocation was limited to females alone due to situational demands.

b. Procedure

The school authorities were contacted for collecting the data. The authorities were informed about the nature of program; a brief outline of the program was presented with the authorities to make sure that no potential harm would be there for those students who participate in the proposed training program. After getting the institutional consent, the researcher was allowed to meet the students for an initial encounter. This was quite informal and out of the module content prepared. The initial visit of the researcher was accompanied by their class teacher and the researcher was introduced to the students by the teacher. The following instruction was given to them by the teacher, “here you are having a new teacher, who is basically a psychologist, will be engaging you for the coming two months, where you can interact with her. I hope you will surely cooperate with her.” After the initial encounter, two sessions for each class were allowed per week and it was fixed for two days in the week. During the second visit, the students were informed about the research. An opportunity was given to them to withdraw from the research at any time. The first session (Rapport Session) was given to them as a trial session before signing the consent form. It is clearly communicated to the

students that they will be free to withdraw at any time when they feel uncomfortable, and no need to think about the consent forms signed earlier. Parental consent was collected after having an interaction with parents after a PTA meeting. The parents were requested to spend fifteen minutes with the researcher to get information regarding the research program. The consent form was collected from parents those who were willing to participate. They were instructed as follows, “I am a research scholar in Psychology at Prajyoti Niketan College, Pudukad. I am conducting research with high school students to help them improve their learning effectiveness and manage their emotions. This is a 45-day program, conducted in four months during which I will meet with the students in their classrooms during school hours, coordinated with the teachers so that it does not interfere with their academic schedule. The program consists of games, activities, and sessions aimed at enhancing academic skills, time management, aggression management, and more. The content of the program has been reviewed and approved by senior psychologists and an ethical committee to ensure that it will not negatively impact any child. If you are interested in having your child participate, please sign and return the consent form. Additionally, if at any point the students find the research unhelpful or uncomfortable, they are free to withdraw from the program at any time. If you have any questions or concerns, feel free to ask. Thank you.”

The trial implementation was performed with a rapport establishing session and it took around eight weeks for completing the session where the researcher expected six weeks to complete. Sessions on improving concentration, improving memory, and skills for study habits, time management tips, anger management and

mobile addiction were found to need more time to explain and implement than from the expected time duration mentioned in the prepared modules. It was noted after the trial implementation that the 18 sessions was extended to twenty four sessions based on the students' needs and responses. Also, some sessions for example, study habits, time table setting, time management and anger management needed individual sessions after group sessions. It was provided on request of the participants and thus the researcher planned a space for that in the actual implementation phase.

c. Data analysis

Trial implementation was done to check the feasibility and practicality of the prepared modules. Qualitative analysis of the feedback forms (Appendix M) was done during this part. The feedback form consisted of the options to rate the instructor based on her understanding of content, preparation, and teaching methods on a four-point scale such as not satisfied, somewhat satisfied, satisfied and very much satisfied. The students were also asked to rate the instructor in general during the session and the overall activities in a session with 'smilies'. A section for descriptive feedback was provided which was analyzed by using content analysis. A Track Record Sheet (Appendix N) was also kept for evaluating the student's participation in the intervention program.

Stage II: Implementation

Objective: Testing the efficacy of APEI

Implementation of the intervention for checking its efficacy was a crucial component of the intervention study. The implementation of new and complex

intervention especially in the adolescent population will be challenging. Adolescence is a period of significant physical, cognitive, emotional, and social development. Adolescents are in a stage of identity formation, easily influenced by peer relationships, and increasing need for independence from family structures. So, the Interventions must be prepared as developmentally appropriate and sensitive to the diverse needs and experiences of this population. The researcher should also ensure that interventions are understandable and accessible to adolescents with varying levels of cognitive ability. Adolescents may exhibit resistance to change, particularly if interventions disrupt their established routines or challenge their autonomy. They may be skeptical of unfamiliar interventions or perceive them as imposed by adults. So engaging adolescents as active participants in the intervention design and implementation process is crucial. Peer support can enhance intervention effectiveness, but peer pressure will act as a barrier to change.

a. Participants

The actual implementation of the intervention was carried out in two groups with fourteen (four girls and ten boys) students in the control group and fourteen (eight girls and six boys) students in experimental group. The age ranges of students were 12-15 years. The researcher used convenient sampling technique for collecting the data in the Implementation phase.

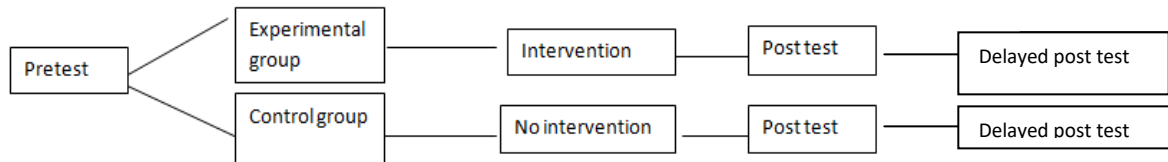
b. Research design

The pretest-posttest, delayed post test control group design is used to assess the effectiveness of an intervention or treatment. This design involves comparing

two groups: a treatment group that receives the intervention and a control group that does not receive the intervention.

Figure 4

Diagrammatic representation of experimental design.



Here the control group serves as a baseline for comparison, where the researcher can assess the changes observed in the treatment group due to the intervention rather than other variables. To match the experimental and control group for the intervention, the researcher administered the High School competencies scale to the students and based on the scores a list of students were prepared in ascending order. Then the participants were assigned to experimental and control group randomly by lottery method. The name of the students with low score and high score were written on papers and put in two bowls. Then randomly took names from the bowl and allotted to experimental and control group. Randomization is the procedure where everyone has an equal chance of getting included in the experimental or control group.

c. Research Tools

1. Consent form: Obtaining proper consent helped to ensure the integrity of the research data by confirming that the participants had willingly agreed to participate and was aware of their rights and responsibilities. Signed consent forms served as a documentation that the participants and their guardians had

agreed to participate in the study under the specified conditions. This enhanced the validity and reliability of the study findings (Appendix).

2. Socio demographic data sheet: Socio demographic data sheet including details of age, sex, medium of education, number of siblings, parent's education qualification were collected as per the requirement of the research (Appendix).
3. High School Competencies Scale: Translated and Adapted by Bishmi PD and Dr Milu Maria Anto (Boerchia et.al, 2021).
4. Academic Procrastination Scale: Translated and Adapted by Bishmi PD and Dr Milu Maria Anto (McCloskey & Scielzo, 2011)

d. Procedure

The research design used for the present research being, pretest-posttest-delayed post test control group design which involves a pre assessment and a post assessment. The research tools like High School competencies scale and Academic Procrastination Scale were administered for the pre assessment. The following instructions were given to the participants "Please fill all the required information in the demographic detail sheet and then give your responses according to the instructions given in the questionnaires. Do not skip any statement while answering and do not spend too much time on each statement." The confidentiality of the data collected and its usage for research purposes were assured to the participants. They were requested to clarify doubts without hesitation, to be honest, and spontaneous in their responses.

The Implementation phase was the final part where the plan moved to action. The initial procedures like asking for the permission and collection of consent forms from the institution, students and parents were as same as in trial implementation part. The Implementation phase was quiet as expected from the evaluation and modification from the trial implementation. After the sessions for memory improvement techniques, study habits, time table setting, and goal setting there were individual sessions and delayed post test sessions as per the needs of students observed from the trial implementation. Twenty seven sessions were carried out as group sessions along with individual sessions. The sessions were as follows:

- Rapport – one session
- Improving concentration- three sessions
- Improving memory- three sessions
- Skills for healthy study habits- three sessions (offered individual sessions)
- Goal setting – three sessions (offered individual sessions)
- Time management- three sessions (offered individual sessions)
- Procrastination-three sessions
- Anger management-three sessions (offered individual sessions)
- Mobile addiction- two session
- Emotional regulation- two session
- Termination- one session

The implementation process involved thorough modification of prepared modules based on expert suggestions and practical considerations. Despite diligent preparation, challenges arose during implementation, notably related to time constraints and the diverse needs of students, particularly in areas such as individual attention, time management, and study habits. Individual sessions were subsequently conducted to address the specific needs of the students, ensuring that the content was effectively delivered and understood. Post-test data, including both immediate and delayed post assessments (after two weeks), were collected to gauge the efficacy of the intervention. Comparable data collection procedures were implemented for the control group, ensuring parity in evaluation metrics. Despite these challenges, a comprehensive approach to implementation and assessment was maintained, reflecting a commitment to addressing the diverse learning needs of students while striving for academic improvement.

e. Data analysis

Homogeneity of the experimental and control group variance for the independent and dependent variables were carried out among adolescent girls and boys. Descriptive statistics were calculated for the experimental and control groups across different phases of the research. For finalizing the modules content analysis was carried out for the interviewed data of students, parents and teachers. Independent t test was carried out to find out the mean difference between control and experimental group. Repeated measures of mixed ANOVA to compare the scores between control group and experimental group in different phases (pretest, posttest, delayed posttest).

f. Ethical consideration

Researcher ensured safety and no potential harm for participants after receiving the intervention. The researcher took ethical clearance (Appendix O) from the institution the researcher belongs to. Consent forms were carefully collected from parents, students, and institution for including the students to the intervention program (Appendix E, F, G). The participants were informed of their right to withdraw at any time in between the intervention.

CHAPTER 3

RESULT AND DISCUSSION

This chapter discusses the results and findings of the research. The research was conducted with the aim of exploring the risk factors of poor academic performances of high school students in the Kerala context and preparing an intervention module. Most of the existing studies were focused on exploring or identifying the risk factors of academic poor performance and some of the studies among them reported the need for an intervention program to address those identified factors. The study was conducted as 4 phases

Phase1: Exploration of factors

Phase2: Translation and validation of tools

Phase3: Preparation and validation of Academic Performance Enhancing Intervention Program (APEI)

Phase4: Testing the efficacy of Academic Performance Enhancing Intervention Program (APEI)

The Research design used for the present research is Mixed method experimental (or Intervention) design (Creswell, 2023). The discussion part will be presented based on phases.

Phase 1: Exploration of factors

Academic performance stands as a cornerstone in educational attainment, shaping individual's future opportunities and societal contributions. However, it is often influenced by a myriad of factors, both within and beyond the classroom environment. In this discussion, we delve into a comprehensive analysis of risk

factors contributing to academic poor performance through systematic review lens. The exploration of risk factors for academic poor performance holds significant importance in understanding the complex interplay of variables that affect students' learning outcome. Thus, exploration is not limited by systematic review but it is continued with interviewing the students, teachers and parents who are the stakeholders of poor academic performance. Content analysis of the interview data was done to identify the specific factors.

The systematic review methodology employed in this study enables us to meticulously examine a wide array of studies, providing a robust foundation for our analysis. In this discussion, we present a synthesis of key findings from the systematic review, comparing them with existing literature. We have included 20 Indian based studies within the period of 2005-2020 with the sample age group adolescents, mostly eighth and ninth standard students. All the published works including transcripts of presentations were included for the systematic analysis. The search engines like Google Scholar, PubMed, and Researchgate, were utilized for collecting the reviews for the systematic analysis. The findings are summarized in table 3.

Table 3

Overview of the studies.

Sl No.	Name of the Author, Year	Analysis	Major findings
1	Ragavendra and Venkatesh reddy, 2020	Hospital based retrospective study	SLD, ADD,SL and ID are major causes, disrupted relations with parents, peers, teachers also contribute

2	Smitha Ramdas, Vimy, 2019	Retrospective study	Intellectual impairment , slow learners, SLD
3	Manjula Patil, Hundekar, Patil, 2019	Percentage analysis	Combination of school, family and health aspects
4	Beniwal, Sachdev, Kumar, Bhojak, Tambi, 2018	Pearson-chi square, student t test	Complex and multi factorial causes
5	Nayak, Mohanty, Beriha, Mohapatra, 2017	Percentage analysis	Social and family factors
6	Hunshal, Hundekar, Patil, 2017	Percentage analysis	Combination of school, family and health aspects
7	Pankaj Singh, Dua, Mujawar, Shrivastava, 2017	t test	Family factors
8	Dr Sudhir Mehta, 2016	Correlation	Behavior disorders are associated. No association found with IQ
9	Gayatri Tiwari, Ruchi Galundia, 2016	Percentage analysis	Due to familial reasons followed by academic and health reasons.
10	Shalini Thakur, Neera Agrawal and Ritu Singh, 2016	Frequency distribution and percentage	Family environment, social and health factors
11	Aneja, Duhan, Sangwan, 2016	Percentage analysis	Combination of school, family and health aspects
12	Srinivas and Venkatkrishnan, 2016	Correlation	Various interlinked factors such as socio economic status of parents, parents help in study, home environment, teachers influence, broken family , etc
13	Gaikwad, Shaikh, Kadam, 2015	Correlation	Low level SES, non conducive home associated factors, academic associated incapacities and negative views, health associated factors

14	Milu Maria, Santhosh , Sangeetha, 2015	Content analysis	School climate and family atmosphere along with personal factors
15	Karande, Doshi, Thandhani, Sholapurwala, 2013	Retrospective study	Specific learning disabilities, followed by slow learner, language barrier and MR
16	TU Sukumaran, 2011	Presentation transcript	Etiology was discussed with management strategy
17	Rayachaudhuri, Debnath, Sen, Majumder 2010	Regression analysis	Students attendance, mothers education & presence of trained teacher in the school have positive impact
18	Beena Johnson, 2009	Presentation transcript	Etiology was discussed with management strategy
19	Karande and Kulkarni, 2005	Review study	medical problems, below average IQ, neurobehavioral disorders, emotional, poor socio-cultural home environment, psychiatric disorders, environmental causes
20	Dr Geeta Khanna	Presentation transcript	Etiology was discussed with management strategy

It was clear from the research findings that a mix of the elements, rather than a single cause, contributes to academic backwardness or academic poor performance. The affecting factors can be categorized into three heads that is academic reasons, family reasons and health reasons which include both physical and psychological reasons.

Academic reason: The main academic factors that have been linked to academic poor performance are students' difficulty with particular topics (Gaikward et al., 2015; Tiwari & Galundia, 2016; Shalini et al., 2016). The problem of viewing some

subjects as difficult may eventually lead to an incapacity to respond to the exam questions due to inadequate comprehension, perception, reasoning, and memory of the particular subject, which will diminish children's academic progress (Hunshal et al., 2017). These problems ultimately put the pupils in a position where they were unable to carry out the study-related chores independently (Tiwari & Galundia, 2016). Procrastination behavior, which delays studying for exams and makes it difficult to read through the material and comprehend the concepts, was the second main reason reported (Patil et al., 2019; Aneja et al., 2016; Gaikward et al., 2015). A further plausible explanation for academic regression could be the student's own low competence which is leading them to believe they are incapable of finishing a task (Aneja et al., 2016). This is a result of low academic self-efficacy, which makes individuals believe they are inept and their language is poor (Hunshal et al., 2017; Shalini et al., 2016; Sukumaran 2011). They eventually come to view learning as a burden because of their dislike and fear of it (Gaikward et al., 2015; Tiwari & Galundia, 2016). It is possible that less practice, poor direction in junior classes, and challenges with reading and writing contributed to this low academic self-efficacy (Aneja et al., 2016). A significant risk factor was also identified as irregular or unsuitable study habits and study abnormalities (Gaikward et al., 2015; Shalini et al., 2016). Academic poor performance was also linked to poor time management and a deficiency of enthusiasm (Beena, 2009). Both sickness-related absences and illness itself are also factors for poor academic performance. It was believed that a student's attendance in class had a favorable correlation with their academic achievement. Academic performance is greatly impacted by absenteeism because students who attend class frequently take their studies more seriously than those who do not

(Beniwal, 2018; Nayak et al., 2017; Rayachaudhuri et al., 2010). Student performance is also favorably correlated with teacher-student relationships and the availability of qualified teachers in the classroom (Rayachaudhuri et al., 2010; Pankaj et al., 2017; Shalini et al., 2016). Numerous studies have proven that awareness and appropriately qualified teachers are able to detect academic backwardness early on and offer suggestions for overcoming it (Rayachaudhuri et al., 2010; Srinivas & Venkatkrishnan, 2016).

Family factors: The primary cause cited in most research is that, while family members may not contribute significantly to academic tasks, parents often exert substantial pressure on their children. This pressure stems from their desire for their children to achieve high performance and excel academically. (Aneja et al., 2016; Patil et al., 2019; Nayak et al., 2017. Studies cited family arguments and conflicts as the second factor, showing how they cause stress, lack of emotional support, and disharmony in the family (Beniwal, 2018; Raghavendra & Reddy, 2020; Anto et al., 2015). Their family's unstable circumstances cause them to develop inappropriate hobbies, which divert their attention from their studies. Another factor that has been identified as determining academic performance is parental education (Raghavendra & Reddy, 2020; Anto et al., 2015; Srinivas & Venkatkrishnan, 2016). Parents with education have a favorable impact on their children's academic accomplishment by supporting them in their studies, creating a healthy home environment, and setting a good example for their children. The other causes are children were expected to participate in more activities outside of school and the parents and other family members do not provide them with much inspiration or guidance (Beena, 2009;

Shalini et al., 2016). Father's alcoholism appears to be a contributing issue (Raghavendra & Reddy, 2020; Karande & Kulkarni, 2005).

Health reasons: There are two types of health reasons: psychological and physical. Physical causes: Academic regression was thought to be primarily caused by a serious health problem: inability to focus. The majority of studies also included reports of headache, general physical sickness, asthma, weariness, vision problems, anxiety, tension, and stress during the study period (Hunshal et al., 2017; Geeta; Karande & Kulkarni, 2005; Patil et al., 2019). Medical conditions such as low birth weight and preterm birth have been linked to the lowest cognitive capacities, putting a person at risk for academic underachievement (Raghavendra & Reddy, 2020; Karande & Kulkarni, 2005). Although less common, malnutrition and nutritional deficiencies are nevertheless associated with an increased risk of scholastic regression (Karande & Kulkarni, 2005; Gaikward et al., 2015). Approximately 5% of school-age individuals have hearing impairment and these children struggle on a range of academic exam measures. Multiple studies have reported developmental delay, cerebral palsy, and epilepsy as additional potential medical issues (Beniwal et al., 2018; Raghavendra & Reddy, 2020; Shalini et al., 2016; Sudhir, 2016).

Psychological factors: According to the reports, the main psychological risk factor for academic regression was depression (Beena, 2009; Beniwal et al., 2018; Pankaj et al., 2017; Smitha & Vimy, 2019). The recognized psychological causes of poor academic performance include conduct disorder, oppositional defiant disorder, somatic symptoms, low self-esteem and low confidence (Sukumaran, 2011), and spontaneous irritation. Anxiety or depression brought on by stress can also cause academic regression (Beena, 2009). Children who interact with their broken family

may experience tremendous emotional upheavals. Academic regression can also be caused by long-term neglect, sexual abuse, divorced parents, sibling rivalry, low self-esteem, behavioral issues, and in certain situations, conduct disorder (Karande & Kulkarni, 2005; Beena, 2009; Geeta).

The review paper contained three hospital-based retrospective investigations, the main findings of which identified attention deficit hyperactivity disorder (Karande & Kulkarni, 2005; Raghavendra & Reddy, 2020; Sukumaran, 2011), slow learners (Karande & Kulkarni, 2005; Raghavendra & Reddy, 2020; Smitha & Vimy, 2019; Sukumaran, 2011), and specific learning disabilities (Smitha & Vimy, 2019; Pankaj et al., 2017; Raghavendra & Reddy, 2020; Sukumaran, 2011) as key cause variables. There were studies which does not attribute academic regression to low IQ or intellectual disability (Karande & Kulkarni, 2005; Raghavendra & Reddy, 2020; Sukumaran, 2011).

More than the systematic review conducted for the studies within 2005-2020, recent studies also comes up with similar risk factors for poor academic performance. Al-Tameemi et al., (2023) has conducted a study on ‘Determinants of poor academic performance among undergraduate students—A systematic literature review’, where its results were reported as factors like academic factors, personal factors, social factors and demographic factors which included academic disengagement, such as low attendance, financial hardship, and lack of class engagement, are reasons for underperformance. Also factors like lack of motivation, classroom climate, learning style, study strategy was reported as academic reasons influencing poor performance. Personal factors included health reasons; learning disability, emotional regulation styles, adequate support system like family and peer

group, and the personality of students were reported as finding from the review as reasons for academic poor performance. Social factors include cultural identification, linguistic isolation, relation with faculty and peer and parental involvement. Demographic factors include influence of gender, race, ethnicity and socio economic status of students as factors influencing their academic performance. Various factors would influence children's academic performance. Family environment, including structure, relationships, and economic status, found to directly impacts academic success. Additionally, nutrition, lifestyle choices, substance use, mood, and exposure to violence significantly correlate with school performance (Chahal et al., (2022). Factors like mental health, working status, gadget usage, and study duration also play a role in academic outcomes (Razak et al., 2021). Parenting style, student characteristics, internet effectiveness, teacher quality, motivation levels, and career choices are internal and external factors affecting academic performance (Briones et al., 2022). Overall, a combination of family, lifestyle, educational, and environmental factors collectively influences children's academic performance.

The exploration phase, as previously mentioned, extends beyond analyzing existing reviews. It also involves interviewing parents, teachers, and students to gather insights into the reasons behind the poor academic performance they perceive and report in their daily lives. This interview part is a cross validation part as in Triangulation method (Patton, 1999), where data collected used from one method is substantiated by another method.

Content Analysis of Interview Data

Content analysis focuses on examining themes and pattern of meaning within the data; here it is the data from the interview. The researcher carefully followed the steps of content analysis while analyzing the data for getting robust information for the research. The discussion part will give detailed note on the themes that is the risk factors reported by the teachers, parents and students.

Table 4

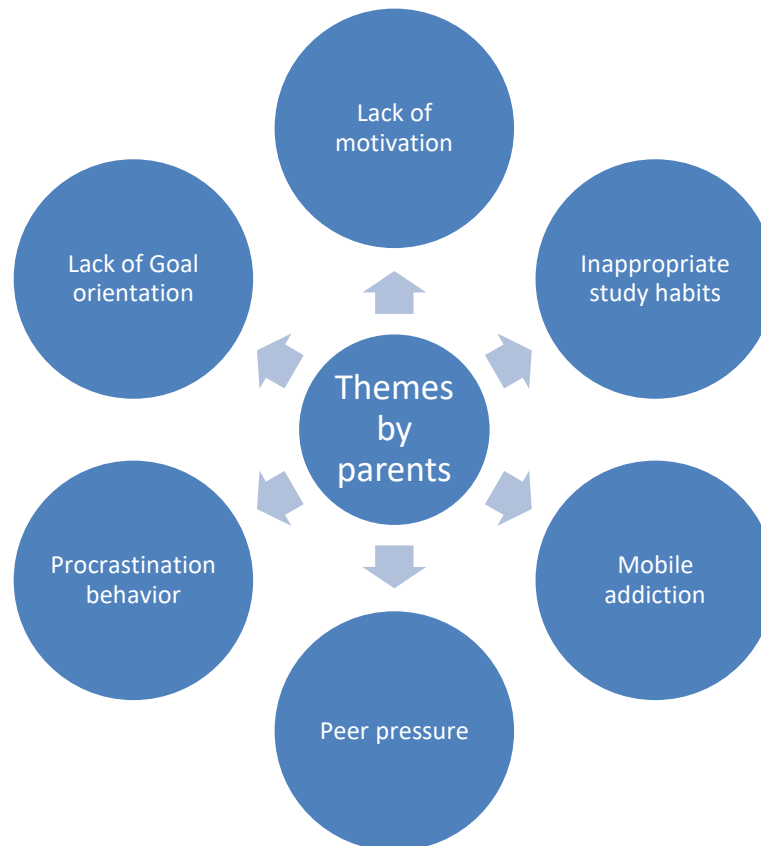
Major factors identified

Inappropriate study habits
Family issues
Mobile addiction
Peer pressure
Lack of motivation
Lack of Goal orientation
Personal factors
System of imparting knowledge
Procrastination behavior

The major themes identified from the interview with parents, students and teachers were inappropriate study habits, family issues, mobile addiction, and peer pressure, lack of motivation, lack of goal orientation, personal factors, system of imparting knowledge and procrastination behavior. The following sections will give detailed discussions regarding the themes and codes emerged from interviews with parents, teachers and students. This section also include some relevant verbatim by the participants during the interview to support the codes and themes.

Figure 5

Themes emerged from Analysis of Parents Interview data.



The most significant stakeholders in a student's academic achievement are their parents. Since it is their goal to help their children to have extraordinary careers. The major themes identified from the interview with the parents were lack of motivation, inappropriate study habits, mobile addiction, lack of goal orientation, procrastination behavior and peer pressure. Next section gives the codes and verbatim for each themes mentioned above.

Table 5 a*Codes for Theme Lack of motivation*

Lack of motivation

Very low effort to study
Easy going
Spending time for unwanted things
Resistant to take challenges
Not interested to set goals
Lack the drive and enthusiasm
Always spending time with friends
Don't take any constructive action
Dislike the forcing to study
Interested in pursuits, other than studying
Unwilling to study event to pick up the book

Motivations are being the driving forces for an individual to act. It is very essential for a student to learn. If a student lack motivation, it is like lacking the back bone. The parents of high school students were commenting that students were lacking the motivation to study. From a parent's perspective, observing a lack of motivation in their child could be a source of concern and frustration. This is how a parent might describe this issue:

“As a parent, it’s disheartening to see my child struggle with a lack of motivation in her studies and other areas of her life. Despite my efforts to encourage and support her, she seems to be disinterested and unmotivated to put forth in her schoolwork or pursue her interests and goals. If she is asked to study she would replied like, “why should I study? There are no job opportunities or enough facilities for those who studied hard.”

Some parents are getting answers from their children like,

“Even if we do not study we will pass. Then why should we waste our time”.

A change in attitude of students was found in the answers where students are considering education as merely for scoring marks and not as a source for gathering knowledge. This change in attitude made the lack of motivation in them.

Table 5 b

Codes for Inappropriate study habits

Inappropriate study habits
Easily getting distracted
Passive learning
Learning without understanding the meaning
Examining the book alone
Multitasking while studying
Poor concentration
Hesitant to seek additional information
Last minute study
Scanning the book and reporting that the study is finished
Watching TV while studying

Study habits are the strategies used by students to learn the material and to achieve their targeted goals. Acquiring appropriate study habits is a key to success. Whereas inappropriate study habit refers to behaviors and practices that hinder effective learning and academic success. There are some patterns of inappropriate study habits which include procrastination, passive learning (involves listening to a lecture or reading a book), and giving over importance to technology, multitasking, lack of organization, failure to seek help, negative self talk and ignoring the

feedback are some of them. Parents have great concern regarding this issue of inappropriate study habit of their children. Some of the verbatim samples from parents,

“My child often puts off studying or completing assignments until the last minute, leading to unnecessary stress and anxiety as deadlines approach and Another inappropriate study habit I've noticed is a reliance on passive learning methods, such as re-reading notes or highlighting text without actively engaging with the material”.

“My son will be always in front of TV if he is having his book with him”.

“Even though there is a lot of time to prepare for exam is given she will take the book in the last minute and will create a crisis in the house”.

Table 5 c

Codes for mobile addiction

Mobile addiction

The entire time spent on the mobile.

Immersed in the mobile

Not even listen when they are called

Addicted to the mobile

Walk everywhere with phone

Don't want to study, always sit with mobile

Always has a mobile device about them, unable to sit down for even a moment.

Mobile phone, being a communication device, is really a useful modern electronic device especially during Covid 19 Pandemic. Only because of this device

our society existed in its finest way. But during these days not only students but also many adults started to misuse the mobile phone. Mobile phone addiction among students is a growing concern for many parents, as excessive smart phone use can negatively impact their child's well-being, academic performance, and social development. A few of the main points from the parent interview:

“As a parent I have become increasingly worried about my child's dependence on her smart phone. Whether it is texting with friends, scrolling through social media, or playing games, she is constantly contained within that. I am getting worried that her smart phone use may leads to an addiction”.

“If I take mobile from my daughter and ask her to study she will act as she is mad. One day I got surprised why she was behaving so. Then I took her to a psychologist and it was informed that it is due to mobile addiction”.

“As a parent, I have tried to setting limits and boundaries around my child's smart phone use, but it's been met with resistance and defiance”.

Table 5 d

Codes for goal orientation

Goal orientation
Doing things with lack of any purpose
They are aimless
They don't have any clear goals
Lacking ambition
Lack of direction and purpose for actions
Wandering aimlessly
Lack of clarity for goals
"I am doing as everyone else is doing." Attitude

In academic setting, goal orientation refers to students' reasons for using different achievement behaviors in a particular situation. These reasons may be to

learn, to do better than other or to avoid failure. During the interview many parents complain that their children lack goal orientation. The lack of goal orientation among students can be significant obstacle to their academic success and personal development. Some of the major contents from interview with parents,

“As a parent, I’ve noticed a lack of goal orientation in my child’s approach to their education and future aspirations. They seem to lack direction and purpose, with little motivation or ambition to set and work towards meaningful goals”.

“When I ask my child why you are not studying don’t you want to get a job or reach at a high position in life? He says, ‘there is no use in it. And nothing is sure in this world so why should I work hard. Just relax the time we get now’. What answer will I give to my son for this”.

“My daughter is telling even if we are not getting good marks in these exams, after plus two we can go to other countries and get good jobs and money. She and her friends were planning to go like that”.

Table 5 e

Codes for procrastination

Procrastination

Always wasting time
Postponing the activities
When asked to complete a task, he/she always responds by saying she/he will finish it tomorrow.
Delaying the task to begin
Hasty last-minute action

Procrastination usually refers to the delaying of the task. This will hinder the personal growth as well as the academic success of a student. In this interview many parents complain about the procrastination nature of their children. With or without knowing the concept of procrastination, they have identified the symptoms of the procrastination. A few of the main points from the parent interview,

“Whenever they have something to do, they would say that there is enough time, and will do it tomorrow”.

“What I observe these days with my children is, they are sitting idle...even though they have a lot to do, they don’t do anything and in the last minute will make a problem for everyone.”

“Instead of tackling tasks in a timely manner, they often delay or put off studying, completing assignments, or preparing for exams until the last minute”.

Some parents were also concerned about the reason of the procrastination behavior. They consider it as an action due to fear of failure, need for perfectionism or may be due to lack of discipline. Parents both were concerned and frustrated regarding last-minute rush and submission of assignments without any quality and scoring poor marks in exams.

Table 5 f

Codes for peer pressure

Peer pressure
Spending too much time with friends
Become happy only when with friends
She lost interest in studying because her classmates weren't doing well in school.
Never wants to study; she was always wanting to talk with her friends
Coming home late due to gang activities.

Peer pressure can lead students to make decisions against their better judgment. The influence of peer pressure can distract students from focusing on their own personal and academic goals, leading to a lack of motivation. It also creates stress in students and fear of peer rejection may force them to engage in unhealthy habits or behaviors. A few of the main points from the parent interview,

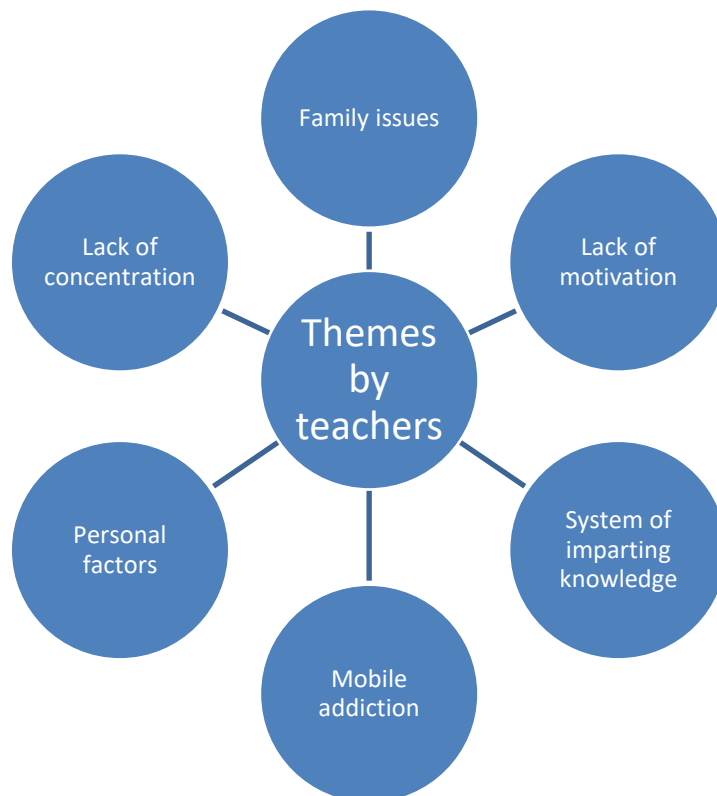
“Even though we have strict rules regarding our evening family prayers, recently after changing to the new school he is not coming for the prayer. He is coming home late after playing football with his friends. I have warned several times. But no fruit for that”

“My daughter was very bright in her studies. But now she is not studying well. When I enquired to the teachers they said, now she had changed her friends and in a group where students get less marks”.

Figure 6

Themes and codes emerged from Analysis of Teachers Interview data.

The figure gives a brief account on the themes emerged from the interview with Teachers.



Teachers play an important role in student's academic performance, because it is the teachers who teach and guide the students for their success. So an interview with teachers to explore the risk factors of academic performance was very essential. The factors like family issues, Lack of motivation, education system, mobile addiction, lack of concentration and personal factors were identified as risk factors by the teachers and detailed explanation of the above mentioned factors with codes and verbatim will be discussed in the following section.

Table 6 a

Codes for family issues

Family issues
Family disharmony
Lack of support and acceptance from parents
Father's alcoholism
Limited parental involvement due to work
Domestic violence
Substance abuse of father
Single parenting
Family conflict and neglect
Divorced parents
Separated parents
Experienced feelings of isolation
Neglect from parents
Lack of time for working parents
Parents not caring
Quarrels in family
Sibling rivalry

Family is the first socializing agent of the child from where he or she learns to love, care others and learn all the basics of life. Family issues were expected to be a significant risk factor for academic performance. Several factors within the family itself had impact on student's ability to focus on their studies and perform well. Family conflict is most prominent among them. High levels of tension felt within the family caused due to the conflict either between parents, in laws or siblings itself distract a student from studies. Above that frequent quarrels between the family members also create a stressful home environment. A teacher reported that,

“One of my students is actually feared to go home. Her father used to physically torture her and her mother. Many times they have given complaints but no solution”.

Another problem is lack of parental involvement or lack of support for students in their academics. This may be due to lack of information, qualification or due to lack of time. One teacher reported that,

“These days, parents tend to believe that their role as parents is over if their kids are attending school. If we ask them to handle their schoolwork when they are at home, they will scold us by asking ‘Why should we send them to school?’ ”

But whatever may be the cause the end result is when parents are not involved in their child's schooling or if they are not providing enough resources and guidance children may struggle to stay motivated and organized. At times financial strain within family also distracts the student from the studies. Alcoholism of father, lack of job for parents resulting in economic difficulties within the family and create an additional stressor for students. Because this may preoccupy with concerns of basic needs and make it difficult to concentrate on their studies. Family transitions like relocation, change in school, and birth of a sibling all can disrupt a student's

routine and emotional stability impacting their academic performance. One teacher reported that, one of the new comers in their school had very poor marks in the first internal exams, when the teacher personally contacted the parents they reported she was actually an above average student in the previous school and they didn't know the reason. Later the teacher established a personal attachment to that student and introduced some good students to her and later she scored good marks. In the present context, Covid 19 pandemic had a great impact on student's academic performance.

Table 6 b

Codes for lack of motivation

Lack of motivation
Lack of interest
All promotion, least bothered about marks in exams.
Not taking studies seriously
Disinterested and distracted
Passive in class
Not interested to come to school
Not interested to study
Less ambitious
Interested in other activities
Avoid eye contact and seated as not interested
Disengaged in activities
Lack of enthusiasm
Show minimum interest in academic activities
Don't do homework
Due to all promotion, no concern about marks

Lack of motivation is big concern for the academic performance of the students and also it matters the teacher who teaches them, because it de-motivates the teachers teaching aptitude and commitment also. One teacher commented with regard to this is,

“Often, I notice some students seem disengaged and lacking motivation in the classroom. Despite my efforts to create engaging lessons and provide support, it's disheartening to see them struggle to find the drive to participate or complete assignments.”

Their lack of enthusiasm reflects in their work quality and participation levels and it is evident that they are not fully invested in their learning. When they lack motivation, it becomes a barrier to their academic success and overall growth. Instead of actively participating in discussions or activities, these students exhibit passive behaviors. Moreover, students with low motivation levels often display inconsistent or minimal effort in their academic work. The students will delay their works and wait until the last minute to start the assignment and prepare for the exam resulting in poor quality assignments and low marks. This will create stress and frustration for both the students and their parents. One teacher reported that,

“Nowadays students have a negative attitude toward learning. They are showing boredom and frustration and perceiving studying as irrelevant and uninteresting.”

Lack of motivation of students can be understood with regard to internal and external factors. Internal factors influencing lack of motivation for students include low self esteem, fear of failure, or their lack of confidence. Where the external factors include peer pressure, family issues or socio economic challenges. The impact of technology and social media also play an important role in lack of motivation for students.

Table 6 c*Codes for system of imparting knowledge*

System of imparting knowledge
Lot of activities no time to teach
System of all promotion de motivate students
Effective implementation of existing activities
Online classes during Covid 19
Limited access to mental health support system
No time to teach or interact with students
Lack of resources and training

The system of imparting knowledge faces different challenges and problems under various circumstances. One of the most important and relevant among them is the rule of ‘one –size-fits-all approach’. Education system should accommodate diverse learning styles, abilities and students with different interests and capacities. So considering and addressing all the students are not possible and that is what happening now, that ignoring those who are poor in rote memory, who excel in sports and arts and considering only those who can memorize well are given high scores and recognized. One of the teachers commented that,

“Nowadays students are promoted till 9th standard without considering their performance and it’s only in 10th standard they are studying and then they are searching for certificate for Learning disability or Mental retardation. what a pathetic system is ours”.

Another teacher reported that,

“We are not getting enough time to take classes. There are lot of programs got inaugurated for example, ‘Hello English’, ‘Madhuram Malayalam’ if these program are implemented in its right sense the students will get benefit out of that. But all

these programs are till inauguration level. No enough time or proper coordination from the central region”.

At the same time teachers are satisfied with the ongoing professional trainings, clusters conducted for them. But still most of the teachers reported their dissatisfaction for not getting enough time to spend with students for listening to them where they identified listening to the students itself will solve or reduce many problems. Also many students from the interior places got affected during pandemic with lack of technological support. One teacher reported that,

“It would be very helpful if the help of a mental health professional is offered in a school setting. Sometimes even if we teachers ask them about their issues for poor academic scores they will not reveal anything to us. But if it is someone from outside them will reveal if they have any serious issue. Now what happens is we teachers and parents are identifying the real cause at the end”.

Table 6 d

Codes for mobile addiction

Mobile addiction

Expect notes to be shared through mobiles even after Covid
Always need to get mobile phones
Lack concentration
Poor social interaction
Like to play games in mobile phones.
Not active in other activities as they are interested in phone

Mobile addiction among students is a growing concern in today's digital age and it presents various challenges for students, parents and educators. Here's how one might describe this issue:

"Mobile addiction among students has become a pervasive problem that affects their academic performance, mental health, and overall well-being. Many students struggle to disengage from their smart phones and other digital devices after this online learning".

One of the most concerning aspects of mobile addiction is its impact on academic performance. Students who are constantly glued to their phones may experience difficulty concentrating in class, completing assignments, and retaining information. This distraction can lead to decreased productivity, poor grades, and a lack of motivation to engage in learning activities. Furthermore, mobile addiction can have adverse effects on students' mental health and social development. Excessive use of social media and online gaming can contribute to feelings of loneliness, anxiety, and depression. Moreover, mobile addiction can disrupt students' sleep patterns, as the blue light emitted by screens interferes with the production of melatonin, a hormone that regulates sleep-wake cycles. Sleep deprivation can impair cognitive function, memory consolidation, and emotional regulation, further exacerbating academic and mental health issues. One of teacher commented that,

"Parental involvement is crucial in mobile addiction. They can serve as good role models as well as could set clear boundaries regarding screen time".

Table 6 e*Codes for lack of concentration*

Lack of concentration
Distracted
Not even concentrate for 10 min
In between the class students communicate with friends
Not attentive
Sitting carelessly
Irritability
Not responding

Lack of concentration among students is a prevalent issue that can significantly impact their academic performance and overall well-being. Here's how one might describe this issue:

"Lack of concentration among students is a widespread challenge that manifests in various forms, from difficulty staying focused during lectures to struggles with completing assignments or studying for exams".

There are several factors that contribute to students' lack of concentration. Distractions in the learning environment, such as noise, disruptions, or classmates' behaviors, can make it challenging for students to concentrate on the task at hand. Additionally, internal factors such as fatigue, stress, anxiety, lack of motivation or boredom can also impair students' ability to maintain focus and attention span. The over use of digital devices, such as smart phones, tablets, and laptops, has exacerbated the problem of lack of concentration among students, furthermore, students' lack of intrinsic motivation or interest in the subject matter can also contribute to their inability to concentrate. When students do not see the relevance or value of what they are learning, they may disengage mentally and struggle to maintain focus on the material. One teacher reported that,

“Students are sitting in the class for the sake of parents or for teachers. Then how they will attend the class”.

Table 6 f

Codes for personal factors or other factors

Personal factors or other Factors
Lack of maturity
Lack of discipline
Difference in attitude
No respect
Health issues
LD & MR
Poor self control
Lack of emotional control
Anger expression
Forget to study

Teachers reported some factors as personal factors of students which influence the academic performance of students. The personal factors being reported by teachers can be summarized as health issues, emotional issues, personality issues and behavioral issues. Teachers reported that there is lack of respect by the students for the teachers and for the elders. This lack of respect creates a lack of interest in elders and teachers and lack of interest to listen to what is taught to them. One teacher reported that,

“Earlier when we enter to the class the students will stand up and show their respect, but nowadays even if we ask them to stand up they will sit and stare up on us. This change in attitude is there even when we take classes. They will do the things which are interested to them when we are taking classes for them.”

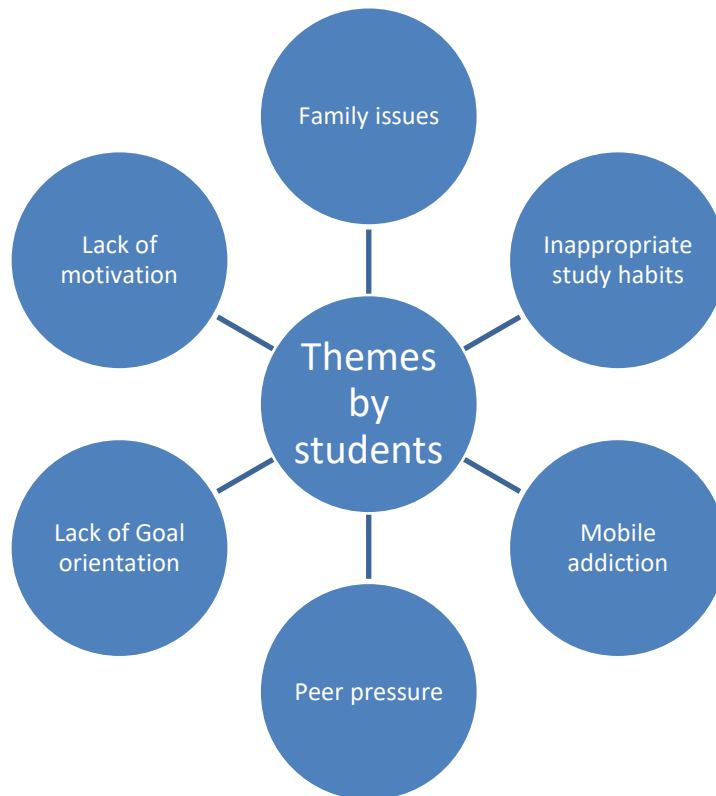
Another teacher reported that,

“Students suffering from health issues are supposed to take leaves from regular classes and this effect the academic performance of the students. I know one student, she was very bright in her studies but after the Onam examination she had severe head ache and this affected her studies very much. She becomes so sad because of her poor academic marks, but she had no choice.”

Emotion is one of the major factors which influence an individual’s functioning. A balanced mind can study and recollect easily so maintaining a balanced state o emotion is the need of a student.

Figure 7

Themes and codes emerged from Analysis of Students Interview data.



Students being the focusing point of the study should be listened for their problems for academic issues. In most of the cases students are working hard but still not getting enough marks or rewards for that. Sometimes the issues of students remain unanswered or addressed and they will be always blamed for their poor marks and not meeting the expected academic excellence. Here in the interview part of research with the students the researcher explored the factors like inappropriate study habits, family issues, mobile addiction, and peer pressure, lack of motivation and lack of goal orientation. The next section of discussion will give you a detailed explanation of the above mentioned themes with the codes and verbatim given by the students.

Table 7 a

Codes for inappropriate study habits

Inappropriate study habits
I don't know how to study
I can't score good marks
I have poor time management skills
I will keep everything for the last minute to study
I don't have a organized note making system
I don't have a time table
I am studying well but not getting enough marks
I study in the last minute most of the time
I study by just reading out the material

Students struggle in a variety of ways with regard to scoring good marks. Some students not getting marks because they didn't tried but some students who

worked hard but don't get enough marks. They may be having the issue of inappropriate study habits. One of the student reported that,

“I put off studying until the last minute, this resulted in rushed learning leading to ineffective learning where poorer understanding and retention of the materials. I decided many times that I will not repeat this next time, will start preparing for the exam from the beginning but still I can't do it. Also I don't know to effectively allocate time for studying or not to prioritize the tasks effectively”.

Another student commented that,

“I don't know how to prepare notes effectively and don't have any specific time table to study. Even though I prepare a time table I fail to follow that”.

The issue of inefficient note making and issue of time table are reported by many students. The session content focused in helping the student to prepare note effectively for them with demonstrations and students reported the session as very useful and effective.

Table 7 b

Codes for family issues

Family issues
I don't like to stay at home, always conflicts between parents
Unpredictable home environment
I am disturbed, my parents are separated
I am always compared with others, I don't like that.

Family issues have a significant impact on the well being of a student and also it influences the academic performance. The warm and pleasant environment at home will make the student feel comfortable, happy and make them motivated to study well and achieve more scores to make their parents happy. But unhappy family atmosphere like conflicts, divorced or separated parents, fathers with alcohol

consumption or other substance abuse creating home environment an unpredictable one. This will make the students feel discomfort within the family and get disturbed with the presence of parents and also get distracted from studies due to the uncomfortable family environment. One student reported that,

“I don’t like to go home. Because my parents are making conflicts all the time and I can’t sit there and study. I feel it as place of insecurity”.

Another student commented,

“Whenever the results are out, my parents are eager to know the results of others. I hate this comparing with others. But they are repeating the same, so now I stopped studying well, let them compare”.

Table 7 c

Codes for mobile addiction

Mobile addiction

I like to spend more time with mobile phone

I have limited friends and I don’t like to go outside to play

While looking on mobile phones I forget to have food

I use mobile even in late night

I can’t concentrate during my studies if the mobile beeps for message.

I like to play games in phone than to study

Mobile addiction is a very important problem faced by the students after the Pandemic. The problem was there, but the intensity and availability was doubled. Students report that,

“I like to spend my time alone sitting with my mobile. I enjoy the virtual world created by the mobile during the game.”

The students are interested to play games than to study. They spend most of their time sitting idle with their mobile phones. One of the students reported that,

“Scoring good marks in exams are not an essential part, enjoy the one and only life is something possible and will remain in the life.”

Mobile phones actually distract students from their studies. Mobile phone addiction has impacted the mental health and social life of students. Students more than having personal relationships with people around them are now having virtual relationships where they have little commitment needed.

Table 7 d

Codes for peer pressure

Peer pressure
I have a lot of friends. I spend most of the time with my friends
I like chatting with my friends than to study
Parents always compel to study, so I like to be with my friends
My friends are not much studious, so I am also not
I will be rejected by my friends if I score more marks
I know my friends are not doing things which are good, but I don't have any other friends. So I belong to that group.
I love the company of my friends. I give more value to them

Peer pressure is one of the major issues for academic poor performance. Many times students are losing time by simply chatting with friends. They don't even know the importance of the time while they waste it. One student reported that,

“I fear my friends will reject me if I get more marks. My parents really want me to work hard. But if I study well then I will not have any friends.”

Another student commented that,

“All my friends have relationships. So they are compelling me to have relationship with someone.”

Peer pressure actually negatively influence the students well being and the mental health. Many students know the problem, but still they can't get out of this pressure. They also feared about rejection and don't want to have a life without friend ships.

Table 7 e

Codes for lack of motivation

Lack of motivation
I don't think learning is important. Skill is more required
I don't want to get a white collar job
What is there in scoring marks
Studying is now day's just scoring marks. I don't believe so.
Even though I am not studying I can score marks.
I feel sleepy when I take books
I am bored

Lack of motivation is a very important aspect which contributes to the academic poor performance. Now a day's students are lacking motivation to acquire knowledge, to work hard and get job. Students are lacking this motivation because of many reasons. Some students need novelty for every task and this lack of novelty results in lack interest and lack of motivation. Some students can't identify any relevance for the topics they study in their school days and this lack of relevance of the topics learned to one's life is leading to lack of motivation. One student commented that,

"I feel sleep when I open my books. I don't think what I am studying will help me in my future life".

Another student commented that,

"Even though I am not studying well these are very simple topic enough to score good marks without much preparation."

Another student commented that,

“It’s very boring to sit and study with this old method of teaching and irrelevant topics. The books and teachers are not updated.”

Table 7 f

Codes for lack of goal orientation

Lack of goal orientation
It is very difficult for me to stay focused on one goal.
I don’t have any goals in my life
I don’t know how to set goals
It is not necessary to set goals in an individual’s life
Not all goals are to be achieved. So not setting goals is better than not able to attain the goals we wished to achieve.

Goals are actually the striving force of an individual. So if an individual don’t have any goals how they can drive their life to a successful end, so students are now lacking this goal orientation for their life and they are depending at times to their friends or parents for making a decision for them. Students are lacking a direction and motivation in their life and thus don’t have a personal or academic goals in their life. The tragedy is they are not even aware of the importance of setting a goal for themselves. One student commented that,

“I don’t believe in setting goals in life. Its utter nonsense to set goals in this complex world. Who knows that we will be alive tomorrow? I don’t believe in goal setting.”

Another student commented,

“I have goals in my mind. But I don’t know whether I can achieve those goals.”

Some students reported that they don’t know how to set goals or what all things we have to do to achieve those goals.

Malaysian Ministry of Education in an effort to raise educational quality especially in the wake of the Covid 19 pandemic, have explored the factors contributing to poor academic performance. It also looked at ways to get around those obstacles. Sampling was done on purpose because this study needed the opinions of both teachers and students who were directly involved in the underperforming group. Participants were selected from a Malaysian primary school and included five teachers and five pupils with low academic performance. Teachers and students participated in prearranged, semi-structured interviews to collect data. The goal of the study was to investigate the often disregarded elements that also lead to low academic accomplishment. The findings revealed that the main factors related to pupils with low academic performance, were lack of family or parental support, financial issues, motivation, learning facilities, interaction, equality and teaching techniques (Govindarajoo et al., 2022). This study discusses a similar view point with the researcher, a need identified during post Covid 19 pandemic situation. Another study by Cepeda-Gonzalez et al., (2023) on ‘Motivation and academic performance in adolescents’ revealed that setting goals in life contribute to one's financial, professional, and personal well-being. It is determined that pupils who have a strong desire to carry out certain tasks will set objectives and accomplish successful academic and professional goals in the future. It was shown that motivation was a significant predictor of improved academic achievement. They also strongly recommended that teachers be trained in classroom motivating techniques as part of an intervention program. Garay (2022) also support that motivation is a very important contributing factor for academic performance and also they comment about how intrinsic and extrinsic motivation influence academic performance in a variety of ways in a student's academic matters. Inappropriate study habit is also an important factor for poor academic performance, identified by

the researcher through interview is supported by recent researches. Libed (2022) reported that students perform poorly because regardless of their mental ability and personality or birth order students did not study at all which highly explains poor academic performance. Pincay et al (2018) reported that factors like inadequate classroom climate, lack of concentration, absence of techniques that facilitate the study and others such as low self-esteem and preferences by teachers towards students all contribute to poor academic performance.

Phase 2: Translation and Validation of tools

By incorporating the findings from the exploration phase, in order to achieve the research objective it was decided to translate the tool. The decision was made because it could not be utilized in its original form. The method chapter's section on tools offers a detailed explanation of the process and specifics of the tool.

Phase 3: Preparation and validation of Academic Performance Enhancing Intervention Program (APEI)

The module for the program 'Academic Performance Enhancing Intervention Program' (APEI) was prepared by the researcher and validated by 3 experts from the field of Psychology. This was sent to 3 leading Psychologists with different level of expertise. The first expert with more than 25 years of research experience in guiding research, second expert with 15 years of research experience of guiding the scholars and third expert with 8 years of research experience were the experts for the validation and their ratings, observations and comments were incorporated in the following section. The Academic Performance Enhancing Intervention Program (APEI) was carried out as 27 group sessions along with necessary individual sessions. Each group session was planned with 40 minute duration. The sessions should be administered by a school counselor or a professional and thus it will not

be a burden for the teachers. It can be carried out in any of the free hours or in the Saturday's. Approximately it will take three and half months to carry out the program.

Table 8

Experts rating of the content of the module

Sessions	Expert 1	Expert 2	Expert 3
Rapport	Very helpful	Very helpful	Very helpful
Improving concentration	Very helpful	Very helpful	Very helpful
It's easy to concentrate!	Very helpful	Very helpful	Very helpful
Improving memory	Very helpful	Very helpful	Very helpful
How much can you memorize?	Very helpful	Very helpful	Very helpful
Skills for healthy study habits	Very helpful	Very helpful	Very helpful
How to make study easy?	Very helpful	Very helpful	Extremely helpful
Goal setting	Extremely helpful	Extremely helpful	Extremely helpful
Goal orientation	Very helpful	Very helpful	Very helpful
Time management	Extremely helpful	Extremely helpful	Extremely helpful
Is it hard to follow 'Timetable'?	Somewhat helpful	Somewhat helpful	Somewhat helpful
Procrastination	Very helpful	Very helpful	Very helpful
Are you a Procrastinator?	Very helpful	Very helpful	Very helpful
Anger map	Very helpful	Somewhat helpful	Very helpful
Anger management	Very helpful	Very helpful	Extremely helpful
Mobile addiction	Very helpful	Very helpful	Very helpful
Emotional regulation	Somewhat helpful	Somewhat helpful	Very helpful
Termination	Extremely helpful	Extremely helpful	Extremely helpful

Establishing rapport being the first step in a therapeutic relationship or in a group activity is very essential for its success. Building rapport can be simply explained as building connection between people. But in psychology rapport cannot be considered as a mere connection between people, but it's more about building an honest relationship based on trust, understanding, mutual respect and empathy. Here with regard to the content of the rapport establishing session the experts were of the opinion that the content is very helpful in establishing rapport.

The second session was with regard to the 'Improving Concentration'. Expert two and expert three was of the opinion that the content is very helpful and was satisfied with the way of presentation. Expert two suggested including images of postures with the description for comprehending easily. Expert one even though recommended the content as very helpful has expressed his doubts with regard to the training of yoga, meditation, breathing exercises or mindfulness to the students by the researcher with the shorter duration and also the researchers expertise in implementing the same.

The third session was a continuation session to the second session of Improving Concentration. The session was carried out with an activity named Warren Buffett's "2 list" strategy for focused attention. The activity was suggested by three experts as very useful task. Expert two commented the task as a very good technique and approach. Third expert suggested that identifying the anchor task can be difficult for the student at times and during the initial stages parents or the researcher should help the students to identify the anchor task.

Concentration techniques play an important role in interventions preparing for students for their academic enhancement. Because helping students to improve their focus, attention, and cognitive abilities are very important. Concentration improving techniques such as mindfulness meditation, deep breathing exercises, or guided imagery can help students to enhance their ability to focus on tasks. Because these techniques will train their minds to stay present and engaged and thus students can better concentrate on their studies, attend classes, and complete assignments on time. The module content included breathing exercises and simple beginning steps of mindfulness for improving the concentration of the students. This was supported by a research conducted by Gupta et al., (2015) on the topic, ‘Academic Performance and Therapeutic Breathing’ and was reported that therapeutic breathing exercises, specifically deep breathing and alternate nostril breathing showed positive effect on academic performance. Karadjova-Kozhuharova and Baker (2023) reported in their study that mindfulness practiced by their participants got advantage of that and they experienced relaxation, relief from stress, got more capacity to focus and to actively engage. They felt and reported the sessions as reenergizing. Mindfulness such a useful technique was suggested by many studies to be included as part of curriculum for students. Because more than a technique to improve the concentration it also helps to reduce the stress and anxiety, enhance emotional well being, better social skills and relationships and the overall well being of the students (Delavari & Talebi, 2023; Karadjova-Kozhuharova and Baker; Wu, 2022).

Improving memory was the fourth session and its content was commented as very useful by three experts. First expert asked for number of participants in the

group as clarification to know the number of words to be recollected by a participant. The second expert suggested one more technique called ‘self reference effect’ to be included for improving memory. The 3rd expert commented the ideas provided about the methods to enhance memory may be very helpful. The next session was a continuation to the improving memory. Here the content was rated as very useful by the second expert and somewhat helpful by the first and third expert. They suggested including more methods to enhance memory will be useful.

Memory improvement techniques play an important role in interventions for academic performance. In the present research the researcher introduced various memory improving strategies to the students in order to help them to learn and memorize easily. They include elaborative rehearsal, self reference effect, role of rehearsal, to become aware of interference effect, mnemonic techniques, peg word method and massed v/s spaced practice of learning (Aslam & Lkhagvasuren, 2023). Students who know better strategies of learning the content and tricks to memorize can study more effectively and avoid forgetting. The use of memory enhancement techniques can lead to an increase in overall performance in cognitive skills and also helps to improve the ability to recall information. Research has shown that memory interventions can be successful in improving academic performance. Andres et al., (2017) suggested memory retrieval strategies for improving academic performance. Zaidi and Zaidi (2022) in the research, ‘Strategies for Improving Memory in Students’ also discusses about the importance of memory improving strategies by explaining how understanding the process of memory will help a student to plan to avoid forgetting. Wong (2012), a study on ‘Effects of memory skills intervention on

student performance' has found that group that received the intervention, here memory strategies showed significant improvement in examination scores compared to the control group. This results support the content of memory improving techniques included in the present intervention module.

Sixth session was about skills for healthy study habits. Three experts rated the session as very helpful and satisfied with the content. The 7th session was also a continuation of the last session which is rated by 1st and 2nd experts as very useful and 3rd expert as extremely useful. The second expert suggested to make this session in a group discussion mode with one trainer and maximum 5 students sit together and sorting out each ones ideas and practicing it.

Study habit techniques are those strategies by which the students learn their lessons, manage their time, and plan their syllabus. So it's very important to include such a topic in an intervention for students while it focus on academic performance. Because study habit techniques help students create a study schedule, setting specific goals and make them learn how to manage their time effectively. Study habits will help them to learn in a effective way for example allocating time for different subjects, breaking down larger tasks into smaller ones, strictly following the deadlines etc. adopting new learning strategies are also a part of this study habit, if self learning is not working, students trying learning within groups, teaching others or practicing problem solving and interacting with the materials actively. One of most important area of study habit is note making. One student who know effectively to prepare notes is like 'well begin is half done', because it facilitates comprehension, retention, and later review of material, leading to improved

academic performance. The content in the module included information with regard to the note making, how to prepare it, how to make use of flashcards, self testing memory recall techniques will help the students. The study habit has a significant positive relationship with academic performance, especially with regard to reading and note taking and time management of students (Jhoselle et al., 2020). Study by Baik et al., (2019) also supports that, students who have good study habits have good academic performance. These studies support the content of study habit being included in the intervention module.

The goal setting session was carried out by administering the psychological test Level of Aspiration and the content was commented as extremely helpful for the session. The next session was Goal orientation session which was planned as an outdoor game and was rated as very helpful by 3 experts and the 3rd expert commented the task may be interesting for the students. She also made a suggestion that differentiating process goal, performance goal and outcome goal may be little bit difficult for the student to identify.

Goals are those aims toward which our efforts are focused and directed. Setting specific goals will help students to be focused clear with their efforts to be taken to achieve those goals. This clarity of goals will reduce the ambiguity and avoids waste of energy. Also the goals will provide a sense of purpose and motivation for them. How much clear their goals will be that much motivated and goal directed will be their efforts. Because based on the goals they will prioritize the tasks and stay on track. Also they will be using self regulation skills such as planning; monitoring their progress and strategies needed to attain their goals and

this will make them persistent in achieving the goals. The goals will also provide a sense of achievement and satisfaction. Goal setting and goal orientation is an important part in a student's life for a successful academic life (Usan Supervía & Salavera Bordás, 2020). So it is very important to be included in the intervention addressing academic related sessions. Litvinova (2022) have reported that those students who have high academic performance were found to be dominated by internal educational, cognitive and professional motives and also they exhibited the ability to develop and implement goals. Papanthymou and Darra (2022) has conducted an intervention study on Self Assessment with Goal setting where they had experimental and control group and findings reveal that that after the implementation of self assessment with goal setting, the students in the experimental group showed a statistically significant improvement in their academic performance. Study by Lu et al., (2021) support including the content of goal orientation among the intervention program. Because the findings of this study reveals those students with higher learning goal orientation are more likely to engage in self regulated learning strategies and this will help in better academic performance.

The next two sessions was based on time management and time table setting. Regarding the content of time management and time table setting the experts were satisfied and rated the content as extremely helpful. The session was rated extremely helpful because it started with group discussion were the students get opportunity to know about others time management and could compare themselves and analyze themselves. Also the session was later extended to individual sessions were students can themselves identify their week points and set timetable for themselves and refine

their personal life. The second session in this part was with regard to presentation of a short film and discussing some points based on that. The experts were satisfied with the content for discussion and 2 experts rated it as somewhat useful and 3rd expert rated the content for discussion as very useful but still not sure about the content in the video which will be provided during the session which is not shared to the experts (during the time when the module hard copy is provided for validation).

Time management more than a strong contributing factor it should be understood as a facilitative or mediating factor which contributes or increases the chances of a student to learn effectively during the time properly. By following the rule, 'Time waits for no man', a student should know and realize the importance of the time and should manage it properly. Studies even though do not support directly the improvement of academic performance due to the effect of effective time management but still it known that a student who wisely utilizes his or her time will be more successful than who are not (Bhattacharya et al., 2022). Napoles et al., (2023) didn't found any significant relation between time management skills and students academic performance during pandemic, they suggested from their research observations to the future researchers that, they should focus on time management strategies for students in order to make them aware of time wastage and to take responsibility for enhancing their time management skills. With regard to distance education, a study conducted by Mariano et al., (2022) on 'The Relationship between Time Management Skills and Academic Performance of Working Students in Open High School Program', found that cultivating time management skills among working students enrolled in open high school programs got significant

improvement in their academic performance. Abdulrahman (2022) also reported that students who had training in time management workshops outperformed those students who didn't get such workshops. These studies really supported and encouraged the researcher to include the time management strategies to the research module.

Twelfth and thirteenth session was on Procrastination. All the 3 experts commented the content of the session as very helpful. 1st expert enquired whether the researcher is practicing mindfulness for the students in between the session thirteen. Also the experts commented the content of session thirteen as helpful for the students the absence of video was again questioned. Here the experts enquired regarding the criteria for selecting the short film.

Procrastination has a negative impact on academic performance of a student. It often leads to poor time management where the student intentionally or unintentionally delays the tasks to complete until the last minute. So this will increase the stress and anxiety of the students when they approach the deadlines and find their work as incomplete and others completed their tasks. This will negatively affect their ability to focus and perform in their academics. As the activities and works are kept for last minute this will force the students to skip their food and sleep later leading to health issues also. As the works are done in a hurry in the last minutes, there are chances for missing the opportunity to self development and acquiring more knowledge. This procrastination behavior will have a long term consequence where it leads to a pattern of inefficiency and missing opportunities. So it is very necessary to make students aware of this negative behavior and its long

term consequences and train the students to get away from this pattern of behavior. Studies support the negative impact of procrastination behavior on academic performance. Kuftyak (2022) and Goher et al., (2022) in their research has found that high levels of procrastination behavior were found to be related to stress and academic failure. They also reported that procrastination hinder the effectiveness of students academics, contribute to stress and also affect their professional development in future. These insights motivate the researcher to include the content of procrastination in the intervention module. Santos et al (2022) has found that procrastination has a negative impact on academic achievement. Also they suggest schools should educate the students about time management and negative effects of procrastination behavior. Mastrantonio et al., (2023) also suggests implementation of intervention programs to address procrastination tendencies of students. Kumar and Jayalakshmi (2022) found that students with higher levels of resilience tend to procrastinate less in academic activities and this finding actually throw light to the importance in developing the quality of resilience in students.

Next session was on Anger management. 1st and 3rd expert rated the session as very helpful and 2nd expert commented as somewhat helpful. The second expert enquired regarding whether this session addresses to help to manage one's own anger or to manage a situation where the other person in anger. Also the expert suggested empathizing is ok but will that be used as a rationalization for anger outbursts or will it convey a wrong message expressing anger on others is normal or is ok. For the second session on anger management first and second expert commented the content as very useful and third expert rated as extremely helpful.

The first expert was doubtful about the anger management techniques discussed as the session content. Whether all the techniques will be carried out during the intervention and if so, he recommended including the steps of each techniques as steps to be carried out to the students. The second expert was also doubtful about the large number of techniques being included in the content and she enquired is that just to create an awareness and let the participants know the possibilities of anger management. Also she suggested it can be explained using role play or demo to the students.

Introducing anger management techniques to an intervention program for adolescents is highly relevant for several reasons, because it teach adolescents to resolve conflicts which are an inevitable part of adolescent age. This age named as a period of 'stress and storm' have issues with peers, family members, and authorities. So learning this anger management technique will surely help them to behave in a constructive manner. Also this stage is a period of risky behavior and these techniques will help them to reduce the risk. Also this anger management will help in academic performance also, because, uncontrolled anger will negatively impact the academic performance by interfering with concentration, motivation and problem- solving abilities. So if a student learns to manage anger, that indicates it will improve his/her mental health also. After the outbreak of pandemic, gap for regular schooling and human interaction, many students actually doesn't know properly how and when to express their anger and other emotions. So the need of introducing anger management techniques became the need of the hour. While preparing the materials for the anger management techniques, the researcher

included contents for psycho educating the students regarding various techniques like relaxation based interventions, cognitive behavior therapy, social skill training, Norman Cotterell's 7 steps for anger management techniques. These were included not as strategies to be implemented, but just to create awareness for the students regarding different techniques and to make them think they should seek professional support for this situation. Carolina and Tjakrawiralaksana (2021), this research paper investigated the relevance of cognitive behavior therapy for anger management in adolescents. Researches on anger management for adolescents are going on with different techniques. This includes research conducted by Sari (2022) in aggressive behavior of adolescents using cognitive behavior anger management therapy, Dialectical behavior therapy in adolescent anger management by Haktanir (2022) and management of anger with Anger Reversal Technique by Kumar (2017). All these researches highlight the importance and need of anger management techniques among adolescents.

Mobile addiction was the next session and it was rated as very useful by all the three experts. The second expert enquired regarding the content as something to be briefed to the participants. And third expert suggested using a psychological test (a short form version of a standardized scale may be considered) to assess the level of smart phone use.

Mobile addiction became one of the major issue and a challenge for today's parents, especially after the pandemic. As it is the concern of both the parents and teachers including such content in an intervention program for adolescents are very apt, teaching them to effectively monitor and regulate their mobile phone use and

allocate their productive time towards academic activities is something to be conveyed to the students. Monitoring one's own screen time and relevance of the content of that time should be analyzed by themselves and teaching them strategies to control one's own screen time will be more beneficial (Muppalla, 2023). Among the strategies to be taught include encouraging teenagers to interact face-to-face with others and to rely more on books than readily available resources online. Teaching mindfulness technique, breathing exercises, distraction techniques and also making them to be assertive in seeking help, especially professional help to cope with such uncontrollable situations should be the focus of such intervention programs. In this section also the researcher included materials for psycho education and not the content to be implemented in the class rooms. Chóliz (2010) a research article on 'Mobile Phone Addiction in Adolescence', give recommendations for preventing mobile use in teenagers. They give clear cut prevention guidelines and recommendations for this. The adults should establish clear boundaries and guidelines for mobile phone use, including setting limits on screen time and establishing technology free zones or times. The responsible adults should encourage open communication and dialogue about the potential risks and consequences of excessive mobile phone use, emphasizing the importance of balance and moderation. Also we should provide alternative activities and hobbies for them to get engaged and educate them about the signs and symptoms of mobile phone addiction as well as the potential negative effects on mental health, sleep patterns and academic performance.

Emotional regulation being the last content session in the module was rated as somewhat helpful by 1st and 2nd experts and 3rd expert rated it very helpful. First expert was doubtful whether such content is necessary with this module and the second expert commented the participants may have cognitive overload and they might find it difficult to verbalize. But the third expert commented the content as very helpful.

Adolescents must discover how to regulate their emotions because they experience a lot of developmental changes, such as hormone changes, brain development, and greater social pressure. Adolescents who possess strong emotional regulation abilities are better able to control their emotions, handle difficult circumstances, and preserve their mental health. Since adolescence is a time when stressors like family relationships, societal demands, and academic obligations frequently arise, Acquiring skills in emotional regulation lowers the likelihood of anxiety or depression by giving individuals coping mechanisms for handling stress in a healthy way (Compare et al., 2014). They can resolve problems, strengthen relationships, and constructively convey their feelings when they have effective emotional regulation. Teenagers have to make a lot of decisions that can affect them in the long run. Some of these decisions include what to study, how to interact with their peers, and whether or not to take risks. Adolescents who are able to control their emotions are less impulsive and risk-takers and are able to make more deliberate and sensible judgments (Romer, 2010). The state of mental health is strongly associated with emotional management. Adolescents who have trouble controlling their emotions may be more prone to substance addiction, mood

disorders, and self-harm (WHO, 2021). Early instruction in these abilities can strengthen resilience and shield against mental health problems. Emotions have a big influence on motivation, focus, and academic achievement. Teens with good emotional regulation skills are better able to handle academic pressures, stay focused, and overcome obstacles, all of which contribute to higher academic performance. This is same in the case of early childhood (Graziano et al., 2007). Recognizing and comprehending one's own feelings is a necessary component of emotional management. Adolescents can promote personal development and self-improvement by using these abilities to increase their self-awareness and insight into their ideas, feelings, and behaviors (Yuliana, 2019). If adolescents are unable to effectively regulate their emotions, they may resort to undesirable coping strategies like substance misuse or self-harm. Providing alternate coping mechanisms to students can lower their propensity to participate in dangerous behavior and encourage better emotional regulation techniques. Adolescents must acquire autonomy and self-control as they go from reliance to independence. Adolescents who learn to control their emotions are more equipped to manage their own emotional health and deal with the difficulties of adulthood. In conclusion, emotional control skills are critical for teenagers navigating the difficulties of puberty and the move to adulthood. By giving adolescents these abilities, we can promote their general wellbeing, academic achievement, and mental health, putting them in a position to lead healthy and rewarding lives in the future (Yuliana, 2019). Bolivar Ramírez et al., (2022) reported the factors influencing emotional regulation of adolescents. They included the factors like the developmental changes, interpersonal relationships and parenting experiences and also the perception of not

having control over the situations will affect the emotional regulation of adolescent students. Gupta and Gehlawat (2020) reported emotional regulation as very significant in psychosocial development of adolescent and it is associated with cognitive processes also such as cognitive flexibility, working memory, planning etc. As the study report it as a significant factor in adolescent period they specially mentioned that suppression is a maladaptive strategy to regulate the emotion.

The last session of the module was termination session and it is the closing of the relationship which is build or formed with rapport session in the beginning of the intervention. Here the researcher ended the session with games and greetings. Termination sessions are very important in a therapeutic relationship, where the therapist, here the researcher educating the students that ending a relationship is essential and healthy in a professional setting.

Phase4: Testing the efficacy of Academic Performance Enhancing Intervention Program (APEI)

This section include observations from trial implementation and also the discussion of pre test, post test, delayed post test results of implementation of APEI program.

Trial implementation

Trial implementation of the intervention modules was done to check the feasibility of the Academic Performance Enhancing Intervention Program (APEI) and to understand the practical difficulties and to get valuable insights regarding the implementation of the sessions. It also provides flexibility in modifying the sessions based on the feedback provided by the participants. Successful trial implementation

will provide best practices and lessons for better implementation in the main study group. Overall, the trial implementation play crucial role in designing, refining and modifying interventions aimed at addressing the issues associated with academic performance ensuring that resources are being allocated efficiently and effectively.

During each session separate feedback forms were collected from the participants. The feedbacks forms were collected both as ratings and also as qualitative feedback. The first session of the intervention was sessions on concentration and it was rated by the students as useful and the participants were satisfied with the content. No particular corrections or changes were made based on the trial implementation of session on concentration. The next sessions were based on memory were the researcher provided memory improvement techniques for the students. It was widely accepted by the students and they were very thankful after the sessions for training them to effectively memorize the materials. Study habits were next area of intervention were students really benefited from the sessions but still they had many doubts regarding how to prepare the notes effectively and how to form a good pattern of study habit. The trial implementation provided insight that study habit needs individual care and guidance based on each student's personal capacities and study pattern. So more than a group session provided for students based on the study habit, it was came to know that the researcher should provide individual sessions for study habits focusing on each student's capacities and a modification was made based on the observation made from this trial implementation.

Goal setting and goal orientation sessions were implemented with outdoor games included in the sessions. The session was accepted by the students and was enquired regarding how to set these realistic goals. Their doubts were clarified and individual sessions were also planned after the group session for helping each student to identify their personal goals and also to identify the process goals and long term goals and to learn the effective strategies that to be planned and followed to attain these goals. This modification of extending an individual session was based on the observation of trial implantation. The next session was on time management. The preparation of time table was easy for some participants where some were not even willing to prepare it because of their experience of not following the time table. They were of the opinion that,

“This preparation of time table is waste of time. I have prepared this many times, but it will not work for me.”

An instructional session on convincing students of the need and necessity of a timetable in life was added after taking considering the trial session. Individual sessions were made available for it later on. Students truly accepted sessions that focused on procrastination. They reported the session and the video presented as really eye opening session where they were ignorant about such a negative behavior among themselves and the session really made them realize about their situation and a cause of their failure in their exams. They were not aware of such an issue as cause for their poor performance.

The sessions on emotional domain included sessions on anger management, mobile addiction and emotional regulation. These sessions were reported by students

as very useful sessions as it touches their daily needs and emotions. Anger management chart was very effective for the students to identify their anger pattern and later to manage it effectively. Some students requested for individual sessions for anger management and this made the researcher to think about planning an individual sessions for the same later. Administering a short form scale of mobile addiction was reported as very effective by the students were they come to know about their level of addiction to the mobile.

Implementation of APEI

The implementation of APEI was done to find its efficacy. Pre-post analysis was done with High school competencies scale and Academic Procrastination scale. The results are discussed in following section.

There will be significant difference between pre, post and delayed post test scores of experimental and control group on academic procrastination.

Table 9

Descriptive Statistics of Academic Procrastination at Three Phases of the Intervention between Control Group (n =14) and Experimental Group (n=14)

Phases	Group	Mean	SD	W
Pre test	Control	77.36	14.94	.985
	Experimental	77.71	17.10	.968
Post test	Control	77.43	11.33	.956
	Experimental	71.43	19.14	.949
Delayed post test	Control	75.29	12.71	.985
	Experimental	70.64	18.10	.968

Summary of Shapiro Wilk test presented in Table 9 indicate that scores of academic procrastination are normally distributed at three phases of the study in both experimental and control groups, $w = .985, .968, .956, .949, .985, .968, p > .05$. Similarly, variance of the scores at three phases between the groups are homogenous, $F(1,26) = .117, 3.127, 1.455, p > .05$. Further, assumption of sphericity is also met, Mauchly's $w = .991, \chi^2(2) = .233, p > .05$. Thus, the decision is made to conduct repeated measures mixed ANOVA to understand the relative changes in the experimental group compared to the control group.

Table 10

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Academic Procrastination of Experiment Group with Control Group

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Phases * Group	156.929	2	78.464	3.995	.024
Error	1021.238	52	19.639		

Results of repeated measures mixed ANOVA presented in Table 10 indicate that changes in the scores of academic procrastination of experimental group is significantly different compared to control group, $F(2,52) = 3.995, p = .024$. Thus we accept the hypothesis, there is significant difference among pre, post, delayed post test sessions between experimental and control group on academic procrastination. Further Repeated measures ANOVAs are carried out among experimental and control group separately.

Table 11

Summary of Repeated Measures ANOVA Comparing Changes in the Scores of Academic Procrastination

Group	Source	Sum of Squares	df	Mean Square	F	Sig.	η_p^2
Control	Phases	41.476	2	20.738	.918	.412	.066
	Error	587.190	26	22.584			
Experimental	Phases	420.619	2	210.310	12.598	.000	.492
	Error	434.048	26	16.694			

Summary of the repeated measures ANOVA presented in Table 11 indicate that scores of academic procrastinations does not change in the control group, $F(2,26) = .918, p > .05$. But, changes in the scores of experimental group at three phases are significant, $F(2,26) = 12.59, p < .001$. Effect size of the changes in the scores of control group procrastination is 6.6 percent compared to the effect size of experiment group (49.2 %). Further, pair-wise analysis with Bonferroni correction is carried out to understand the significance of differences among phases.

Table 12

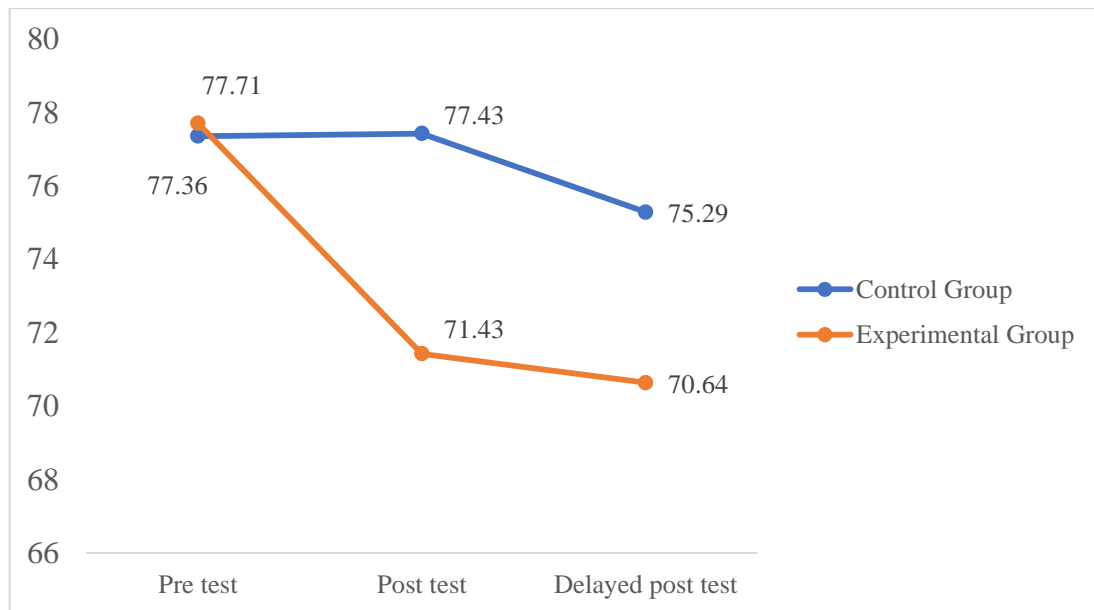
Pairwise Comparison of the Scores of Academic Procrastination in Experimental Group

(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Pre test	Post test	6.286	1.714	.009
	Delayed post test	7.071	1.273	.000
Post test	Delayed post test	.786	1.611	1.000

Results of pairwise comparison with bonferroni correction in Table 12 indicate that academic procrastination significantly decreased at the post test phases compared to pre test phase, $MD=6.286$, $p < .01$. But the changes in the scores between post tests and delayed post-test phases of the research are not significantly different ($t = .488$, $p > .05$). Changes in the scores are depicted in the figure 8.

Figure 8

Scores of the Academic Procrastination among Three Phases of the Intervention Between the Groups



Academic procrastination is the act of delaying academic tasks despite knowing the negative consequences. The need of making a change in the procrastination behaviour has been identified by many researchers. Findings from the research by Kurniadin et al., (2023) identified the need to work on strategies helping to overcome the academic procrastination. A study by Bhat and Jan (2023) in the correlation study aimed at exploring the relationship between academic procrastination and academic satisfaction among college students ended with

findings of negative correlation, but further they recommended for developing targeted interventions to promote productive academic behaviors and students satisfaction there by to reduce the academic procrastination behavior. Research by Novalia et al, (2023) on 'Cognitive Behavior Counseling Guidebook with Self-regulated Learning Techniques to Reduce Students' Academic Procrastination Behavior', suggested the development of a guidebook to reduce students' academic procrastination behavior. So it can be clearly considered as the need of an hour and it's only because of that a lot of research is going on in developing an appropriate intervention for addressing the issue of academic procrastination. Various intervention strategies incorporating therapeutic techniques like, cognitive behavioral technique, behavioral technique (Hasanah, 2023;Wati et al., 2022), reality group counseling (Salam & Astuti, 2023) psycho-education, providing apps and dairies (Zhao et al., 2023) continues monitoring using study programs with home works and feedbacks (Kareba et al., 2022) have been developed and carried out as an explanation to reduce the academic procrastination behavior.

In the present research the researcher proposed an intervention aimed at reducing academic procrastination, with a content of administration of academic procrastination scale, video presentation and psycho education about the symptoms, issues and management strategies for the procrastination behavior. A paper by Otermin-Cristeta and Hautzinger (2018) on "Developing an intervention to overcome Procrastination" discusses the content psycho education in their intervention modules and got similar positive results. Before the intervention, just after the video presentation their experiences were enquired. There the students come up with their procrastination behaviors and they reported, "I delay my studies till just before my exams", another student commented "I wait until the last minute

to complete my assignments, and avoid tasks that require long-term commitment". Procrastination will be fuelled by factors like poor time management skills, fear of failure, perfectionism, or lack of motivation.

After the intervention the students who participated in the program reported that they got insights into the detrimental effects of procrastination on academic performance and well-being, they also learn strategies for effective time management, goal setting, and prioritization of tasks. As a result, students reported they begin to implement those strategies in their daily routines in order to break the cycle of procrastination and becoming more proactive in the academic endeavors. Over time, this intervention leads to a noticeable decrease in academic procrastination behavior among participants.

Potential indicators of change in academic procrastination behavior due to the intervention reported by the students included. One student reported she started completion of assignments and projects before deadlines. Another student commended that he reduced the instances of cramming for exams or leaving studying until the last minute. Teachers reported there were increased participation in class activities and discussions after the intervention and it enhanced overall academic performance which is reflected in marks also. Feedback from participants indicated a greater sense of control over their time and decreased stress related to academic tasks.

A study by Miyake and Kane (2022) on "Toward a Holistic Approach to Reducing Academic Procrastination with Classroom Interventions", proposed a novel approach in developing effective classroom interventions for academic procrastination, but it does not mention any specific intervention studies with

procrastination behavior. While planning to conduct intervention research on academic procrastination they proposed emphasize should be given to plan it in the educational settings, encouraging repeated practice of intervention techniques, and to adopt small-teaching approach to make it easy to implement. In addition, interventions should adopt a holistic, multifaceted approach addressing various aspects of procrastination and behavior change. It's very important for interventions to be grounded in well-articulated theories as supporting evidence in order to ensure their effectiveness. These will help to maximize the impact of interventions by addressing the complexity of academic procrastination in real-world classroom settings.

There will be significant difference between pre, post and delayed post test scores of experimental group and control group on area of relationship of high school competency.

Table 13

Descriptive Statistics of School Competence in the Area of Relationship at Three Phases of the Intervention Between Control Group (n =14) and Experimental Group (n=14)

Variable	Group	Pre test			Post test			Delayed post test		
		Mean	SD	w	Mean	SD	W	Mean	SD	W
Family Relationship	Control	14.71	2.09	.92	14.21	2.49	.94	14.71	2.09	.89
	Experimental	15.57	1.50	.95	16.79	1.93	.96	17.43	1.34	.88
Fellow Students Relationship	Control	14.64	2.79	.94	14.29	2.84	.96	14.64	3.32	.93
	Experimental	14.36	4.43	.90	16.36	3.61	.87*	15.50	3.30	.93
Teachers Relationship	Control	14.07	3.47	.93	13.29	3.58	.90	14.43	2.62	.94
	Experimental	13.07	3.10	.90	16.21	2.94	.88	16.79	2.81	.91

$\lambda = .427, F(6, 21) = 4.705, Sig = .003; \eta_p^2 = .573$

* $p < .05$

Summary of Shapiro-Wilk test presented in Table 13 indicate that scores of factors of school competence in the area of relationship at three phases of the intervention are normally distributed ($w = .92, .95, .94, .90, .93, .90, .94, .96, .96, .90, .88, .89, .88, .93, .93, .94, .91, p > .05$) except the scores of fellow student relationship at post test phase, $w = .87, p = .042$. Variances of the scores are homogenous at three phases, $F(1, 26) = 1.78, 1.74, 2.58, 3.48, .67, .10, .00, .10, .23, p > .05$. Assumption of Sphericity is also met for the factors, $w = .881, .811, .846; \chi^2(2) = 3.178, 5.252, 4.170, p > .05$. Interaction effect of phases (Pre-test, Post-test, and Delayed post-test) and group (Experimental and Control Group) is tested with repeated measures of mixed MANOVA. Results indicate that changes in the scores of factors of school competence in the area of relationship at three phases of the intervention are significantly different in experimental and control group, $\lambda = .427, F(6, 21) = 4.705, Sig = .003; \eta_p^2 = .573$.

Further univariate analysis is carried out for each factor of school competence in the area of relationship. Interaction effects of phases and groups for family relationship, fellow students relationship and teachers relationship are significant, $F(2, 52) = 4.283, 3.434, 4.770, p < .05; \eta_p^2 = .141, .117, .155$. As the interaction effects are significant, separate repeated measures ANOVAs are carried out for experimental and control group. Results are presented in Table in 14.

Table 14

Summary of Repeated measures ANOVA Comparing Factors of School Competence in the Area of Relationship at Three Phases of Intervention for Experimental and Control Group

Group	Source	Measure	Sum of Squares	Df	Mean Square	F	Sig.	η_p^2
Control	Phases	FR	2.333	2	1.167	.791	.464	.057
		FSR	1.190	2	.595	.227	.798	.017
		TR	9.571	2	4.786	.537	.591	.040
	Error	FR	38.333	26	1.474			
		FSR	68.143	26	2.621			
		TR	231.762	26	8.914			
Experimental	Phases	FR	24.905	2	12.452	6.175	.006	.322
		FSR	28.190	2	14.095	4.631	.019	.263
		TR	112.000	2	56.000	13.000	.000	.500
	Error	FR	52.429	26	2.016			
		FSR	79.143	26	3.044			
		TR	112.000	26	4.308			

Note. FR: Family relationship, FSR: Fellow students relationship and TR: Teachers relationship.

Results of one-way Repeated measures ANOVAs presented in Table 14 indicate that scores of factors of school competence in the area of relationship did not change at three phases of intervention in control group, $F(2, 26) = .791, .227, .537, p > .05$. But, scores of family relationship, fellow students relationship and teachers relationship changed significantly at three phases of intervention, $F(2, 26) = 6.175, 13.000, p < .01; F(2, 26) = 4.631, p < .05$. Effect size of the intervention for family relationship, fellow students relationship and teachers relationship in the experimental group are 32.2 %, 26.3% and 50.0% ($\eta_p^2 = .322, .263, .500$).

Table 15

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Family Relationship of Experiment Group with Control Group

Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Phases * Group	14.952	2	7.476	4.283	.019
Error	90.762	52	1.745		

Results of repeated measures mixed ANOVA presented in Table 15 indicate that changes in the scores of Family relationship of experimental group is significantly different compared to control group, $F(2, 52) = 4.283, p = .019$. Thus we accept the hypothesis, there is significant difference between pre, post, delayed post test sessions between experimental and control group on family relationship.

Table 16

Pairwise comparison of Factors of School Competence in the Area of Family Relationship at Three Phases of intervention in Experimental Group

Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Family Relationship	Pre test	Post test	-1.214	.604	.197
		Delayed post test	-1.857	.430	.003
	Post test	Delayed post test	-.643	.561	.817

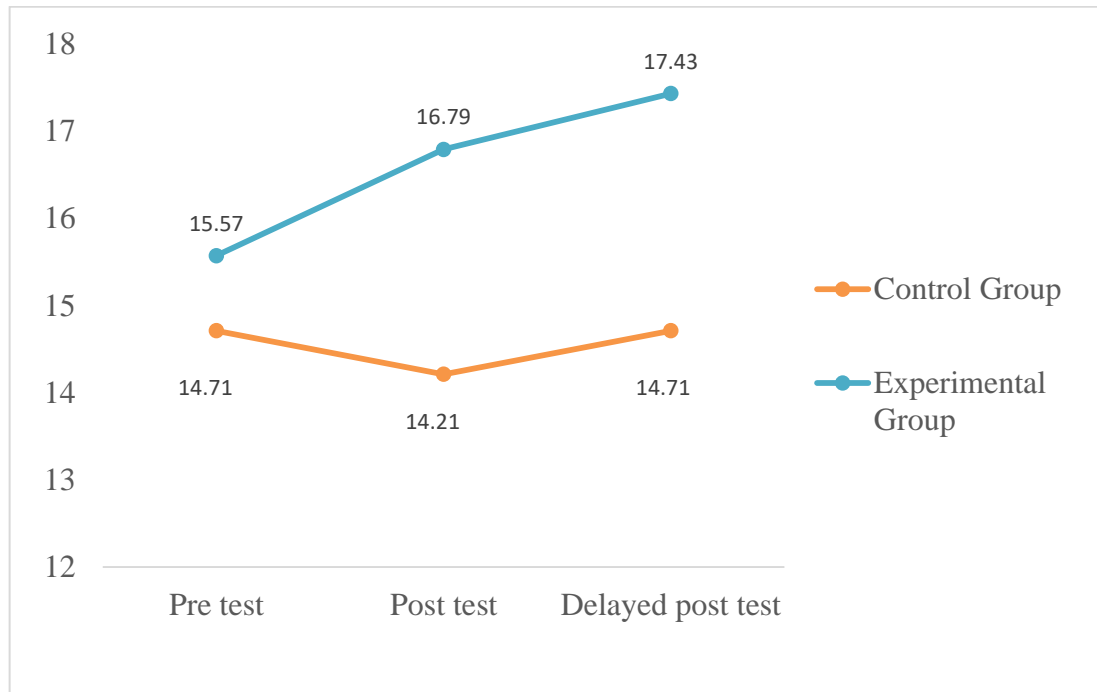
Note. Bonferroni correction

Pair wise comparison of the factors in the experimental group with bonferroni correction is carried out and the results are presented in Table 16. Results indicate that scores of family relationship did not change from pretest phase to post test phase, $MD = 1.214, p > .05$. But, difference between pretest phase and delayed

post test phase is found to be significant, $MD = 1.857$, $p < .01$. Changes in the scores of family relationship are depicted in Figure 9.

Figure 9

Scores of the Family relationship at Three Phases of the Intervention Between the Groups



The results show a significant change in the family relationship scores between experimental group and control group. The family relationships can have a profound influence on the academic performance of children and adolescents. A supportive family environment where the child feel loved, cared and valued will be emotionally secure and are more motivated and encouraged to study. Family has both direct and indirect effect on a student's academic performance. Things like family income, number of family members will directly influence the student's academic related matters by opportunity to receive higher education from a better school, hiring a tutor and buying more learning materials (Xing, 2023; Enbeyle et

al., 2020); Whereas family structure (Adeyeye, 2023), family involvement, and relationships are the factors which indirectly influence the student's mental and academic performance. During the intervention sessions, especially while dealing with anger management and emotional regulation issues with parents and siblings were revealed by students as a problem for their academic performance. During the session tips to manage such issues were suggested and delayed post tests were done and later during the delayed post test session they reported the situation has improved and they can study well. Parental involvement in academic matters also contributes to better academic outcomes. But high expectations and negative parental involvement have a negative impact on academic performance of students (Peng et al., 2023). At the same time parental expectations and their timely involvements help children to set goals and decide strategies to achieve those goals. In such situations parents serve as role models for their children. Proper communications within the family help the child to develop both good communication skills and problem solving skills. This will help them to get proper emotional support from the family itself and to cope better with academic pressure, setbacks and failures (Betty, 2023). As the influence of family is so crucial it should provide a positive background for the child, otherwise it will negatively influence the mental health and academic performance of the students. Ahmad, et al., (2023) have found that authoritarian parenting style often puts high expectations on children's academic achievement and cause stress but still they reported from their research supportive parenting style improves academic achievement and parental involvement will help them to be more successful in life. Sometimes, more than the parenting style and parental expectation which negatively influence the child may be the parental burnout work as a negative factor. Wang, et al., (2023) in a research has

clearly pointed out that parental burnout have a negative effect on adolescent's development and specifically on their academic performance and social adaptation. It was found that the effect was mediated by parental psychological control.

Table 17

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Fellow student relationship of Experiment Group with Control Group

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Phases * Group	19.452	2	9.726	3.434	.040
Error	147.286	52	2.832		

Results of repeated measures mixed ANOVA presented in Table 17 indicate that changes in the scores of Fellow student relationship of experimental group is significantly different compared to control group, $F(2,52) = 3.434$, $p = .040$. Thus we accept the hypothesis there is significant difference between pre, post, delayed post test sessions between experimental and control group on fellow student relationship.

Table 18

Pair wise comparison of Factors of High School Competence in the Area of Fellow student Relationship at Three Phases of intervention in Experimental Group

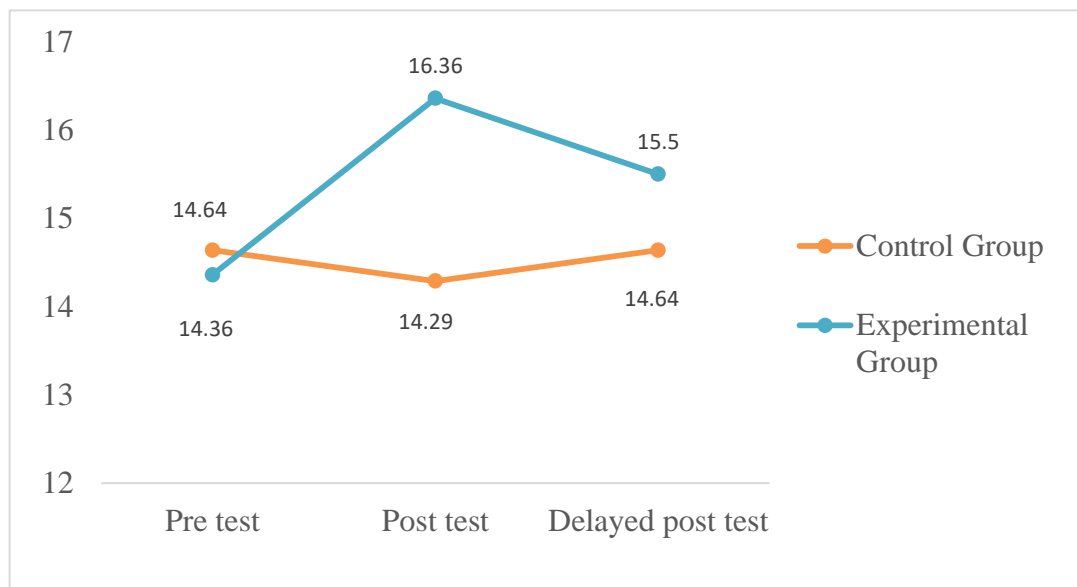
Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Fellow Students Relationship		Post test	-2.000		.638.024
	Pre test	Delayed post test	-1.143		.783.505
	Post test	Delayed post test	.857		.533.396

Note. Bonferroni correction

Results of pair wise comparison of factor of fellow student relationship at three phases of intervention in experimental group is presented in Table 18. Scores of fellow student relationship increased significantly from pretest phase to post test phase (MD = 2.00, $p < .05$), but the change from the post test phase to delayed post-test is non-significant, (MD = 1.143, $p > .05$). Similarly, difference between post-test to delayed post-test phase is also not significant, MD= .857, $p > .05$. Scores of student relationship is depicted in the figure 10.

Figure 10.

Scores of the Student relationship at Three Phases of the Intervention Between the Groups



The results indicate there is significant change in the scores of fellow student relationship between the experimental group and control group. This indicates the efficacy of the intervention in helping the students to maintain a positive relationship with the fellow students. The sessions like anger management, emotional regulations

have positively influenced the students. Peer groups play an important role on the academic performance of adolescent students. Their influence is in various ways. Peer group will help the student to learn the social norms and expectations and thereby to learn what attitudes and behaviors are accepted and considerable in a situation (Laursen & Veenstra, 2021). Peer pressure is another form by which students may feel pressured to conform to the academic standards set by their peer group. But this will be a case only if that peer group values this academic achievement otherwise students will be de motivated to study hard to achieve good grades. Working together with fellow students will provide opportunities for knowledge sharing, skill development and mutual support which can contribute to improved academic performance (Jesuthasan et al., 2022). It will also create platform for competitions were if it works as healthy competition will result in striving for academic excellence or otherwise will lead them to malpractices. Peers will act as social support agents in providing emotional support and also encouraging during the challenging times and to deal with academic stress. Peers will also act as role models where they inspire students to set higher academic goals and how to adopt effective strategies to attain the targeted goals (Muir, 2018). Likewise, if the student is in a negative group it will hinder the academic progress. Activities in the intervention were planned and prepared by keeping mind the need of improving the peer group influence and how to understand the nature of peer influence they have on them from their friends and how to properly use it.

In a research article by Santos et al., (2023), influence of peer group is widely discussed and strategies on how to effectively make use of peer group for

academic excellence were incorporated. Their suggestions include, Incorporating collaborative and interactive activities mediated by the teachers leading to positive learning outcomes. To provide the students clear guidelines and expectations for peer interactions in a way to ensure a positive and productive learning environment. Peer learning, including peer feedback and peer assessment, can enhance learning and promote a sense of responsibility among students. Creating opportunities for peer teaching and peer tutoring can facilitate knowledge sharing and deeper understanding of concepts (Pratschke & Abbiati, 2020). Encouraging students to work in small groups or pairs can foster collaboration, communication, and problem-solving skills.

Zárate (2023) in the study, “Uncovering Peer Effects in Social and Academic Skills”, reported that peers have significant impact on the formation of social skills and academic performance of students. And these effects are more pronounced for social skills than academic performance. In the present research the activities, classes and games were formulated by the researcher by keeping in mind the impact of peer group. Lutz (2022) conducted a research on “Peer Relationships, Academic Motivation, and Academic Performance”, and its results also reveal that positive peer relationships have a significant impact on academic tasks. Because children enjoy relationships with peers and if that group is academically oriented group obviously their focus and interest will become academic centered. Peer acceptance and approval are associated with this positive impact of peer group (Palacios & Berger, 2022; Zárate, 2020). But unfortunately the reverse will also happen.

Students who skip classes with friends tend to receive lower grades (Moneva & Legaspino, 2020).

Table 19

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Teacher relationship of Experiment Group with Control Group

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Phases * Group	16.071	2	31.536	4.770	.013
Error	343.762	52	6.611		

Results of repeated measures mixed ANOVA presented in Table 19 indicate that changes in the scores of Teacher relationship of experimental group is significantly different compared to control group, $F(2,52) = 4.770$, $p = .013$. Thus, we accept the hypothesis there is significant difference between pre, post, delayed post test sessions between experimental and control group on teacher relationship.

Table 20

Pairwise comparison of Factors of School Competence in the Area of Teacher Relationship at Three Phases of intervention in Experimental Group

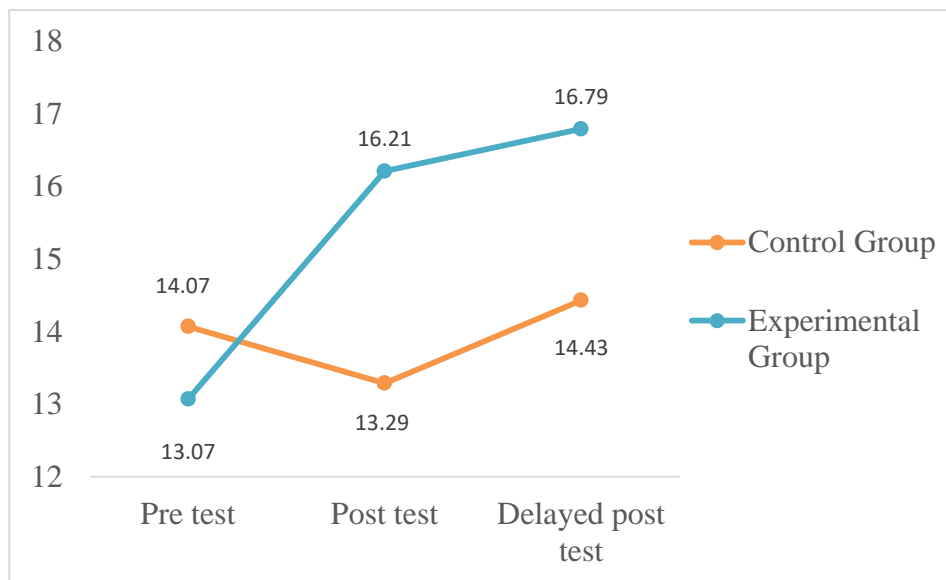
Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Teachers Relationship		Post test	-3.143	.901	.012
	Pre test	Delayed post test	-3.714	.861	.003
	Post test	Delayed post test	-.571	.542	.932

Note. Bonferroni correction

Results of pair wise comparison of factor area of teacher relationship at three phases of intervention in experimental group is presented in Table 20. Scores of teachers relationship increased significantly from pre-test phase to post test phase (MD = 3.143, $p < .05$), and delayed post test phase, MD = 3.714, $p < .01$. But the scores are similar at post-test and delayed post-test phases of the intervention, MD = .571, $p > .05$. Scores of teacher relationship is depicted in Figure 11.

Figure 11

Scores of the Teacher relationship at Three Phases of the Intervention between the Groups



The scores indicate a positive influence of the intervention on teacher student relationship. The relationship between teachers and students plays a significant role in academic performance and the overall well being of a student. A teacher's impact on student is in an unpredictable way. A positive teacher student relationship will result in facilitative learning environment where students feel safe, supported and motivated (Wang, 2023). This will also increase the engagement level in learning

activities. This happens because they feel they are valued and respected by their teachers and will encourage them to participate more in class discussions, complete assignments, and collaborate with peers (Adeyemi & Bosede, 2023). Teachers can also provide emotional support for them. Effective communication between the teacher and student will enhance understanding and clarity of academic expectations and will make the students comfortable (Ruzek et al., 2016). But in many cases or in reality teachers complain about the student's irresponsibility and laziness and will end up with clashes between the teacher and student. A teacher who knows her student well can provide personalized care and support in both academics and emotional level also. This will help to make an integral development of a child resulting in motivating them to learn and to be a good individual.

Studies support the need of good teacher student relationship in enhancing academic performance. The paper by Rabo, (2022) examined the concept of teacher-students relationship as an important factor leading to positive academic performance. His research examined the essential components of student –teacher relationship such as the students, teachers, cooperative learning, and reciprocal learning and so on. The paper discussed about the importance of teacher-students relationship, in which the researcher stated that good teachers' students' relationship contribute many advantages between both the teachers and students. Because a good relationship produces a good environment within the classroom and it also highlights the causes of poor teachers' students' relationship, such as insensitivity to student needs, teachers' bullying, troublesome behavior and so on. Lastly, the paper suggests solution to poor teachers' students' relationship such as, a teacher should

avoid the use of complete authority in handling students. As the students are spending more time with the teacher, the teacher is expected to show good example to them. The authority and discipline the teacher uses over the students should be personal rather than official and also parents' concern for their children's welfare is also important (Ruzek, et al., 2016).

Even though no such content addressing teacher student relationship was included in the module developed for intervention, a discussion and tips to handle/ manage the issues with the teachers was discussed and addressed during the content of emotional regulation and anger management. During that session it was revealed by the students how the negative attitude of teachers influenced them negatively. It's quite natural that negative attitude and expectation will limit the opportunities for those students to participate in challenging coursework or enrichment activities. This can reinforce the belief that these students are not capable of academic success, leading to disengagement and underachievement (Appiah et al., 2023). Teacher student relationship has an important role in academic performance and many studies support the idea. The paper by Pervin, et al., (2021), investigates the influence of teacher-student interaction on academic performance of students. It finds a positive significant correlation between teacher-student interaction and academic performance. Rabo, (2022) conducted a study which focused on the teacher student relationship and its influence on academic performance. Zhang, (2022) suggests that positive teacher-student relationships can improve learners' educational performance. The paper also discusses the effect of teacher-learner interpersonal relationships on learners' academic achievement in English as Foreign

Language (EFL) educational contexts. ‘Teacher-students’ relationship and its impact on students’ academic achievement at secondary school level in district lasbela’ an article published in Pakistan journal of educational research by Shakir and Kiazai, (2023), investigated the impact of teacher student relationship on academic achievement and reported consistent communication and conducive learning environment positively affect academic performance. Sherub-Gyeltshen and Gyeltshen (2022) conducted study on, ‘The Impact of Supportive Teacher-Student Relationships on Academic Performance’ in which the paper discusses the impact of supportive teacher-student relationships on academic performance. It states that healthy relationships promote academic performance by improving student engagement, motivation, and attachment. Moisdou, (2018), conducted a study on “Teacher-child relationships and children’s literacy in kindergarten and primary school”, various research efforts have been done in order to examine the interaction between teacher and students, and how the quality of this interaction affects the developmental process of the child. This study is different from other studies only based on the sample. But the relevance of the study lies where; teacher student relationships important at any age and at any culture and are focus of discussion at all ages.

Hypothesis: There will be significant difference between pre, post and delayed post test scores of experimental group on area of self of high school competency.

Table 21

Descriptive Statistics of High School Competence in the Area of Self at Three Phases of the Research Between Control Group (n =14) and Experimental Group (n=14)

Variable	Group	Pre test			Post test			Delayed post test		
		Mean	SD	w	Mean	SD	w	Mean	SD	W
Reaction to Failures	Control	13.93	3.77	.92	13.50	3.46	.91	13.50	3.65	.97
	Experimental	13.64	4.78	.93	16.21	2.91	.93	15.79	3.93	.89
Learning Assessment	Control	14.21	2.81	.95	13.50	3.13	.95	13.86	2.91	.95
	Experimental	14.07	2.53	.90	17.07	2.40	.91	17.00	1.88	.87
General Self Esteem	Control	16.64	1.65	.90	16.43	2.62	.86	16.71	2.43	.94
	Experimental	16.71	2.79	.84	17.57	2.93	.82	17.21	2.69	.86
Study Self Efficacy	Control	15.57	2.68	.98	14.79	1.53	.87	16.00	2.04	.92
	Experimental	15.29	2.76	.89	16.86	2.03	.92	17.86	1.41	.91
Emotional Control	Control	12.29	2.37	.96	11.50	2.85	.96	12.64	3.61	.95
	Experimental	13.50	2.59	.89	16.07	2.79	.94	16.71	2.17	.96

$\lambda = .435, F(10, 17) = 2.205, Sig = .073; \eta_p^2 = .565$

* $p < .05$

Summary of Shapiro-wilk test presented in Table 21 indicate that scores of factors of high school competence in the Area of Self at three phases of the intervention are normally distributed ($w = .92, .93, .95, .90, .90, .84, .98, .89, .96, .89, .91, .93, .95, .91, .86, .82, .87, .92, .96, .94, .97, .89, .95, .87, .94, .86, .92, .91, .95, .96, p > .05$). Variances of the scores are homogenous at three phases, $F(1, 26)$

=.921, .471, .171, .178, 1.321, 3.467, 5.440, .090, .743, .041, 2.157, 2.816, .859, .011, .488, $p > .05$. Assumption of Sphericity is also met for the factors, $W = .790$, .964, .917, .899, .880; $\chi^2 (2) = 2.828$, .440, 1.044, 1.272, 1.537, $p > .05$. Interaction effect of phases (Pre-test, Post-test, and Delayed post-test) and group (Experimental and Control Group) is tested with repeated measures of mixed MANOVA. Results indicate that changes in the scores of factors of high school competence in the area of self at three phases of the intervention are not significantly different in experimental and control group, $\lambda = .435$, $F(10, 17) = 2.205$, $Sig = .073$; $\eta_p^2 = .565$.

The intervention doesn't create a significant contribution to the reaction to failure of students. No direct sessions were included in the intervention to address the reaction to failure attitude of students; still sessions on emotional regulation, study habits, and goal orientation contribute to development of a mature attitude towards the reaction to failure. Reaction to failure is a matter of attitude which is actually not limited to the students. An intervention addressing the students cannot make a drastic change in this attitude towards the change in reaction to failure. Success or failure has become a matter of status of parents in the new generation. The factors like perseverance of students, the classroom structure, teacher student relationship all contribute to how a student react to a failure (Talauega, 2023). So if a student fails or scores poor marks in exams then he or she feels or presented as a looser by the society and also by their parents. The attitude of the student towards the failure is matters more than the intensity of failure (Canlas, & Guevarra, 2020) So even though we are addressing the students concerns of what will happen if they get low scores, they are advised, not getting marks up to the expected level is not always bad but surely if we work hard we will get the fruit of that in our life. Here there may be no significant change was due to this reason of parents over

expectation and pressure on their children. Also resistance to change by the student's will also become a reason for not getting an expected result. Environmental factors like peer influence and institutional attitudes toward failure, can significantly impact students' willingness to change. Individual differences in personality, motivation, and past experiences can also influence the effectiveness of interventions (Muntean et al., 2022). Students with a history of success or who have been praised primarily for their achievements may find it particularly challenging to embrace failure as an opportunity for growth. Changing attitudes and behaviors is a gradual process that requires ongoing support and reinforcement. It's essential to recognize that significant shifts in mindset may take time and patience, and initial lack of change doesn't necessarily indicate failure on the part of the intervention. Academic failure was found to be associated with a higher dropout rate in this study. Nonetheless, a noteworthy segment of students persevere and finish their coursework in spite of numerous failed courses and an adverse emotional strain. Learning can be gained from the experiences and approaches taken by students who struggle, as many of them persevere and finish their education (Ajjawi, et al., 2019; Nair, & Deepmala, 2023) reported in their study that there is a negative relation exists between fear of failure and academic self efficacy. Their findings also reveal that academic self-efficacy predicts fear of failure as well as academic performance. Fear of failure and negative attitude towards failure will surely negatively influence the student's academic performance by influencing the motivation level of students, hope and resilience capacity of the student, and also the self efficacy of the student (Yavorska-Vietrova 2021; Mingo, 2023)

The result does not indicate a significant change in the scores of learning assessment of experimental group and control group. This indicates the attitude

towards the assessment has improved due to the intervention. Assessment being the measuring tool of academic skill should be perceived positively by the students. Then only they will respond productively to the exams. The intervention contents like study habits, goal orientation, time management and procrastination significantly influenced the students. The sessions like emotional regulation and anger management helped them to positively respond to the failures if any (Boss, et al., 2008; Zhan et al., 2017). Students receive feedback on their comprehension of the subject matter through assessments. They are able to concentrate their efforts on areas that require improvement by using this feedback to pinpoint their areas of strength and weakness. Students who receive regular feedback are able to modify their study habits and learning tactics, which eventually improves their academic performance. Students may find motivation from their assessments (Obilor, 2019; Kusurkar et al., 2023). Students are more likely to interact with the subject, participate in class activities, and set aside time for study sessions when they are aware that their performance will be assessed. Teachers can find misconceptions or learning gaps in their pupils by using assessments. Through the analysis of assessment results, teachers are able to identify areas in which students are having difficulty and modify their instructional strategies accordingly. Efremova et al., (2019) suggested in their study that assessment will improve the confidence and motivation of students if it is objectively and well designed otherwise it will negatively impact on the mental health of the student

Self-esteem being a deeply ingrained psychological construct, changes may take time to manifest so not finding a significant change may be because of the in depth nature of the self-esteem (Trzesniewski et al., 2003). Also the intervention didn't included any sessions which directly influences or addresses self esteem or

specific needs of individuals involved. Factors such as personality traits, past experiences, and current life circumstances can influence how individuals respond to interventions aimed at improving self-esteem (Mann et al., 2004). Resistance to change from the part of the students can also lead to the result of no significant change. Pullmann and Allik, (2008) reported in their study that despite the popular belief that high self-esteem facilitates academic achievement, only a modest correlation was discovered between general self-esteem and school performance. While academic self-esteem is a reliable indicator of academic performance, there are further correlations between students' perceptions of their overall self-worth and their academic achievements. When considering their self-rated academic self-esteem, students with lower overall self-esteem are more likely to succeed academically after primary school (Pullmann & Allik, 2008). Noronha, et al., (2018) reported the importance of the impact of self-esteem on academic performance, suggesting that those who have higher levels of confidence and self-worth are also more likely to do well academically. The study emphasized the complex interrelationships among self-worth, personal growth, and academic accomplishments, highlighting the need of fostering students' positive self-perceptions for improved academic performance.

Emotional control allows students to regulate distracting emotions such as anxiety, frustration, or boredom, enabling them to maintain focus and attention on academic tasks. By managing their emotions effectively, students can devote more mental resources to learning and comprehension (Evans, 2015). When students regulate their emotions, they are better able to encode and retrieve information effectively. When students regulate their emotions, they are better able to encode and retrieve information effectively (Davis & Levine, 2012; Tyng et al., 2017). By

regulating their emotional responses to stressful situations such as exams or presentations, students can mitigate the negative impact of stress on their cognitive functioning and overall well-being. Those with emotional control are more likely to use constructive coping strategies when they encounter obstacles or failures in their academic careers. They can respond adaptively by asking for help, applying problem-solving techniques, and keeping an optimistic mindset as opposed to behaving impulsively or letting negative emotions take over (Edwards & Ashkanasy, 2018). Despite challenges, this resilience encourages academic performance and perseverance. Students who can regulate their emotion can perform well than students who can't regulate their emotion in their academics (Andrés et al., 2017). Hafiz (2015) reported that emotional regulation influences the motivation level of the student and there by influences the academic performance. Graziano et al., (2007) reported in their study that those students who can't regulate their emotion can't do higher cognitive processes like problem solving and decision making in their classrooms, also emotional regulation skills will contribute to the behavioral control of students which all contribute to the academic performance. The teacher student relationship and relationship with peer group is also influenced by the emotional control capacity of a student there by making the student stable and confident in attending the class with peace of mind for proper attention and concentration (Shim & Pelaez, 2022).

Academic self-efficacy is the belief held by an individual that they can successfully complete specific academic tasks at predetermined levels (Tsang, 2012). Because self-efficacy produces particular actions and motivations that can either support or undermine effective performance, self-efficacy beliefs should be taken into consideration while analyzing academic outcomes (Anderman & Gray,

2015). So the intervention module included sessions for improving the academic self efficacy of students. Especially those skills like, study habits, memory and concentration improving strategies, strategies to tackle with procrastination and time management. These strategies really influenced the students and its impact can be spotted in the results. Students exhibiting high self-efficacy are those who have faith in their ability to plan, carry out, and control their problem-solving or task performance at a specified level of competence. Most people agree that self-efficacy is a multifaceted concept that is distinct in a variety of functional domains. Thus it is very important for a student to be aware of one's own capacity and work based on that. Here the scores from the analysis reveal a positive impact of intervention in developing or improving the self efficacy beliefs of students. Many researchers have supported and strongly agree with the positive impact of self efficacy beliefs on academic performance. Meng and Zhang (2023) reported that academic self efficacy is strong predictor of academic performance. Portento et al., (2022) found in their study that there is a relationship between students' academic achievement and motivation, as well as self-efficacy and motivation. However, there is no interaction between the two. Kolo et al., (2017) also reported that there is strong and positive relationship exists between academic self efficacy and academic performance. They also suggested that providing intervention programs or training for students for improving their self efficacy beliefs will surely benefit their academic achievement. Academic self efficacy becomes important because those students who are high in self efficacy can set challenging goals for them and also if any set backs or failures come as they have clear belief about their capacities they will persist in their actions towards success. They use more effective coping strategies and also less tensed or

anxious during exam days as they believe in themselves and well planned and hardworking.

There will be significant difference between pre, post and delayed post test scores of experimental group and control group on Area of Study of high school competency.

Table 22

Descriptive Statistics of High School Competence in the Area of study at Three Phases of the Research Between Control Group (n =14) and Experimental Group (n=14)

Variable	Group	Pre test			Post test			Delayed post test		
		Mean	SD	W	Mean	SD	w	Mean	SD	w
Intrinsic Motivation	Control	14.21	2.32	.95	13.64	2.44	.94	14.07	2.53	.91
	Experimental	14.79	2.94	.93	15.86	2.71	.91	15.01	2.34	.94
Extrinsic Motivation	Control	12.14	2.18	.94	12.00	3.76	.92	12.57	2.65	.93
	Experimental	11.64	3.82	.95	14.07	4.23	.91	15.57	2.82	.96
Time Management	Control	12.79	2.15	.94	13.29	2.02	.92	12.93	1.90	.94
	Experimental	12.14	2.93	.89	14.64	2.84	.95	15.14	2.80	.94
Study Dedication	Control	13.71	2.87	.93	13.43	3.00	.91	13.64	2.53	.91
	Experimental	13.50	3.90	.92	16.21	3.17	.91	16.43	2.24	.95

$\lambda = .432, F(8, 19) = 3.126, Sig = .020; \eta_p^2 = .568$

* $p < .05$

Summary of Shapiro-wilk test presented in Table 22 indicate that scores of factors of high school competence in the area of study at three phases of the intervention are normally distributed ($w = .95, .93, .94, .95, .94, .89, .93, .92, .94, .91, .92, .91, .92, .95, .91, .91, .91, .94, .93, .96, .94, .94, .91, .95 p > .05$). Variances of the scores are homogenous at three phases, $F(1, 26) = 1.64, .05, .62, 4.92, .36,$

.02, 3.84, 2.07, 2.47, 1.25, .00, .17, $p > .05$. Assumption of Sphericity is also met for the factors, $W = .925, .992, .743, .924$; $\chi^2(2) = 1.942, .194, 7.415, 1.982, p > .05$. Interaction effect of phases (Pre-test, Post-test, and Delayed post-test) and group (Experimental and Control Group) is tested with repeated measures of mixed MANOVA. Results indicate that changes in the scores of factors of high school competence in the area of study at three phases of the intervention are significantly different in experimental and control group, $\lambda = .432, F(8, 19) = 3.126, Sig = .020; \eta_p^2 = .568$.

Table 23

Summary Of ANOVA Comparing Factors of High School Competence in the Area of Study at Three Phases of Intervention for Experimental and Control Group

Group	Source	Measure	Sum of Squares	Df	Mean Square	F	Sig.	η_p^2
Control	Phases	IM	2.476	2	1.238	.454	.640	.034
		EM	2.476	2	1.238	.210	.812	.016
		TM	1.857	2	.929	.304	.741	.23
		SD	.619	2	.310	.043	.958	.003
	Error	IM	70.857	26	2.725			
		EM	153.524	26	5.905			
		TM	79.476	26	3.057			
		SD	186.714	26	7.181			
Experimental	Phases	IM	8.619	2	4.310	.816	.453	.059
		EM	110.048	2	55.024	9.173	.001	.414
		TM	72.333	2	36.167	9.898	.001	.432
		SD	74.619	2	37.310	6.797	.004	.343
	Error	IM	137.381	26	5.284			
		EM	155.952	26	5.998			
		TM	95.000	26	3.654			
		SD	142.714	26	5.489			

Note. IM: Intrinsic Motivation, EM: Extrinsic Motivation, TM: Time Management, SD: Study Dedication.

Results of one-way ANOVAs presented in the table 23 indicate that scores of factors of high school competence in the area of study did not change at three phases of intervention in control group, $F(2, 26) = .454, .210, .304, .043, p > .05$. The scores of extrinsic motivation, time management and study dedication changed significantly at three phases of intervention, $F(2, 26) = 9.173, 9.898, 6.797, p < .01$. But the score of intrinsic motivation did not change at three phases of intervention. Effect size of the intervention for in extrinsic motivation, time management and study dedication the experimental group are 41.4 %, 43.2% and 34.3% ($\eta_p^2 = .414, .432, .343$).

Table 24

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Extrinsic motivation of Experiment Group with Control Group

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Phases * Group	46.024	2	23.012	3.867	.027
Error	309.476	52	5.951		

Results of repeated measures mixed ANOVA presented in Table 24 indicate that changes in the scores of extrinsic motivation of experimental group is significantly different compared to control group, $F(2,52) = 3.867, p = .027$. Thus we accept the hypothesis there is significant difference among pre, post, delayed post test sessions between experimental and control group on extrinsic motivation.

Table 25

Pairwise comparison of *Factors of high School Competence in the Area of Study at three Phases of Experimental Group*

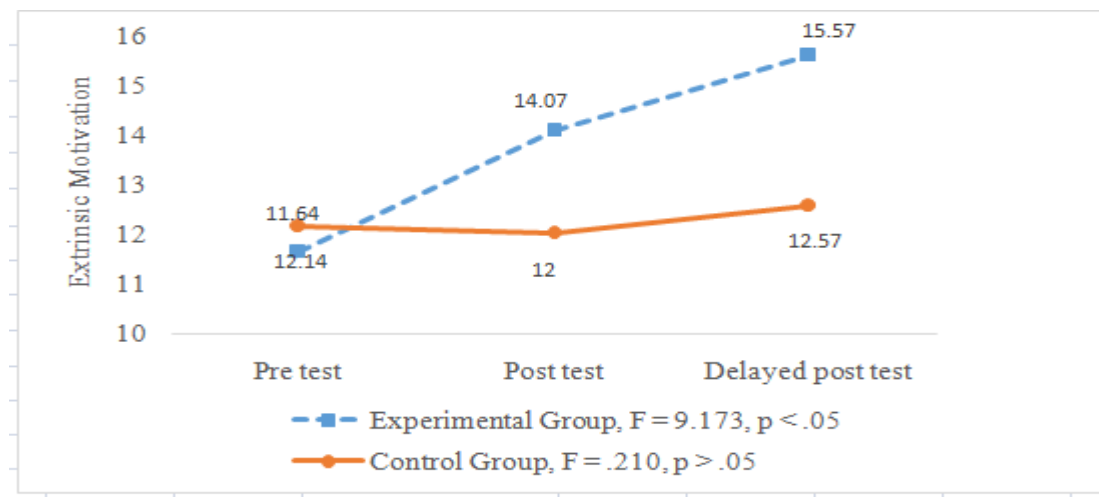
Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Extrinsic Motivation	Pre test	Post test	-2.429	.888	.05
	Pre test	Delayed post test	-3.929	1.003	.005
	Post test	Delayed post test	-1.500	.882	.338

Note. Bonferroni correction

Results of pair wise comparison of factor of Area of study at three phases of intervention in experimental group is presented in Table 25. Scores of Extrinsic motivation has significant change from pretest phase to post test phase (MD = 2.429, $p > .05$), also there is significant change from the pre test phase to delayed post-test phase, (MD = 3.929, $p < .05$). The difference between post-test to delayed post-test phase is insignificant, (MD .1500, $p > .05$). Scores of extrinsic motivation is depicted in the figure 12.

Figure 12.

Scores of the Extrinsic Motivation at Three Phases of the Intervention between the Groups



Academic success can also benefit from extrinsic motivation, which derives from outside incentives or rewards in a number of ways. Students can have concrete indicators of their achievement in the form of awards, appreciation from parents or instructors, or grades. Students may work more and do better academically if they are motivated to achieve these benefits. Students may be inspired to aim for greater academic achievement in competitive settings by extrinsic motivation such as rankings, competition awards, or comparison with peers. Students may be motivated to perform well in their studies if they believe that success in the classroom would open doors to new prospects for career, higher education, or personal fulfillment. A positive correlation exists between extrinsic motivation and academic performance (Kaliq, 2023). They also suggest and high light the need for training of motivational techniques at university level to make the students continue in their track of studies. Ayub (2010) in their study found that both intrinsic and extrinsic motivation positively correlated to academic performance. Adamma et al., (2018) and Idulsa Jr and Luzano (2024) also support that both intrinsic and extrinsic motivation helps in improving academic performance of students. Dickson (2018) reported that extrinsic motivation helps to increase the psychological energy to perform well and this is explained by individual's attraction towards the external rewards. Ginsburg and Bronstein (1993) in study conducted on the influence of family related factors on motivation they have found that lower academic performance was linked to an extrinsic motivational orientation and higher parental surveillance of homework, negative parental reactions to grades, and over- and under controlling family approaches. An intrinsic motivated orientation was linked to parental encouragement based on grades. Supportive family structures for individuality have

been linked to increased academic achievement and internal drive. Children depended more on outside standards for guidance and evaluation, and grades that were correlated with extrinsic rewards were linked to lower achievement scores and grades. Socioeconomic status was a major predictor of academic performance and motivational orientation (Ginsburg and Bronstein, 1993).

When students are intrinsically motivated, they engage in learning activities because they find them inherently enjoyable, interesting, or personally meaningful. This intrinsic enjoyment of learning sustains their effort over time, leading them to invest more time and energy into their studies. Intrinsically driven students aim to grasp things profoundly rather than just remembering data to pass exams. Students are more likely to persevere despite challenging assignments or setbacks when they have a sincere interest in the subject matter. Autonomy or self-direction is frequently linked to intrinsic motivation. Students are more inclined to take the initiative, set their own goals, and modify their study techniques to fit their own preferences and strengths when they feel like they have control over the learning process (Filgona et al., 2020). Autonomy or self-direction is frequently linked to intrinsic motivation. Students are more inclined to take initiative, create their own goals, and customize their study techniques to fit their own preferences when they feel that they have control over the learning process (McCombs, 2015). Gao et al., (2023) reported in their study that intrinsic motivation positively correlated to academic performance. Simon and Lei, (2010) have reported that intrinsic motivation promotes student learning and achievement better than that of extrinsic motivation. Wickenberg (2013) also reported that students who are high in intrinsic motivation achieved

better grades than students with higher or lower extrinsic motivation. Liu et al., (2020) have explored the multiplicative effect of the intrinsic and extrinsic motivation on academic performance and concluded that extrinsic motivation has negative effect to academic performance for students with high intrinsic motivation. But in the case of students with low intrinsic motivation, however, the extrinsic motivation helped to improve academic performance (Adamma et al., 2018; Ayub, 2010).

Table 26

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Time management of Experiment Group with Control Group

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Phases * Group	30.095	2	15.048	4.485	.016
Error	174.476	52	3.355		

Results of repeated measures mixed ANOVA presented in Table 26 indicate that changes in the scores of time management of experimental group is significantly different compared to control group, $F(2,52) = 4.485$, $p = .016$. Thus we accept the hypothesis there is significant difference among pre, post, delayed post test sessions between experimental and control group on time management.

Table 27

Pairwise comparison of *Factors of high School Competence in the Time Management at three Phases of Experimental Group*

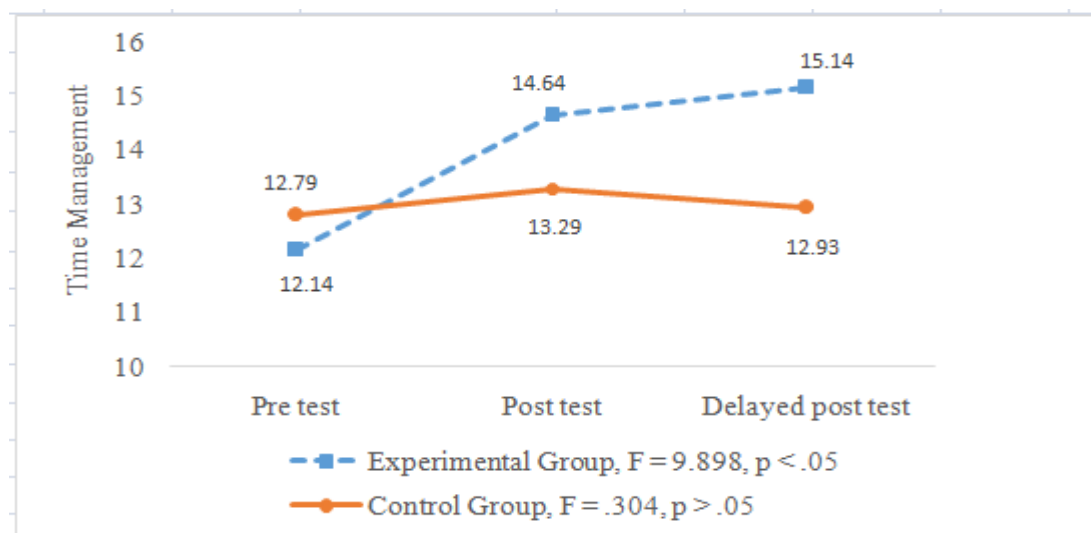
Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Time management		Post test	-2.500	.500	.001
	Pre test	Delayed post test	-3.000	.871	.013
	Post test	Delayed post test	-.500	.747	1.000

Note. Bonferroni correction

Results of pair wise comparison of factor of Time Management at three phases of intervention in experimental group is presented in Table 27. Scores of time management has increased significantly from pre-test phase to post test phase (MD = 2.500, $p < .01$), and delayed post test phase, (MD = 3.000, $p < .01$). But the scores are similar at post-test and delayed post-test phases of the intervention, MD = .500, $p > .05$. Scores of time management is depicted in the figure 13.

Figure 13

Scores of the Time Management at Three Phases of the Intervention between the Groups



Effective time management is essential for improving academic achievement since it increases productivity, lowers stress levels, and creates a positive learning atmosphere. Students who manage their time well allot enough time to study each subject or topic. They can better balance these obligations by learning how to manage their time well so they can give both their academic and extracurricular interests enough time without sacrificing the other (Bartlett et al., 2021). By effectively managing their time, students can prevent themselves from putting off assignments. They can do it by dividing them into smaller, more manageable portions and working on them part-time. Students can retain intense concentration and focus throughout study sessions by introducing brief breaks into their study routine (Burke, 2021). This enhances academic achievement and facilitates more effective learning. By enabling students to routinely study and revise course information, effective time management helps students reduce stress and exam anxiety (Wang & Wang, 2018). Mariano et al., (2022) in a research reported a positive correlation between time management and academic performance which indicated improving time management skills among the working students enrolled in open high school programs will positively impact on their academic performance. So the research suggested the schools to consider designing relevant programs which will improve the working students' time management skills and thereby enhancing their academic success. Razali et al., (2018) have reported in their study that three main factors associated with time management which can be classified as time planning, time attitudes and time wasting are significantly positively related to academic achievement of students although the relationship is weak. Time planning among them was reported as the most significant correlated predictor. Anjana,

(2016) have reported that there exist a direct positive relation between time management and academic performance. Gupta and Chitkara, (2018) also support the findings of Anjana, (2016) that there is significant positive relation exist between time management and academic performance. Alyami et al., (2021) reported that even though students perceive that preplanning their studies will help them to improve their academic performance, less than half of the students manage their time effectively in order to get the practical benefit of this time management.

Table 28

Summary of Repeated Measures Mixed ANOVA Comparing Changes in the Scores of Study Dedication of Experiment Group with Control Group

Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Phases * Group	42.000	2	21.000	3.315	.044
Error	329.429	52	6.335		

Results of repeated measures mixed ANOVA presented in Table 28 indicate that changes in the scores of study dedication of experimental group is significantly different compared to control group, $F(2,52) = 3.315, p = .044$. Thus we accept the hypothesis there is significant difference between pre, post, delayed post test sessions among experimental and control group on study dedication.

Table 29

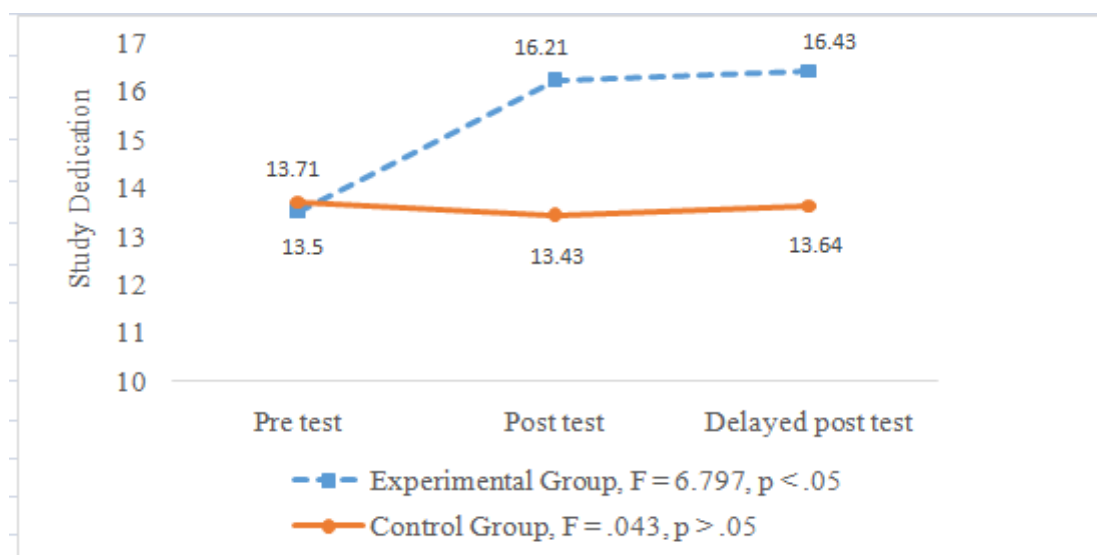
Pairwise comparison of *Factors of high School Competence in the Study Dedication at three Phases of Experimental Group*

Measure	(I) Phases	(J) Phases	Mean Difference (I-J)	SE	Sig.
Study dedication	Pre test	Post test	-2.714	.730	.008
		Delayed post test	-2.929	1.092	.050
	Post test	Delayed post test	-.214	.793	1.000

Note. Bonferroni correction

Results of pair wise comparison of factor of Study dedication at three phases of intervention in experimental group is presented in Table 29. Scores of study dedication has increased significantly from pre-test phase to post test phase (MD = 2.714, $p < .01$). There is also significant difference occurred in pre test and delayed post test phase, (MD = 2.929, $p < .05$). But the scores between post-test and delayed post-test phases of the intervention has no significant change, (MD = .214, $p > .05$). Scores of study dedication is depicted in the figure 14.

Figure 14: Scores of the Study Dedication at Three Phases of the Intervention between the Groups



It is more likely for students who are committed to their studies to stick to a regular study plan. They set out time on a regular basis for learning and review, which will aid in improving knowledge retention and conceptual comprehension and boost academic achievement. They also work hard to comprehend difficult ideas and adequately study for tests. They'll finish their homework on time and read more to broaden their knowledge. Their primary focus will be on acquiring knowledge rather than earning points. Devoted students will identify areas for development and work hard to achieve them rather than giving up in tough circumstances. Devoted pupils will have an innate drive to succeed academically and will efficiently manage their time as a result (Stewart & Maisonville, 2019). They will be setting realistic goals and will work hard for achieving that. The content of the intervention focusing on study habits have really benefited the students and could be inferred from the results. Iraola-Real et al., (2019) reported in their study that academic dedication has positively predicts students effectiveness and there by helps in improving academic performance. Sarwar et al., (2010) also reported in their research article that study attitude positively influence the academic performance and also they have found that there is significant difference in study attitude between high achievers and low achievers.

The research was carried out to explore the risk factors of academic performance from the perspective of parents, teachers and students as its first objective. Lack of motivation, inappropriate study habits, mobile addiction, and lack of goal orientation, procrastination behavior, family issues and peer pressure are the major factors reported as the risk factors of poor academic performance. As the

second objective High school competency scale and Academic procrastination scales were translated and adapted. Module was prepared and validated as the third objective. When the efficacy of the module was tested, it was found to be effective for

- Decreasing academic procrastination
- Improving family relationship
- Improving fellow student relationship
- Improving teacher relationship
- Improving learning assessment
- Effective emotional control
- Enhance study self efficacy
- Increase intrinsic motivation
- Increase extrinsic motivation
- Effective time management skills
- Increase study dedication

CHAPTER 4

SUMMARY AND CONCLUSION

Academic achievement or academic performance implies the degree to which a learner, teacher, or organization has achieved their short- or long-term targets for learning. In recent decades, academic achievement has drawn a lot of attention. Generally speaking, academic performance is frequently used to gauge a student's success. A student's academic achievement plays a critical role in determining their future because it reflects both their short- and long-term learning objectives. Academic success is essential in today's competitive environment in order to land a job at a respected firm. The attainment of educational goals, including bachelor's degrees and secondary school diplomas, is an evidence of academic achievement. Various benchmarks, like the grade point average (GPA), the high school graduation rate, yearly standardized examinations, and college entrance exams, can be used to evaluate the performance of learners. A student who performs well academically may understand the material being taught and attaining or surpassing objectives for learning. For many reasons, it's significant to a student's experience. Academic performance is a multifaceted outcome influenced by a wide array of factors. While many elements contribute positively to a student's educational success, they include self esteem, academic self efficacy, motivation, study dedication, study habit, goal orientation, and time management, cognitive factors like memory and concentration, emotional regulation, relationships with parents, teachers and peer group. There are numerous factors that can negatively impact academic achievement. Negative influences on academic performance encompass a broad spectrum of issues, including personal, social, and psychological factors. Personal challenges such as poor time management, lack of motivation, procrastination, ineffective study habits and physical health issues such as vision

problem, hearing problem, asthma and headache can undermine a student's ability to perform well academically. Social factors, including peer pressure, bullying, family conflicts, inadequate school resources, financial crisis and instability can also detract from a student's focus and academic engagement. Additionally psychological issues include anxiety, depression, stress, addiction, mental retardation (MR), learning disability (LD, slow learner, and behavioral disorder or conduct disorder.

Research gap

Reviewing of existing studies will help a researcher to understand the background for a new research and to clearly identify the research gap. By analyzing the existing reviews, it was noted that many researches were carried out to understand the impact of each factors on academic performance. Among them many researchers report the need for an intervention program to help these students as a support. Intervention for addressing an issue will become relevant when it proves that, mere knowledge of the existence of a problem does not lead to solution of the problem. Here the research findings strongly advocate the need of developing intervention programs, specifically addressing the risk factors of academic poor performance. But it is not easy to include all the factors of academic performance in an intervention. Based on the researcher's goals and the identified needs, the topics for the intervention were carefully selected. The researcher took relevant reviews to finalize the topics and to design intervention modules that address the various risk factors affecting academic performance from multiple perspectives.

Relevance of the study

Academic performance is a strong predictor of student's academic future opportunities and success. By analyzing the existing body of research it was found that many studies were carried out to explore the risk factors of academic poor performance. Studies were conducted specifically with regard to certain psychological variables and its contribution to academic poor performance. Most of the studies focus on to the causal factors of poor academic performance, but very less studies on addressing the issue. More than merely trying to explore and report the risk factors of academic poor performance, the researcher explored different perspectives of teachers, parents and students in the current research considering cultural background. The current study aims to manage the causal factors of academic poor performance explored and identified through the literature review and confirmatory interview. The researcher, thus decided to design and implement an evidence-based intervention which will be relevant to address the issues of students. The intervention was intended to address the risk factors of poor academic performance along with addressing those emotional and psychological factors particularly reported in post Covid 19 scenario. This research, therefore, holds significant value in its dual approach-improving academic outcomes while also supporting students' mental and emotional well-being in the aftermath of a global crisis.

AIM

To explore the risk factors contributing to academic backwardness and poor academic performance of high school students. To prepare an intervention module

addressing the risk factors explored. Thus the study was titled as “ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS”.

Objectives

- To explore the risk factors for Poor academic performance among high school students.
- To understand how teachers, parents and students define and address the issue of poor academic performance.
- Translation and adaptation of High School Competency and Academic Procrastination scale.
- To Design an intervention program for addressing the risk factors identified through need assessment interviews and to find its efficacy.

Research questions

- What are the primary risk factors contributing to poor academic performance among high school students, as perceived by teachers, parents, and students?
- How can we help the students to cope with the risk factors of poor academic performance?

Operational definition of variables

- Poor Academic Performance: A child who fails in one or more classes and a child who is in the lowest 10th percentile in class are broadly categorized as

being scholastically backward or poor academic performance.

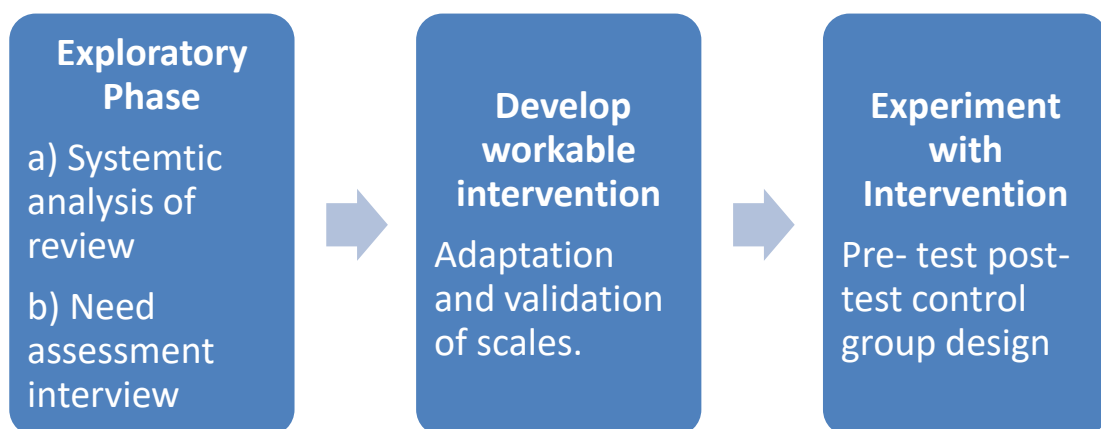
- High school competency: Competency in general can be identified as a set of skills, abilities, and knowledge that helps an individual to perform a given task in real life. Where, high school Competencies are combinations of knowledge, skills and attitudes those students develop and apply for successful learning, living and working.
- Academic procrastination: It is defined as a pervasive and permanent desire on the part of the learner to postpone academic activities, which almost always is accompanied by anxiety. (Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of counseling psychology*, 31(4), 503.)
- High school student: A student who study in 8th, 9th and 10th standard, who belongs to age group of 12-16 years.
- Assessment: It is the systematic process of evaluation, where in this research assessment is done using high school competencies scale.
- Management: management refers to controlling or organizing something, where in the present research the factors influencing the academic performance is managed to improve the high school competency of the students.

Research design

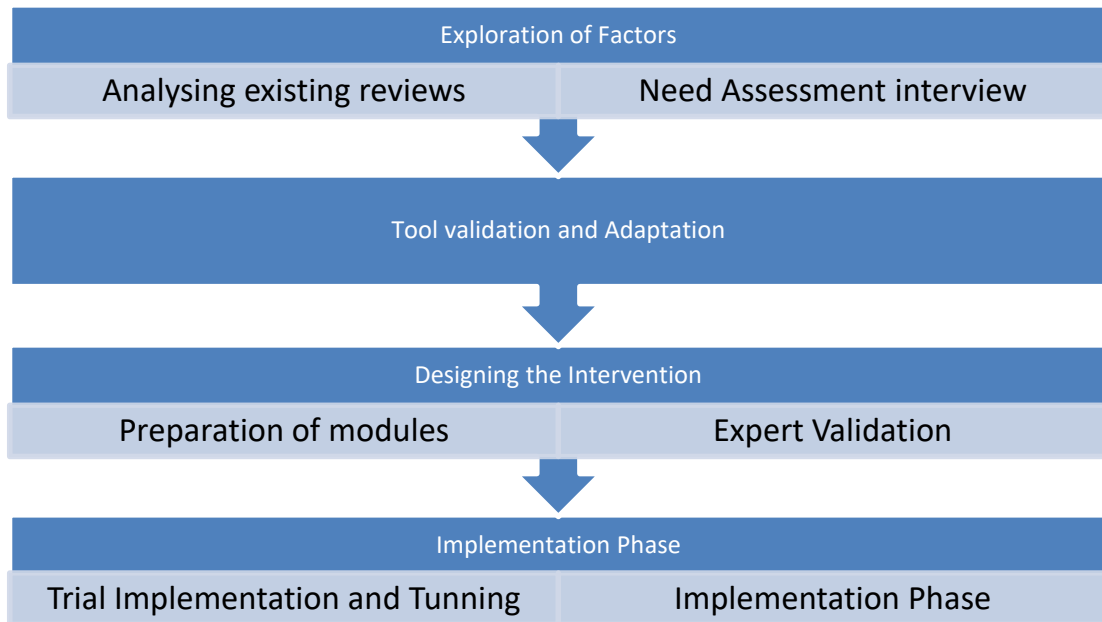
A mixed method experimental (or intervention) design was adopted by the researcher. The qualitative and quantitative data is being collected and processed for

reaching a conclusion in a mixed method experimental (or intervention) design (Cresswell, 2023). After considering the factors influencing academic performance, the researcher prepared the intervention program for the high school students and its efficacy was tested. The researcher used Exploratory Sequential mixed method design where it employs a three phase procedure. In the first phase researcher did an exploratory research where the researcher explored the factors associated with poor academic performance and other academic or non academic issues of adolescent students. The second phase as instrument development and the third is administering the instrument to a sample of population. Pretest- Posttest-Delayed post test control group design also known as pretest- posttest randomized experimental design.

Diagrammatic presentation of research design



The process of research can be easily presented through the flow chart.



Phase 1: Exploration of Factors

Analysis of existing reviews: It was clear from the research findings that a mix of the elements, rather than a single cause, contributes to academic backwardness or academic poor performance. The factors affecting can be categorized into three heads that is academic reasons, family reasons and health reasons which include both physical and psychological reasons. The academic reasons included factors like, students considering subjects as difficult, procrastination behavior, low academic self efficacy, unsuitable study habits, poor time management, sickness related absenteeism, and poor teacher student relationship. Family reasons include, less academically interested parents, family conflicts, lack of emotional support, parental education, fathers alcoholism and sibling rivalry. Health reasons include both physical and psychological health issues. Physical health problems include headache, general physical sickness, asthma, weariness, vision problems, anxiety, tension, and stress during the study period.

Medical conditions such as low birth weight and preterm birth have been linked to the lowest cognitive capacities, putting a person at risk for academic underachievement. Multiple studies have reported developmental delay, cerebral palsy, and epilepsy as additional potential medical issues. The recognized psychological causes of poor academic performance include anxiety, depression, stress, conduct disorder, oppositional defiant disorder, somatic symptoms, low self-esteem and low confidence, and spontaneous irritation. Overall, a combination of family, lifestyle, educational, and environmental factors collectively influences children's academic performance.

Analysis of need assessment interview:

1. Parents: The most significant stakeholders in a student's academic achievement are their parents. Since it is their goal to help their pupils have extraordinary careers. The major themes identified from the interview with the parents are lack of motivation, inappropriate study habits, mobile addiction, lack of goal orientation, procrastination behavior and peer pressure.
2. Teachers: The factors like family issues, Lack of motivation, education system, mobile addiction Lack of concentration and personal factors were identified as risk factors by the teachers.
3. Students: The students report factors like inappropriate study habits, family issues, mobile addiction, and peer pressure, lack of motivation and lack of goal orientation as the reasons for their poor performance in academics.

Phase 2: Translation and Validation of tools

The selection of tools were based on the evaluation made after the exploration phase regarding the factors positively and negatively influences the academic performance especially in the context of post pandemic period. By clearly stating the aim and objectives tools were finalized in order to meet the objectives of research. Later as the tool is not able to be used as it was collected, a decision for translating the tool was taken and the adaptation process was carried out.

Phase 3: Preparation and validation of Academic Performance Enhancing Intervention Program (APEI)

Preparation of modules: The themes for the module were prepared, and finalized by the researcher and the supervisor with the title, “Academic Performance Enhancing Intervention Program (APEI)”. The themes were clustered under three Domains and can be summarized as follows

- Cognitive domain
 - Memory
 - Concentration
- Academic domain
 - Study habits
 - Goal orientation
 - Time management

- Procrastination
- Behavioral domain
- Addiction
- Anger management
- Emotional regulation

There were 19 sessions from establishing rapport till termination session. Each session were structured as a 40 minutes session which would be applied even during the regular school working hours.

Module validation: The three experts with years of teaching and research guided experience validated the content of the modules with a rating of 'Likert scale', as the contents useful and appropriate. So the module content was used and suggestion to include additional techniques in memory and concentration was added to make the modules more useful.

Phase4: Testing the efficacy of Academic Performance Enhancing Intervention Program (APEI)

This section includes the observation of trial implementation and tested the tenability of hypothesis formulated to test the efficacy of the APEI.

Trial implementation: This was done to check the feasibility of the Academic Performance Enhancing Intervention Program (APEI) and to understand the practical difficulties and to get valuable insights regarding the implementation of the

sessions. The trial implementation played crucial role in designing, refining and modifying interventions especially the contents of study habits, goal setting, time management and anger management.

Tenability of hypotheses:

- 1. There will be significant difference between pre, post and delayed post test scores of experimental and control group on academic procrastination.**

Findings revealed there is significant difference between the scores of experimental group and control group. This indicates the intervention has significant effect on the experimental group. Hence hypothesis is “**Accepted**”

- 2. There will be significant difference between pre, post and delayed post test scores of experimental group and control group on area of relationship of high school competency.**

Findings revealed interaction effects of phases and groups for family relationship, fellow student’s relationship and teacher’s relationship are significant. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

- 2.1 There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of family relationship of high school competency.**

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on area of family relationship.

This indicates the intervention has significant effect on the experimental group.

Hence the hypothesis “**Accepted**”

2.2 There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of fellow student relationship of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on area of fellow student relationship. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

2.3 There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of teacher relationship of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on area of teacher relationship. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

3. There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of self of high school competency.

Findings revealed interaction effects of phases and groups for area of self are significant. This indicates the intervention has significant effect on experimental

group than the control group. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

3.1 There will be significant difference between pre, post and delayed post test scores of experimental and control group on reaction to failures of area of self of high school competency.

Findings indicate there is no significant difference between pre, post, delayed post test sessions between experimental and control group on reaction to failure. This indicates the intervention has no significant effect on the experimental group. Hence the hypothesis “**Rejected**”

3.2 There will be significant difference between pre, post and delayed post test scores of experimental and control group on learning assessment of area of self of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on learning assessment. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

3.3 There will be significant difference between pre, post and delayed post test scores of experimental and control group on general self esteem of area of self of high school competency.

Findings indicate there is no significant difference between pre, post, delayed post test sessions between experimental and control group on general self esteem. This

indicates the intervention has no significant effect on the experimental group. Hence the hypothesis “**Rejected**”

3.4 There will be significant difference between pre, post and delayed post test scores of experimental and control group on emotional control of area of self of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on emotional control. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

3.5 There will be significant difference between pre, post and delayed post test scores of experimental and control group on study self efficacy of area of self of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on study self efficacy. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

4. There will be significant difference between pre, post and delayed post test scores of experimental and control group on area of study of high school competency.

Findings revealed interaction effects of phases and groups for area of study are significant. This indicates the intervention has significant effect on experimental group than the control group. Hence the hypothesis “**Accepted**”

4.1 There will be significant difference between pre, post and delayed post test scores of experimental group and control on intrinsic motivation of area of study of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on intrinsic motivation. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

4.2 There will be significant difference between pre, post and delayed post test scores of experimental and control group on extrinsic motivation of area of study of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on extrinsic motivation. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

4.3 There will be significant difference between pre, post and delayed post test scores of experimental and control group on time management of area of study of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on time management. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

4.4 There will be significant difference between pre, post and delayed post test scores of experimental and control group on Study dedication of area of study of high school competency.

Findings indicate there is significant difference between pre, post, delayed post test sessions between experimental and control group on study dedication. This indicates the intervention has significant effect on the experimental group. Hence the hypothesis “**Accepted**”

Major Research Findings

- Lack of motivation, inappropriate study habits, mobile addiction, and lack of goal orientation, procrastination behavior, family issues and peer pressure are the major factors reported by parents, teachers and students as the risk factors of poor academic performance.
- High school competency scale and Academic procrastination scales were translated and adapted.
- Module was prepared and validated
- Efficacy of the module was tested. Module was found to be effective for
 - Decreasing academic procrastination
 - Improving family relationship
 - Improving fellow student relationship
 - Improving teacher relationship

- Improving learning assessment
- Effective emotional control
- Enhance study self efficacy
- Increase intrinsic motivation
- Increase extrinsic motivation
- Effective time management skills
- Increase study dedication

Conclusion

In conclusion, the research was intended to explore the risk factors of poor academic performance and help the stakeholders, especially students with an effective intervention program to tackle with the identified factors. The intervention was found to be very effective by the pre-test, post-test analysis of data from experimental and control group. The intervention was proved to be the need of an hour, especially in the context of Covid 19 pandemic. As the intervention addresses the risk factors poor academic performance, its relevance is not at all questioned in the long run.

CHAPTER 5

RECOMMENDATIONS

Implications of the Current Research

Implications are simply the consequences of research, where the application part of one's research is being reported. The conclusions and findings of the present research have a number of significant implications for different stakeholders such as teachers, students, parents and school counselors involved in high school education.

- **Improved Academic Performance:** By adopting the various methods discussed in the APEI to address the various risk factors of academic performance, the student's academic performance was enhanced.
- **Improved Mental Health and General Psychological Well-Being of Students:** As the intervention module incorporate strategies to manage anger, stress and to effectively regulate their emotion they can achieve a positive mental state. They could also maintain good positive relationship with others, which will also improve the mental health of the student.
- **Skill Development:** The intervention contents provide strategies and techniques of study habits, how to learn effectively and memorize, concentration techniques, how to manage time and stop procrastination. These skills will help students to effectively manage their issues with regard to study skills and improve their academic performance.
- **Manual for Teachers:** The teachers can use this module manual as a guide to deal with poor performing students.
- **School Counselors:** The school counselors can take the intervention material as a training material for addressing the problems of students in the academic

setting. They can also predict the reasons of student's problems with the help of this module.

- **Relevance of Parent Awareness Program:** Since the research provide evidence based insights toward the role of parents, peer group and teachers, the need and significance of providing an awareness program for the parents are highlighted. Psycho education given to the parents by convincing the issues faced by the students will help them to be the best supporting hands.
- **Academic Policy making:** By providing evidence based insights in to the risk factors of academic performance; the study provides insight to the policy makers regarding the relevance of addressing the issue of poor academic performance. The research also shares valuable contributions for developing an effective intervention strategy for the high school students.
- **Future Research Directions:** The research support and encourage more research to monitor the long term effects of interventions implemented for students academic performance and psychological well being.

Suggestions

- Perform long-term research to see how intervention affects academic achievement and emotional health over time. Researchers can analyze further how the risk factors affect at various stages of development. Can do a cross-sectional research with higher secondary students and college students.
- Interdisciplinary approach can be applied in future research. The researcher can integrate the ideas from Psychology, Sociology, Education and Neuroscience to

a comprehensive understanding of the risk factors of poor academic performance.

- Researchers can extend their research by preparing modules to address the other risk factors of academic poor performance, not mentioned in the present research.
- Based on the observation from present research, it is being suggested that activity based sessions will be more interesting and acceptable for the adolescent students rather than lecture or group discussion method.
- Researchers can incorporate evidence-based psychological therapies, such as Cognitive Behavioral Therapy (CBT) and mindfulness, with the guidance of experts in the research. Because, these approaches were well-supported by research studies and have proven to be effective in promoting mental well-being and improving academic performance.
- Exploring the effectiveness of strategies by including the parental involvement can also be incorporated and studied.
- Future researchers can focus on environmental factors such as class room environment, facilities and peer influence. The family environment could also be explored for designing intervention for addressing the above mentioned factors influence on academic performance.
- Conduct a comprehensive examination of the High School Competencies Scale and Academic Procrastination Scale to establish its psychometric properties like reliability and validity.

Limitations

- A limited sample size is a potential limitation of the study. In future research, employing sampling techniques beyond the convenience sampling method could enhance the generalizability of the findings.
- Since the research was carried out during the early phase of the Covid 19 pandemic, the impact of personal, familial, and social changes was not thoroughly addressed. These factors remained underexplored due to the evolving nature of the situation.
- Long term delayed post tests were not conducted due to time constraints, which if incorporated could assess the sustained impact of the intervention over an extended period.
- As the academic performance is influenced by a complex interaction of factors such as psychological, social and environmental, it will be challenging to pinpoint the precise impact of intervention in addressing the risk factors. The impacts of extraneous variables like parental education, family environment, teacher- student relationship, peer relationship were not addressed in the study.
- Generalizing the findings of the intervention may be limited by cultural differences, as the intervention's effectiveness can change based on the cultural context.

REFERENCES

- Aafreen, M., Priya, V., & Gayathri, R. (2018). Effect of stress on academic performance of students in different streams. *Drug Invention Today*, 10(9), 1780.
- Abdulrahman, S. A. (2022). The effects of time management workshops on students' academic success: A study on Foundation English students at Tishk international University. *Revista Amazonia Investiga*, 11(58), 112-123. <https://doi.org/10.34069/ai/2022.58.10.12>
- Abrahão, A. L., & Elias, L. C. (2021). Students with ADHD: Social skills, behavioral problems, academic performance, and family resources. *Psico-USF*, 26(3), 545-557. <https://doi.org/10.1590/1413-82712021260312>
- Abu, N. K., & Saral, D. G. (2016). The reasons of academic procrastination tendencies of education faculty students, 6(1), 165–169.
- Acosta-Gonzaga, E. (2023). The effects of self-esteem and academic engagement on University students' performance. *Behavioral Sciences*, 13(4), 348. <https://doi.org/10.3390/bs13040348>
- Adamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). Influence of extrinsic and intrinsic motivation on pupils academic performance in mathematics. *SJME (Supremum Journal of Mathematics Education)*, 2(2), 52-59. <https://doi.org/10.35706/sjme.v2i2.1322>
- Adeyemi, B. B., & Bosede. B. (2023). A CRITICAL REVIEW OF TEACHER-STUDENT RELATIONSHIP IN LEARNING. *Journal of Research in Educational Management and Business Studies*, 7(2), 15-29.
- Adeyeye, G. M. (2023). The influence of family structure on children's academic achievement: Evidence from some selected secondary schools in Oyo state, Nigeria. *EUREKA: Social and Humanities*, (2), 27-37. <https://doi.org/10.21303/2504-5571.2023.002778>
- Ahmad, N., Sahrudin, N. F., Hamdan, H. S., Zakaria, W. P., Rozaki, N. J., Muhamad Soffian, N. S., & Karima, N. I. (2023). Exploring parental pressure on academic performance among adolescents. *International Journal of Academic Research in Business and Social Sciences*, 13(3). <https://doi.org/10.6007/ijarbss/v13-i3/16448>
- Ahmad, S., Batool, A., & Hussain, A. (2019). Path Relationship of Time Management and Academic Achievement of Students in Distance Learning Institutions. *Pakistan Journal of Distance & Online Learning*, 5(2), 191-208.
- Ajjawi, R., Dracup, M., Zacharias, N., Bennett, S., & Boud, D. (2019). Persisting students' explanations of and emotional responses to academic failure. *Higher Education Research & Development*, 39(2), 185-199. <https://doi.org/10.1080/07294360.2019.1664999>
- Al'Omairi, T., & Al Balushi, H. (2015). The influence of paying attention in classroom on students' academic achievement in terms of their comprehension and recall ability. *2ND INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES (INTCESS'15)*, 684-693.
- Al-Tameemi, R. A., Johnson, C., Gitay, R., Abdel-Salam, A. G., Hazaa, K. A., BenSaid, A., & Romanowski, M. H. (2023). Determinants of poor academic performance among

- undergraduate students—A systematic literature review. *International Journal of Educational Research Open*, 4, 100232. <https://doi.org/10.1016/j.ijedro.2023.100232>
- Alyami, A., Abdulwahed, A., Azhar, A., Binsaddik, A., & Bafaraj, S. M. (2021). Impact of time-management on the student's academic performance: A cross-sectional study. *Creative Education*, 12(03), 471-485. <https://doi.org/10.4236/ce.2021.123033>
- Ames, C., & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. *Journal of Educational Psychology*, 80, 260-267. <http://dx.doi.org/10.1037/0022-0663.80.3.260>
- Anakwue, A. L. (2020). Student-Teacher Relationship and Academic Achievement in Cross River State, Nigeria. *Academic Journal of Current Research*, 7(11).
- Anderman, E. M., & Gray, D. (2015). Motivation, learning, and instruction. *International Encyclopedia of the Social & Behavioral Sciences*, 928-935. <https://doi.org/10.1016/b978-0-08-097086-8.26041-8>
- Andrés, M. L., Stelzer, F., Canet Juric, L., Introzzi, I., Rodríguez-Carvajal, R., & Navarro Guzmán, J. I. (2017). Regulación EMOCIONAL Y DESEMPEÑO ACADÉMICO: Revisión SISTEMÁTICA de sus RELACIONES EMPÍRICAS. *Psicología em Estudo*, 22(3), 299. <https://doi.org/10.4025/psicolestud.v22i3.34360>
- Aneja A., Duhan, K., & Sangwan, S. (2016). Rationale of scholastic Backwardness in rural children. *American international J of research in humanities, Arts and social sciences*, 16, 59-62.
- Anjana, R. (2016). A Study of Impact of Time Management on Academic Performance of Students Studying in School. *Paripex Indian Journal Of Research*, 5(6). ISSN - 2250-1991
- Appiah, S., Appiah-Kubi, E., & Boe-Doe, K. (2023). What teachers expect: The relationship between student learning behaviour and teacher expectation. *East African Journal of Arts and Social Sciences*, 6(1), 431-445. <https://doi.org/10.37284/eajass.6.1.1312>
- Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Self-esteem & academic performance among university students. *Journal of education and practice*, 6(1), 156-162.
- Artino Jr., A. R. (2012). Academic self-efficacy: From educational theory to instructional practice. *Perspectives on Medical Education*, 1(2), 76-85. <https://doi.org/10.1007/s40037-012-0012-5>
- Asana. (2022, October 4). *Be productive at home: 11 tips to promote efficiency [2023]* Asana. <https://asana.com/resources/eisenhower-matrix>
- Asani, F. R. (2023). Role of self-control on academic procrastination: A literature review. *Waiheru*, 9(1), 45-50. <https://doi.org/10.47655/12waiheru.v9i1.108>
- Aslam, M. S., & Lkhagvasuren, D. (2023). Enhancing memory using mnemonics acronym. *Advances in Medical Education, Research, and Ethics*, 73-103. <https://doi.org/10.4018/978-1-6684-7828-8.ch006>

- Ayub, N. (2010). Effect of Intrinsic and Extrinsic Motivation on Academic Performance. *Pakistan Business Review*, 12, 363-372.
- Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental wellbeing: The student perspective. *Higher Education Research & Development*, 38(4), 674-687. <https://doi.org/10.1080/07294360.2019.1576596>
- Bakar, N. A., Alsmadi, M. S., Ali, Z., Shuaibu, A., & Solahudin, M. H. (2022). Influence of Students' Motivation on Academic Achievement among Undergraduate Students in Malaysia. *Journal of Positive School Psychology*, 6(2), 3443 – 3450.
- Balhara, A., & Mittal, P. (2022). Impact of Academic Procrastination on Academic Achievement Of Secondary School STUDENTS. *International Journal of Creative Research Thoughts*, 10(2). ISSN: 2320-2882
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037//0033-295x.84.2.191>
- Bankole Adeyemi, F. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun state. *African Educational Research Journal*, 7(2), 81-87. <https://doi.org/10.30918/aerj.72.19.010>
- Barbara, L., & Mark, L. (1995). The Effects of Asthma on School Performance. *Learning Disabilities: a Multidisciplinary Journal*, 6(2), 41-46.
- Bar-On, R. (1997). Emotional Quotient Inventory: Technical Manual. Toronto: Multi-Health Systems.
- Bartlett, M. J., Arslan, F. N., Bankston, A., & Sarabipour, S. (2021). Ten simple rules to improve academic work–life balance. *PLOS Computational Biology*, 17(7), e1009124. <https://doi.org/10.1371/journal.pcbi.1009124>
- Bashir, L., & Gupta, S. (2018). A deeper look into the relationship between academic procrastination and academic performance among university students. *Research Guru*, 12(3), 531-540. doi: 10.46827/ejes.v10i2.4676.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1-44. <https://doi.org/10.1111/1529-1006.01431>
- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures. *Spine*, 25(24), 3186-3191.
- Beena J. (2009) Children’s study initiative. Scholastic backwardness. <http://csi2009.net/tag/scholastic-backwardness>.
- Beniwal, R., Sachdev, A., Kumar, V., Bhojak, M., & Tambi, A. (2018). Scholastic backwardness among school students: Prevalence and correlates. *Telangana Journal of Psychiatry*, 4(1), 11. <https://doi.org/10.4103/2455-8559.314997>

- Bentil, J. (2023). Study habits and academic performance among public junior high school students in the ekumfi district: Investigating the controlling effect of learning styles. *European Journal of Social Sciences Studies*, 8(6). <https://doi.org/10.46827/ejsss.v8i6.1505>
- Bergman Nutley, S., & Söderqvist, S. (2017). How is working memory training likely to influence academic performance? Current evidence and methodological considerations. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00069>
- Betty P, D. (2023). Impact of family functioning on students' personal adjustment attitudes, personalities, and academic achievements. *Sprin Journal of Arts, Humanities and Social Sciences*, 2(06), 31-39. <https://doi.org/10.55559/sjahss.v2i06.115>
- Bhat, H. N., & Bhardwaj, R. (2014). The Concept of Academic Achievements. *International Journal of Education and Science Research Review*, 1(6), 93–94. <http://www.ijesrr.org/publication/14/IJESRR V-1-6-17.pdf>
- Bhat, S. A., & Jan, K. (2023). Examining academic procrastination among college students in relation to academic satisfaction: A correlational study. *RESEARCH REVIEW International Journal of Multidisciplinary*, 8(7), 12-20. <https://doi.org/10.31305/rrijm.2023.v08.n07.003>
- Bhatt, S., & Bahadur, A. (2020). Role of Self Esteem & Self Efficacy in Achievement Motivation among College Students. *The International Journal of Indian Psychology*, 6(2). <https://doi.org/10.25215/0602.061>
- Bhattacharya, R., Tipu, M. N., Sarker, B., & Durud, M. S. (2022). Exploring the interrelation between time management and academic achievement among University students. *Asian Research Journal of Arts & Social Sciences*, 28-37. <https://doi.org/10.9734/arjass/2022/v17i230302>
- Bishmi, P. D., & Anto, M. M. (2021). Risk Factors of Scholastic Backwardness: A Systematic Review. *NOVYI MIR Research Journal*, 6(7), 108-116. DOI:16.10098.NMRJ.2021.V6I7.256342.1902
- Blankenship, T. L., O'Neill, M., Ross, A., & Bell, M. A. (2015). Working memory and recollection contribute to academic achievement. *Learning and Individual Differences*, 43, 164-169. <https://doi.org/10.1016/j.lindif.2015.08.020>
- Blunt, L. (2011). CSA looms... how to stay focused and some tips for success! *The GPVTS Guide to Success*, 179-208. <https://doi.org/10.1093/med/9780199590261.003.0018>
- Bocar, A. C., & Tizon, M. N. (2017). Study habits and the perceived factors that distract the concentration of La Salle University freshmen. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2979233>
- Boerchi, D., Magnano, P., & Lodi, E. (2021). The High School Competencies Scale (H-Comp Scale): A First Validation Study. *European journal of investigation in health, psychology and education*, 11(2), 570–584. <https://doi.org/10.3390/ejihpe11020041>
- Boles, S. M., & Miotto, K. (2003). Substance Abuse and Violence. *Aggression and Violent Behavior*, 8(2), 155-174. [https://doi.org/10.1016/s1359-1789\(01\)00057-x](https://doi.org/10.1016/s1359-1789(01)00057-x)

- Bolívar Ramírez, M., Ríos Cruz, S. G., & Avendaño Prieto, B. L. (2022). Regulación emocional en adolescentes. *Apuntes de Bioética*, 5(2), 131-145. <https://doi.org/10.35383/apuntes.v5i2.796>
- Boogaard, K. (2023, April 28). *How to write SMART goals (with examples)*. Work Life by Atlassian. <https://www.atlassian.com/blog/productivity/how-to-write-smart-goals>
- Boss, A. D., & Sims, H. P. (2008). Everyone fails! *Journal of Managerial Psychology*, 23(2), 135-150. <https://doi.org/10.1108/02683940810850781>
- Brackett, M. A., & Salovey, p. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18, 34-41.
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53(1), 371-399. <https://doi.org/10.1146/annurev.psych.53.100901.135233>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Breiner, H., Ford, M., & Gadsden, V. L. (2016) National Academies of Sciences, Engineering, and Medicine.. Parenting Matters: Supporting Parents of Children Ages 0-8. Washington, DC: The National Academies Press. doi: 10.17226/21868.
- Brew, B. K., Söderberg, J., Lundholm, C., Afshar, S., Holmberg, K., & Almqvist, C. (2019). Academic achievement of adolescents with asthma or atopic disease. *Clinical & Experimental Allergy*, 49(6), 892-899. <https://doi.org/10.1111/cea.13371>
- Briones, S. K., Dagamac, R. J., David, J. D., & Landerio, C. A. (2022). Factors affecting the students' scholastic performance: A survey study. *Indonesian Journal of Educational Research and Technology*, 2(2), 97-102. <https://doi.org/10.17509/ijert.v2i2.41394>
- Brodowicz-Król, M.; Kaczoruk, M.; Kaczor-Szkodny, P.; Zarzycka, D. (2022) Development and Assessment of Professional Competences among Polish Nursing Students during a 3-Year Education Cycle Trying. *International Journal of Environmental Research and Public Health*, 19(12), 7192; <https://doi.org/10.3390/ijerph19127192>
- Bugti, S. M., Bugti, F., & Ahmed Sarhandi, P. S. (2023). Determinants of smartphone addiction and its influence on students' academic performance. *Pakistan Journal of Distance & Online Learning*, 9(2), 73-92. <https://doi.org/10.30971/pjdo.v9i2.1894>
- Burke, J. Dempsey (2021). *One month before Covid-19 and one year after: An assessment of wellbeing of post-primary school leaders in Ireland*. Maynooth: Maynooth University.
- Bwenvu, G. (2023). Students' Self-efficacy and Academic Performance at Makerere University. *Makerere Journal of Higher Education*, 12(1), 101-117.
- Camangyan, E. T. (2023). Time management skills and academic performance of grade 9 students. *International Research Journal of Modernization in Engineering Technology and Science*. <https://doi.org/10.56726/irjmets45276>

- Canlas, A. C., & Guevarra, M. D. (2020). Model-based learning approach: Effects on students' academic performance and attitudes in earth science. *Jurnal Pendidikan MIPA*, 21(1), 49-66. <https://doi.org/10.23960/jpmipa/v21i1.pp49-66>
- Cao, W., Gnana Sanga Mithra, S., & B R, A. (2024). Unraveling the factors shaping academic success: A structural equation modeling approach for college students. *Heliyon*, 10(4), e25775. <https://doi.org/10.1016/j.heliyon.2024.e25775>
- Carman, K. G., & Zhang, L. (2012). Classroom peer effects and academic achievement: Evidence from a Chinese middle school. *China Economic Review*, 23(2), 223-237. <https://doi.org/10.1016/j.chieco.2011.10.004>
- Carneiro, J. F. (2023). A INFLUÊNCIA dos pares Na APRENDIZAGEM: Como as ATITUDES E COMPORTAMENTOS dos COLEGAS PODEM AFETAR a MOTIVAÇÃO E o DESEMPENHO dos ALUNOS. *Revista Educação, Humanidades e Ciências Sociais*, 07(13). <https://doi.org/10.55470/rechso.00073>
- Carolina, C., & Tjakrawiralaksana, M. A. (2021). Efektivitas intervensi teen anger management and education dalam mengatasi masalah kemarahan Dan agresivitas pada remaja perempuan. *Jurnal Ilmiah Psikologi Terapan*, 9(2), 200-210. <https://doi.org/10.22219/jipt.v9i2.14441>
- Cepeda-González, M. C., Villarreal-Soto, B. M., Ramos-Jaubert, R. I., & Flores-Oyervides, K. F. (2023). Motivation and academic performance in adolescents. *Revista Filosofía y Cotidianidad*, 9-12. <https://doi.org/10.35429/jpdl.2022.21.7.9.12>
- Chahal, M., Telsem, M., Das, B., Patel, S., Gadiwala, S., Stuart, R., Mistry, A., Satnarine, T., Singla, P., Bakarr, A., Sharma, P., Hsieh, Y., Aedma, K., Patel, S., & Pathrose, R. (2022). Factors affecting school performance in the adolescents of USA- Youth risk behavior surveillance system. *European Psychiatry*, 65(S1), S226-S226. <https://doi.org/10.1192/j.eurpsy.2022.587>
- Chand, S. (2013). Study habits of secondary school students in relation to type of school and type of family. *International Journal of Social Science & Interdisciplinary Research*, 2(7), 90-96.
- Chen, C., Cheng, S., Xu, Y., Rudasill, K., Senter, R., Zhang, F., Washington-Nortey, M., & Adams, N. (2022). Transactions between problem behaviors and academic performance in early childhood. *International Journal of Environmental Research and Public Health*, 19(15), 9583. <https://doi.org/10.3390/ijerph19159583>
- Cherry, K. (2013, August 2). *Emotions and types of emotional responses*. Verywell Mind. <https://www.verywellmind.com/what-are-emotions-2795178>
- Chóliz, M. (2010). Mobile phone addiction: A point of issue. *Addiction*, 105(2), 373-374. <https://doi.org/10.1111/j.1360-0443.2009.02854.x>
- Cirillo, F. (2018). *The Pomodoro technique: The acclaimed time-management system that has transformed how we work*. Currency.
- Clear, J. (2020, June 9). *How to be more productive and eliminate time wasting activities by using the "Eisenhower box"*. James Clear. <https://jamesclear.com/eisenhower-box>

- Compare, A., Zarbo, C., Shonin, E., Van Gordon, W., & Marconi, C. (2014). Emotional regulation and depression: A potential mediator between heart and mind. *Cardiovascular Psychiatry and Neurology*, 2014, 1-10. <https://doi.org/10.1155/2014/324374>
- Cook, D. A., & Artino, A. R., Jr (2016). Motivation to learn: an overview of contemporary theories. *Medical education*, 50(10), 997–1014. <https://doi.org/10.1111/medu.13074>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Curcio, G., Ferrara, M., & Degennaro, L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews*, 10(5), 323-337. <https://doi.org/10.1016/j.smr.2005.11.001>
- Cyril, A. V. (2015). Time management and academic achievement of higher secondary students. *Journal on School Educational Technology*, 10(3), 38-43.
- D’Mello, L., Monteiro, M., & Pinto, N. (2018). A study on the self esteem and academic performance among the students. *International Journal of Health Sciences and Pharmacy*, 1-7. <https://doi.org/10.47992/ijhsp.2581.6411.0021>
- Dai, P. (2024). The influence of teacher-student relationship on students' learning. *Lecture Notes in Education Psychology and Public Media*, 40(1), 241-247. <https://doi.org/10.54254/2753-7048/40/20240764>
- Danili, E., & Reid, N. (2006). Cognitive factors that can potentially affect pupils’ test performance. *Chemistry Education Research Practice*, 7(2), 64-83. <https://doi.org/10.1039/b5rp90016f>
- Dautov, D. (2020). Procrastination and laziness rates among students with different academic performance as an organizational problem. *E3S Web of Conferences*, 210, 18078. <https://doi.org/10.1051/e3sconf/202021018078>
- Davis, E. L., & Levine, L. J. (2012). Emotion regulation strategies that promote learning: Reappraisal enhances children’s memory for educational information. *Child Development*, 84(1), 361-374. <https://doi.org/10.1111/j.1467-8624.2012.01836.x>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01.
- Dehn, M. J. (2015). Working memory's influence on academic learning and performance. *Essentials of Working Memory Assessment and Intervention*, 64-94. <https://doi.org/10.1002/9781394259441.ch4>
- Delavari, H., Talebi, M. E., & Delavari, H. (2023). Transforming education: A review of the benefits of integrating mindfulness and meditation techniques in schools. *English Education Journal*, 14(2), 604-614. <https://doi.org/10.24815/eej.v14i2.31992>
- DeLay, D., Zhang, L., Hanish, L. D., Miller, C. F., Fabes, R. A., Martin, C. L., Kochel, K. P., & Updegraff, K. A. (2016). Peer influence on academic performance: A social network analysis of social-emotional intervention effects. *Prevention Science*, 17(8), 903-913. <https://doi.org/10.1007/s11121-016-0678-8>

- Deng, Y., Cherian, J., Khan, N. U., Kumari, K., Sial, M. S., Comite, U., Gavurova, B., & Popp, J. (2022). undefined. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyt.2022.869337>
- DeSimone, (1993). In Holloway, B.E. (2009). Does Procrastination and Stress have an affect on your health? Retrieved from <http://clearinghouse.missouriwestern.edu/manuscripts/431.php>
- Dias P., Veríssimo L., Carneiro A., & Figueiredo B. (2022). Academic achievement and emotional and behavioural problems: The moderating role of gender. *Clinical Child Psychology and Psychiatry*. 27. 10.1177/13591045211059410
- Dickson, O. (2018). Effect of extrinsic motivation on secondary school student's academic achievement in social studies. *International Journal of Education (IJE)*, 6(3), 01-07. <https://doi.org/10.5121/ije.2018.6301>
- Doran, G. T. (1981). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*, 70, 35-36.
- Dotson, R. (2016). Goal setting to increase student academic performance. *Journal of School Administration Research and Development*, 1(1), 45-46. <https://doi.org/10.32674/jsard.v1i1.1908>
- Drwish, S. A. (2018). Instrumental and integrative motivation to learn English among students at Centre for Language and Pre-University Academic Development (CELPAD), International Islamic University Malaysia (IIUM) (Master's thesis, Kuala Lumpur: International Islamic University Malaysia, 2018).
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological review*, 95(2), 256.
- Edwards, M. S., & Ashkanasy, N. M. (2018). Emotions and failure in academic life: Normalising the experience and building resilience. *Journal of Management & Organization*, 24(2), 167-188. <https://doi.org/10.1017/jmo.2018.20>
- Efremova, N., Shvedova, S., & Huseynova, A. (2019). The influence of assessment on learning motivation. *SHS Web of Conferences*, 70, 04003. <https://doi.org/10.1051/shsconf/20197004003>
- Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54(1), 5-12. <https://doi.org/10.1037//0022-3514.54.1.5>
- Elliott, V. (2022). *Foundations of Educational Research* (1st ed.). Bloomsbury Publishing, ISBN: 9781350161160.
- Enbeyle, W., Desta, G., & Pandey, D. (2020). Parental influence on Students's Academic performance - A case study of Debre Berhan general secondary school students, Debre Berhan, Ethiopia. <https://doi.org/10.20944/preprints202006.0106.v1>
- Enbeyle, W., Desta, G., & Pandey, D. (2020). Parental influence on Students's Academic performance - A case study of Debre Berhan general secondary school students, Debre Berhan, Ethiopia. <https://doi.org/10.20944/preprints202006.0106.v1>

- Espelage, D. L., Hong, J. S., Rao, M. A., & Low, S. (2013). Associations between peer victimization and Academic Performance. *Theory into practice*, 52(4), 233-240.
- Evans, C. (2015). Exploring students' emotions and emotional regulation of feedback in the context of learning to teach. In V. Donche, S. De Maeyer, D. Gijbels, and H. van den Bergh (Eds.) (2015). *Methodological challenges in research on student learning* (pp. 107-160). Garant: Antwerpen.
- Fakhrou, A., & Habib, L. H. (2021). The relationship between academic self-efficacy and academic achievement in students of the Department of special education. *International Journal of Higher Education*, 11(2), 1. <https://doi.org/10.5430/ijhe.v11n2p1>
- Filade, B. A. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun state. *African Educational Research Journal*, 7(2), 81-87. <https://doi.org/10.30918/aerj.72.19.010>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 16-37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
- Formento Torres, A. C., Quílez-Robres, A., & Cortés-Pascual, A. (2023). Motivación Y rendimiento académico en la adolescencia: Una revisión sistemática meta-analítica. *RELIEVE - Revista Electrónica de Investigación y Evaluación Educativa*, 29(1). <https://doi.org/10.30827/relieve.v29i1.25110>
- Fortino, A., & Lowrance, R. (2019). Practice makes perfect: Memory retrieval strategies to improve student academic performance. *Academy of Management Proceedings*, 2019(1), 11085. <https://doi.org/10.5465/ambpp.2019.44>
- Funmilola, A. B., Ogunsanmi, J., & Fashina, O. (2022). Influence of Self-esteem on Academic Performance Among Secondary School Students. *IOSR Journal of Research Method in Education*, 4(5), 48-51. doi.org/10.9790/7388-04564851
- Gaikwad, N., Shaikh, R., & Kadam, R. (2015). Causes of academic backwardness of rural school students in Marathwada region. *ADVANCE RESEARCH JOURNAL OF SOCIAL SCIENCE*, 6(2), 222-227. <https://doi.org/10.15740/has/arjss/6.2/222-227>
- Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., D'Mello, S. K., Finn, A. S., & Duckworth, A. L. (2019). Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability. *American Educational Research Journal*, 56(6), 2077-2115. <https://doi.org/10.3102/0002831219843292>
- Galvin, E. (2012) Student Success: Dedication, Perseverance, and Teamwork. *Teacher Education*. <https://marquetteeducator.wordpress.com/2012/07/31/student-success-dedication-perseverance-and-teamwork/>

- Gao, Z., Ji, J., Li, M., & Wang, Z. (2023). How motivation affects academic performance: A study of English learning motivation among Chinese undergraduates. *Journal of Education, Humanities and Social Sciences*, 13, 37-42. <https://doi.org/10.54097/ehss.v13i.7852>
- Garay, J. (2022). Motivation: A key component for academic success. *International Journal Of Educational Sciences*, 38(1-3). <https://doi.org/10.31901/24566322.2022/38.1-3.1250>
- Gayef, A., Tapan, B., & Sur, H. (2017). Relationship Between Time Management Skills and Academic Achievement of The Students in Vocational School of Health Services. *Hacettepe Sağlık İdaresi Dergisi*, 20(2), 247-257.
- Geeta Khanna. "Scholastic backwardness in adolescent." Presentation transcript. [Slideplayer.com/ slide/ 6454917](https://www.slideplayer.com/slide/6454917).
- Genizi, J., Guidetti, V., & Arruda, M. A. (2017). Primary headaches and school performance—Is there a connection? *Current Pain and Headache Reports*, 21(7). <https://doi.org/10.1007/s11916-017-0633-9>
- Gettinger, M., & Seibert, J.K.,(2002). "Contributions of Study Skills to Academic Competence." *School Psychology Review*, 31(3), pp. 350–365.,<https://doi.org/10.1080/02796015.2002.12086160>.
- Ghafar, Z. N. (2023). The relevance of time management in academic achievement: A critical review of the literature. *International Journal of Applied and Scientific Research*, 1(4), 347-358. <https://doi.org/10.59890/ijasr.v1i4.1008>
- Ginsburg, G. S., & Bronstein, P. (1993). Family factors related to children's intrinsic/Extrinsic motivational orientation and academic performance. *Child Development*, 64(5), 1461-1474. <https://doi.org/10.1111/j.1467-8624.1993.tb02964.x>
- Girdhar, K., Ola, M., & Sharma, V. (2020). Impact of Academic Procrastination on Academic Performance. *International Journal of Social Science and Humanities Research*, 8(1). ISSN 2348-3164
- Goher, F., Angaiz, D., & Batool, M. (2022). Exploring the relationship between academic procrastination, academic stress and academic performance of students studying in BS (Hons.) final semester at a public university in Gilgit-city. *Pakistan Journal of Social Research*, 04(04), 383-392. <https://doi.org/10.52567/pjsr.v4i04.822>
- Govindarajoo, M., AP D.Selvarajoo, N., & Ali, M. (2022). Factors Contributing to Poor Academic Achievement Among Low Performing Pupils: A Case Study. *Asian Journal Of University Education*, 18(4), 981-997. doi:10.24191/ajue.v18i4.20008
- Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation in children's early academic success. *Journal of School Psychology*, 45(1), 3-19. <https://doi.org/10.1016/j.jsp.2006.09.002>
- Gross, J. J. (2014). Emotion Regulation: Conceptual and Empirical Foundations. *Handbook of Emotion Regulation*. (2nd Edition). (pp. 3-20). New York - London: The Guilford Press.

- Gudmundsson, E. (2009). Guidelines for translating and adapting psychological instruments. *Nordic Psychology*, 61(2), 29-45.
- Gul, F., & Shehzad, S. (2012). Relationship between metacognition, goal orientation and academic achievement. *Procedia - Social and Behavioral Sciences*, 47, 1864-1868. <https://doi.org/10.1016/j.sbspro.2012.06.914>
- Güler, M. (2017). The effect of goal orientation on student achievement. *The Factors Effecting Student Achievement: Meta-Analysis of Empirical Studies*, 291-307.
- Gupta A., Maria, s., & Sinha, S. (2015). Academic Performance and Therapeutic Breathing. *International Journal of Humanities and Social Science Invention*, 3(10), 38-46. ISSN:2319 – 7722
- Gupta, D., & Chitkara, S. (2018). Effect of time management on academic performance of management students. *Global Journal on Recent Advancement in Business Forecasting and Marketing Intelligence*, 2(1), 1-14.
- Gupta, T., & Gehlawat, P. (2020). Emotional regulation in adolescents: A narrative review. *Journal of Indian Association for Child and Adolescent Mental Health*, 16(3), 171-193. <https://doi.org/10.1177/0973134220200310>
- Hafiz, A. H (2015). *Emotion regulation and academic performance among IIUM students: A preliminary study*. Penerbit Universiti Kebangsaan Malaysia. *Jurnal Psikologi Malaysia* 29 (2) (2015): 81-92 ISSN-2289-8174
- Hailey, L. (2022, July 1). *31 Icebreaker games for teens for ANY situation*. Science of People. <https://www.scienceofpeople.com/icebreakers-for-teens/>
- Haktanir, A., Aydil, D., Baloğlu, M., & Kesici, Ş. (2022). The use of dialectical behavior therapy in adolescent anger management: A systematic review. *Clinical Child Psychology and Psychiatry*, 28(3), 1175-1191. <https://doi.org/10.1177/13591045221148075>
- Handoko, P., & Mariyati, L. (2023). An Overview of Academic Procrastination in High School Students. *Indonesian Journal of Innovation Studies*, 21.
- Hasanah, U. (2023). Konseling individual dengan Teknik Kontrak Perilaku untuk Mengatasi Prokrastinasi Akademik Mahasiswa. *Guidance*, 20(01), 1-12. <https://doi.org/10.34005/guidance.v20i01.2619>
- Hassevoort, K. M., Khan, N. A., Hillman, C. H., Kramer, A. F., & Cohen, N. J. (2018). Relational memory is associated with academic achievement in preadolescent children. *Trends in Neuroscience and Education*, 13, 8-16. <https://doi.org/10.1016/j.tine.2018.09.001>
- Hayat, A. A., Jahanian, M., Bazrafcan, L., & Shokrpour, N. (2020). Prevalence of academic procrastination among medical students and its relationship with their academic achievement. *Shiraz E-Medical Journal*, 21(7). <https://doi.org/10.5812/semj.96049>
- Hill, C., & Ballow, A. (2000). The Impact of school library. *Australian Educational Research*.

- Hoferichter, F., Kulakow, S., & Hufenbach, M. C. (2021). Support from parents, peers, and teachers is differently associated with middle school students' well-being. *Frontiers in Psychology, 12*. <https://doi.org/10.3389/fpsyg.2021.758226>
- Honicke, T., Broadbent, J., & Fuller-Tyszkiewicz, M. (2023). The self-efficacy and academic performance reciprocal relationship: The influence of task difficulty and baseline achievement on learner trajectory. *Higher Education Research & Development, 42*(8), 1936-1953. <https://doi.org/10.1080/07294360.2023.2197194>
- Hu, Q., & Hu, Y. (2023). The relationship between working memory and academic outcomes: An empirical review. *Lecture Notes in Education Psychology and Public Media, 15*(1), 216-222. <https://doi.org/10.54254/2753-7048/15/20231060>
- Huaraca García, A. M. (2024). Inteligencia emocional Y rendimiento académico POS pandemia en los estudiantes de Una Universidad de la provincia de Chanchamayo. *e-Revista Multidisciplinaria del Saber, 1-11*. <https://doi.org/10.61286/e-rms.v2i.15>
- Hunshal, S., Hundekar, P., & Patil, S. (2017). Analysis of causal factors for academic backwardness of rural school. *ASIAN JOURNAL OF HOME SCIENCE, 12*(1), 159-162. <https://doi.org/10.15740/has/ajhs/12.1/159-162>
- Huntington-Klein, N., & Gill, A. (2021). Semester course load and student performance. *Research in higher education, 62*(5), 623-650.
- Hüseyin, Ö. (2019). Impact of note taking during reading and during listening on comprehension. *Educational Research and Reviews, 14*(16), 580-589. <https://doi.org/10.5897/err2019.3812>
- Idulsa Jr., F. L., & Luzano, R. A. (2024). Students' motivation and academic engagement in alternative learning system. *International Journal of Multidisciplinary Research and Analysis, 07*(03). <https://doi.org/10.47191/ijmra/v7-i03-21>
- Iraola-Real, I., Nolberto-Quispe, L., Bravo-Cunza, J., & Blas-Atencia, C. (2019). Dedicated and effective: Predictive research in students of elementary education career. *2019 IEEE World Conference on Engineering Education (EDUNINE), 70*, 1-5. <https://doi.org/10.1109/edunine.2019.8875815>
- Jaafar, N. (2022). The relationship between academic procrastination and academic performance: The moderating role of teacher support. *Journal of Education and Social Sciences 20*, 24-33.
- Jafari, H., Aghaei, A., & Khatony, A. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-iran. *Advances in Medical Education and Practice, 10*, 637-643. <https://doi.org/10.2147/amep.s208874>
- Jasmi, A. N., & Hin, L. C. (2014). Student-teacher relationship and student academic motivation. *Journal for Interdisciplinary Research in Education (JIRE), 4*(1). <https://doi.org/10.7603/s40933-014-0006-0>
- Jesuthasan, S., Umakanth, N., & Dineshkumar, S. (2022). Role of knowledge sharing and learning process of students. *Journal of Business Studies, 8*(1), 98-116. <https://doi.org/10.4038/jbs.v8i1.76>

- Jhoselle, T., Reymark, L., Francis, R., & Mark, A. C. (2020). The learners' study habits and its relation on their academic performance. *International Journal of All Research Writings*, 2(6), 1-19. ISSN:2582-1008
- Jiao, Q. G., & Onwuegbuzie, A. J. (2001). Library anxiety and characteristic strengths and weaknesses of graduate students' study habits. *Library Review*, 50(2), 73-80. <https://doi.org/10.1108/00242530110381118>
- Joseph, M. V. (2023). The impact of mental health on academic performance: A comprehensive examination. *Journal of Mental Health Issues and Behavior*, (36), 1-10. <https://doi.org/10.55529/jmhib.36.1.10>
- Juguilon, I. D. (2023). Impact of family support system in the academic performance of grade 3 pupils at a public elementary school in Rizal, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(1), 174-187. <https://doi.org/10.11594/ijmaber.04.01.16>
- Julius, M., & Evans, A. S. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spicer higher secondary school, India. *International Journal of Educational Administration and Policy Studies*, 7(7), 134-141. <https://doi.org/10.5897/ijeaps2015.0404>
- Julius, M., & Evans, A. S. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spicer higher secondary school, India. *International Journal of Educational Administration and Policy Studies*, 7(7), 134-141. <https://doi.org/10.5897/ijeaps2015.0404>
- Kang, L., Li, C., Chen, D., & Bao, X. (2024). Parental involvement, academic self-efficacy, and depression on academic performance among Chinese students during COVID-19 pandemic. *Psychology Research and Behavior Management*, 17, 201-216. <https://doi.org/10.2147/prbm.s447485>
- Karadjova-Kozhuharova, K. G., & Baker, R. L. (2023). Positive effects of mindfulness practices on academic performance and well-being. *9th International Conference on Higher Education Advances (HEAd'23)*, 879-886. <https://doi.org/10.4995/head23.2023.16244>
- Karande, S., & Kulkarni, M. (2005). Poor school performance. *The Indian Journal of Pediatrics*, 72(11), 961-967. <https://doi.org/10.1007/bf02731673>
- Karande, S., Doshi, B., Thadhani, A., & Sholapurwala, R. (2013). Profile of children with poor school performance in Mumbai. *Indian Pediatrics*, 50(4), 427-427. <https://doi.org/10.1007/s13312-013-0118-9>
- Kareba, A. M., Harmilawati, & Aminah, S. (2022). Academic procrastination behaviour on language students in English education study program of iaim sinjai. *JLE: Journal of Literate of English Education Study Program*, 3(02), 19-31. <https://doi.org/10.47435/jle.v3i02.1426>
- Kareba, A. M., Harmilawati, & Sitti Aminah. (2022). Academic procrastination behaviour on language students in English education study program of iaim sinjai. *JLE: Journal of Literate of English Education Study Program*, 3(02), 19-31. <https://doi.org/10.47435/jle.v3i02.1426>

- Kariuki, M. N., Ogolla, F., & Kimani, M. (2019). Influence of self-esteem on students' academic performance in secondary schools in Tharaka Nithi County, Kenya. *Journal of Education and Practice*, 10(2), 147-160. <https://doi.org/10.7176/jep/10-2-18>
- Khaliq, S. (2023). Extrinsic motivation and students' academic achievement: A correlational study. *Journal of Development and Social Sciences*, 4(II). [https://doi.org/10.47205/jdss.2023\(4-ii\)34](https://doi.org/10.47205/jdss.2023(4-ii)34)
- Khan, I. (2023, October 17). *The impact of dedication and learning: A professional success story*. Medium.<https://medium.com/@imtiyazkhan/the-impact-of-dedication-and-learning-a-professional-success-story-e8f8a49b352e>
- Khan, M. J., Ashraf, A., & Nadeem, A. (2020). The effect of time management on the academic performance of students in the higher educational institutions of Islamabad. *International Review of Management and Business Research*, 9(3), 202-211. [https://doi.org/10.30543/9-3\(2020\)-16](https://doi.org/10.30543/9-3(2020)-16)
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33. <https://doi.org/10.1016/j.paid.2015.02.038>
- Koca, F. (2016). Motivation to Learn and Teacher–Student Relationship. *Journal of International Education and Leadership*, 6(2). <http://www.jielusa.org/> ISSN: 2161-7252
- Kohen D. E. (2010). Asthma and school functioning. *Health reports*, 21(4), 35–45.
- Koinis-Mitchell, D., Kopel, S. J., Farrow, M. L., McQuaid, E. L., & Nassau, J. H. (2019). Asthma and academic performance in urban children. *Annals of Allergy, Asthma & Immunology*, 122(5), 471-477. <https://doi.org/10.1016/j.anai.2019.02.030>
- Kolo, A. G., Jaafa, W. M., & Ahmad, N. B. (2017). Relationship between academic self-efficacy believed of college students and academic performance. *IOSR Journal of Humanities and Social Science*, 22(01), 75-80. <https://doi.org/10.9790/0837-2201067580>
- Korir, D. K., & Kipkemboi, F. (2014). The impact of school environment and peer influences on students' academic performance in Vihiga County, Kenya. *International Journal of Humanities and Social Science*, 4(5).
- Kuftyak, E. (2022). Procrastination, stress and academic performance in students. *ARPHA Proceedings*. <https://doi.org/10.3897/ap.5.e0965>
- Kulkarni, T., Sullivan, A. L., & Kim, J. (2020). Externalizing behavior problems and low academic achievement: Does a causal relation exist? *Educational Psychology Review*, 33(3), 915-936. <https://doi.org/10.1007/s10648-020-09582-6>
- Kumar, A. A., & Jayalakshmi R. J. (2022). Academic procrastination and resilience among college students. *international journal of engineering technology and management sciences*, 6(6), 514-516. <https://doi.org/10.46647/ijetms.2022.v06i06.088>

- Kumar, S. (2003). An innovative method to enhance interaction during lecture sessions. *Advances in Physiology Education*, 27(1), 20-25. <https://doi.org/10.1152/advan.00043.2001>
- Kumar, S. (2015). Study habit of undergraduate students. *International Journal of Education and Information Studies*, 5(1), 17-24. ISSN: 2277-3169
- Kumar, S. (2017). Management of anger with anger reversal technique among school going adolescents. *International Journal of Psychology and Educational Studies*, 4(3), 32-41. <https://doi.org/10.17220/ijpes.2017.03.004>
- Kurniadin, D., Rukanda, N., & Irmayanti, R. (2023). Studi deskriptif prokrastinasi akademik siswa. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 6(3), 162-168. <https://doi.org/10.22460/fokus.v6i3.8469>
- Kurniawan, F., Wiraharja, R. S., Santi, B. T., Astiarani, Y., Kristian, K., Amita, A. S., Bororing, S. R., Wijaya, L., Regina, Sahusilawane, I. G., Yue, R., Setiawan, A., & Wijaya, E. (2023). Correlation between health status and academic achievement among elementary school students in north Jakarta. *Journal of Education and Health Promotion*, 12(1). https://doi.org/10.4103/jehp.jehp_1534_22
- Kusurkar, R. A., Orsini, C., Somra, S., Artino, A. R., Daelmans, H. E., Schoonmade, L. J., & Van der Vleuten, C. (2023). The effect of assessments on student motivation for learning and its outcomes in health professions education: A review and realist synthesis. *Academic Medicine*, 98(9), 1083-1092. <https://doi.org/10.1097/acm.0000000000005263>
- Kusurkar, R. A., Ten Cate, T. J., Vos, C. M., Westers, P., & Croiset, G. (2012). How motivation affects academic performance: A structural equation modelling analysis. *Advances in Health Sciences Education*, 18(1), 57-69. <https://doi.org/10.1007/s10459-012-9354-3>
- Laurie, A., & Hellsten, M. (2012). What do we know about time management? A review of the literature and a psychometric critique of instruments assessing time management. *Time Management*. <https://doi.org/10.5772/37248>
- Laursen, B., & Veenstra, R. (2021). Toward understanding the functions of peer influence: A summary and synthesis of recent empirical research. *Journal of Research on Adolescence*, 31(4), 889-907. <https://doi.org/10.1111/jora.12606>
- Le, H. V. (2021). An investigation into factors affecting concentration of University students. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 07-12. <https://doi.org/10.32996/jeltal.2021.3.6.2>
- Lee, J. (2012). The effects of the teacher–student relationship and academic press on student engagement and academic performance. *International Journal of Educational Research*, 53, 330-340. <https://doi.org/10.1016/j.ijer.2012.04.006>
- Legault, L. (2016). Intrinsic and extrinsic motivation. *Encyclopedia of Personality and Individual Differences*, 1-4. https://doi.org/10.1007/978-3-319-28099-8_1139-1
- Li, L., Peng, Z., Lu, L., Liao, H., & Li, H. (2020). Peer relationships, self-efficacy, academic motivation, and mathematics achievement in Zhuang adolescents: A moderated

- mediation model. *Children and Youth Services Review*, 118, 105358. <https://doi.org/10.1016/j.childyouth.2020.105358>
- Libed, G. D. (2022). Factors that contribute to failure causes of academically low performing students. *Jurnal Ilmiah Peuradeun*, 10(1), 205. <https://doi.org/10.26811/peuradeun.v10i1.665>
- Litvinova, A. V. (2022). Goal-setting among students with different levels of academic achievement. *Integration of Education*, 26(4), 708-721. <https://doi.org/10.15507/1991-9468.109.026.202204.708-721>
- Liu, J. (2023). The effect of peer relationship on academic performance in high school students. *Lecture Notes in Education Psychology and Public Media*, 13(1), 136-144. <https://doi.org/10.54254/2753-7048/13/20230870>
- Liu, M. (2022). The relationship between students' study time and academic performance and its practical significance. *BCP Education & Psychology*, 7, 412-415. <https://doi.org/10.54691/bcpep.v7i.2696>
- Liu, Y., Hau, K., Liu, H., Wu, J., Wang, X., & Zheng, X. (2019). Multiplicative effect of intrinsic and extrinsic motivation on academic performance: A longitudinal study of Chinese students. *Journal of Personality*, 88(3), 584-595. <https://doi.org/10.1111/jopy.12512>
- Lo, K. W., Ngai, G., Chan, S. C., & Kwan, K. (2022). How students' motivation and learning experience affect their service-learning outcomes: A structural equation modeling analysis. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.825902>
- Locke, E. A., & Latham, G. P. (1991). A theory of goal setting and task performance. *The Academy of Management Review*, 16(2), 480. <https://doi.org/10.2307/258875>
- Lowenthal B., & Lowenthal, M. (1995). The Effects of Asthma on School Performance. *Learning Disabilities: A Multidisciplinary Journal*, 6(2).
- Lu, B., Deng, Y., Yao, X., & Li, Z. (2021). Learning goal orientation and academic performance: A dynamic model. *Journal of Career Assessment*, 30(2), 329-344. <https://doi.org/10.1177/10690727211043437>
- Lu, B., Deng, Y., Yao, X., & Li, Z. (2021). Learning goal orientation and academic performance: A dynamic model. *Journal of Career Assessment*, 30(2), 329-344. <https://doi.org/10.1177/10690727211043437>
- Lubbers, M. J., Van Der Werf, M. P., Snijders, T. A., Creemers, B. P., & Kuyper, H. (2006). The impact of peer relations on academic progress in junior high. *Journal of School Psychology*, 44(6), 491-512. <https://doi.org/10.1016/j.jsp.2006.07.005>
- Luo, Q., Chen, L., Yu, D., & Zhang, K. (2023). The mediating role of learning engagement between self-efficacy and academic achievement among Chinese college students. *Psychology Research and Behavior Management*, 16, 1533-1543. <https://doi.org/10.2147/prbm.s401145>
- Lutz, B. (2022). Peer relationships, academic motivation, and academic performance. <https://doi.org/10.4324/9781138609877-ree49-0>

- Ma.Betty P, D. (2023).Impact of family functioning on students' personal adjustment attitudes, personalities, and academic achievements. *Spring Journal of Arts, Humanities and Social Sciences*, 2(06), 31-39. <https://doi.org/10.55559/sjahss.v2i06.115>
- Maehr, M. L., & Midgley, C. (1991).Enhancing student motivation: A school-wide approach. *Educational Psychologist*, 26, 399-427.
- Mallik, B. (2023). Teacher-student relationship and its influence on college student engagement and academic achievement. *Anatolian Journal of Education*, 8(1), 93-112. <https://doi.org/10.29333/aje.2023.817a>
- Mangal, S. K.,& Shubhrangal. (2013). *Research methodology in behavioural sciences*.PHI Learning Pvt.
- Mann, M. (2004).Self-esteem in a broad-spectrum approach for mental health promotion. *Health Education Research*, 19(4), 357-372. <https://doi.org/10.1093/her/cyg041>
- Mappadang, A., Khusaini, K., Sinaga, M., & Elizabeth, E. (2022). Academic interest determines the academic performance of undergraduate accounting students: Multinomial logit evidence. *Cogent Business & Management*, 9(1). <https://doi.org/10.1080/23311975.2022.2101326>
- Mariano, L. A., Madel, N. S., & Miranda, A. T. (2022).The relationship between time management skills and academic performance of working students in open high school program. *Asian Journal of Education and Social Studies*, 61-66. <https://doi.org/10.9734/ajess/2022/v36i2776>
- Mastrantonio, M. P., Pestana, J. V., & Codina, N. (2023). Predicting procrastination with academic performance: Towards the anticipation of a higher education problem. *Intangible Capital*, 19(2), 316. <https://doi.org/10.3926/ic.2011>
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). Basic Books.
- McCloskey, J., & Scielzo, S. A. (2015). Finally!: The development and validation of the academic procrastination scale. *Manuscript submitted for publication*.
- McCombs, B. (2015). Learner-centered online instruction. *New Directions for Teaching and Learning*, 2015(144), 57-71. <https://doi.org/10.1002/tl.20163>
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006).Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology*, 57(1), 487-503.
- Meera, K., & Jumana, M. (2015).Self-efficacy and academic performance in English. *Research in Pedagogy*, 5(2), 25-30. <https://doi.org/10.17810/2015.13>
- Menefee, D. S., Ledoux, T., & Johnston, C. A. (2022).The importance of emotional regulation in mental health. *American Journal of Lifestyle Medicine*, 16(1), 28-31. <https://doi.org/10.1177/15598276211049771>

- Meng, Q., & Zhang, Q. (2023). The influence of academic self-efficacy on University students' academic performance: The mediating effect of academic engagement. *Sustainability*, *15*(7), 5767. <https://doi.org/10.3390/su15075767>
- Menon, V., & Praharaj, S. K. (2019). Translation or development of a rating scale: Plenty of science, a bit of art. *Indian journal of psychological medicine*, *41*(6), 503-506.
- Mental health of adolescents*. (2021, November 17). World Health Organization (WHO). <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
- Mikkonen, J., Remes, H., Moustgaard, H., & Martikainen, P. (2020). Early adolescent health problems, school performance, and upper secondary educational pathways: A counterfactual-based mediation analysis. *Social Forces*. <https://doi.org/10.1093/sf/soaa048>
- Milu, M. A., Santhosh, A. J., & Sangeetha, P. L. (2015). Academic failures among high school students: A comparative case study. *International Journal of Allied medical sciences and clinical research*, *3*(1), 52-55.
- Mingo, S. (2023). Cultivating Student Success After Repeated Failure. *Journal of Christian nursing : a quarterly publication of Nurses Christian Fellowship*, *40*(3), 178-183. <https://doi.org/10.1097/CNJ.0000000000001075>
- Miyake, A., & Kane, M. J. (2022). Toward a holistic approach to reducing academic procrastination with classroom interventions. *Current Directions in Psychological Science*, *31*(4), 291-304. <https://doi.org/10.1177/09637214211070814>
- Mohammed, E. M. (2019). Impact of memory on school performance. *Arab Journal of psychology*, *4*(2), 176-188. <https://doi.org/10.6084/m9.figshare.12152199>
- Moisidou T. (2018). Teacher-child relationships and children's literacy in kindergarten and primary school: a literature review. *European Journal of Education Studies*, *4*(7). <https://doi.org/10.46827/EJES.V0I0.1666>
- Moisidou, T. (2018). Teacher-child relationships and children's literacy in kindergarten and primary school: a literature review. *European Journal of Education Studies*. <https://doi.org/10.46827/EJES.V0I0.1666>
- Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, *2*(3). <https://doi.org/10.4304/tpls.2.3.483-491>
- Mokar, G., Kshirsagar, S., & Barangule, S. (2024). The effect of students emotional intelligence on academic performance. *International Journal of Advanced Multidisciplinary Research and Studies*, *4*(3), 1181-1184. <https://doi.org/10.62225/2583049x.2024.4.3.2920>
- Moneva, J. C., & Legaspino, F. (2020). Peer influence and performance task of senior high school students. *IRA International Journal of Education and Multidisciplinary Studies*, *16*(1), 76. <https://doi.org/10.21013/jems.v16.n1.p11>
- Mookiah, M., Prabu, M., Antony, S., & Nagarajan, S. (2022). Study Habits And Its Impact On Academic Performance In English Of Higher Secondary School Students.

International Journal of Creative Research Thoughts, 10(5), 628-636. ISSN: 2320-2882

- Moreira-Morales, D. B., & García-Loor, M. I. (2024). Motivation in academic performance. *International research journal of management, IT and social sciences*, 11(1), 30-38. <https://doi.org/10.21744/irjmis.v11n1.2403>
- Muir, C. (2018). Motivational aspects of using near peers as role models Part of the Cambridge Papers in ELT series. *Cambridge University Press*.
- Muntean, L. M., Nireştean, A., Sima-Comaniciu, A., Măruşteri, M., Zăgan, C. A., & Lukacs, E. (2022). The relationship between personality, motivation and academic performance at medical students from Romania. *International Journal of Environmental Research and Public Health*, 19(15), 8993. <https://doi.org/10.3390/ijerph19158993>
- Muppalla, S. K., Vuppalapati, S., Reddy Pulliahgaru, A., & Sreenivasulu, H. (2023). Effects of excessive screen time on child development: An updated review and strategies for management. *Cureus*. <https://doi.org/10.7759/cureus.40608>
- Nadeem, A., Umer, F., & Anwar, M. J. (2023). Emotion regulation as predictor of academic performance in University students. *Journal of Professional & Applied Psychology*, 4(1), 20-33. <https://doi.org/10.52053/jpap.v4i1.157>
- Nair, P., & Deepmala, S. (2023). Fear of Failure, Academic Self-Efficacy and Academic Performance among College Students. *The International Journal of Indian Psychology*, 11, 375-384. <https://doi.org/10.25215/1103.036>
- Napoles, M. A., Jepril Ann B., A., & Hannah Kris T, A. (2023). The role of time management to the academic performance of the college students during pandemic. *International Journal of Social Sciences and Humanities Invention*, 10(02), 7731-7741. <https://doi.org/10.18535/ijsshi/v10i02.05>
- Nayak, R., Mohanty, N., Beriha, S., & Mohapatra, S. (2017). Study of risk factors of academic Underperformance in rural school children in a coastal district of Odisha. *Journal of Child and Adolescent Behaviour*, 05(01). <https://doi.org/10.4172/2375-4494.1000332>
- Ng'ang'a, M. W., Mwaura, P. A., & Dinga, J. N. (2018). Relationship Between Achievement Goal Orientation and Academic Achievement Among Form Three Students in Kiambu County, Kenya. *International Journal of Education and Research*, 6(4). DOI 10.1007/978-3-319-56083-0_18
- Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91(3), 328–346. <https://doi.org/10.1037/0033-295X.91.3.328>
- Nigussie, T. (2019). The Effect of Time Management Practice on the Academic Achievement: A Case of Dire Dawa University, Ethiopia. *European Journal of Business and Management*, 11, 43-50. <https://doi.org/10.7176/EJBM/11-4-05>

- Nik Jaafar, N. ‘., Mohd Noor, Z., & Mohamed, M. (2016). Student ratings of teaching effectiveness: An importance - Performance analysis (IPA). *Journal of Educational and Social Research*. <https://doi.org/10.5901/jesr.2016.v6n3p33>
- Nonis, S. A., & Hudson, G. I. (2006). Academic performance of college students: Influence of time spent studying and working. *Journal of Education for Business*, 81(3), 151-159. <https://doi.org/10.3200/joeb.81.3.151-159>
- Norman, M. and Hyland, T. (2003). The Role of Confidence in Lifelong Learning. *Educational Studies*, 29, 261-272. <https://doi.org/10.1080/03055690303275>
- Noronha, L., Monteiro, M., & Pinto, N. (2018). A study on the self esteem and academic performance among the students. *International Journal of Health Sciences and Pharmacy (IJHSP)*, 2(1).
- Novalia, I., Dantes, N., & Dharmayanti, P. A. (2023). Cognitive behavior counseling guidebook with self-regulated learning techniques to reduce students' academic procrastination behavior. *Bisma The Journal of Counseling*, 7(1), 34-43. <https://doi.org/10.23887/bisma.v7i1.58736>
- Novalia, I., Dantes, N., & Dharmayanti, P. A. (2023). Cognitive behavior counseling guidebook with self-regulated learning techniques to reduce students' academic procrastination behavior. *Bisma The Journal of Counseling*, 7(1), 34-43. <https://doi.org/10.23887/bisma.v7i1.58736>
- Numan, A., & Hasan S. S. (2017). Effect of study habits on test anxiety and academic achievement of undergraduate students. *Journal of Research and reflections in Education*, 11(1), 1-14. <http://www.ue.edu.pk/jrre>
- Obilor, E. I. (2019). Feedback and Students' Learning. *International Journal of Innovative Research in Education*, 7, 40-47.
- Ojo, A. A. (2019). THE IMPACT OF PROCRASTINATION ON STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS. *International Journal of Sociology and Anthropology Research*, 5(1), 17-22.
- Okorobie, D. (2023, September 15). *Why is time management important for the academic success of students?* BetterYou. <https://www.betteryou.ai/why-is-time-management-important-for-the-academic-success-of-students>
- Onwuegbuzie, A.J., Slate, J.R., & Schwart, R. A (2001). Role of Study Skills in Graduate-level Educational research courses. *The Journal of Educational research*, 94(4), 238-246. <https://doi.org/10.1080/00220670109598757>
- Otermin-Cristeta, S., & Hautzinger, M. (2018). Developing an intervention to overcome procrastination. *Journal of Prevention & Intervention in the Community*, 46(2), 171-183. <https://doi.org/10.1080/10852352.2016.1198169>
- Pagerols, M., Prat, R., Rivas, C., Español-Martín, G., Puigbó, J., Pagespetit, È., Haro, J. M., Ramos-Quiroga, J. A., Casas, M., & Bosch, R. (2022). The impact of psychopathology on academic performance in school-age children and adolescents. *Scientific Reports*, 12(1). <https://doi.org/10.1038/s41598-022-08242-9>

- Palacios, D., & Berger, C. (2022). Friends' influence on academic performance among early adolescents: The role of social status. *Psykhē (Santiago)*, 31(1). <https://doi.org/10.7764/psykhe.2019.21811>
- Pankaj, S., Duo, H., Mujawar, N., & Srivastava, A. (2017). Psychological difficulties among children with scholastic backwardness. *Indian Journal of research*, 6(3), 96-99.
- Papanthymou, A., & Darra, M. (2022). The impact of self-assessment with goal setting on academic achievement: Results of a study on primary school students in Greece. *Journal of Education and Learning*, 12(1), 67. <https://doi.org/10.5539/jel.v12n1p67>
- Patil, M., Hundekar, P. S., & Patil, S. S. (2019). Risk factors of academic backwardness: An intervention study. *Indian Journal of extensive education*, 55(4), 59-65.
- Patton, M. Q. (1999). Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research*, 34, 1189-1208.
- Peng, S., Li, H., Xu, L., Chen, J., & Cai, S. (2023). Burden or empowerment? A double-edged sword model of the efficacy of parental involvement in the academic performance of Chinese adolescents. *Current Psychology*, 43(4), 3786-3797. <https://doi.org/10.1007/s12144-023-04589-y>
- Pervin, M. M., Ferdowsh, N., & Munni, I. J. (2021). Teacher-student interactions and academic performance of students. *Dhaka University Journal of Biological Sciences*, 30(1), 87-93. <https://doi.org/10.3329/dujbs.v30i1.51812>
- Phil Canlas, I. (2024). Attitude matters more: The impact of perceived competence and attitudes toward science on science engagement among university students. *International Journal of Science Education*, 1-21. <https://doi.org/10.1080/09500693.2024.2354943>
- Phillips, K. F. V., & Power, M. J. (2007). A new self-report measure of emotion regulation in adolescents: The regulation of emotions questionnaire. *Clinical Psychology & Psychotherapy*, 14(2), 145-156. <https://doi.org/10.1002/cpp.523>
- Pincay, H. J. (2018). Demotivation and academic performance on first year in university. *International Research Journal of Management, IT and Social Sciences*, 6(1), 19-26. <https://doi.org/10.21744/irjmis.v6n1.433>
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40. <https://doi.org/10.1037//0022-0663.82.1.33>
- Portento, K. M., Borboran, A. M., & Paredes, E. A. (2022). Self-efficacy as a mediator between motivation and engagement and academic performance. *Journal of Mathematics and Statistics Studies*, 3(2), 37-41. <https://doi.org/10.32996/jmss.2022.3.2.4>
- Posner, M. I., Rothbart, M. K., & Tang, Y. (2015). Enhancing attention through training. *Current Opinion in Behavioral Sciences*, 4, 1-5. <https://doi.org/10.1016/j.cobeha.2014.12.008>

- Pratschke, J., & Abbiati, G. (2020). Peer effects in education. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.849>
- Priya, P. N., & Kannammal, V (2023).IMPACT ON LEARNING HABIT AND ACADEMIC PERFORMANCE OF STUDENTS.
- Pullmann, H., & Allik, J. (2008).Relations of academic and general self-esteem to school achievement. *Personality and Individual Differences*, 45(6), 559-564. <https://doi.org/10.1016/j.paid.2008.06.017>
- Quílez-Robres, A., Usán, P., Lozano-Blasco, R., & Salavera, C. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. *Thinking Skills and Creativity*, 49, 101355. <https://doi.org/10.1016/j.tsc.2023.101355>
- Rabia, M., Mubarak, N., Tallat, H., & Nasir, W. (2017).A study on study habits and academic performance of students. *International Journal of Asian Social Science*, 7(10), 891-897. <https://doi.org/10.18488/journal.1.2017.710.891.897>
- Rabo, M. U. (2022). Teacher –students relationship as a tool for positive academic performance in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, 3(1), 42-53. <https://doi.org/10.37745/bjmas.2022.0018>
- Rachmana, A., & Jamaluddin, A. S. (2023).The effects of mental health issues and academic performance. *Journal of Social Science and Humanities*, 6(6), 23-29. <https://doi.org/10.26666/rmp.jssh.2023.6.4>
- Raghavendra, K., & Reddy, A. N. (2020).Etiology and risk factors for scholastic backwardness in children – A retrospective study. *Indian Journal of Child Health*, 7(3), 125-129. <https://doi.org/10.32677/ijch.2020.v07.i03.008>
- Rayachaudhuri, A., Debnath, M., Sen, S., & Majumdar, B. G. (2010). Factors affecting students academic performance: A case study in Agartala Muncipal Council Area”. *Bangladesh e. Journal of sociology*, 7(2).
- Razak, W. A., Akmal, S. N., Azizan, N. F., Wani, S., Hamal, A. Q., & Muhammad, A. H. (2021).Factors Affecting Student’s Academic Performance.*International Journal on perceptive and cognitive computing*, 7(1), 99-107.
- Razali, S. N., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018).The impact of time management on students’ academic achievement. *Journal of Physics: Conference Series*, 995, 012042. <https://doi.org/10.1088/1742-6596/995/1/012042>
- Renjith R, Arundev P R, (2024), Exploring the Interplay of Digital Addiction and Academic Performance: A Regression Analysis Approach Educational Administration: Theory and Practice, 30(5), 2946-2949Doi: 10.53555/kuey.v30i5.3370
- Rimm-Kaufman, S., & Sandilos, L. (2015).Improving students' relationships with teachers to provide essential supports for learning. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e501992017-001>

- Romanelli, F., Cain, J., & Smith, K. M. (2006). Emotional intelligence as a predictor of academic and/or professional success. *American Journal of Pharmaceutical Education*, 70(3), 69. <https://doi.org/10.5688/aj700369>
- Romer, D. (2010). Adolescent risk taking, impulsivity, and brain development: Implications for prevention. *Developmental Psychobiology*, 52(3), 263-276. <https://doi.org/10.1002/dev.20442>
- Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review*, 60(1), 141. <https://doi.org/10.2307/2096350>
- Ruga, B. K. (2024). Social skills and academic competence among senior high school students: A basis for guidance program. *Journal of Elementary and Secondary School*, 2(1), 59-74. <https://doi.org/10.31098/jess.v2i1.1686>
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95-103. <https://doi.org/10.1016/j.learninstruc.2016.01.004>
- Sahu, Sudhir. (2012). Alienation, Career Maturity and Study Habits of Adolescents in relation to Academic Achievement, Locus of Control and Socio Economic Status. Ph.D. Thesis. Maharshi Dayanad University, Rohtak. Retrieved from: <http://hdl.handle.net/10603/112642>.
- Sakirudeen, O., & Sanni, B. (2017). Study habits and academic performance of secondary school students in mathematic: A case study of selected secondary schools in uyo local education council. *Research in Pedagogy*, 7(2), 283-297. <https://doi.org/10.17810/2015.65>
- Salam, N. H., & Astuti, B. (2023). The effectiveness of group counseling reality for students' academic procrastination behavior. *European Journal of Education Studies*, 10(2). <https://doi.org/10.46827/ejes.v10i2.4676>
- Salame, I. I., & Thompson, A. (2020). Students' views on strategic note-taking and its impact on performance, achievement, and learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>
- Sana Mairaj Bugti, Firdous Bugti, & Pir Suhail Ahmed Sarhandi. (2023). Determinants of smartphone addiction and its influence on students' academic performance. *Pakistan Journal of Distance and Online Learning*, 9(2). <https://doi.org/10.30971/pjdol.v9i2.1894>
- Sankalaite, S., Huizinga, M., Warreyn, P., Dewandeleer, J., & Baeyens, D. (2023). The association between working memory, teacher-student relationship, and academic performance in primary school children. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1240741>
- Santos, A. C., Daniel, J. R., Simões, C., Bertolla, M. M., & Arriaga, P. (2023). A longitudinal study on social and emotional competencies, student engagement, and mental health. <https://doi.org/10.31235/osf.io/fs5bk>

- Santos, J. P., Villarama, J. A., Adsuaara, J. P., Gundran, J. F., De Guzman, A. G., & Ben, E. M. (2022). Students' time management, academic procrastination, and performance during online science and mathematics classes. *International Journal of Learning, Teaching and Educational Research*, 21(12), 142-161. <https://doi.org/10.26803/ijlter.21.12.8>
- Sanvictores, T., & Mendez, M. D. (2022, September 18). *Types of parenting styles and effects on children - StatPearls - NCBI bookshelf*. National Center for Biotechnology Information.
- Sari, F. S., Batubara, I. M., Solikhah, M. M., Kusumawati, H. N., Eagle, M., Sulisetyawati, S. D., & Mariyati, M. (2022). Effect of cognitive behavior-anger management therapy on aggressive behavior in adolescents. *Open Access Macedonian Journal of Medical Sciences*, 10(G), 275-278. <https://doi.org/10.3889/oamjms.2022.8496>
- Sarif, M. N., & Vandana. (2022). Correlates and antecedents of academic achievement: A systematic review. *INTERNATIONAL JOURNAL OF EDUCATIONAL SCIENCES*, 36(1-3), 19-29. <https://doi.org/10.31901/24566322.2022/36.1-3.1210>
- Sarwar, M., Bashir, M., & Alam, M. (2010). Study attitude and academic achievement at secondary level in Pakistan. *Journal of College Teaching & Learning (TLC)*, 7(2). <https://doi.org/10.19030/tlc.v7i2.89>
- Scrimin, S., Mason, L., & Moscardino, U. (2014). School-related stress and cognitive performance: A mood-induction study. *Contemporary Educational Psychology*, 39(4), 359-368. <https://doi.org/10.1016/j.cedpsych.2014.09.002>
- Scroggs, L. (2023). *Avoid the "Urgency trap" with the Eisenhower matrix*. Todoist. <https://todoist.com/productivity-methods/eisenhower-matrix>
- Senécal, C., Julien, E., & Guay, F. (2003). Role Conflict and Academic Procrastination: A Self-Determination Perspective. *European Journal of Social Psychology*, 33, 135-145. <https://doi.org/10.1002/ejsp.144>
- Shakir, R., & Kiazai, A. N. (2023). Teacher-students' relationship and its impact on students' academic achievement at secondary school level in district lasbela. *Pakistan Journal of Educational Research*, 6(2). <https://doi.org/10.52337/pjer.v6i2.791>
- Shalini, T., Agarwal, N., & Ritu, s. (2016). Prevalence and causes of academic backwardness among school children of Udham Singh Nagar and Nainital District. *Progressive Research- An international Journal*, 11(3), 373-375.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-01780-z>
- Shaw, S. R., Gomes, P., Polotskaia, A., & Jankowska, A. M. (2015). The relationship between student health and academic performance: Implications for school psychologists. *School Psychology International*, 36(2), 115-134. <https://doi.org/10.1177/0143034314565425>

- Sherub Gyeltshen, S. X., & Gyeltshen, N. (2022). The impact of supportive teacher-student relationships on academic performance. *Asian Journal of Advanced Research and Reports*, 15-34. <https://doi.org/10.9734/ajarr/2022/v16i12446>
- Shier, M.L., Larsen-Halikowski, J. & Gouthro, S. Interpersonal Dynamics Shaping Positive Mentee and Mentor Relationships. *Child Adolesc Soc Work J* **37**, 497–509 (2020). <https://doi.org/10.1007/s10560-020-00660-w>
- Shim, H., & Kim, J. (2022). Effect of an academic emotion regulation program for academic probation students. *Korean Association For Learner-Centered Curriculum And Instruction*, 22(21), 157-177. <https://doi.org/10.22251/jlcci.2022.22.21.157>
- Shim, S. W., & Pelaez, N. (2022). Getting by with a little help from friends: A qualitative case study of students' strategies for coping with failure in an undergraduate biology laboratory course. *CBE—Life Sciences Education*, 21(2). <https://doi.org/10.1187/cbe.20-07-0155>
- Silva, E. F., & Elias, L. C. (2023). Social skills, behavioral problems, and academic competence of students with intellectual disabilities. *Psico-USF*, 28(4), 811-824. <https://doi.org/10.1590/1413-82712023280412>
- Simon, A., Lei. (2010). Intrinsic and Extrinsic Motivation: Evaluating Benefits and Drawbacks from College Instructors' Perspectives. *Journal of Instructional Psychology*, 37(2):153-160.
- Singh R., & Gohain J. (2022). STUDY HABITS AMONG HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT. *Journal of Positive School Psychology*, 6(2), 5289 – 5295.
- Sivakumar, R. (2022). EFFECTIVENESS OF MEMORY GAME ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL STUDENTS. *Global and Lokal Distance Education- GLOKALde*, 8(1).ISSN 2148-7278
- Smith, E. R., Mackie, D. M., & Diane M. (2007). *Social psychology* (3rd ed.). Psychology Press.
ISBN 978-1841694085
- Smitha, R., & Vimy V. (2019). Profile of students referred for the assessment of scholastic backwardness at a tertiary care center. *Indian Journal of Psychiatry*, 61(5), 439. https://doi.org/10.4103/psychiatry.indianjpsychiatry_443_18
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503-509. <https://doi.org/10.1037//0022-0167.31.4.503>
- Soto, W., & Rocha, N. (2020). Hábitos de estudio: Factor crucial para el buen rendimiento académico. *Revista Innova Educación*, 2(3), 431-445. <https://doi.org/10.35622/j.rie.2020.03.004>
- Srinivas, P., & Venkatkrishnan, S. (2016). Factors affecting scholastic performance in school children. *IOSR Journal of Dental and Medical Sciences*, 15(07), 47-53. <https://doi.org/10.9790/0853-150714753>

- Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2014). Academic achievement. *Education*. <https://doi.org/10.1093/obo/9780199756810-0108>
- Stephan, A. T., Hochstetter, N. D., Clark, V. E., & Jamil, F. M. (2023). From Supportive to Strained: A Mixed Methods Exploration of Emerging Adults' Characterizations of Past and Present Grandparent-Grandchild Roles and Relationships. *Emerging Adulthood, 11*(4), 933-946. <https://doi.org/10.1177/21676968231171738>
- Sternberg, R. J. (2004). *Psychology, Volume 1* (4th ed.). Thomson/Wadsworth. ISBN 053461812X, 9780534618124.
- Stewart, I & Maisonville, A. (2019). *A guide for student success*. Windsor, ON: St. Clair College.
- Sudhir, M. (2016). Study of factors responsible for academic backwardness in school going children. *European journal of pharmaceutical and medical research, 3*(2).
- Sukumaran, T. U. (2011). Poor scholastic performance in children and adolescents. *Indian Pediatrics, 48*(8), 597-598. <https://doi.org/10.1007/s13312-011-0101-2>
- Svartdal, F., Dahl, T. I., Gamst-Klaussen, T., Koppenborg, M., & Klingsieck, K. B. (2020). How study environments foster academic procrastination: Overview and recommendations. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.540910>
- Talauega, R.L.(2023). Exploring Student Attitudes in the Face of Failure. A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Arts Degree in Education California State University San Marcos Spring.
- Tan, J., Mao, J., Jiang, Y., & Gao, M. (2021). The influence of academic emotions on learning effects: A systematic review. *International Journal of Environmental Research and Public Health, 18*(18), 9678. <https://doi.org/10.3390/ijerph18189678>
- Taranushenko, T., & Tepper, E. (2022). Infectious diseases as a risk factor for impairment of mental functions and deterioration of academic performance at school. *Frontiers in Medical Case Reports, 03*(03). <https://doi.org/10.47746/fmcr.2022.3301>
- Taseer, N. A., Khan, S. A., Yasir, W., Kishwer, R., & Iqbal, K. (2023). Impact of family involvement on academic achievement at higher secondary level. *Journal of Social Sciences Review, 3*(2), 1-10. <https://doi.org/10.54183/jssr.v3i2.231>
- Tasneem, S. A., & Panwar, N. (2020). Emotion regulation and psychological well-being as contributors towards mindfulness among under-graduate students. *Human Arenas, 5*(2), 279-297. <https://doi.org/10.1007/s42087-020-00144-4>
- Tella, A. (2007). The impact of motivation on Student's academic Achievement and learning outcomes in Mathematics among Secondary School students in Nigeria. *EURASIA Journal of Mathematics, Science and Technology Education, 3*(2). <https://doi.org/10.12973/ejmste/75390>
- Thompson, O. E. (1966). Impact of commitment upon performance of college students. *The Personnel and Guidance Journal, 44*(5), 503-506. <https://doi.org/10.1002/j.2164-4918.1966.tb03554.x>

- Thongseiratch, T., & Chandeying, N. (2020). Chronic illnesses and student academic performance. *Journal of Health Science and Medical Research*, 38(3), 245-253. <https://doi.org/10.31584/jhsmr.2020738>
- Tian, C. (2018, October 30). *10 best brain gym exercises for kids*. FirstCry Parenting. <https://parenting.firstcry.com/articles/10-best-brain-gym-exercises-kids/>
- Tigner, R. B. (1999). Putting memory research to good use: Hints from cognitive psychology. *College Teaching*, 47(4), 149-152. <https://doi.org/10.1080/87567559909595807>
- Tiwari, G., & Galundia, R. (2016). Academic backwardness among rural adolescents: Challenge for society. *International Journal of advanced research*, 4(3), 438-443.
- Topor, D.R., Keane, S.P., Shelton, T. L., & Calkins, S. D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183-197. <https://doi.org/10.1080/10852352.2010.486297>
- Trzesniewski, K. H., Robins, R. W., Roberts, B. W., & Caspi, A. (2003). Personality and self-esteem development across the life span. *Advances in Cell Aging and Gerontology*, 163-185. [https://doi.org/10.1016/s1566-3124\(03\)15006-7](https://doi.org/10.1016/s1566-3124(03)15006-7)
- Tsang, S. K., Hui, E. K., & Law, B. C. (2012). Self-efficacy as a positive youth development construct: A conceptual review. *The Scientific World Journal*, 2012, 1-7. <https://doi.org/10.1100/2012/452327>
- Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement*, 51(2), 473-480. <https://doi.org/10.1177/0013164491512022>
- Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.01454>
- Udeani, U. (2012). The Relationship between Study Habits, Test Anxiety and Science Achievement. *Journal of Education and Practice*, 3, 151-157.
- Upadhyay, S. K. (2017). A study of academic achievement among senior secondary school students in relation to study habits. *Indian journal of research*, 6(3), 560-562.
- Usán Supervía, P., & Quílez Robres, A. (2021). Emotional regulation and academic performance in the academic context: The mediating role of self-efficacy in secondary education students. *International Journal of Environmental Research and Public Health*, 18(11), 5715. <https://doi.org/10.3390/ijerph18115715>
- Vyad. (2024, January 27). *Academic performance: How can students improve it?* AllAssignmentHelp.com. <https://www.allassignmenthelp.com/blog/academic-performance/>
- Walck-Shannon, E. M., Rowell, S. F., & Frey, R. F. (2021). To what extent do study habits relate to performance? *CBE—Life Sciences Education*, 20(1), ar6. <https://doi.org/10.1187/cbe.20-05-0091>

- Wang, P., & Wang, X. (2018). Effect of Time Management Training on Anxiety, Depression, and Sleep Quality. *Iranian journal of public health*, 47(12), 1822–1831.
- Wang, W., Chen, S., Wang, S., Shan, G., & Li, Y. (2023). Parental burnout and adolescents' development: Family environment, academic performance, and social adaptation. *International Journal of Environmental Research and Public Health*, 20(4), 2774. <https://doi.org/10.3390/ijerph20042774>
- Wang, X. (2023). Exploring positive teacher-student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1301786>
- Wati, N. K., Dantes, N., & Suranata, K. (2022). Efektivitas Konseling behavioral Teknik self management untuk Menurunkan Prokrastinasi Akademik dengan Kovariabel Motivasi Berprestasi. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(2), 230. <https://doi.org/10.29210/1202222637>
- Wati, N. K., Dantes, N., & Suranata, K. (2022). Efektivitas Konseling behavioral Teknik self management untuk Menurunkan Prokrastinasi Akademik dengan Kovariabel Motivasi Berprestasi. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(2), 230. <https://doi.org/10.29210/1202222637>
- Wei, N. (2023). Impact of social media addiction on academic performance and the role of art therapy. *Lecture Notes in Education Psychology and Public Media*, 29(1), 247-253. <https://doi.org/10.54254/2753-7048/29/20231520>
- Wentzel, K. R. (2022). Peer relationships, academic motivation, and academic performance. *Peer Relationships, Academic Motivation, and Academic Performance*. <https://doi.org/10.4324/9781138609877-ree49-1>
- Wickenberg, J. (2013). Students' intrinsic and extrinsic motivation to study. In *Presented at the Chalmers KUL Conference 2013, Göteborg, Sweden*.
- Wilkesmann, Z. N. (2021). Influence of motivation on academic performance of students in Germany. *Journal of Education*, 4(6), 1-9. <https://doi.org/10.53819/810181025018>
- Wong, W. N. (2012). Effects of memory skills intervention on student performance. Theme A: Teaching and Learning. Conference paper. <http://vpvet.vtc.edu.hk/dspace/handle/999/538>.
- Worker, C. S. (2023, May 19). *Ending the therapeutic relationship: Creative termination activities*. SWHELPER - Social Work Helper. <https://swhelper.org/2014/04/02/ending-therapeutic-relationship-creative-termination-activities/>
- Wu, B. (2022). Analysis of the relationship between mindfulness, personality, and academic performance. *BCP Education & Psychology*, 7, 423-427. <https://doi.org/10.54691/bcpep.v7i.2698>
- Wu, J. (2023). The relationship between academic performance and anxiety: A multi-angle review. *Lecture Notes in Education Psychology and Public Media*, 11(1), 6-11. <https://doi.org/10.54254/2753-7048/11/20230703>

- Xing, Z. (2023). Explore how family factors affect students' academic performance -based on literature analysis. *Journal of Education, Humanities and Social Sciences*, 10, 91-98. <https://doi.org/10.54097/ehss.v10i.6897>
- Xu, J., Fan, X., & Du, J. (2015). Homework emotion regulation scale: psychometric properties for middle school students. *Journal of Psychoeducational Assessment*, 34(4), 351-361
- Yavorska-Vietrova, I. (2021). Peculiarities of young schoolchildren's reactions to their success or failure in educational activities. *Collection of Research Papers "Problems of Modern Psychology"*, (53), 355-380. <https://doi.org/10.32626/2227-6246.2021-53.355-380>
- Yu, X., Wang, X., Zheng, H., Zhen, X., Shao, M., Wang, H., & Zhou, X. (2023). Academic achievement is more closely associated with student-peer relationships than with student-parent relationships or student-teacher relationships. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1012701>
- Yuliana, Y. (2019). Emotion regulation in enhancing adolescents' academic performance. *International Journal of Theory and Application in Elementary and Secondary School Education*, 1(1), 107-121. <https://doi.org/10.31098/ijtaese.v1i1.29>
- Zahit, R. A., Omar Lim, S. L., & Ling, J. L. (2022). COVID-19: Mental health and academic performance among University students. *Trends in Undergraduate Research*, 5(1), e1-9. <https://doi.org/10.33736/tur.3861.2022>
- Zaidi, F. Z., & Zaidi, A. R. (2022). Strategies for improving memory in students. *Journal of Shalamar Medical & Dental College - JSHMDC*, 3(2), 197-200. <https://doi.org/10.53685/jshmdc.v3i2.130>
- Zainullah, Mahfud, M., & Riniati, W. O. (2023). Exploring the role of teacher-student relationships in academic achievement: A qualitative study in primary schools. *The Eastasouth Journal of Learning and Educations*, 1(02), 76-83. <https://doi.org/10.58812/esle.v1i02.111>
- Zárate, R. A. (2020). More than friends: Beliefs and peer effects in the formation of social and academic skills. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3595812>
- Zárate, R. A. (2023). Uncovering peer effects in social and academic skills. *American Economic Journal: Applied Economics*, 15(3), 35-79. <https://doi.org/10.1257/app.20210583>
- Zeng, G., Zhong, M., & Wu, W. (2022). The fellow effect on college students' academic performance. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1055963>
- Zhan, J., Wu, X., Fan, J., Guo, J., Zhou, J., Ren, J., Liu, C., & Luo, J. (2017). Regulating anger under stress via cognitive reappraisal and sadness. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.01372>
- Zhang J. H., Zhang J. P. (2011). The evolution and thinking of information processing model in the learning process. *Educational Research*. 1, 40-43. 10.13811/j.cnki.eer.2011.01.004

- Zhang, Q. (2022). The role of teachers' interpersonal behaviors in learners' academic achievements. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.921832>
- Zhao, L., & Zhao, W. (2022). Impacts of family environment on adolescents' academic achievement: The role of peer interaction quality and educational expectation gap. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.911959>
- Zhao, S., Sahebi, S., & Feyzi Behnagh, R. (2023). Curb your procrastination: A study of academic procrastination behaviors vs. a planning and time management app. *Proceedings of the 31st ACM Conference on User Modeling, Adaptation and Personalization*. <https://doi.org/10.1145/3565472.3592953>
- Zheng, L. R., Atherton, O. E., Trzesniewski, K., & Robins, R. W. (2020). Are self-esteem and academic achievement reciprocally related? Findings from a longitudinal study of Mexican-origin youth. *Journal of Personality, 88*(6), 1058-1074. <https://doi.org/10.1111/jopy.12550>
- Zhou, Y., Meng, X., Wang, J., Mo, X., Jiang, S., Dai, C., & Liu, M. (2023). Daily peer relationships and academic achievement among college students: A social network analysis based on behavioral big data. *Sustainability, 15*(22), 15762. <https://doi.org/10.3390/su152215762>

APPENDICES

Appendix A
Consent Form (Interview)

I..... voluntarily agree to participate in this research study. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind. I have had the purpose and nature of the study explained to me. I understand that I will not benefit directly from participating in this research. I understand that all information I provide for this study will be treated confidentially.

Signature of research participant

Date:

Appendix B

Interview schedule (Teachers)

Personal details

1. Name
2. Age
3. Gender
4. Qualification
5. Experience

Interview Questions for Teachers

1. What do you think as factors leading to poor academic performance?
2. Do you adopt any methods to overcome Academic poor performance?
3. Did you get any special training or suggestions to deal with the child or do you believe such training is necessary?
4. Is there any relation between academic performance and the over importance given to education?
5. Does academic performance have an impact on the behavior of child?
6. Do you think by improving the academic performance of the child, can we improve the mental health and behavior of the child or vice-versa?
7. Is it true that academically backward children are backward because they are not having the capacity to achieve (due to mentally challenged or learning disability)?
8. Any specific social, cultural and environmental (family) issues have any impact on the academic performance of the children?
9. Do you have any suggestions to overcome academic backwardness?

Appendix C

Interview schedule (Parents)

Personal details

1. Name
2. Age
3. Gender
4. Qualification
5. Job
6. Number of children

Interview Questions for Parents

7. What do you think as factors leading to poor academic performance?
8. Do you adopt any methods to overcome Academic poor performance?
9. Did you get any special training or suggestions to deal with the child or do you believe such training is necessary?
10. Is there any relation between academic performance and the over importance given to education?
11. Does academic performance have an impact on the behavior of child?
12. Do you think by improving the academic performance of the child, can we improve the mental health and behavior of the child or vice-versa?
13. Is it true that academically backward children are backward because they are not having the capacity to achieve (due to mentally challenged or learning disability)?
14. Any specific social, cultural and environmental (family) issues have any impact on the academic performance of the children?
15. Do you have any suggestions to overcome academic backwardness?

Appendix D

Interview schedule (Students)

Personal details

1. Name
2. Age
3. Gender
4. Class and medium (English or Malayalam medium)
5. Number of siblings

Interview Questions for Students

6. What do you think as factors leading to poor academic performance?
7. Do you adopt any methods to overcome Academic poor performance?
8. Did you get any suggestions to improve your academic performance or do you believe such training is necessary?
9. Is there any relation between academic performance and the over importance given to education?
10. Does academic performance have an impact on your behavior and others attitude towards you?
11. Do you think by improving your academic performance, can we improve the mental health and behavior or vice-versa?
12. Is it true that you perform poor in academics because you lack the skill or due to any other reason? (Due to mentally challenge or learning disability)?
13. Any specific social, cultural and environmental (family) issues have any impact on your academic performance?
14. Do you have any suggestions to overcome academic backwardness?

Appendix E

CONSENTFORM (Institutional)

Title of the study: ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS

The purpose of the research is to assess and manage the risk factors of academic performance. This research is four month training program for high school students which involve memory and concentration improving sessions, sessions on study habits, goal orientation, time management and procrastination. Also sessions to address the problems with mobile addiction, anger management and emotional regulation were included. Each session is prepared as 40 minutes session and around 26 sessions will be provided altogether as group sessions. Individual sessions will be given for study habits, time management and goal orientation. There is no possible risks is expected and benefits like improvement in the academic performance is expected. The responses of students will be kept confidential and identity of the students throughout the research will be kept confidential. The participation in this research is voluntary. It is up to them to decide whether or not to take part in this research. If they decide to take part in this research, they will be asked to sign a consent form. Even after signing the consent form, they are still free to withdraw at any time and without giving a reason. As the institutional head you can observe the research process and can request to stop the research at any time when you feel it hurt your students.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that the participation of our students is voluntary and that they are free to withdraw at any time, without giving a reason and without cost. So I voluntarily agree to conduct the research in our institution.

Signature _____ Date _____

Appendix F

Consent Form (Parent)

Title of the study: ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS

The purpose of the research is to assess and manage the risk factors of academic performance. This research is four month training program for high school students which involve memory and concentration improving sessions, sessions on study habits, goal orientation, time management and procrastination. Also sessions to address the problems with mobile addiction, anger management and emotional regulation were included. Each session is prepared as 40 minutes session and around 26 sessions will be provided altogether as group sessions. Individual sessions will be given for study habits, time management and goal orientation. There is no possible risks is expected and benefits like improvement in the academic performance is expected. Your child's response will be kept confidential and his/her identity throughout the research is kept confidential. Your child's participation in this research is voluntary. It is up to he/she to decide whether or not to take part in this research. If he/she decides to take part in this research, you will be asked to sign a consent form. After you sign the consent form, they are still free to withdraw at any time and without giving a reason

Informed Consent Statement

I, _____, give permission for my child, _____ to participate in the research project entitled, "Academic performance among high school students: assessment and management of risk factors". The study has been explained to me and my questions answered to my satisfaction. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature: _____

Date: _____

Appendix G

CONSENT FORM (Student)

Title of the study: ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS: ASSESSMENT AND MANAGEMENT OF RISK FACTORS

The purpose of the research is to assess and manage the risk factors of academic performance. This research is four month training program for high school students which involve memory and concentration improving sessions, sessions on study habits, goal orientation, time management and procrastination. Also sessions to address the problems with mobile addiction, anger management and emotional regulation were included. Each session is prepared as 40 minutes session and around 26 sessions will be provided altogether as group sessions. Individual sessions will be given for study habits, time management and goal orientation. There is no possible risks is expected and benefits like improvement in the academic performance is expected. Your response will be kept confidential and your identity throughout the research is kept confidential. Your participation in this research is voluntary. It is up to you to decide whether or not to take part in this research. If you decide to take part in this research, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this research.

Participant's signature _____ Date _____

Appendix H
Personal Data Sheet

Name :

Age :

Gender :

Class :

Father's education qualification :

Mother's education qualification :

Appendix I

High School Competencies Scale (HSC, Original)

Down below, you will find a number of statements relative to scholastic commitment. Read carefully each one of them and state how much they are true for you using a scale ranging from “Not at all” to “Completely”.(1=Not at all, 2=Slightly, 3 =Moderately, 4=Very and 5=Completely).

1. I keep my family members updated about my school performance.
2. I share, as much as possible, my doubts and my difficulties with my schoolmates.
3. I think that almost all my teachers are available to dialogue.
4. Most of the subjects that I study interest me.
5. Even on days when I'm not motivated, I manage to find the motivation in order to dedicate myself to my studies.
6. A lower grade than the one I thought I deserved doesn't discourage me.
7. I can estimate whether I am ready for a test or an oral exam or not.
8. I can prioritize my engagements to not impact the studies.
9. I think I have good qualities in a lot of fields of my life.
10. I think that I'm able to reach good results in my studies.
11. I strive towards studying with a lot of commitment.
12. I don't have excessive anxiety problems when I have an oral test or a written one.
13. I believe it's really important to involve my family members in what concerns my studies.
14. When I need help, I ask my schoolmates.
15. In case I need it, I would not have difficulty asking my professors for help.
16. In most of the cases, I study willingly because I like to do that.
17. I am always able to find a way in order to start studying even when I'm not really in the mood.
18. If I fail a written or oral test, I don't become demoralized.
19. While I'm getting ready for a test or an oral exam, I'm sufficiently aware of the learning level I reach as I progress.
20. I am able to plan my workload so that I won't be late.
21. When I compare myself to the others, I realize I have good skills.

22. I consider myself a student with good study skills.
23. I work hard in my studies to get good grades.
24. Even if worked up, I can keep a clear head during a test.
25. I ask my family for help when I have difficulty with a subject.
26. I was able to create a group of classmates to study with.
27. I have good relationships with all teachers.
28. The books I'm studying deal with topics that I like.
29. Even on days when I'm a bit unmotivated, I can find a way to study at least a little.
30. My studying failures don't demotivate me.
31. Before a written or an oral test, I can predict quite precisely what grade I will get.
32. I consider myself a person with good potential.
33. I think I'm a person with good potential.
34. I have the right skills to be able to achieve good results in studying.
35. I am usually consistent in my studies.
36. I face oral or written tests calmly.
37. I share my study difficulties with family members.
38. I often talk with my schoolmates about the best way to organize the studying.
39. I think the teachers are helping me to develop my skills.
40. Every subject teaches me something that interests me.
41. I spend a lot of time on hobbies or friends provided that I have dedicated enough time to my studies.
42. I'm not discouraged in front of the difficulties that I encounter in my studies.
43. I can assess with some accuracy which subjects I am more or less ready for.
44. I can find the right balance between the time I use for studying and the time I use for leisure.
45. I have high self-esteem.
46. I can state that I'm a good student.
47. I approach studying with great tenacity.
48. The idea of taking an oral or written test doesn't make me anxious.

Appendix J

High School Competencies Scale

താഴെ കൊടുത്തിരിക്കുന്നത് നിങ്ങളുടെ പഠനത്തോടുള്ള പ്രതിബദ്ധതയെക്കുറിച്ചുള്ള ചില പ്രസ്താവനകളാണ്.

നിങ്ങളെ സംബന്ധിച്ച് ശരിയായിട്ടുള്ളത്

ഒരിക്കലുമില്ല

ചെറുതായി

മിതമായി

വളരെ

പൂർണ്ണമായി, എന്നിവയിൽ രേഖപ്പെടുത്തുക

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ഒരിക്കലുമില്ല	ചെറുതായി	മിതമായി	വളരെ	പൂർണ്ണമായി
1	ഞാൻ എന്റെ കുടുംബങ്ങൾക്ക് എന്റെ പഠന നിലവാരത്തെക്കുറിച്ച് കൃത്യമായി വിവരങ്ങൾ നൽകാറുണ്ട്.					
2	എനിക്കു വരുന്ന സംശയങ്ങളും ബുദ്ധിമുട്ടുകളും പരമാവധി ഞാൻ എന്റെ കൂട്ടുകാരുമായി പങ്കുവെയ്ക്കാറുണ്ട്.					
3	എന്റെ അധ്യാപകർ എല്ലാവരും തുറന്നു സംസാരിക്കാൻ അനുവദിക്കുന്നവരാണ് എന്ന് ഞാൻ കരുതുന്നു.					
4	ഞാൻ പഠിക്കുന്ന ഒട്ടുമിക്ക വിഷയങ്ങളും എനിക്ക് താല്പര്യം ഉള്ളതാണ്.					
5	എനിക്ക് പ്രചോദനമൊന്നും ഇല്ലാതിരിക്കുന്ന ദിവസങ്ങളിൽ പോലും പഠനത്തിലേക്ക് ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ ഞാൻ ബോധപൂർവ്വം ശ്രമിക്കാറുണ്ട്.					
6	എനിക്ക് കിട്ടുന്ന കുറഞ്ഞ മാർക്കുകൾ, അതിൽ കൂടുതൽ ഞാൻ അർഹിക്കുന്നതാണെങ്കിൽ പോലും അത് എന്നെ പഠനത്തിൽ നിന്ന് നിരുത്സാഹപ്പെടുത്താറില്ല.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ഒരിക്കലുമില്ല	ചെറുതായി	മിതമായി	വളരെ	പൂർണ്ണമായി
7	പരീക്ഷ എഴുതാനോ ചോദ്യം ചോദിക്കുമ്പോൾ (ചോദ്യപരീക്ഷ) ഉത്തരം പറയാനോ കഴിയും/കഴിയില്ല എന്ന് തിരിച്ചറിയാൻ എനിക്ക് സാധിക്കും.					
8	എന്റെ പഠനത്തെ ബാധിക്കാത്ത രീതിയിൽ ബാക്കിയുള്ള കാര്യങ്ങൾ ക്രമീകരിക്കാൻ എനിക്ക് സാധിക്കും.					
9	എന്റെ ജീവിതത്തിന്റെ പല മേഖലകളിലും എനിക്ക് ഒരുപാട് നല്ല ഗുണങ്ങൾ ഉണ്ട് എന്ന് ഞാൻ കരുതുന്നു.					
10	എന്റെ പഠനത്തിൽ നല്ല വിജയം നേടാൻ എനിക്ക് സാധിക്കും എന്ന് ഞാൻ കരുതുന്നു.					
11	ഞാൻ വളരെയധികം പ്രതിബദ്ധതയോടെയാണ് എന്റെ പഠനത്തെ സമീപിക്കുന്നത്.					
12	ഒരു എഴുത്ത് പരീക്ഷയോ ചോദ്യപരീക്ഷയോ അഭിമുഖീകരിക്കുമ്പോൾ അമിതമായി ഒരു ഉത്കണ്ഠയും എനിക്ക് ഉണ്ടാകാറില്ല.					
13	എന്റെ പഠനത്തെ ബാധിക്കുന്ന കാര്യങ്ങളിൽ എന്റെ കുടുംബാംഗങ്ങളെ ഉൾപ്പെടുത്തേ ത് വളരെ അത്യാവശ്യമാണെന്ന് ഞാൻ കരുതുന്നു.					
14	എനിക്ക് എന്തെങ്കിലും സഹായം ആവശ്യമുള്ളപ്പോൾ ഞാൻ എന്റെ സഹപാഠികളോട് ചോദിക്കാറുണ്ട്.					
15	എനിക്ക് ആവശ്യമുള്ള സാഹചര്യങ്ങളിൽ എന്റെ അധ്യാപകരോട് സഹായം ചോദിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടൊന്നുമില്ല.					
16	പഠിക്കാൻ ഇഷ്ടമുള്ളതുകൊണ്ടു തന്നെയാണ് മിക്കവാറും സമയങ്ങളിൽ ഞാൻ പഠിക്കുന്നത്					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ഒരിക്കലുമില്ല	ചെറുതായി	മിതമായി	വളരെ	പൂർണ്ണമായി
17	പഠിക്കാനുള്ള മാനസികാവസ്ഥയിൽ അല്ലെങ്കിൽ പോലും പഠനം തുടങ്ങിവെക്കാനുള്ള ഒരു മാർഗ്ഗം ഞാൻ കണ്ടെത്തും.					
18	ഒരു എഴുത്തു പരീക്ഷയിലോ, ചോദ്യപരീക്ഷയിലോ തോറ്റാലും എന്റെ ആത്മാഭിമാനം നഷ്ടപ്പെടാറില്ല.					
19	ഒരു എഴുത്തു പരീക്ഷകളോ ചോദ്യപരീക്ഷകളോ ഒരുങ്ങിക്കൊണ്ടിരിക്കുമ്പോൾ എന്റെ പഠനത്തിൽ ഉറപ്പാക്കുന്ന പുരോഗതിയെക്കുറിച്ച് എനിക്ക് കൃത്യമായ ബോധ്യമുണ്ടാകുന്നു.					
20	എന്റെ ജോലിഭാരം കൃത്യമായി ആസൂത്രണം ചെയ്യുന്നതുകൊണ്ട് ഞാൻ ഒരിക്കലും വൈകാറില്ല.					
21	മറ്റുള്ളവരുമായി താരതമ്യം ചെയ്യുമ്പോൾ എനിക്ക് ഒരുപാട് നല്ല ഗുണങ്ങൾ ഉണ്ടെന്ന് ഞാൻ മനസ്സിലാക്കുന്നു.					
22	പഠിക്കാൻ വേണ്ടത്ര കഴിവുള്ള ഒരു നല്ല വിദ്യാർത്ഥി ആയിട്ടാണ് ഞാൻ എന്നെ തന്നെ മനസ്സിലാക്കുന്നത്.					
23	ഉയർന്ന മാർക്ക് ലഭിക്കുവാൻ ഞാൻ കഠിനാധ്വാനം ചെയ്യാറുണ്ട്.					
24	വളരെ അധികം സമ്മർദ്ദത്തിൽ ആണെങ്കിലും പരീക്ഷ സമയത്ത് വ്യക്തതയോടെ ചിന്തിക്കാൻ എനിക്ക് സാധിക്കും.					
25	ഏതെങ്കിലും വിഷയത്തിൽ ബുദ്ധിമുട്ട് തോന്നിയാൽ ഞാൻ എന്റെ കുടുംബാംഗങ്ങളുടെ സഹായം തേടാറുണ്ട്.					
26	കൂട്ടുകാരോടൊപ്പം ചേർന്ന് പഠിക്കാൻ പറുന്ന ഒരു ഗ്രൂപ്പ് ഉണ്ടാകാൻ എനിക്ക് സാധിച്ചിട്ടുണ്ട്.					
27	എല്ലാ അധ്യാപകരുമായി എനിക്ക് നല്ല ബന്ധമുണ്ട്.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ഒരിക്കലുമില്ല	ചെറുതായി	മിതമായി	വളരെ	പൂർണ്ണമായി
28	ഞാൻ പഠിക്കുന്ന പുസ്തകത്തിൽ എന്റെ ഇഷ്ടപ്പെട്ട വിഷയങ്ങളു					
29	പഠിക്കാൻ താല്പര്യം കുറവായിരിക്കുന്ന ദിവസങ്ങളിൽ പോലും, കുറച്ചെങ്കിലും പഠിക്കാൻ ഞാൻ പരിശ്രമിക്കാറു					
30	എന്റെ പഠന പരാജയങ്ങൾ എന്നെ തളർത്താറില്ല.					
31	ഒരു എഴുത്തുപരീക്ഷയോ, ചോദ്യപരീക്ഷയോ, നടക്കുന്നതിന് മുമ്പ് എനിക്ക് ലഭിക്കാൻ സാധ്യതയുള്ള ഗ്രേഡ് കൃത്യമായി ഊഹിക്കാൻ എനിക്ക് സാധിക്കും					
32	ഒരുപാട് നല്ല കഴിവുകൾ ഉള്ള വ്യക്തിയായിട്ടാണ് ഞാൻ എന്നെ തന്നെ കാണുന്നത്.					
33	ഞാൻ ഒരു പാട് കഴിവുകൾ ഉള്ള വ്യക്തിയാണ് എന്ന് ഞാൻ കരുതുന്നു					
34	പഠനത്തിൽ ഉയർന്ന നിലവാരത്തിൽ എത്തുന്നതിനുള്ള കൃത്യമായ കഴിവുകൾ എല്ലാം എനിക്കു					
35	എന്റെ പഠനകാര്യത്തിൽ ഞാൻ സ്ഥിരത ഉള്ള വ്യക്തിയാണ്.					
36	ഞാൻ ശാന്തമായിട്ടാണ് എഴുത്തുപരീക്ഷയെയും ചോദ്യപരീക്ഷയെയും അഭിമുഖീകരിക്കാറുള്ളത്.					
37	എന്റെ പഠനത്തിലെ ബുദ്ധിമുട്ടുകൾ ഞാൻ എന്റെ കുടുംബാംഗങ്ങളുമായി പങ്ക് വെയ്ക്കാറു					
38	പഠനം ഏറ്റവും നന്നായി ക്രമീകരിക്കേ ത് എങ്ങനെയാണ് എന്ന് ഞാൻ സഹപാഠികളുമായി പങ്കുവെയ്ക്കാറു					
39	എന്റെ കഴിവുകൾ വികസിപ്പിക്കാൻ അദ്ധ്യാപകർ എന്നെ സഹായിക്കുന്നു എന്ന് ഞാൻ കരുതുന്നു.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ഒരിക്കലുമില്ല	ചെറുതായി	മിതമായി	വളരെ	പൂർണ്ണമായി
40	ഓരോ വിഷയവും എനിക്ക് താല്പര്യമുള്ള എന്തെങ്കിലും എന്നെ പഠിപ്പിക്കുന്നു.					
41	എന്റെ പഠനത്തിനാവശ്യമായ സമയം മാറ്റിവെച്ചതിനുശേഷം വിനോദത്തിനും കൂട്ടുകാരുടെ കൂടെയും ഞാൻ സമയം ചിലവഴിക്കാറുണ്ട്.					
42	എന്റെ പഠനത്തിൽ ഞാൻ നേരിടുന്ന ബുദ്ധിമുട്ടുകൾക്ക് മുന്നിൽ ഞാൻ നിരുത്സാഹപ്പെടാറില്ല.					
43	ഏതെല്ലാം വിഷയങ്ങളിലാണ് ഞാൻ കൃത്യമായും അല്ലാതെയും ഒരുങ്ങിയിട്ടുള്ളത് എന്ന് വിലയിരുത്താൻ എനിക്ക് സാധിക്കും.					
44	ഞാൻ പഠിക്കാൻ ഉപയോഗിക്കുന്ന സമയവും ഒഴിവു സമയവും തമ്മിൽ ബാലൻസ് ചെയ്യാറുണ്ട്.					
45	ഞാൻ ആത്മാഭിമാനം ഉള്ള വ്യക്തിയാണ്.					
46	ഞാൻ ഒരു നല്ല വിദ്യാർത്ഥിയാണെന്ന് എനിക്ക് പറയാൻ കഴിയും.					
47	ഞാൻ പഠനത്തെ സമീപിക്കുന്നത് തികഞ്ഞ സ്ഥിരതയോടെയാണ്.					
48	ചോദ്യപരീക്ഷയോ എഴുത്തുപരീക്ഷയോ അഭിമുഖീകരിക്കുന്നതിന് എനിക്ക് ഉത്കണ്ഠ ഇല്ല.					

Appendix K

The Academic Procrastination Scale (APS, Original)

The following questions assess your habits and routines as a student. Please answer the following as they apply to you. How much do you, yourself agree to the following statements? (*Scored on a 1 to 5 Likert-type scale, with 1= Disagree, 2=sometimes disagree, 3=neutral, 4= sometimes agree and 5= Agree*)

1. I usually allocate time to review and proofread my work.
2. I put off projects until the last minute.
3. I have found myself waiting until the day before to start a big project.
4. I know I should work on school work, but I just don't do it.
5. When working on schoolwork, I usually get distracted by other things.
6. I waste a lot of time on unimportant things.
7. I get distracted by other, more fun, things when I am supposed to work on schoolwork.
8. I concentrate on school work instead of other distractions.
9. I can't focus on school work or projects for more than an hour until I get distracted.
10. My attention span for schoolwork is very short.
11. Tests are meant to be studied for just the night before.
12. I feel prepared well in advance for most tests.
13. "Cramming" and last minute studying is the best way that I study for a big test.
14. I allocate time so I don't have to "cram" at the end of the semester.
15. I only study the night before exams.
16. If an assignment is due at midnight, I will work on it until 11:59.
17. When given an assignment, I usually put it away and forget about it until it is almost due.
18. Friends usually distract me from schoolwork.
19. I find myself talking to friends or family instead of working on school work.
20. On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.
21. I tend to put off things for the next day.
22. I don't spend much time studying school material until the end of the semester.

23. I frequently find myself putting important deadlines off.
24. If I don't understand something, I'll usually wait until the night before a test to figure it out.
25. I read the textbook and look over notes before coming to class and listening to a lecture or teacher.

Appendix L

The Academic Procrastination Scale (Translated)

ഒരു വിദ്യാർത്ഥിയെന്ന നിലയിൽ നിങ്ങളുടെ ശീലങ്ങളും ദിനചര്യകളും വിലയിരുത്തുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഇവ നിങ്ങളുടെ ശീലങ്ങളുമായി എത്രമാത്രം യോജിക്കുന്നുവെന്ന് രേഖപ്പെടുത്തുക.

1. ശക്തമായി വിധേയമാകുന്നു.
2. വിധേയമാകുന്നു.
3. തീരുമാനമില്ല
4. യോജിക്കുന്നു
5. ശക്തമായി വിധേയമാകുന്നു.

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ശക്തമായി വിധേയമാകുന്നു	വിധേയമാകുന്നു	തീരുമാനമില്ല	യോജിക്കുന്നു	ശക്തമായി വിധേയമാകുന്നു
1	പഠനപ്രവർത്തനങ്ങൾ അവലോകനം ചെയ്യാനും പ്രവൃത്തിയുടെ റിപ്പോർട്ട് നൽകാനും സമയം മാറ്റിവെയ്ക്കാറുണ്ട്.					
2	എന്റെ പ്രോജക്ടുകൾ ഞാൻ അവസാനിപ്പിക്കാൻ തയ്യാറാകാൻ സമയം മാറ്റിവെയ്ക്കാറുണ്ട്.					
3	ഒരു വലിയ പ്രോജക്ട് ചെയ്യാൻ ഉള്ള ക്ലാസ്സും അത് ആരംഭിക്കാൻ ഞാൻ അവസാനിപ്പിക്കാൻ സമയം മാറ്റിവെയ്ക്കാറുണ്ട്.					
4	എനിക്ക് സ്കൂളിലേക്കുള്ള ഹോം വർക്കുകൾ ഉള്ള ക്ലാസ്സും ഞാൻ അത് ചെയ്യാറില്ല.					
5	പഠനപ്രവർത്തനങ്ങൾ ചെയ്യുമ്പോൾ എന്റെ ശ്രദ്ധ പെട്ടെന്ന് നഷ്ടപ്പെടാറുണ്ട്.					
6	അപ്രധാനമായ കാര്യങ്ങളിൽ ഞാൻ ധാരാളം സമയം ചെലവഴിക്കാറുണ്ട്.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ശക്തമായി വിധേജിക്കുന്നു	വിധേജിക്കുന്നു.	തീരുമാനമില്ല	ധേജിക്കുന്നു	ശക്തമായി വിധേജിക്കുന്നു.
7	പഠനപ്രവർത്തനങ്ങൾ ചെയ്തുകൊണ്ടിരിക്കുമ്പോൾ മറ്റ് രസകരമായ കാര്യങ്ങൾ എന്റെ ശ്രദ്ധ തെറ്റിക്കാറുണ്ട്.					
8	എന്റെ ശ്രദ്ധ തിരിക്കുന്ന ഒരു പാട് കാര്യങ്ങൾ ഉണ്ടെങ്കിലും എന്റെ പഠന പ്രവർത്തനങ്ങളിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
9	മറ്റ് കാര്യങ്ങളിലേക്ക് ശ്രദ്ധ മാറാതെ എന്റെ പഠന പ്രവർത്തനങ്ങളിലോ പ്രോജക്ടുകളിലോ എനിക്ക് ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയുന്ന പരമാവധി സമയം ഒരു മണിക്കൂറാണ്.					
10	പഠനപ്രവർത്തനങ്ങൾക്കുള്ള എന്റെ ശ്രദ്ധ വളരെ കുറവാണ്.					
11	ടെസ്റ്റുകൾ തലേദിവസം രാത്രി മാത്രം പഠിക്കാൻ ഉദ്ദേശിച്ചുള്ളതാണ്.					
12	മിക്ക ടെസ്റ്റുകൾക്കും ഞാൻ മുൻകൂട്ടി തയ്യാറെടുക്കുന്നതായി എനിക്ക് തോന്നുന്നു.					
13	ഒരു വലിയ പരീക്ഷയ്ക്കായി പഠിക്കാനുള്ള ഏറ്റവും നല്ല മാർഗ്ഗം തിരക്കുകൂട്ടി അവസാന നിമിഷം പഠിക്കുന്നതാണ്.					
14	ഞാൻ സമയം ക്രമീകരിക്കുന്നതിനാൽ അധ്യയന വർഷത്തിന്റെ അവസാനം എനിക്ക് തിരക്ക് കൂട്ടേണ്ടതില്ല.					
15	പരീക്ഷയുടെ തലേ രാത്രി മാത്രമേ ഞാൻ പഠിക്കുകയുള്ളൂ.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ശക്തമായി വിയോജിക്കുന്നു	വിയോജിക്കുന്നു.	തീരുമാനമില്ല	യോജിക്കുന്നു	ശക്തമായി യോജിക്കുന്നു.
16	ഒരു അസൈൻമെന്റ് കൊടുക്കേ ത് അർദ്ധരാത്രിയിലാണെങ്കിൽ ഞാൻ 11.59 വരെ അതിൽ പ്രവർത്തിക്കും.					
17	ഒരു അസൈൻമെന്റ് നൽകുമ്പോൾ, ഞാൻ സാധാരണയായി അത് മാറ്റിവെക്കുകയും അത് അവസാനനിമിഷം വരെ അത് മറക്കുകയും ചെയ്യും.					
18	കൂട്ടുകാർ സാധാരണയായി പഠനപ്രവർത്തനങ്ങളിൽ നിന്ന് ഏതെങ്കിലും വ്യതിചലിപ്പിക്കാറുണ്ട്.					
19	പഠനപ്രവർത്തനങ്ങൾ ചെയ്യേ തീർന്ന പകരം സൂപ്പർമാർക്കുള്ളതായോ, കുടുംബാംഗങ്ങളുമായോ ഞാൻ സംസാരിച്ചിരിക്കാറുണ്ട്.					
20	വാരാന്ത്യങ്ങളിൽ, ഗൃഹപാഠങ്ങളും പ്രോജക്റ്റുകളും ചെയ്യാൻ പദ്ധതിയിടുന്നു. എന്നാൽ കൂട്ടുകാരെ കാണുമ്പോൾ ശ്രദ്ധമാറി ഞാൻ അവരോടൊപ്പം കറങ്ങാൻ പോകും.					
21	കാര്യങ്ങൾ അടുത്ത ദിവസം ചെയ്യാം എന്ന് വിചാരിച്ച് ഞാൻ മാറ്റിവെക്കാറുണ്ട്.					
22	അധ്യയനവർഷം അവസാനിക്കുന്നത് വരെ ഞാൻ സ്കൂൾ വിഷയങ്ങൾ പഠിക്കാൻ അധികം സമയം ചിലവഴിക്കാറില്ല.					
23	പ്രധാനപ്പെട്ട സമയ പരിധികൾ പലപ്പോഴും ഞാൻ മാറ്റിവെയ്ക്കാറുണ്ട്.					

ക്രമനമ്പർ	പ്രസ്താവനകൾ	ശക്തമായി വിധോജിക്കുന്നു	വിയോജിക്കുന്നു.	തീരുമാനമില്ല	യോജിക്കുന്നു	ശക്തമായി യോജിക്കുന്നു.
24	എനിക്ക് എന്തെങ്കിലും കാര്യങ്ങൾ മനസ്സിലായില്ലെങ്കിൽ അത് മനസ്സിലാക്കാൻ ഞാൻ സാധാരണ ആ പരീക്ഷയുടെ തലേ രാത്രി വരെ കാത്തിരിക്കും.					
25	ഒരു പ്രഭാഷണമോ ക്ലാസ്സോ കേൾക്കാൻ പോകുന്നതിനു മുമ്പ് പാഠപുസ്തകവും അനുബന്ധ നോട്ടുകളും ഞാൻ വായിച്ച് നോക്കാറുണ്ട്.					

Appendix M

Feedback Form

Session:

Date:

How satisfied are you with the followings about your instructor:

	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied
Preparation				
Teaching methods				
understandability				

Please Rate Your Instructor



Please rate the overall activity



Do you have additional comments/suggestions? Share your experience....

Appendix N
Track Record Sheet

Name of the student:

Session	Technique	Week 1	Week 2	Week 3
Concentration				
Memory				
Study habits				
Goal setting				

Session	Technique	Week 4	Week 5	Week 6
Concentration				
Memory				
Study habits				
Goal setting				

Session	Technique	Week 1	Week 2	Week 3
Time management				
Procrastination				
Anger management				
Addiction				

Session	Technique	Week 4	Week 5	Week 6
Time management				
Procrastination				
Anger management				
Addiction				

Appendix 0



PRAJYOTI NIKETAN COLLEGE

(Aided and Affiliated to the University of Calicut)
PUDUKAD - 680 301, THRISSUR DT., KERALA

No. 6/PNC/2022/REC

07.11.2022

CERTIFICATE OF APPROVAL

This is to certify that the proposed study entitled "*Assessment and management of risk factors of academic poor performance in high school students after the COVID 19 pandemic*" submitted by Mrs. Bishmi P. D., Research Scholar and Dr. Milu Maria Anto, Assistant Professor, Department of Psychology, Prajyoti Niketan College, Pudukad is **APPROVED** by the Research Ethics Committee. (REC), at its meeting held on 28/10/2022.

Member Secretary
Research Ethics Committee (REC)
Prajyoti Niketan college
Pudukad

Chairman
Research Ethics Committee (REC)
Prajyoti Niketan college
Pudukad



