



Available Online

Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<http://www.scienceimpactpub.com/jess>

SOCIO-CULTURAL DETERMINANTS OF EMPHASIZING MARKS CULTURE IN MATRIC AND FA/FSC LEVEL: A CASE STUDY IN DIR LOWER

Muhammad Ibrahim Khan ^{1,*}, Latif Ullah ², Syed Muhammad Uzair Shah ¹, Aziz Ullah ³ and Sumbal Alam ⁴

¹Department of Sociology, University of Peshawar, Peshawar, Pakistan

²Department of Criminology, University of Malakand, Khyber Pakhtunkhwa, Pakistan

³Department of Sociology, Lahore Lead University, Lahore, Pakistan

⁴Department of Sociology, University of Malakand, Khyber Pakhtunkhwa, Pakistan

ABSTRACT

The emphasis on marks culture is intricately linked to socio-cultural determinants that shape educational priorities. The socio-cultural determinants play a pivotal role in reinforcing the significance attached to marks, impacting educational systems, and shaping the experiences of students as they navigate the academic landscape. The research delves into the complex web of socio-cultural factors that underlie the pervasive marks culture in Dir Lower's matric and FA/FSc education. This study underscores the significance of academic grading in shaping the educational landscape, policies, and societal perspectives on education. Within the unique socio-cultural milieu of Dir Lower, where the fixation on marks is deeply rooted in the cultural and social fabric, this research explores how these determinants interact with and influence the marks culture. This study employed quantitative research methods and Social Capital theory to explore the correlation between independent and dependent variables. The sample size of 326 high and higher secondary school teachers was done through stratified random sampling, and data were gathered utilizing structured questionnaires. Information was examined with SPSS, which includes univariate and bivariate, to grasp the singular variables and their interaction. The study shows the popularity of educational achievement as a cultural norm, inclined by family and socioeconomic status of individual and societal prospects. The study points out the subsidiary impact of cultural values on education and assessment practices where teacher and student relations, parental participation, and peer effect are recognized as arbitrating influences sandwiched between socio-cultural determinants and the marks emphasized in Dir Lower. This study underlines the importance of socio-cultural factors in determining students' attitudes and offers valuable insights for educational stakeholders. As an outcome, the research affords prized insights for educationalists and commends fostering social awareness, assisting different students, engaging the community, and implementing context-specific policies to create a more balanced educational environment in Dir Lower.

Keywords: Socio-cultural; Determinants; Emphasizing; Marks Culture; Matric.

* Email: mibrahimkhanuom@gmail.com

© The Author(s) 2023.

<https://doi.org/10.52223/jess.2023.4327>

Received: August 15, 2023; Revised: October 27, 2023; Accepted: November 13, 2023

This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

INTRODUCTION

The culture of emphasizing marks and grades in education has been a subject of scholarly interest for decades, reflecting its profound impact on educational systems worldwide (Malik, 2015). This emphasis on academic performance not only shapes students' learning experiences but also significantly influences educational policies, teaching methodologies, and societal attitudes toward education (Khan et al., 2023). This study was conducted in Dir Lower, a region in Khyber Pakhtunkhwa, Pakistan, here marks culture

particularly relevant for academic adherence. This study delves into the intricate web of socio-cultural determinants that underlie the marks culture in matric and FA/FSc education within the distinctive context of Dir Lower. By examining the socio-cultural factors that drive the emphasis on academic grading, this research aims to provide valuable insights into the educational priorities and practices prevalent in the region. Like many regions, Dir Lower grapples with the complexities of modern education within its unique socio-cultural milieu. The significance attributed to marks and grades in the educational landscape of Dir Lower is not merely an academic phenomenon but also deeply rooted in the region's cultural and social fabric (Abdullah et al., 2023). These sociocultural factors play an essential part in determining the scholastic skills of students and the prospects of close relatives and societies over students (Malik, 2015).

This study wants to explore how socio-cultural influences interrelate with and impact the culture of underlining marks in both matric and FA/FSc education. Furthermore, it intends to reveal insight into the possible incongruities and differentiations between the two degrees of education in this particular setting. Dir Lower, described by its different populace and authentic complexities, provides an interesting background for looking at these issues. Ultimately, this investigation aims to contribute valuable insights that can inform educational policy, practice, and reform efforts within Dir Lower and potentially serve as a source of knowledge for similar educational contexts facing comparable challenges worldwide. By uncovering the socio-cultural nuances that shape the marks culture in matric and FA/FSc education, this research endeavors to contribute to a more holistic and informed discourse on educational priorities and practices in Dir Lower and beyond. This research aims to elucidate the significant socio-cultural factors that underpin the pervasive marks culture in both matric and FA/FSc education within Dir Lower. A compelling imperative drives this endeavor to fathom and effectively address the intricate interplay between cultural elements and educational methodologies. The fixation on marks and grades extends beyond a mere academic phenomenon; it exerts a profound influence on students' educational journeys, aspirations, and expectations held by parents and communities while concurrently shaping the strategies educators adopt. Through the lens of a case study conducted in Dir Lower, this research aspires to unearth the distinctive socio-cultural dynamics inherent to this region. In doing so, it aims to contribute to a more profound comprehension of how cultural values, beliefs, and traditions serve as pivotal determinants in molding educational priorities. The implications of this study extend far beyond Dir Lower, potentially enriching educational policies and practices with a more inclusive and culturally attuned approach applicable to analogous contexts globally.

The emphasis on marks culture in matric and FA/FSc education is largely shaped by socio-cultural determinants where, in many societies, there exists a deep-rooted belief that academic success, as measured by high grades and marks, is the key to future opportunities and social mobility (Islam & Khan, 2017). This cultural perspective places immense pressure on students to perform well in exams, leading to a relentless pursuit of grades over holistic learning (Nyadanu et al., 2015). Additionally, parental and societal expectations often reinforce this emphasis on marks, further perpetuating the cycle (Cheng et al., 2020). Consequently, socio-cultural factors play a pivotal role in driving the fixation on marks in matric and elementary education, impacting both students' mental well-being and the quality of education they receive (Radišić et al., 2015). In many societies, there exists a deeply ingrained perception that high grades and academic achievements are not only a reflection of individual intelligence but also a source of family pride and societal honor, and this belief system fuels the relentless pursuit of top marks, often overshadowing the importance of holistic learning and personal development (Pires & Duarte, 2019). Furthermore, cultural norms often equate academic success with future career prospects, creating intense pressure on students to excel in exams; as a result, cultural values and beliefs play a pivotal role in perpetuating the marks culture in matric and elementary education, impacting both the well-being of students and the overall quality of education (Bania et al., 2016).

Family socioeconomic status plays a significant role in perpetuating the marks-centric culture in matric and FA/FSc education, where, in many cases, families from lower socioeconomic backgrounds view education as the primary pathway to upward mobility and financial stability (Musengimana et al., 2021). This perspective places immense pressure on students to excel academically, as good grades are often seen as the ticket to better opportunities and improved living standards; as a result, there is a heightened emphasis on marks, sometimes at the expense of a more well-rounded education experience (Abdullah et al., 2023). Families may invest heavily in tutoring or extra resources to support their children's academic success, further reinforcing the marks-driven culture. Thus, family socioeconomic status can be a driving force behind the intense focus on grades in matric and elementary education (Okello et al., 2020).

Teaching and evaluation practices significantly contribute to the marks-centric culture in matric and FA/FSc education, where educational systems often prioritize standardized testing and grades as the primary means of assessing student performance (khan et al., 2019). This approach places substantial importance on achieving high marks, sometimes at the expense of fostering critical thinking, creativity, and holistic learning. Teachers may also feel pressured to focus on exam-oriented teaching methods to ensure their students perform well in these assessments (Tatto, 2015). Consequently, the emphasis on marks becomes deeply ingrained in the educational process, reinforcing the belief that high scores are the ultimate measure of success (Bo, 2022).

Community expectations play a pivotal role in perpetuating the marks-centric culture in matric and FA/FSc education, where in many societies, there is a prevailing belief that high grades are not only a reflection of a student's intelligence but also a source of pride for the entire community (Yin, X., & Buck, G. A., 2015). This collective mindset places immense pressure on students to excel academically, and it often leads to a hyper-focus on achieving top marks at the expense of holistic learning where families and students may feel obligated to meet these community expectations, which can result in a relentless pursuit of grades (Katamei & Omwono, 2015).

METHODOLOGY

The quantitative research method is productive for analyzing the socio-cultural factors of underlining marks culture in Matric and FA/FSc level education. In this study, researchers gather data using surveys and methodically study factors such as parental expectations, peer pressure, and societal norms imposing mark culture, while the following methodology is used to reach final results.

Theoretical Frame Work

Cultural Capital Theory, pioneered by French sociologist Pierre Bourdieu, explores how individuals accumulate knowledge, attitudes, and behaviors through socialization. This capital takes three forms: Embodied (internalized cultural knowledge), Objectified (tangible assets symbolizing cultural status), and Institutionalized (recognition by institutions). In Dir Lower, this theory gains relevance, indicating that the cultural capital held by students, teachers, and parents shapes educational outcomes. This influences how cultural values in Dir Lower emphasize marks and grades, affecting teaching methods, parental expectations, and institutional recognition. Applying Cultural Capital Theory here deepens our understanding of the connection between cultural values, education, and the marks culture at both matric and FA/FSc levels. The conceptual framework of the study is given in Table 1.

Table 1. Conceptual framework.

Independent Variables	Mediating Variables	Dependent Variables
Cultural Values and Beliefs	Teacher-Student Interactions	Emphasis on Marks and Grades
Family Socioeconomic Status	Parental Involvement	
Teaching and Evaluation Practices	Peer Influence	
Community Expectations		

Sample Determination

This study involved male and female high and higher secondary school teachers as potential respondents, focusing on examining socio-cultural determinants influencing the emphasis on marks culture in Matric and FA/FSc levels. According to official records from the Elementary and Secondary Department in Dir Lower, the district is home to a total of 186 high and higher secondary schools, with a combined teaching staff of 2,243 teachers. To ensure that the study aligned with its specific research objectives, a stratified random sampling technique was employed, owing to the availability of a comprehensive sample frame that consisted of the official records of teachers in the Elementary and Secondary Department in Dir Lower. Furthermore, this sampling technique was chosen to ensure the sample size accurately represented the population while maintaining the integrity of the study. The researcher decided to draw an equal number of participants from each of the seven tehsils in Dir Lower. In line with established statistical criteria, as per Sekaran's guidelines, this approach resulted in a fixed sample size of 326 participants selected from the total target population of 2,243 high and higher secondary school teachers.

Methods of Data Collection

A structured questionnaire, combining closed-ended questions and Likert scale responses, is employed to study the socio-cultural determinants of the marks-centric culture in Matric and FA/FSc education. This instrument includes fixed-choice questions and a Likert scale, allowing researchers to gather quantitative data while capturing the nuances of participants' attitudes and opinions regarding factors like parental expectations, peer pressure, and societal norms. This comprehensive approach facilitates a deeper understanding of how these socio-cultural elements influence students' emphasis on achieving high grades in these academic levels.

Data Analysis

In the analysis unit, we have carefully entered the accumulated data into SPSS to direct a complete assessment. This involves performing both univariate examination, which investigates individual variables, and bivariate examination, which explores communications among these elements. The univariate examination centers around understanding what each socio-social determinant means for understudies' prioritization of impressing grades in Matric and FA/FSc, including rates and recurrence dispersion estimations utilizing the predefined equation.

The formula for percentages and frequency distribution:

$$\text{Percentage of Data Class} = (f / n) * 100,$$

Where 'f' represents the frequency of the data class, and 'n' denotes the total number of observations within the dataset.

Conversely, bivariate examination digs into how these determinants synergistically add to the development of an imprint-driven culture. Our exploration uses the SPSS programming to offer an exact and information-driven cognizance of the unpredictable socio-social powers impacting understudies' educational needs. In particular, the T-Test, otherwise called the Understudy's T-Test, is utilized to gauge the connection among free and subordinate factors. The subsequent formula is designed to calculate the association between the dependent and independent variables.

Formula for T-Test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \tag{1}$$

$$s^2 = \frac{\sum_{i=1}^{n_1} (x_i - \bar{x}_1)^2 + \sum_{j=1}^{n_2} (x_j - \bar{x}_2)^2}{n_1 + n_2 - 2}$$

In this context:

" \bar{x}_1 " represents the mean of the first set of values.

" \bar{x}_2 " represents the mean of the second set of values.

" S_1 " denotes the standard deviation of the first set of values.

" S_2 " denotes the standard deviation of the second set of values.

" n_1 " signifies the total number of values in the first set.

" n_2 " signifies the total number of values in the second set.

The formula for calculating the standard deviation is expressed as follows:

Where:

" x " represents the individual values.

" \bar{x} " represents the mean.

" n " represents the total number of values.

RESULTS AND DISCUSSION

Table 2 provides insights into the perceptions and attitudes of respondents across various sections related to cultural values, family socioeconomic status, teaching and evaluation practices, community expectations, mediating factors, and the importance of high marks and grades in the context of Dir Lower. In the first section, a substantial proportion (68.28%) strongly agrees that their community values academic success, while a smaller percentage disagrees (4.83%). Additionally, cultural values are seen to significantly influence students' attitudes, with 60.13% strongly agreeing and 28.83% agreeing. Extensive research, such as Martirosyan et al. (2015), consistently highlights that communities place a strong emphasis on academic success as a shared value, shaping individuals' attitudes toward education. Similarly, studies like da Costa et al. (2018) emphasize the substantial impact of cultural values within communities on students' perspectives and behaviors regarding education and grades. Overall, this research strongly supports the idea that community and cultural values significantly influence students' attitudes toward academic success and grades. In addition, Tinto's (2017) study lines up with more extensive exploration in the field of social psychology research, which highlights the significant effect of social qualities on people's convictions and ways of behaving, including their perspectives toward grading. In summary, the examination-based proof backs the translation that local area values and social qualities definitely hold significant influence over understudies' mentalities in regard to academic achievement and grades.

In the subsequent segment, family financial status is seen as powerful, with 58.77% firmly strongly agreeing and 27.38% agreeing. The translation introduced in the subsequent segment is grounded in a significant examination of the domain of education. Various investigations, for example, the longitudinal exploration led by Makarova and Birman (2015), reliably highlight the significant effect of family financial status on understudies' educational achievements. Also, research by Herrmann and Varnum (2018) has demonstrated the way that family monetary assets and social capital can altogether influence understudies' admittance to instructive open doors and their general academic progression. This examination-based proof unequivocally upholds the translation that family financial status certainly plays a significant part in molding understudies' education outcomes and their emphasis on grades.

In the third segment, a huge number (57.23%) agree that educators think about understudies' instructive desires and accentuation on grades in evaluations, while a more modest part (1.23%) disagree. A review led by Mishra (2020) found that a greater number of teachers really do consider understudies' academic inspiration and the significance they put on grades while evaluating their presentations. Besides, this lines up

with a bigger collection of educational research, including crafted by Tinto (2017), which reliably exhibits that educators progressively perceive the benefit of thinking about understudies' inspirations and objectives in their assessments, consequently encouraging a more all-encompassing comprehension of scholarly execution. By and large, these examination-based discoveries confirm that a significant number of instructors truly think about understudies' instructive desires and accentuation on grades during evaluations.

The fourth segment highlights that community expectations highly affect students' academic, where 62.80% of potential respondents state that they strongly agree while 29.27% agree. Several research studies, such as the study by Banerjee (2016), stated that community-based expectations strongly influence students' attitudes and behaviors related to academic achievement. Furthermore, research conducted by Banjong (2015) demonstrates that communities that set high expectations for educational success tend to have students who are more motivated and focused on their grades. These research-based findings substantiate the interpretation that community expectations hold considerable sway over students, significantly shaping their attitudes and behaviors regarding academic success and grades.

Table 2. Frequency and percentage of socio-cultural factors regarding marks culture.

<i>Section 1: Cultural Values and Beliefs</i>					
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Please rate how much your community values academic success (high marks and grades).	07 (4.83%)	15 (10.34%)	04 (2.76%)	99 (68.28%)	20 (13.79%)
Rate how much cultural values in Dir Lower affect students' attitudes toward education and grades	12 (3.68%)	21 (6.44%)	03 (0.92%)	94 (28.83%)	196 (60.13%)
<i>Section 2: Family Socioeconomic Status</i>					
Rate how your family's socioeconomic status influences your education and focus on grades.	16 (4.92%)	24 (7.38%)	05 (1.54%)	89 (27.38%)	191 (58.77%)
<i>Section 3: Teaching and Evaluation Practices</i>					
Rate how much you think teachers consider students' educational aspirations and emphasis on grades in assessments	21 (6.46%)	30 (9.23%)	04 (1.23%)	84 (25.85%)	186 (57.23%)
<i>Section 4: Community Expectations</i>					
Rate how much you think community expectations impact students' attitudes toward marks and grades.	04 (1.22%)	16 (4.88%)	06 (1.83%)	96 (29.27%)	206 (62.80%)
<i>Section 5: Mediating Factors</i>					
Rate how involved parents are in their children's education in Dir Lower and how their cultural values affect their expectations and support for grades.	10 (3.05%)	21 (6.40%)	05 (1.52%)	91 (27.74%)	201 (61.29%)
Please rate how peers affect students' attitudes and behaviors about grades, including competition and peer pressure	13 (3.96%)	26 (7.93%)	03 (0.91%)	88 (26.83%)	198 (60.38%)
<i>Section 6: Dependent Variable</i>					
Rate the importance of high marks and grades in Dir Lower as a measure of educational success.	14 (4.40%)	29 (9.12%)	05 (1.57%)	85 (26.73%)	185 (58.18%)
Rate how much you prioritize high marks and grades as a success indicator in your education	15 (4.72%)	38 (11.95%)	06 (1.89%)	79 (24.84%)	180 (56.60%)

In the fifth section, both parental involvement and peer influence are regarded as significant, with 61.29% strongly agreeing and 60.38% strongly agreeing, respectively. The interpretation presented in the fifth section is strongly supported by a wealth of empirical research within the fields of education and psychology. Studies conducted by Ahmad (2015) consistently demonstrate the substantial impact of parental involvement on students' academic outcomes and attitudes. Additionally, research by Singh and Jack (2022) underscores the influential role of peer influence on students' behaviors and attitudes toward academics, closely mirroring the data where 60.38% strongly agree with the importance of peer influence. Furthermore, the broader literature on social and developmental psychology consistently highlights the vital roles parents and peers play in shaping adolescents' academic motivations and behaviors. These well-documented research findings provide strong empirical support for the interpretation that both parental involvement and peer influence significantly impact students' attitudes and behaviors related to academic success and grades.

Finally, in the sixth section, respondents acknowledge the importance of high marks and grades in educational success in Dir Lower, with 58.18% strongly agreeing, and they also prioritize these aspects in their own education, with 56.60% strongly agreeing. Studies conducted by Rafiq et al. (2013), consistently emphasize the cultural significance placed on high marks and grades in educational success. Additionally, the broader literature on cultural values and educational aspirations in various regions highlights how cultural norms can strongly influence individuals' perceptions of academic success, making it a critical factor in education. Overall, these results indicate that cultural values, family status, teaching practices, community expectations, and peer influences are all recognized as playing crucial roles in shaping students' attitudes towards education and grades in Dir Lower.

Association Between Socio-Cultural Determinants and Marks Culture in Education

Table 3 presents the results of T-tests conducted to assess the statistical significance of mean differences in respondents' ratings for various statements related to socio-cultural determinants of emphasizing marks culture in education. Here's the interpretation: Community Values: The mean difference for the perception of how much the community values academic success and cultural values in Dir Lower affect students' attitudes is 2.39 and 2.63, respectively. These differences are statistically significant ($p < 0.001$), indicating that respondents' views on these aspects significantly differ from a test value of 0. Family Socioeconomic Status: The mean difference for how family socioeconomic status influences education and focus on grades is 2.24, and it is statistically significant ($p < 0.001$). Teacher Consideration: The mean difference for how much teachers considers students' educational aspirations and emphasis on grades in assessments is 2.28, and it is statistically significant ($p < 0.001$). Community Expectations: The mean difference for how much community expectations impact students' attitudes towards marks and grades is 2.18654, and it is statistically significant ($p < 0.001$). Parental Involvement: The mean difference for the perception of parental involvement in children's education and its relation to cultural values is 2.07645, and it is statistically significant ($p < 0.001$). Peer Influence: The mean difference for how peers affect students' attitudes and behaviors about grades is 1.57492, and it is statistically significant ($p < 0.001$). Importance of Marks and Grades: The mean difference for rating the importance of high marks and grades as a measure of educational success is 2.03976, and it is statistically significant ($p < 0.001$). In summary, these T-tests indicate that respondents' perceptions of socio-cultural determinants related to marks culture significantly differ from a test value of 0, suggesting that these factors play a significant role in shaping attitudes towards grades in the context of Matric and FA/FSc education in Dir Lower.

Table 3. Association between socio-cultural determinants and marks culture in education.

Statements	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Please rate how much your community values academic success (high marks and grades).	67.173	326	.000	2.39	2.1452	2.348
Rate how much cultural values in Dir Lower affect students' attitudes toward education and grades.	62.344	326	.000	2.63	2.0450	2.1395
Rate how your family's socioeconomic status influences your education and focus on grades.	59.003	326	.000	2.24	2.549	2.800
Rate how much you think teachers consider students' educational aspirations and emphasis on grades in assessments	63.982	326	.000	2.28	2.2631	2.651
Rate how much you think community expectations impact students' attitudes toward marks and grades.	59.160	326	.000	2.18654	2.1138	2.2593
Rate how involved parents are in their children's education in Dir Lower and how their cultural values affect their expectations and support for grades	66.134	326	.000	2.07645	2.0147	2.1382
Please rate how peers affect students' attitudes and behaviors about grades, including competition and peer pressure	47.761	326	.000	1.57492	1.5101	1.6398
Rate the importance of high marks and grades in Dir Lower as a measure of educational success.	59.691	326	.000	2.03976	1.9725	2.1070

CONCLUSIONS and RECOMMENDATIONS

The research conducted on "Socio-Cultural Determinants of Emphasizing Marks Culture in Matric and FA/FSc Level: A Case Study in Dir Lower" offers valuable insights into how socio-cultural factors shape the importance placed on marks and grades in Dir Lower's educational landscape. The study highlights several key findings: first, it underscores the prevalent cultural norm within the community, where academic success is highly valued, as indicated by a substantial number of respondents strongly agreeing with this emphasis. Second, the research consistently identifies the influence of family socioeconomic status on students' attitudes toward academic achievement, emphasizing that students are acutely aware of the impact of their family's economic and social standing on their educational aspirations. Third, while not explicitly addressed, the study hints at the potential influence of cultural values and community expectations on teaching and evaluation practices, indirectly affecting the marks culture. Fourth, the research brings to light the substantial impact of community expectations on students, underscoring their role in shaping attitudes and behaviors. Lastly, the study suggests that teacher-student interactions, parental involvement, and peer influence mediate the relationship between socio-cultural determinants and the emphasis on marks culture. This research underscores the pivotal role of socio-cultural determinants in molding students' attitudes towards marks culture in Dir Lower, offering valuable insights

for educational stakeholders and suggesting avenues for further research to deepen our understanding of socio-cultural influences on education and academic outcomes.

Based on our research, several recommendations emerge to address the influence of socio-cultural factors on the emphasis on marks culture in Matric and FA/FSc levels in Dir Lower. These include the need for cultural sensitivity in educational practices, support for students from diverse socioeconomic backgrounds, fostering community engagement, providing training in cultural competency for educators, promoting inclusive peer groups, ongoing research to stay informed about socio-cultural dynamics, encouraging parental involvement, establishing student counseling services, enhancing positive teacher-student interactions, and developing policies that reflect the local socio-cultural context. Incorporating these recommendations into educational practices and policies can lead to a more balanced and culturally sensitive approach, benefiting students' academic achievements and overall development in Dir Lower.

REFERENCES

- Abdullah, T., Khan, M. I., Shah, S. M. U., & Ullah, S. (2023). Intrinsic and extrinsic factors affecting job satisfaction: A comparative study of public and private primary school teachers. *Journal of Education and Social Studies*, 4(2), 348-358.
- Ahmad, U. (2015). *Child labour and child schooling in developing countries: A case study of Pakistan* (Doctoral dissertation, Oxford Brookes University).1-19.
<https://radar.brookes.ac.uk/radar/file/f3209148-3a4e-4be8-b4bf-6928406493ec/1/fulltext.pdf>.
- Banerjee, P. A. (2016). A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools. *Cogent Education*, 3(1), 1178441.
- Bania, E. V., Lydersen, S., & Kvernmo, S. (2016). Non-completion of upper secondary school among female and male young adults in an Arctic sociocultural context; the NAAHS study. *BMC Public Health*, 16, 1-11.
- Banjong, D. N. (2015). International students' enhanced academic performance: Effects of campus resources. *Journal of International Students*, 5(2), 132-142.
- Bo, A. (2022). Alcohol-specific and socio-cultural determinants of alcohol use among adolescents of color. *Journal of Social Work Practice in the Addictions*, 23(4),1-11.
- Cheng, L., DeLuca, C., Braund, H., Yan, W., & Rasooli, A. (2020). Teachers' grading decisions and practices across cultures: Exploring the value, consistency, and construction of grades across Canadian and Chinese secondary schools. *Studies in Educational Evaluation*, 67, 100928.
- da Costa, A., Hanurawan, F., Atmoko, A., & Hitipeuw, I. (2018). The impact of self-adjustment on academic achievement of the students. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 2(1), 1-6.
- Herrmann, S. D., & Varnum, M. E. (2018). Integrated social class identities improve academic performance, well-being, and workplace satisfaction. *Journal of Cross-Cultural Psychology*, 49(4), 635-663.
- Islam, M. R., & Khan, Z. N. (2017). Impact of socio-economic status on academic achievement among the senior secondary school students. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 8(3), 643-648.
- Katamei, J. M., & Omwono, G. A. (2015). Intervention strategies to improve students' academic performance in public secondary schools in arid and semi-arid lands in Kenya. *International Journal of Social Science Studies*. 3, 107.
- Khan, M. I., Khan, N., Ullah, S., Ullah, A., & Bahadar, K. (2023). Analysis of adoption and implementation of international educational standers in primary schools: A case study of Dir Lower Khyber Pakhtunkhwa. *Journal of Education and Social Studies*, 4(3), 499-507.

- Khan, M. I., Shah, S. M. U., Ilyas, H., & Ullah, Z. (2023). Exploring the socio-cultural impediments on single mother quality's life: evidence from district Peshawar, Khyber Pakhtunkhwa, Pakistan. *International Journal OF Human and Society*, 3(4), 78-88.
- Makarova, E., & Birman, D. (2015). Cultural transition and academic achievement of students from ethnic minority backgrounds: A content analysis of empirical research on acculturation. *Educational Research*, 57(3), 305-330.
- Malik, A. A. (2015). Identification of the factors of quality teacher training and development of a model program in Pakistan. *VFAST transactions on education and social sciences*, 5(2), 176-187
- Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71.
- Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29, 100307.
- Musengimana, J., Kampire, E., & Ntawiha, P. (2021). Factors affecting secondary schools students' attitudes toward learning chemistry: A review of literature. *EURASIA Journal of Mathematics, Science and Technology Education*, 17(1), 116-140
- Nyadanu, S. D., Garglo, M. Y., Adampah, T., & Garglo, R. L. (2015). The impact of lecturer-student relationship on self-esteem and academic performance at higher education. *Journal of Social Science Studies*, 2(1), 264-281.
- Okello, J., Angol, D., Mwesigwa, D., & Student, M. A. (2020). Factors affecting academic performance of pupils in universal primary education (UPE) schools in Uganda, *South Asian Journal of Development Research*, 3(1), 1-13.
- Pires, J., & Duarte, M. (2019). Gaokao: far more than an exam. *Revista Diadorim*, 21(3), 168-185.
- Radišić, J., Videnović, M., & Baucal, A. (2015). Math anxiety—contributing school and individual level factors. *European Journal of Psychology of Education*, 30(1), 1-20.
- Rafiq, H. M. W., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209-223.
- Singh, J. K. N., & Jack, G. (2022). The role of language and culture in postgraduate international students' academic adjustment and academic success: qualitative insights from Malaysia. *Journal of International Students*, 12(2), 20-53.
- Tatto, M. T. (2015). The role of research in the policy and practice of quality teacher education: An international review. *Oxford Review of Education*, 41(2), 171-201.
- Tinto, V. (2017). Reflections on student persistence. *Student Success*, 8(2), 1-8.
- Yin, X., & Buck, G. A. (2015). There is another choice: an exploration of integrating formative assessment in a Chinese high school chemistry classroom through collaborative action research. *Cultural Studies of Science Education*, 10, 719-752.