

**Investigating the Reasons for Low Achievement in
External Exams (NWEA-MAP) Among High School
Students: A Study Among Teachers and Students in a
Private School in Sharjah**

تحقيق أسباب الأداء المنخفض في الامتحانات الخارجية (NWEA-MAP) بين
طلاب المدارس الثانوية: دراسة بين المعلمين والطلاب في مدرسة خاصة في
الشارقة

by

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**Dissertation submitted in partial fulfilment
of the requirements for the degree of
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ABSTRACT

This research study aimed to explore how high school students evaluate their academic success and identify the factors that contribute to underachievement. The study investigated grade level, gender, study duration, self-perceptions, language barriers, parental engagement, and study habits. The findings revealed that while students generally had a positive attitude towards their academic aptitude, language barriers, average parental engagement, and poor study habits were prevalent. These results underscore the significance of addressing language obstacles, increasing parental involvement, and promoting effective study habits to improve academic achievement and foster positive self-perceptions among young individuals.

However, it is important to note the study's limitations, including a small sample size and a unique setting in a private school in Sharjah. Therefore, caution should be exercised when generalizing the findings to other academic contexts or populations. Future research should aim to expand the sample size to explore potential interventions that can enhance both academic performance and self-perceptions among students. Overall, this study provides valuable insights into the educational factors influencing low achievement and negative self-perceptions in high school students, offering practical implications for educators, parents, and policymakers. By addressing these factors, stakeholders can enhance students' opportunities for academic success and cultivate a positive school experience, thereby promoting their overall well-being and satisfaction.

خلاصة

هدفت هذه الدراسة البحثية إلى استكشاف كيف يقيم طلاب المدارس الثانوية نجاحهم الأكاديمي وتحديد العوامل التي تسهم في الإخفاق الدراسي. قامت الدراسة بفحص مستوى الصف، والجنس، ومدة الدراسة، والتصورات الذاتية، وحواجز اللغة، والمشاركة الأبوية، وعادات الدراسة. أظهرت النتائج أنه في حين كان لدى الطلاب عمومًا موقفًا إيجابيًا تجاه قدراتهم الأكاديمية، كانت حواجز اللغة ومستوى المشاركة الأبوية المتوسط وسوء عادات الدراسة سائدة. تؤكد هذه النتائج أهمية التصدي لعقبات اللغة، وزيادة المشاركة الأبوية، وتعزيز عادات الدراسة الفعالة لتحسين الأداء الأكاديمي وتعزيز التصورات الذاتية الإيجابية بين الشباب. ومع ذلك، يجب مراعاة قيود الدراسة، بما في ذلك حجم العينة الصغير والإعداد الفريد في مدرسة خاصة في الشارقة. لذلك يجب ممارسة الحذر عند تعميم النتائج على سياقات أكاديمية أخرى أو شرائح سكانية مختلفة. ينبغي أن تهدف الأبحاث المستقبلية إلى توسيع حجم العينة لاستكشاف التدخلات المحتملة التي يمكن أن تعزز كل من الأداء الأكاديمي والتصورات الذاتية لدى الطلاب. بشكل عام، تقدم هذه الدراسة رؤى قيمة حول العوامل التعليمية التي تؤثر في الإخفاق الدراسي والتصورات السلبية لدى طلاب المدارس الثانوية، مما يوفر تطبيقات عملية للمربين والآباء وصانعي القرار. من خلال التعامل مع هذه العوامل، يمكن للفاعلين تعزيز فرص النجاح الأكاديمي للطلاب وتعزيز تجربة مدرسية إيجابية، وبالتالي تعزيز رفاهيتهم العامة ورضاهم.

DEDICATION

To the pillars of my life, to those who shaped my journey, this dissertation is dedicated with immense love and gratitude.

To my dearest Mom, you have been my guiding light. A source of strength and support. As both a father and mother to me, your selfless sacrifices and endless love have paved the way for my success. This accomplishment is a testament to your boundless dedication and belief in me. Thank you for always being there, for inspiring me to reach for the stars.

To my beloved wife and two precious daughters, you are the heartbeat of my existence, the driving force behind my aspirations. Your love and encouragement have lifted me up. Even during the most challenging moments, your faith in my abilities has propelled me forward, step by step. This achievement is as much yours as it is mine, for you have shared the triumphs and sacrifices. Thank you for your love, for being my constant source of motivation.

To my brothers and my only sister, we have shared laughter, tears, and dreams, building a bond that time cannot sever. Through the ups and downs, you have stood by me, offering your support and encouragement. Your belief in my potential has been instrumental, inspiring me to overcome obstacles and persevere. This dissertation is a reflection of our shared values, of the strength and unity that comes from family. Thank you for always being there, for reminding me of the importance of resilience.

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LIST OF ABBREVIATIONS

MAP Measures of Academic Progress

NWEA Northwest Evaluation Association

Chapter 1: Introduction

1.1 Overview of Chapter

The chapter provides the details of the research topic, its relative background, the significance of the topic, as well as the relevant research objectives to be achieved.

1.2 Background

According to contemporary educational theorists and practitioners, the requirement for students to develop positive self-perception is fundamental (Torres, Strong, and Adesope, 2020). The construction of a student's self-concept, which is evaluative in character, is influenced by the student's diverse educational experiences and comprehension of the educational setting (Vispoel, 2021). One of the key indicators for predicting academic achievement in schools is self-system processes (Klopach and Wickrama, 2020). Everything that takes place inside the academic setting is referred to as the learning environment.

It includes the educational, physical, social, and psychological environment in which students live and is believed to be a key factor in their moral and professional growth (Liu, 2022). In the last three decades, there has been a growing emphasis on the learning environment in the field of education, particularly in relation to students' academic achievement (Hassan et al., 2021; Bobba and Frisancho, 2020). This shift has been accompanied by rapid changes in the educational objectives and strategies worldwide. Various programs, curriculum enhancements, and instructional approaches have been introduced with

the aim of improving the overall learning environment and fostering students' academic success.

The learning environment determines what, how, and why children learn; it has a significant influence on students' learning experiences and outcomes (Ketelhut et al., 2020). Moreover, it has an impact on pupils' levels of interest and learning effectiveness. The literature shows a conclusive link between educational environment and the beneficial results of students' accomplishment, satisfaction, and success. This relationship between educational environment and students' achievement has been a fruitful topic of research (Hassan et al., 2021; Bobba and Frisancho, 2020; Klopach and Wickrama, 2020; Ketelhut et al., 2020). Additionally, data from earlier studies demonstrates that students who perceive the educational climate favorably outperform those who do not in terms of academic accomplishment (Hassan et al., 2021; Bobba and Frisancho, 2020). Thus, it became possible to perform a large number of research to look into how students view their educational setting. The evidence from the literature suggests a link between students' academic success and their perceptions of the learning environment in the subject of health profession education.

The capacity to reflect on one's own thought processes enables the teenager to conceptualize the interior workings of the self-system. For instance, to develop a knowledge of how the interplay between the value of achievement and one's sense of sufficiency affects the assessment of one's overall value as a person. According to Daily et al. (2019), among school-aged children, academic achievement, self-perceptions of competence, and motivation are all generally connected. Students who feel good about themselves are more likely to be intrinsically motivated and have a tendency to be academically competent, albeit the exact

direction of its effect is unknown (Ketelhut et al., 2020). The self-system is this dynamic network of self-related motivation, cognitions, and academic performance.

A study by researchers looked at the relationship between academic success and academic self-concept. It was confirmed in the study's research conclusions that academic self-concept strongly and favourably impacts overall performance in both literature and mathematics. (Wu et al., 2021) According to Khuram et al. (2021), students who believed they were academically capable also performed better on tests. This is as a result of their self-motivation (Wirthwein et al., 2019). According to a study conducted among 15-year-old adolescent pupils, there is no discernible relationship between the mean performance of academic creativity, motivation for accomplishment, self-concept, and the Brightness Index and adjustment. Self-perception and academic success, however, have a positive relationship. It has been noted that pupils with higher test scores and a more positive self-perception exhibit confidence (Vispoel, 2021). They have chosen to enroll in a degree programme with a larger return on investment because they have higher expectations for their exam scores. They anticipate substantially bigger pay.

Despite ongoing endeavors to enhance academic performance, a significant number of high school students in a private school located in Sharjah face persistent challenges in achieving satisfactory levels of academic success. Furthermore, these difficulties in academic achievement have the potential to detrimentally affect students' self-perceptions, thereby creating additional barriers to their overall academic progress. Hence, the primary aim of this research is to ascertain the precise educational factors that are contributing to low achievement among high school students within a private school in Sharjah. Additionally, the study seeks to

gain a comprehensive understanding of how these identified factors influence the self-perceptions of students attending the institution.

1.3 Problem Statement

Given that this is still a new field that has to be explored and investigated, evaluation of the learning environment's impact reason of low achievement and self-perceptions on student academic progress and satisfaction with the current learning environment and experiences is necessary (Bobba and Frisancho, 2020). There are, however, few studies from developing nations that look at connections between the learning environment and academic success (Hassan et al., 2021). It is challenging to determine what are the educational factors related to learning in which students' learning is taking place is satisfying to them due to the lack of such assessment research (Radhwan, 2019).

It is crucial to get students' input on their perceptions since it has a significant impact on their accomplishments, contentment, and success (Bleidorn et al., 2019; Grimm and Ram, 2018). Therefore, the goal of this study was to determine the educational factors that are the reason of low achievement in high school students and their self-perceptions in a private school in Sharjah. Thus, drawing on recent developments in the study of individual difference changes (Bleidorn et al., 2019; Grimm and Ram, 2018), we conducted a longitudinal study in which we investigated (a) the degree and direction of individual difference changes. In order to do this, we used a Latent Change Score framework, which is a latent variable approach (Kline, 2016; Perinelli et al., 2022) that is frequently used to investigate the stability and change of a construct (as well as their predictors, outcomes, and correlates) (Perinelli et al., 2022; Klopach and Wickrama, 2020). Due to the fact that, to our knowledge, no study has

examined these issues for the private schools in Sharjah (Radhwan, 2019; Al Bakri, 2016), this research has adopted a substantive-methodological synergy (Borsboom, 2006) in order to advance research on academic self-concepts (particularly on their change and their relationship with academic achievement). The usefulness of addressing academic self-concept during particular school years may be revealed by shedding light on academic self-concept change and its relationship with academic accomplishment. Results in particular may point out when and how to intervene on academic self-concept as well as possible side effects of change (Hassan et al., 2021). This research then goes over the most recent findings in the area of the connection between academic self-concepts and academic achievement; then discuss how examining changes in academic self-concepts may help to learn more about this area; and finally, the specific contribution in more detail.

1.4 Purpose and Objective

The purpose of this study is to investigate the reasons behind the low achievements in external exams (NWEA-MAP) and the reasons behind the achievement gaps between internal and external assessments in private American high school in Sharjah. The study also suggests ways for the school to overcome the factors causing the achievement gap. The expected outcomes of this result can be many, however, some are listed below:

1. The gap which may include consultation between teacher and students in university of Sharjah.
2. The language barriers and many students of UAE faces difficulty with English language.

3. Any gap can be discovered which will involve the factors that impact student performance at school or colleges in UAE.
4. The social and psychological intervention that may affect high school student performance.

1.5 Research Question

The following are the research questions set for the research:

Research Question 1: What are reasons behind the low achievements in students in their external exams (NWEA-MAP) in Private American high school in Sharjah?

Research Question 2: What are the reasons behind the achievement gaps between external and internal assessments in Private American high school in Sharjah?

Research Question 3: What are the strategies that can be used for overcoming the achievement gaps between external and internal assessments in Private American high school in Sharjah?

1.6 Research Objectives

The following are the research objectives:

- To assess the reasons behind the low achievements in students in their external exams (NWEA-MAP) in Private American high school in Sharjah. (Schechter & Chase et al., 2022)
- To evaluate the reasons behind the achievement gaps between external and internal assessments in Private American high school in Sharjah.

- To determine the strategies that can be used for overcoming the achievement gaps between external and internal assessments in a private American school in Sharjah.

1.7 Research Significance

Understanding the educational factors that contribute to low achievement in high school students, as well as their self-perceptions, is important because it can help educators and administrators identify and address specific issues that may be impacting student performance. By understanding the root causes of low achievement and how students perceive themselves, interventions and strategies can be tailored to meet the unique needs of the students and improve their overall academic success. Additionally, this knowledge can help to improve the effectiveness of the educational system and ensure that all students have the opportunity to succeed. Understanding the educational factors that contribute to low achievement in high school students, as well as their self-perceptions, can have important implications for policy and decision-making in private schools in Sharjah. Some possible policy implications include:

1. Development of Targeted Interventions and Support Programs: Identifying specific educational factors that are contributing to low achievement can inform the development of targeted interventions and support programs to address these issues and improve student performance.
2. Professional Development for Teachers: Addressing low achievement in high school students may require teachers to develop new skills and strategies for working with this age group. Professional development opportunities can be provided to support teachers in this area.

3. Parental Involvement: Encouraging parental involvement in the education process can help to improve student self-perceptions and promote academic success.
4. Curriculum review: Reviewing the curriculum and ensuring that it is aligned with the needs and abilities of high school students can help to improve student achievement.
5. Student-Centered Learning: Encourage student-centered learning methods that allow students to take ownership of their learning and foster self-motivation, self-directed learning, and self-evaluation.
6. Mental Health Support: Provide mental health support to students who may be struggling with self-esteem and self-perception issues, which can negatively impact their academic performance.

By incorporating these policy implications, Private schools in Sharjah can improve the overall educational experience for high school students and increase their chances of academic success.

1.8 Research Structure

A research structure for investigating educational factors that are the reason of low achievement in high school students and self-perceptions of students in an Private school in Sharjah can be designed as follows (Figure 1):

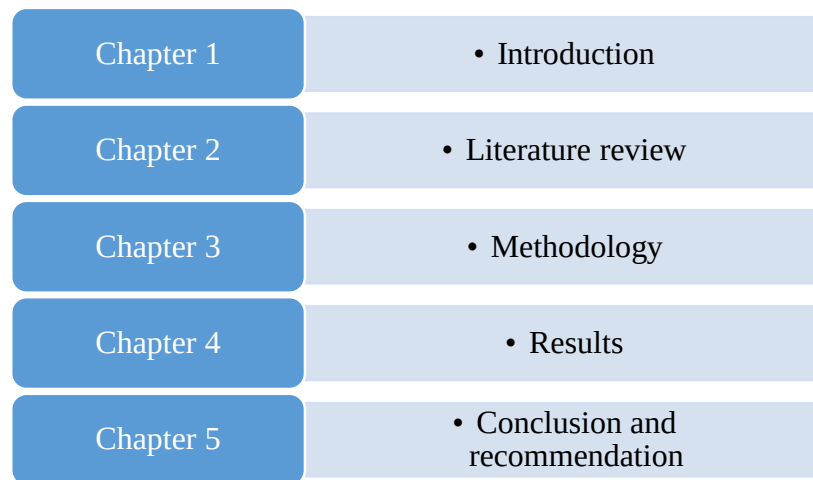


Figure 1: Research Structure

1. Introduction: The main research question should be focused on identifying the specific educational factors that are contributing to low achievement in high school students, as well as the self-perceptions of students in a private school in Sharjah.
2. Literature review: A thorough review of existing literature on the topics of high school education, student achievement, and self-perceptions should be conducted to gain a deeper understanding of the existing research in these areas and identify gaps that need to be filled. (van Dinter et al., 2021)
3. Methodology: The research design should be chosen based on the research question and the literature review. The design should be appropriate for the research question and should be able to answer the research question. Data should be collected through a variety of methods, such as surveys, interviews, and observations, to gather information about the educational factors that are contributing to low achievement and student self-perceptions.
4. Results/Data Analysis: The data collected should be analyzed using appropriate statistical techniques, such as factor analysis and regression analysis, to identify

patterns and trends in the data and draw conclusions about the educational factors that are contributing to low achievement and student self-perceptions.

5. Conclusion and Recommendations: Based on the data analysis, the researcher should draw conclusions and make recommendations for addressing the educational factors that are contributing to low achievement and improving student self-perceptions in Private school in Sharjah. This would also include identifying the future work to be done in the research field.

This research structure can provide a framework for conducting a comprehensive and rigorous study that can inform policy and decision-making related to high school education in private schools in Sharjah.

Chapter 2: Literature Review

2.1 Overview of Chapter

The current study will discuss the reasons behind the low achievement of students in their external examination in the literature and then relate it to the private school in Sharjah. Students' low academic accomplishment and strategies for coping with the problem are provided in the present study (Amate et al., 2020). From a more theoretical perspective, this means making a meaningful contribution to the literature studied at the secondary school level (Simeon, 2016; Thibaut et al., 2018). This is because it identifies the root causes of students' poor performance in secondary school and offers solutions to help them succeed in their external examination (Graham, 2020). The current research is one of many that aim to figure out what's going wrong in the Higher Secondary education system and how to fix it. If the School Education division, parents, educators, and students all implement the study's recommendations, it will help alleviate the current crisis. This research aims to:

- Explore the societal factors that contribute to children poor academic performance, and
- Identify the psychological factors that play a role in these students' underachievement.

2.2 Theoretical Framework

This research makes use of critical theory to analyze the causes of the student poor performance in their external exams in Private schools Sharjah. Respondents are humans, and as such, critical theory prescribes the kind of conduct a democratic society should entail, as well as the conditions under which such behavior is possible (Holst and Moe, 2021). Lliu,

(2022) agree with the claim that critical theory "provides the descriptive and normative underpinnings for social inquiry aimed at reducing dominance and promoting freedom in all its manifestations" (Liu, 2022). This would appear to indicate that critical theory is successful in empowering previously powerless persons. Teachers have been blamed for their students' low test scores since they must subject their pupils to an array of exams. They have been cut off from the rest of the education community, and their performance is now only measured by their students' outcomes (Madigan and Curran, 2021; Clever et al., 2020). Every time students' performance falls short of expectations, teachers are warned that they risk losing their jobs. Teachers who have little to no influence on students' performance may nevertheless be accused of "inequality" and "discrimination" because of it. The goal of critical theory, therefore, is to promote democracy and freedom for the welfare of people and communities (Matsumoto, 2019). Researcher used this perspective as a critical lens to investigate how both instructors and students explain the decline in results. "the researcher's purpose with critical theory is to study viewpoint and common meanings and to generate insights into circumstances like schools and classrooms," as one author puts it (Boström and Bostedt, 2020). By immersing themselves in their students' social environments and trying to understand the world from their students' perspectives, critical educators hope to get insight into what matters most to them (Sierra, 2020). It is the goal of critical theory to "identify the 'false' or fractured consciousness that led a person or social group to relative weakness or, indeed, power, and it examines the legitimacy of this" (Sierra, 2020). Because of difficulties associated with Batswana expectations and the function of schools, critical theory was used to investigate the factors that influence student success.

The control-value theory of achievement emotions provides a comprehensive framework for investigating the impact of emotions on academic success in students. Pekrun hypothesizes that the connection between students' positive emotions and their academic performance is mediated by their capacity for self-control, metacognition, and cognitive processes (Feraco et al., 2022).

There are four ways by which students' emotions might impact their performance, and two primary channels through which they can affect students' performance: cognitive and motivating. Emotions may influence one's performance along the cognitive path via three mechanisms: mood-dependent memory; cognitive and metacognitive learning approaches; and the use of cognitive sources (Atiomo, 2020).

Conversely, self-regulation and the utilization of sophisticated learning approaches help people absorb new information (Kermarrec et al., 2022). Therefore, happy students employ more complex learning mechanisms and metacognitive processing (Baer and Kidd, 2022), which boosts their academic achievement. Because of this, metacognitive learning methods may be utilized to reduce the effect of emotions on performance in school.

Pekrun's control-value theory (Shao et al., 2020) states that control evaluations (perceived control) and value evaluations (the importance of the task at hand) are two of the most essential factors in the development of academic emotions (perceived value). People's confidence in their ability to regulate their own accomplishment activities and the outcomes of those endeavors forms the basis of regulate evaluations. As indicators, we use things like self-efficacy and other measures of how we think of our own abilities. This suggests that academic self-efficacy (as a cognitive evaluation) may have an impact on students' emotional experiences in the classroom (Zysberg and Schwabsky, 2021). However, many researchers

have looked at how self-efficacy affects success in school since Bandura (1977) first proposed the concept. Bandura's (1977) social cognitive theory focuses mostly on self-efficacy and how it affects performance and motivation (Akhter et al., 2022).

Some studies have shown a correlation between high levels of confidence in one's ability to succeed in school and the use of metacognitive techniques to study (Gulacar et al., 2020). To be more specific, studies show that pupils with greater levels of self-efficacy (as an expectation component) are more likely to keep trying despite setbacks. Even if self-efficacy has a positive effect on how hard students work, there is some evidence to indicate that the efforts of students who rate themselves highly in this area are of a higher quality than those of their peers who rate themselves lower in this area. (Alhadabi & Karpinski et al., 2020) These pupils make use of a wide range of higher-order cognitive and metacognitive strategies. This leads to enhanced education and greater academic achievement (Rizakhojayeva and Ibadullayeva, 2020). To reduce the risk of failure, they focus on easier problems and use more superficial approaches, while disregarding deep learning (Rizakhojayeva and Ibadullayeva, 2020).

Thus, various research has shown that self-efficacy and metacognitive learning strategies are strongly linked. Pintrich argues that students' perceptions of their own abilities play a pivotal role in deciding whether or not they adopt these strategies. Self-regulated learning theories suggest that students need more than knowledge of cognitive and metacognitive strategies to succeed (Hayat et al., 2020). As such, the metacognitive methods and other features of self-regulated learning may be related to the following three motivational components proposed by the general expectancy-value theory of motivation (Hertel and Karlen, 2021). components (a) emotional responses to the task (pride, rage, etc.), (b)

expectations for the students' abilities to execute the work (self-efficacy), and (c) values associated with the activity. Previous research has shown that self-regulated learning features such as expectancy, value, and emotional components have a positive correlation with one another.

Conclusions drawn from studies in this field show a positive correlation between self-efficacy and metacognitive strategies for learning (Sotardi, 2022). But several studies have demonstrated that students' metacognitive learning techniques are among the most important factors in whether or not they succeed in school (Sotardi, 2022). Therefore, metacognitive learning strategies have been shown in certain studies to reduce the effect of self-efficacy on academic performance (Hayat et al., 2020). There have been some promising findings from this line of inquiry. The literature review shows that while many studies have looked at the effects of variables like academic emotions, academic self-efficacy, and metacognitive learning strategies on academic achievement, very few have focused on the direct and indirect relationships among these variables and examined the role of emotions, self-efficacy, and metacognitive learning strategies together as predictors of academic achievement in a systematic way. These factors have been studied before, but either in isolation or in the context of fields other than medical education (Chang et al., 2021). Therefore, the current research was designed to test the plausibility of the control-value theory, the expectancy-value theory of motivation, the social cognitive theory, and the evaluation of related literature.

2.3 Self – Perception of Students

The manner in which the students evaluate the content of their studies serves as the foundation for the students' perceptions of their own academic achievement. The students'

optimistic perceptions of their own academic capacities lend credence to the importance they place on their education. It's possible that the same children, after another year had passed, came to very different conclusions about who they were (Harrison and Mathuews, 2022). This can be seen in retrospect. It is possible that it is in the context of such non-cognitive factors that an individual's understanding of the character of other people becomes the most important.

The lack of academic success is one of the challenges that children, educators, and parents find to be one of the most difficult to overcome. Students are considered to be extremely valuable commodities in the academic world (Felten et al., 2019). Their achievements will largely determine the direction that their academic career takes. The level of academic achievement achieved by students is a primary indicator of their future levels of development, achievements, and levels of success (Namoun and Alshanqiti, 2020). A variety of factors can have an effect on the academic performance of students. Evaluation is an essential component of the education process because it provides a measure of a student's growth and academic achievement over the course of their time spent in school.

One of the self-perceptions of students indicates that stress is a major reason behind this downfall in academic performance. This is supported by the research that follows, which shows that students' academic performance is getting lower in external exams (NWEA-MAP). Both students and their families are under pressure due to required examinations (Abouelanein and Hossni, 2022). Even though standardized tests and benchmark assessments are very helpful, there are a number of factors that need to be taken into consideration because they may have a negative impact on the mental health of students. Students and teachers are concerned about the amount of time that is taken away from in-class instruction in order to

administer exams (Abouelanein and Hossni, 2022). The results that students achieve on standardized tests, such as the Measures of Academic Progress (MAP), play a significant role in determining where schools fall in NA's overall rankings and ratings. Because of this, schools and the people affiliated with them feel an unnecessary amount of pressure as a result of the fact that students' results reflect the school's ranking. This, in turn, influences children's attitudes toward school as well as their own academic ability (Caraig et al., 2020). The ever-increasing benchmark and standardized testing requirements are putting a strain not only on educators but also on the students themselves.

2.4 Factors Affecting the Poor Academics

As the research emphasize solely upon the poor achievements of students in external exams (NWEA-MAP), there must be several reasons for this failure on which some of them are listed below.

2.4.1 Language Barriers

Students' low grades might be the result of a number of different causes. As living in Sharjah, the students might find difficulty in learning and speaking English language as their official language is Arabic. Quite a few students come to class without the linguistic proficiency necessary to fully engage with course materials (Fidalgo et al., 2020).

Examinations will be written in these languages to ensure that students have a firm grasp of the material. There's a chance the student gets the ideas in their own tongue but struggles to articulate them in the exam's language. The linguistic barrier ultimately leads to a poor final grade for the student. Seidenberg et al, (2020) claims in that reading their mother tongue aloud takes years of practise for a youngster. Over twenty-five different languages are spoken in

Botswana's diverse population. Both Setswana and English are taught to students before they have learned their native tongues. Setswana is recognized as the country's primary tongue, but English is the de facto business language. English is the language of teaching from kindergarten through college. However, students are obliged to acquire Arabic until they complete secondary school (Siemund et al., 2021). Exams often include questions written in one of these languages to gauge a student's level of subject-matter comprehension. The student may grasp the topics in their native tongue but struggle to articulate them in the examination's language. The linguistic barrier ultimately leads to a poor final grade for the student.

2.4.2 Parental Involvement

When it comes to one's performance on standardized examinations, scholars have stated that the importance of intrinsic motivation cannot be overstated (NWEA-MAP) (Shin et al., 2019; Koca, 2016). Parental involvement is also important. The child will do better in school if you take an active role there. A child's academic performance may suffer if their parents overly concern themselves with his or her appearance. In the real world, some parents are quite controlling when it comes to academics. Researchers have shown that parents' approaches to parenting may have a detrimental effect on their children's academic success (Anthony and Ogg, 2019; Koca, 2016). A passive and permissive approach will not help your youngster appreciate school. The lenient approach is one in which restrictions on children are relaxed. The kids may choose how they want to learn. When raised in this manner, children often put off their education in favour of more exciting and urgent goals (Lareau, 2019). Keep in mind that "if you spare the rod, you pamper the kid." It turns out that parents who aren't actively engaged are the worst of the worst when it comes to their kids' academic success. In a similar vein, parents often let their children make educational decisions on their own

(Nomaguchi et al., 2020). They don't provide a hand with schoolwork or provide comfort when kids are going through tough times. The outcome is a loss of desire and interest in learning on the part of the pupils. (Lara & Saracostti et al., 2019)

2.4.3 Poor Learning Habits

Some students may be underperforming because of their poor study habits. Academic performance suffers when students lack the necessary study skills and motivation to succeed. Students' lack of readiness for exams and examinations may be traced back to their negative perspectives on school, their unwillingness to learn, and their lack of pre-class preparation. Student intellect, family background, and access to necessary materials are all elements that influence how well pupils do in school (Wardat et al., 2022). Due to the aforementioned shortcomings, pupils will have trouble succeeding in school.

2.5 Impact of Self-Perception on Academic Achievement

The ability of an individual to engage in metacognition paves the way for the development of ideas regarding the operation of the individual's inner workings. to gain an understanding of how different aspects of a person's life, such as their level of accomplishment and how they feel about their own capabilities, influence their sense of self-worth, for example (Wang et al., 2020). According to reports, there is a correlation between children who go to school and their level of academic achievement, confidence in their own abilities, and interest in learning. Children who have a positive outlook on themselves are more likely to be naturally driven, and they have a greater chance of being academically competent, despite the fact that the direction of its influence is uncertain (Lee et al., 2019). The dynamic interconnections between thoughts about oneself, personal drive, and academic achievement

are referred to as one's "self-system," and the term "self-system" is used to describe these connections.

Students have a very clear understanding of the significance of education due to the fact that they are very aware of the value they place on their own abilities (Rajji, 2019). It's possible that after a year of living on their own, these children will have completely new perspectives on themselves. The world of such non-cognitive factors is likely where one's understanding of the human condition will, in the end, find its most fruitful expression.

Researchers conducted an intriguing investigation in which they looked at how students' self-perceptions of their academic abilities compared to the actual grades that they received. According to the findings of the research conducted, academic self-concept was found to be a significant and positive predictor of overall performance in the subjects of literature and mathematics (kang et al., 2021). This was the conclusion reached by the researchers. According to the findings of a recent study, students who had a positive self-perception regarding their intelligence had higher academic achievement. This occurred as a result of the intrinsic motivation they possess. Students' perceptions of their own academic abilities have an effect on their capacity for learning and achieving success in a variety of curricular areas. One's academic sense of self can be broken down into two distinct categories. An individual's overall estimation of the intellectual superiority of that individual in general. Students often have multiple subject-matter self-concepts, each of which reflects their level of expertise in a particular academic field (Beudels et al., 2021). According to research (Hoemann, Xu and Parker, 2019) children are capable of distinguishing clearly between their own levels of expertise in a variety of domains. A person's self-concept is not a fixed, characteristic-like entity.

According to studies that were carried out on students in secondary schools, factors such as creative ability, success motivation, self-concept, the Brightness index, and adjustment did not have a significant impact on students' overall academic performance. On the other hand, there is a positive correlation between how an individual view themselves and how well they perform academically (Khassawneh et al., 2022). Students who not only have a more positive view of themselves but also have higher test scores typically give off an air of assurance.

2.6 Low Achievement Drivers

2.6.1 Teacher's Resilience

According to the findings of several studies, the interest of students' parents in their academic pursuits declines as the level of difficulty of the coursework increases for the students. They believe their child is mature enough and responsible enough to handle their studies all by themselves, which frequently results in the form of poor achievement from the child. As a result, they are typically not present to support their child as they progress through their educational career path (Ketelhut et al., 2020). The academic growth of children can be supported by their teachers in a variety of ways, including the following: reading to their students, monitoring their activities at school and in the community, encouraging their student to complete their own homework, providing tutoring or mentoring in a variety of subject areas, and encouraging their children to do their own homework (Ketelhut et al., 2020). Even when other contextual factors, such as socioeconomic status and family size, are taken into account, research shows that parental involvement continues to have a positive effect on the academic performance of children.

2.6.2 Methods, Materials and Tools for Instruction

It has been found that aspects of the school environment, such as the relationships between teachers and students, the friendships among students, and the attitude and outlook of faculty and staff, all have a significant impact on students' academic performance. There is a correlation between schools that have a favorable learning environment and improved student performance and academic achievement (Daily et al., 2019). This is because students are more motivated to study in schools with a favorable learning environment. In addition, research conducted by Anthonymsamy, Koo and Hew, (2020) demonstrated that students who attended schools with a positive environment had significantly higher levels of academic achievement than their peers. In addition, research has shown that students who go to schools that place an emphasis on the wellbeing of their pupils perform significantly better in general and on tests administered at the state level.

2.6.3 School's Environment and Academic Performance

During the course of a school year, a teacher and their students can make use of various teaching and learning resources, such as maps, models, and the whiteboard, to assist the students in gaining knowledge and making advancements in their academic careers. Students have the opportunity to engage with the materials using their senses of sight, sound, smell, and taste, which in turn enables them to conceptualize abstract knowledge, develop skills, and draw conclusions (Anand and Ackley, 2021). Researcher were able to acquire knowledge through a variety of instructional resources, including those that are auditory (such

as radios), written (books, charts), or non-printed (other) (real objects, machines).

(JWEIHAN., 2019)

Based on what has been learned from the school's previous endeavors, it is clear that the growth of Private school Sharjah has not kept pace with the institution's dedication to delivering an education of the highest possible standard. This study's objective was to investigate whether or not there is a demand for, and whether or not there are any high-quality Private schools in Sharjah. The findings demonstrated that despite being a reputable private school in Sharjah, still the Private School Academic achievement seem to have downfall. (Shihab, 2022) A climate that is unfavorable to the delivery of an education that is up to par has been created as a result of this, in addition to the lack of resources for instruction that has been brought about by inadequate funding.

2.7 Knowledge Gap

Despite the various endeavors undertaken by education stakeholders to address the challenges faced by private schools in Sharjah, the examination results present a concerning panorama. Consequently, there is an urgent demand to conduct a comprehensive investigation, particularly focused on community private schools in the district, with the objective of identifying and comprehending the factors contributing to students' academic performance in external exams, such as the NWEA-MAP (Winters, 2022). While private schools have been established in Sharjah since 2012, no prior research has been conducted specifically addressing the issue of low academic achievement within these institutions. Thus, this study aims to fill this research gap and shed light on the factors influencing academic performance in private schools in the region.

2.8 Conclusion

This study not only investigated conventional explanations for low academic performance among Private school students in Sharjah, but also shed light on less obvious causes. In addition, the research suggested solutions or methods for addressing these shortcomings. As a consequence of using a qualitative case study method, we were able to get to the bottom of some of the elements, such family participation and motivation, in a way that seemed more in-depth and genuine than what had been achieved in earlier research. The research concluded that Sharjah Private school are not immune to this issue that contributes to students' poor performance. Pupils face several challenges that are not acknowledged nor handled for a variety of reasons, some of which are ignored. According to the results of this research, students who are struggling academically face a number of challenges that need the combined efforts of a number of parties.

Chapter 3: Research Methodology

3.1 Overview of the Chapter

This chapter provides an in-depth overview of the strategies and procedures implemented during the study, along with their justifications. The data collection was carried out using quantitative methods, and the specific investigative methods utilized in this study are detailed below (Creswell & Creswell, 2017). The chapter is organized into four subsections, which include the design, sampling methodology, data gathering methods, and data analysis methods. Additionally, it encompasses aspects such as research tools, validity measures, reliability measures, data collection processes, and ethical considerations. Furthermore, it covers essential elements such as the research design, study location, target population, sampling methodologies, and sample size (Suri, 2020).

Quantitative studies aim to shed light on the social environment by producing new data and insights. Scientists from the social sciences, such as those studying communication, employ quantitative research to study events and how they affect people. Individuals are the focus of the research conducted by social scientists. The purpose of quantitative research is to gain insight into a specific subset of the population (the "sample population"). Quantitative research is a method of scientific inquiry that uses numerical data collected via observation or measurement to answer questions about a population sample.

3.2 Research Approach

Quantitative techniques were applied in this investigation. Given that no one approach is adequate, a variety of philosophically grounded techniques have been put to use. According to, quantitative and qualitative methods of inquiry have often been used in tandem, both inside and across separate research projects. As contrast to qualitative research, the results of quantitative research are derived via the use of statistical methods and other quantifiable ways, as stated by.

3.3 Research Design

The conceptual frameworks within which the study is done are referred to as the "research design" in. Because of its focus on characterizing individual or group characteristics, this study's research design qualifies as both descriptive and diagnostic, whereas diagnostic studies focus on establishing the frequency with which an event happens or the relationship between two variables.

3.4 Target Population, Sample and Sampling Procedure

3.4.1 Target Population

The participants in this research were students at a posh private school in Sharjah. Because students in elementary and intermediate schools are not assessed in some of the courses, they were excluded from the research. All the students at the Private school in Sharjah were included in the count (Creswell, and Creswell, 2017). Government-funded institutions in the United States are exempt from the usual school accountability measures. The Sharjah private schools included in these statistics were a diverse bunch. The statistics did

not include information about specific students but rather reflected trends across the school. As a result, no worries should arise about students' privacy. No student's privacy was at risk; this was only a cross-section of a school's population.

3.4.2 Sampling

Sampling is the practice of learning about a whole population by looking at a small subset of that group. Additionally, a sample, as defined by, is a selection of respondents drawn at random from the larger population from whom the researcher hopes to draw conclusions. Descriptions of the population or phenomenon under study are what descriptive research is all about. Studying in a descriptive manner is called "research." Rather of focusing on the "why" of a topic, as in an explanatory approach, this descriptive approach to research emphasizes the "what" of the issue at hand. Descriptive research is used primarily to describe a demographic segment while the investigation is being done. The "why" of a phenomenon's occurrence in the world is not the emphasis of this method. As an alternative way of putting it, it "describes" the topic of inquiry without providing an explanation as to "why" the inquiry is being conducted.

Descriptive research restricts its survey data collection to objective measures of demographic characteristics of the population under study. This research will investigate the buying habits of people of diverse ages in the United States. Since the private schools' main priority is establishing its foothold in the private school market, it is unlikely that it would perform an examination into the causes that lead to the formation of such tendencies.

The two types of sampling techniques are probability and non-probability. The second kind of strategic sampling approach that will be used is called "non-probability sampling," and

it will be selected depending on how the sample participants and researchers evaluate the study process. (Berndt., 2020) The authors argue that it is critical to specify criteria for study participants, including demographics, gender, age, and attitude. For this study, we will be collecting samples in a non-probabilistic manner.

In their study, the author found that the non-probability sampling method allows the researcher to swiftly discover the techniques that may be utilized. This research sampling method is also preferred above others since it collects data according to the specific characteristics of the study. This position will be chosen among students attending a private school in Sharjah. Since various researchers recommend different sample sizes for data collecting, there is no universal rule for the minimum number of examples required for data analysis.

In order to generalize from measurements of a subset of a population to the whole population, sampling is used. In order to accurately reflect the characteristics of the population being studied, a representative sample must be selected. There was a systematic approach to selecting both students and educators from the pool of schools using a random selection method.

3.4.3 Instrument of Measurement

When doing research, researchers might choose one of two paths in terms of how they analyze the numerical data they collect. Descriptive analysis is a word used in statistics to describe the process of identifying, defining, and presenting the constructs of interest or the relationships between them. Inferential analysis refers to the use of statistical methods to test hypotheses (theory testing).

The instrument used in this study was created utilizing information from other studies in order to assess the most important factors that contribute to an employee's overall satisfaction on the job. A self-administered, questionnaire-like tool was at issue here. There were five main groups of questions, one for each of the independent factors, each of the mediating variables, and each of the dependent variables. Next, questions on the dependent variable were asked in response to the major sets of questions. Statistics on the population. A five-point Likert scale (with 1 indicating "strongly disagree" and 5 representing "strongly agree") was used to rank the answers. It was requested of the participants that they express their level of agreement with the scale. Accordingly, a numeric value between one and five was given to each level of agreement. This allows us to calculate an overall sum from the responses we get.

Alternative hypothesis testing cannot be conducted simply using statistical methods. However, it is indirectly confirmed by making an argument against the null hypothesis at a certain level of probability. (Yanai & Lercher et al., 2020) A hypothesis is a liability. *Genome Biology*, 21(1), 1-5. Testing hypotheses statistically will always have some degree of uncertainty since samples can never be perfect representations of the population. This is because it is always possible that the conclusions we take from sample data may not hold true for the full population. The p-value quantifies how likely it is that a statistical result is the result of chance alone. To determine how likely, it is that our conclusion is incorrect, we compare the p-value to the significance threshold. The purpose of this comparison is to ascertain whether the significance level is really significant. In the vast majority of studies, the significance level of 0.05 is used. If the p-value is less than 0.05, then we have statistical evidence to reject the null hypothesis in favor of the alternative hypothesis. Where $p > 0.05$,

insufficient evidence exists to reject the null hypothesis or support the alternative hypothesis as the more probable explanation.

3.5 Data Analysis

A questionnaire is a method of collecting information in which a set of forms with a series of questions written on them is used (Kumar, 2018). After receiving the surveys, respondents were able to open up and share their thoughts in detailed responses. Utilizing this method, the researcher may quickly amass a large amount of data. It works well for a large population, and the data gathered may be expressed in writing. The surveys included both open-ended and closed-ended questions. This prompted the distribution of surveys to both secondary school students and faculty. The availability of classroom resources, the number of available instructors, and other similar factors were among the datasets obtained with this instrument.

The researcher encountered issues with this approach, despite its use for gathering data, including respondents' delays in responding to questions, respondents' unfavorable evaluations of the study, and questionnaires with blank spaces. In order to overcome this obstacle, it was necessary to do meticulous follow-up.

Editing, categorizing, and tabulating the data are all part of the data analysis process (Creswell, and Creswell, 2017). The researcher used both qualitative and quantitative methods of data analysis in this study. In order to achieve the study's aims, the obtained data were cleaned, processed, summarized, and analyzed using SPSS. The demographic and characteristic data of the respondents were analyzed using descriptive statistics. According to the goals of the research, the collected field data were logged, tabulated, calculated, and

explained. The research was summarized, defended, and concluded using tables for interpretation and summary. To streamline the analytical procedure, percentages of quantitative data were calculated using SPSS.

3.6 Research Ethics

Privacy was an essential factor in the study process. The completion of a mail-in or web-based survey, however, represents implicit or "passive" agreement on the side of the participant. Respondents have the right to take part in the poll in any way the administrators see fit. They should have the option of not responding to some questions as well. Because of the importance of maintaining the workers' professional reputations, all information related to the questions and replies was kept secret. Each individual's moral qualms about sharing their opinions on the company's leadership had to be examined, as had the results of the company's time, energy, and cash investments. All personnel who took part in the process had their identities concealed to ensure they would respond honestly. Science, human rights, and human dignity all benefit when researchers work together with society in an ethical manner. Participants' autonomy, informed consent, and safety will all be protected by these guidelines. With anonymity, the research team is unaware of the identity of the participant, which is a more stringent definition of privacy than confidentiality. For social research, this is a more challenging objective than maintaining participant anonymity since the programme organizer often knows the participants.

3.7 Chapter Summary

This chapter provides a comprehensive explanation of how the study discovered the elements leading to the low academic performance in the external assessment of secondary

education test for community secondary schools, especially in a private school in Sharjah.

These methods also provide light on the rationale for data analysis as shown by the collected data.

Chapter 4: Result and Findings

4.1 Introduction

The aim of this chapter is to present the outcomes and discoveries of the research project titled "The Educational Factors that Contribute to Low Achievement in High school Students and their Self-perceptions in a private school in Sharjah." It commences with an overview of the research inquiries and subsequently delves into an extensive examination of the gathered data. The findings encompass several factors that were explored, including grade level, gender, study duration, students' perspectives, language barriers, parental involvement, and ineffective study habits, among others. The chapter provides a comprehensive analysis of these factors, shedding light on their significance in understanding the academic experiences and self-perceptions of the students under investigation.

4.2 Descriptive Analysis

Table 1: Qualitative Analysis of Stakeholders Self Perception

	N	Mean	Std. Deviation	Minimum	Maximum
Grade Level (10th)	15	10	0	10	10
Grade Level (11th)	20	11	0	11	11
Gender (Male)	15	1	0	1	1
Gender (Female)	20	2	0	2	2
Study Duration (years)	35	2.89	0.692	2	4
Self-perceptions of students	35	7.31	0.713	6.5	8.5

Language Barriers	35	2.49	0.866	1	3
Parental Involvement	35	3.17	0.719	2	4
Poor Learning Habits	35	5.23	0.918	4	6

The analysis of the data provides interesting new information on the research subjects. First, the grade distribution in the dataset looks like this: 15 10th graders and 20 11th graders are included. Students from all grade levels are rather well represented here, allowing for valid comparisons and analyses to be made between them. There are 15 male students and 20 female students in the dataset. Students at the private school in Sharjah are almost evenly split between males and females, reflecting the variety of the student body.

Next, we look at how long students spend in school on average: 2.89 years, with a standard deviation of 0.692 years. This means that on average, each student has been enrolled at the school for over three years. The dataset likely contains students with varied degrees of expertise and familiarity with the educational environment of the institution, given the variety of study lengths, from 2 to 4 years. This variation in time spent in school makes it possible to investigate how students' life experiences may shape their perspectives on their own abilities and academic outcomes. Students have a typically optimistic view of their own academic ability, as seen by the mean self-perception score of 7.31. The majority of students have a positive perception of their own academic abilities, as shown by the range of scores from 6.5 to 8.5. Students at the private school in Sharjah seem to have a healthy dose of optimism about their own academic ability and future prospects, which is encouraging.

Participants assign a mean score of 2.49 and a standard deviation of 0.866 to language difficulties. This indicates that, on average, pupils have little difficulties with the language.

Some students seem to think language difficulties are more important than others, as seen by the range of ratings from 1 (low) to 3 (high). This conclusion emphasizes the need to help students who are having difficulty learning the material because of linguistic obstacles. The median score of 3.17 suggests that parents are only moderately involved in their children's schooling. The value of parental encouragement and participation in their children's education is shown by these results. Evidence from a private school in Sharjah indicates that parents there are reasonably involved in their children's education, which has a salutary effect on their success in school and their well-being as individuals.

For bad study habits, the mean score is 5.23 and the standard deviation is 0.918. This indicates that, on average, pupils have questionable study habits. Some children may have more evident bad learning habits than others, as shown by the ratings, which range from 4 (low) to 6 (high). Students' academic performance and positive self-perceptions may greatly benefit from the identification and correction of these practices. The data analysis sheds light on a wide range of participant characteristics, such as academic standing, gender, time spent studying, views of oneself, linguistic hurdles, parental participation, and ineffective study practices. (Barger et al., 2019) These results add to our knowledge of the demographics and life experiences of high schoolers at a Private school in Sharjah, and they may help shape interventions and tactics for boosting children' academic success and positive identity development.

4.3 Regarding Educational Standing and Gender

When trying to make sense of the findings of a study with a title like "The Educational Factors that Contribute to Low Achievement in High school Students and their Self-

perceptions in a private school in Sharjah," it is essential to consider the grade level of the participants as well as their gender in order to understand the context of the study and determine how well its findings apply to the population that was being researched. From the private school that took part in the study, there were fifteen students in the 10th grade and twenty students in the 11th grade.

The distribution of students between these two classes is a reflection of the diversity that exists among the students that attend the high school. The fact that students from several grade levels participated in the research paints a more nuanced picture of the ways in which schooling may shape children's achievements and perceptions of who they are as individuals. By include students in grades 10 and 11, it is able to conduct a comprehensive analysis of the factors that have the potential to influence students' academic progress in the crucial junior and senior years of their schooling.

It is also well acknowledged how important it is to take into consideration gender as a component of demographic analysis. In all, there were 35 pupils, with 15 males and 20 females in the class. Because of the same number of male and female students in the class, it is possible to investigate how students' perceptions of themselves and their experiences in the classroom are influenced by gender. It's possible that a person's gender influences their level of academic performance, their feeling of self-worth, and their entire educational experience. It is beneficial to conduct separate analyses of the data pertaining to each student demographic since male and female students have distinct challenges and opportunities throughout their academic careers.

Using the setting of a Private school in Sharjah as the basis for the research helps to make the study more engaging. Within the context of a Private school in a foreign country like

Sharjah, the educational factors that have an influence on students' levels of success and their own perceptions of themselves may be reexamined in a different perspective. The study acknowledges that the school is international and multiethnic, which may have an impact on the children's day-to-day life and may be a factor in the findings.

The purpose of this research is to get an in-depth understanding of the educational factors that contribute to low levels of achievement and negative self-perceptions among high school children attending a Private school in Sharjah. In order to achieve this objective, participants will be recruited from grades 10 and 11, and gender will be taken into consideration. These demographic features are helpful in proving that the findings of the research may be applied to different contexts and groups that have characteristics that are similar to those of the sample population. In addition, segmenting the data according to grade level and gender makes it possible to arrive at a more nuanced interpretation of the results by taking into consideration the likely variations and specific requirements of each individual group.

In conclusion, by integrating grade level and gender as demographic variables, this study provides essential context to our knowledge of the factors impacting students' academic success and attitudes of themselves at a Private school in Sharjah. These factors influence students' academic performance and perceptions of themselves at a Private school in Sharjah. The purpose of this study is to provide a comprehensive picture of the unique challenges and experiences that are faced by kids of diverse grade levels and genders.

4.4 Time Spent Conducting the Research

When conducting research on "The Educational Factors that Contribute to Low Achievement in High school Students and their Self-perceptions in a Private school in Sharjah," the length of the study is an important variable to consider. This is because the length of the study reveals the degree to which the students have become accustomed to the instructional setting at the school. The duration of the study for the participants ranged from two years all the way up to four years, with an average duration of 2.89 years.

An important piece of demographic information that may be obtained about a child is the length of time they have been enrolled at the Private school in Sharjah. The participants' different terms of attendance demonstrate to their extensive knowledge with the school's instructional strategies, curricular options, and student services. It's likely that some of the students have just started attending, while others have been going there for a long time.

Given that students spend an average of 2.89 years in school, it is reasonable to infer that they have devoted a significant amount of their lives to the pursuit of academic success. The students are given more time to get used to the teaching methodology, academic expectations, and social environment of the institution. (Popovych & Blynova et al., 2019) It is possible that this will have an impact on the students' academic achievement as well as their opinions of themselves since it implies that the pupils are acquainted with the teaching framework at the school.

A wide array of degree programs ranging from two to four years in length are offered at this institution, which reflects the diversity of the student population. Students who have been attending the school for a longer period of time may have a more nuanced understanding

of the educational system and the challenges that accompany it than their shorter-term colleagues, who may still be adapting to the academic culture of the institution. This variability in study period enables for a greater awareness of the educational factors effecting student performance and self-perception. This is because it captures a larger range of perspectives and experiences, which in turn allows for a richer understanding of these factors.

The length of time that students attend the Private school in Sharjah might provide insight into both their commitment to and excitement for their academic pursuits at the school. Students who have been at the school for a longer period of time may have established tighter ties with their teachers, classmates, and the school community as a whole. They may have been provided with extra opportunities to take part in activities that would have enriched their lives, positions of leadership, and specialized educational programs that would have contributed to their overall education.

By considering the duration of study time as a demographic factor, this study underscores the significance of acknowledging the influence of time on students' educational journeys. It emphasizes the potential impact of factors such as the length of a student's school attendance and their access to educational resources and support systems provided by the school. These factors are recognized as potentially influencing students' experiences and the outcomes they attain, underscoring the importance of comprehending the role that time plays in shaping students' educational trajectories.

In conclusion, the duration of the research is an essential measure of how well-acquainted the students are with the academic culture of the Private school in Sharjah. The study was conducted over the course of a year. The kids in this sample vary in age from two to four years, giving them a broad range of life experiences from which to draw insights. The

average amount of time spent obtaining an education is 2.89 years. Because of this variety, we are in a position to conduct an in-depth investigation of the educational factors that contribute to the low academic success and negative self-perceptions of high school students. The duration of the research allows for a deeper understanding of kids' motivation and interest in school, which in turn allows for more targeted interventions and strategies to support students' academic and personal growth.

4.5 Findings

The findings of the study provide some insight into the students' perceptions of themselves as high schoolers attending a private school in Sharjah. The students' average self-perception score was 7.31 out of 10, with 1 being the lowest and 10 being the highest possible score. This indicates that the students had a positive outlook on their academic abilities. The findings, which ranged from 6.5 to 8.5, indicated that the majority of students had a favorable view of their own academic ability.

Students demonstrated a respectable degree of confidence in their own academic abilities by earning a mean score of 7.31 out of a possible 10. Students who attend a Private school in Sharjah that is known for having a rigorous curriculum and high educational standards are likely to have a positive view of themselves in terms of their academic abilities. It is possible that this is an indication that the students at this school have formed a healthy conviction in their own abilities to achieve in school. Ratings of self-perception ranged from 6.5 to 8.5, indicating that while the majority of students had a positive attitude on their own abilities, this positivity was not universally held by all of the students. A small number of students reported higher scores, which may indicate that they have a more positive attitude on

their own talents in the classroom. On the other hand, a significant number of students reported lower scores, which may indicate that they have a somewhat less positive view of themselves. This variation suggests that students' ideas of themselves may be shaped by a variety of circumstances, including the specifics of their academic histories, ambitions, and settings.

The positive self-perceptions held by students can have wide-ranging ramifications. Firstly, it signifies their confidence in their own capabilities, which can serve as a driving force in their pursuit of academic excellence. Having a positive self-image is correlated with increased academic effort, resilience in the face of challenges, and ultimately, academic achievement. These findings highlight the significance of nurturing positive self-perceptions among students, as it can positively influence their academic engagement and outcomes.

The findings also highlight how essential it is to assist high school students in developing and maintaining a positive perspective of themselves during the course of their education. Students who have a favorable view of themselves are more likely to adopt a growth mindset, which is characterized by an attitude that actively seeks out and embraces the challenges and problems that are inherent in the process of learning. This upbeat and positive attitude might assist a person in feeling good about themselves and doing well in school. Nevertheless, it is essential to keep the research's limitations in mind at all times. Students' evaluations of their own academic performance are reflected in their self-perception ratings, which may or may not be an accurate reflection of the students' actual academic performance. (MacCann et al., 2020) There is a possibility that factors such as social desirability bias and cultural norms influenced the responses of the pupils. Because the study was carried out at

only one private school in Sharjah, the findings cannot be generalized to any other types of educational institutions or student populations.

The findings of the study indicated, in the end, that high school students attending a private school in Sharjah had positive perceptions of their own academic abilities. The wide range of scores indicates that students have a great deal of variance in how they view themselves, but the mean score of 7.31 indicates that they have a high degree of confidence. Because of the possible influence that students' self-perceptions might have on their motivation and performance in the classroom, it is important to encourage students to have positive self-perceptions. The findings shown here illustrate the importance of doing so. However, further research is necessary to establish the factors that influence students' perceptions of their own academic ability and the ways in which those perceptions correspond to the students' actual levels of academic accomplishment.

The average score for difficulty in communicating was 2.49, and the standard deviation was 0.866. This suggests that students often have some language difficulties of a moderate level. Because of the potential impact they have on students' academic performance as well as their sense of who they are, these language barriers should not be neglected. The purpose of this study was to investigate the degree to which high school parents at a private school in Sharjah were active in their children's educational experiences. On a scale that goes from one to five, the average score for parental engagement is 3.17, which suggests a moderate level of involvement on the part of parents in the education of their children. The average score was 3.17, which shows that parents are only somewhat concerned in the educational experiences of their children. These findings highlight the value of parental support and engagement in their children's educational pursuits. The significance of a parent's active participation in their

child's academic life has received a lot of attention in recent years. When parents are involved in their children's educational experiences, there is a possibility of seeing beneficial impacts on their children's academic accomplishments, levels of motivation, and overall development.

At the private school in Sharjah, the parents seem to have a decent degree of engagement with their children's educational experiences, which may signal that they are aware of the significance of their role in their children's ability to achieve academic success. It's possible that they are attending school activities and meetings with their children's teachers in order to learn about their children's progress and discuss any issues they may have. If parents are this active, it's because they want their children to succeed in school and are willing to do whatever it takes to help them get there. If parents aren't this involved, it's because they don't want their children to succeed in school.

It is important that parents be aware of the many different ways in which they may assist their children in achieving academic success in school. This involves assisting students with their academic work, connecting with teachers, taking part in extracurricular activities, and ensuring that the environment at home is conducive to learning. It is possible that the average score indicates a moderate degree of parental engagement; nevertheless, further study into the variety and quality of parental involvement is essential to fully understand its influence on teenagers' perceptions about themselves and their academic achievement. The findings highlight the need of developing a strong partnership between schools and families in order to enhance the educational possibilities available to children. Young people may benefit from having both a loving and exciting educational environment if their parents and instructors work together. When they are able to have open conversations with one another, teachers and parents are likely to have a deeper understanding of each student's history,

interests, and academic achievement. By collaborating, instructors have a greater chance of understanding the requirements of their students and developing tailored strategies to assist them in achieving academic success.

The findings of this study shed even more light on the need of continuing efforts to broaden parental involvement in educational institutions. Teachers and other school administrators may decide to undertake various programs and initiatives in order to encourage more participation from parents. If the school offers resources, activities, and opportunities for parents to actively participate in their children's education, the home-school partnership may be reinforced, and this may have a positive influence on the children's self-perceptions as well as the academic performance. It is essential to acknowledge that the degree to which parents are active may be influenced by a variety of factors, including cultural norms, socioeconomic standing, and the parents' own levels of education. Therefore, it is vital for future research to analyze these factors in more depth and evaluate how they impact parental engagement, as well as how it is connected to children's attitudes about themselves and their academic achievement.

At a private school in Sharjah, it was discovered that the parents were fairly active in the education of their children. The amount of support and involvement that students get from their parents has a significant role in determining the kind of academic experiences that they have and how accurately they evaluate their own talents. A strong link between the family and the school is necessary in order to fulfill the goals of fostering student development and providing a supportive educational environment. (López et al., 2021). An increase in parental engagement has a positive effect on children's perceptions of themselves as well as their

academic achievement; nevertheless, further research and collaborative effort are necessary to find the most effective approaches to encourage parental involvement in their children's lives.

4.6 Methods of Studying That are Not Effective

The aim of this study was to investigate the prevalence of unproductive academic practices among high school students enrolled in a Private school in Sharjah, and to determine the frequency of such practices within the school. Upon analyzing the data, it was found that the mean score was 5.23, with a standard deviation of 0.918. These findings indicate that a portion of the students may have developed inadequate study habits.

The mean score of 5.23 demonstrates that the majority of students have poor study habits. Poor study habits may be identified by a number of symptoms, including but not limited to procrastination, disorganization, ineffective study techniques, and poor time management. These behaviors have a detrimental effect on students' academic performance, memories, and the overall quality of their educational experience.

Recognizing and changing students' unhealthy study habits is essential to improving students' academic achievement and fostering positive self-perceptions. If teachers and parents are aware of the specific behaviors that contribute to academic issues, they may be better able to support their students who are having academic difficulties. It is possible that the transitory nature of high school years is to blame for the frequency of poor study habits at this time. The years that children spend in high school are significant due to the rising academic challenge, the cultural transformations, and the greater need for children to be able to self-regulate. Some students could have trouble adapting to these alterations and developing healthy study

patterns, which can have a detrimental impact on their academic progress as well as their sense of who they are as a person.

A collaborative effort on the part of educators, parents, and the children themselves is required in order to improve the sloppy study habits that youngsters have. Teaching students how to effectively study, manage their time, and remain organized are all skills that teachers may impart that will go a long way toward encouraging students to put in enough effort in their academic pursuits. By building a community in the classroom that is both secure and interesting for students to participate in, teachers may give students a feeling of academic agency and a growth mindset.

When it comes to assisting their children in developing productive study habits, parents play an extremely important role. It is possible for parents to instill in their children the importance of self-discipline, organization, and consistent study routines by cultivating an environment in the home that encourages these characteristics. They may have frank conversations with their children about the challenges their children are facing in school and provide them with guidance and assistance.

In addition, it is ultimately up to the students themselves to break themselves of unproductive patterns of study. Students may improve their study habits and grow in self-awareness by reflecting on their own study methods and identifying areas in which they might use some improvement. This may be shown by doing things like making goals that are within your reach, seeking help when you feel you need it, and using effective study techniques.

4.7 Conclusion

The findings of the poll indicated, on the whole, that students attending high school at the Private school in Sharjah engaged in some questionable approaches to academic pursuits. As a consequence of these activities, students' academic performance and their perceptions of themselves could suffer. The first thing that has to be done in order to conquer these habits is to acknowledge that they are there, and then to take steps to alter them. A coordinated effort on the part of educators, parents, and students may help pupils build successful learning habits that increase their grades and their confidence.

The overall findings indicate that the students attending the private school in Sharjah have a positive perception of their own academic competence, which is supported by the fact that they have a good opinion of themselves. On the other hand, they have a little language barrier as well as some poor study habits. In addition, there is some engagement from parents, which is an encouraging sign since it has the potential to assist children in achieving their academic goals at school.

Within the setting of a private school situated in Sharjah, these findings offer valuable insights into the self-perceptions of high school students and the factors influencing their subpar academic performance. The outcomes underscore the importance of addressing language barriers, fostering increased parental involvement, and targeting negative learning habits to enhance students' academic experiences and self-perceptions. Subsequent chapters will delve into the practical significance of these findings, exploring potential interventions and strategies that can be implemented in the classroom to improve both student achievement and overall well-being.

Through this discussion, educators and practitioners can gain valuable ideas and insights to inform their educational practices, with the aim of creating a more conducive learning environment that supports student success and nurtures positive self-perceptions.

Chapter 5: Discussion and Conclusion

5.1 Introduction

In this last section, we will provide suggestions based on our research into the causes of poor academic performance and kids' evaluations of their own abilities among high schoolers at a Private school in Sharjah. Previous chapters have provided an in-depth explanation of the findings and an extensive examination of the data. Our next step is to use this information to provide concrete suggestions for teachers, principals, and other stakeholders to use in their efforts to boost their kids' academic performance and confidence. (MacCann et al., 2020) The educational variables, such as language obstacles, poor study habits, and parental engagement, are the focus of this chapter's suggestions, which are based on the results of the research. The suggestions will also emphasize the need of creating a welcoming atmosphere for students of all backgrounds. The private school in Sharjah may better help its students succeed, develop positive self-images, and reach their full potential if it follows these suggestions. The end objective is to provide pupils with the resources they need to persevere through adversity, adopt a growth mindset, and succeed in school.

In this first section, we'll talk about the suggestions, focusing on concrete tactics and interventions that might be used to address the identified pedagogical variables. Targeted academic assistance programs, more parental participation, encouraging optimistic self-perceptions, and cultivating an appreciation for other cultures will all be emphasized. (Barger et al., 2019) A justification and actionable next actions will be provided with each suggestion. After the suggestions, the chapter will close with a summary of the most important results

from the research, an examination of their relevance, and a focus on the possible consequences of following the recommendations. The study's caveats will be discussed as well, opening up prospects for further investigation.

Overall, this chapter strives to fill the gap between theory and practice by providing suggestions backed by data and specifically designed for the Private school in Sharjah. The school may help its pupils feel more confident, help them along in their studies, and improve their overall outlook on themselves by applying these suggestions. These initiatives have the potential to improve student's lives as a whole, giving them the tools they'll need to build successful careers and flourish in the years to come. (Sari et al., 2021)

5.2 Results Discussion

The present study has discovered important insights into the educational factors that correlate to low achievement and negative self-perceptions among high school students at a private school in Sharjah. These students attend the school in the United Arab Emirates. The results provide valuable new information that may be put to use to improve instructional tactics, broaden the resources available to students, and foster an atmosphere that is conducive to constructive learning.

The first variable that was looked at was the association that existed between grade and performance. The findings of the 11th graders in the sample may be compared to those of the 10th students since the 11th graders were included in the sample. When making conclusions regarding the findings of the research, the sample size of the study should be taken into consideration, despite the fact that it is not negligible. Despite this, there is still a possibility that the data might be used as a general indication of the potential differences that exist across

grade levels. Subsequent research with a larger sample size may be able to shed more, more compelling light on the nature of this link.

Additionally, the impacts of gender on academic achievement as well as subjective opinions were investigated. Students of both sexes are included in the sample, which has a sample size that is sufficiently big to for the evaluation of potential gender differences in self-perceptions and how those differences relate to academic accomplishments. (Santos et al., 2021) In spite of the fact that this study did not find any significant gender differences, future research with a larger and more representative sample is required in order to have a complete understanding of this subject.

In addition, this study evaluated how the amount of time children spent in school influenced their perceptions of how well they performed. The duration of the participants' education at the private school in Sharjah was around 2.89 years on average. Participants had been attending the school for quite some time. They are able to get familiar with the course material, teaching strategies, and educational procedures that are used at the school since they are there for such a significant amount of time. Despite this, various students will have various experiences when they are attending school, and it is important to take into consideration the varying amounts of time that will be spent studying.

The significance of the students' personal points of view was one of the most important things that came out of the investigation. The findings demonstrated that they had a positive view of their academic abilities, as shown by the fact that they gave themselves an average score of 7.31. Studies that demonstrate the relevance of one's own opinions in terms of academic achievement are compatible with this positive image that one has of themselves. According to the findings, it would seem that the students attending the Private school in

Sharjah had a favorable perception of their own academic ability. However, it is essential to recognize that individuals might have quite diverse notions of themselves, and it is also important to study the factors that can alter people's opinions of themselves.

Additionally, looked at was the effect that language barriers had on the overall academic achievement of the pupils. (McGregor., 2020) The mean score for language difficulties was 2.49, which indicates that students usually have a substantial degree of difficulty communicating as a result of linguistic hurdles. This finding makes sense when one takes into account the many different cultural and linguistic origins that are represented among the students in the area. It draws attention to the need of providing pupils with particular remedial strategies and support programs in order to assist them in overcoming difficulties with the language. (González-Valero et al., 2019)

The study also investigated how parents' involvement in their children's education may have a significant bearing on the growth of their children as well as how the parents see their own responsibilities in the educational process. The average score of 3.17 suggests that parents are only marginally interested in the educational development of their children. This study demonstrates the importance of partnerships between schools and families in the quest to improve students' academic performance. It has been shown that when parents are involved in their children's education, both their pupils' attitudes about school and their overall academic performance in the classroom increase.

In the final phase of the study, the aim was to assess whether the students had developed inadequate study habits. The average score of 5.23 indicates that a significant portion of students exhibit poor study habits, to varying degrees. These habits encompass challenges related to time management, difficulties in cultivating productive study techniques,

and tendencies towards procrastination. It is crucial to recognize that students' academic achievements and the formation of positive self-perceptions are intricately linked to their capacity to acknowledge and rectify ineffective study practices. Therefore, addressing and improving these study habits is crucial for enhancing students' academic performance and fostering a constructive sense of self.

These findings, which are the product of a study that was carried out at a private school in Sharjah, shed light on the educational factors that correlate to low achievement and bad self-perceptions among high school students. According to the results, the academic experiences of students are impacted by a number of elements. These factors include the students' grade level, gender, amount of study time, self-perceptions, challenges with language, the degree of parental interaction, and poor learning habits. These findings could be of assistance to educators, parents, and policymakers in their efforts to create classroom settings that are more favorable to learning, in which children have a sense of being valued and respected, and in which they are able to attain academic success. Two limitations that need to be noted are the small sample size that was used and the one-of-a-kind environment that the Private school in Sharjah provides. Additional study with a larger and more diverse sample is required in order to substantiate and expand upon the findings presented here. This will, in the end, lead to strategies that are supported by evidence and have a good influence on the academic success and general wellbeing of students.

5.3 A Comparison Based on Gender and School Year

According to the findings, there were a total of 15 students in the 10th grade and 20 students in the 11th grade that participated in the study. This division makes it easier to do

research into the parallels and divergences that exist between the two grade levels. It is important to keep in mind, however, that the sample size of this research is rather small; as a consequence, extreme caution is required before extending the findings to all of the high school students attending the private school in Sharjah.

This ensured that a balanced sample was obtained by having an equal number of male (15) and female (20) students engage in the study. Because of this balanced representation, we are able to explore whether or not gender influences how students view themselves as well as how students' performance in the classroom is influenced by factors outside of the classroom. However, before reaching any conclusions, it is important to take into account the sample sizes obtained from each sex group. The participants in this research had been students at the Private school in Sharjah for a considerable amount of time (an average of 2.89 years), which served as the time frame for this investigation. The amount of time they have spent at the school is one factor that may be used to evaluate their level of familiarity with the school's curriculum. It is essential to keep in mind, however, that the amount of time students have been registered at the school, and consequently in the study, might vary.

5.4 Student Perspectives on What They Think of Themselves

According to the findings, the students' perception of their academic abilities was generally positive, as indicated by the average score of 7.31. This aligns with prior research emphasizing the significance of positive self-perceptions in achieving academic success, implying that the students hold a favorable view of their own academic capabilities. However, it is important to note that while the majority of students exhibited positive self-perceptions, the range of values, spanning from 6.5 to 8.5, highlights a considerable variation in

individuals' levels of confidence. This suggests that while many students possess a positive self-image, there is still a notable diversity in the degree of self-assurance among them.

5.5 Concerns Regarding Communication

The students at the Private school in Sharjah have given themselves an average score of 2.49, indicating that they have moderate language difficulty. This conclusion makes sense when taking into account the diverse cultural and linguistic backgrounds of the students in the surrounding area. Through the adoption of language-specific treatments and support programs, it is possible to improve students' academic performance as well as their perspectives about themselves. (Ansar et al., 2020)

5.6 Parental Participation

The significance of family support in a student's educational route is shown by the median score of 3.17, which indicates a moderate degree of parental engagement. This score shows that the majority of parents are involved in their children's education. It has been shown that parental involvement has a substantial impact on a child's level of academic achievement as well as their capacity to maintain a positive feeling of their own worth. However, further study on the kind and extent of parental involvement is necessary to identify problem areas and direct assistance. (Mayer et al., 2019)

5.7 Poor Methods of Studying

The findings indicated that students, on average, had poor scholastic practices, receiving a score of 5.23 for this aspect of the evaluation. As a consequence of these behaviors, it is possible that students' self-perceptions and academic performance would

deteriorate. As a result, it is of the utmost importance to detect and alter these ineffective study routines by fostering productive study habits and cultivating an environment that is favorable to learning.

5.8 Recommendations

The study's findings offer valuable information regarding the academic aspects that contribute to low achievement and the self-perceptions of high school students in a private school in Sharjah. These findings serve as a basis for recommendations aimed at enhancing students' academic performance and fostering their overall satisfaction and well-being. By implementing these recommendations, educators and stakeholders can work towards improving students' academic outcomes and promoting a positive self-perception, thereby creating a more fulfilling educational experience. (Abuhassna et al., 2020)

First and foremost, it is very necessary to provide students specific academic aid programs in order to assist them in overcoming the language issues and bad study habits that were discovered in the research. With the support of these programs, students are able to overcome challenges and improve their academic performance by getting the language assistance, study skills, and learning strategies that are necessary for them to be successful. By tailoring interventions to meet the specific needs of each student, the school has the potential to enhance the students' educational experiences and contribute to the establishment of a strong academic foundation on which they are built.

Second, the influence of parents on their children's education and self-perceptions as learners cannot be overstated. Enhancing the school's connection with parents and promoting parental engagement can be instrumental in achieving this. This can be achieved through

consistent communication, organizing meetings between teachers and parents, and hosting educational seminars. By actively involving parents in their children's educational journey and providing them with resources and assistance, the school can create a collaborative environment that enhances student performance and cultivates positive self-perceptions. These efforts have the potential to establish a strong partnership between parents and the school, reinforcing the importance of parental involvement in shaping a supportive and successful educational experience for students. Emphasizing the significance of this collaboration can contribute to overall academic achievement and a healthy sense of self for the students.

Moreover, it is of the utmost importance to encourage students to have a positive image of both themselves and their capabilities while they are in the classroom. It's possible that the school will accomplish this goal through instructing pupils to develop a growth mindset, as well as to be resilient and confident in their own capabilities. Encouragement for students to set goals for themselves, help them achieve those goals, and then reflect on their experiences is likely to be beneficial to the students' sense of identity as well as their desire to study. By providing a welcoming setting for education, the institution may inspire its students to have faith in both themselves and the possibilities that lay ahead of them.

In addition to these ideas, it is essential that the organization work for more intercultural understanding and acceptance. When teachers make an effort to understand and value the varied cultural and linguistic backgrounds of their students, it is more likely that the students will have a positive experience in the classroom and feel that they belong there. Students may have cultural barriers broken down and a stronger sense of community built among them via the implementation of inclusive practices, the participation in multicultural events, and the training of teachers in cultural awareness. (Khanal & Gaulee et al., 2019) This,

in turn, may have a beneficial influence on how they see themselves and how motivated they are to learn in the classroom.

According to the findings of the study, in order to improve the academic outcomes and self-perceptions of high school students attending an Private school in Sharjah, it is necessary to implement targeted academic support programs, increase parental involvement, foster positive self-perceptions, and promote cross-cultural understanding. These are the steps that are suggested to be taken in order to improve the academic outcomes and self-perceptions of high school students. If the school takes these recommendations into consideration, it will create a more positive learning environment, which will help kids achieve, enhance their perceptions of themselves, and set them up for future success in school and in life. This will be a huge advantage to the school.

5.9 Conclusion

The purpose of this study was to investigate the ways in which high school students evaluate their own academic success as well as the aspects of their education that lead to a lack of achievement. The findings shed light on a number of different topics, including the following: grade level, gender, duration of study, self-perceptions, language hurdles, lack of parental engagement, and poor study habits. (RATHER & BHAT et al., 2019) The students had a positive attitude on their academic aptitude; nevertheless, there were some issues with the language; the level of parental participation was approximately average; and there were some students who had poor study habits. These findings highlight the relevance of eliminating language impediments, increasing parental engagement, and encouraging productive study habits in order to improve children's academic achievement and nurture good

self-perceptions among young people. In spite of the fact that the research does provide some helpful insights, it is important to keep in mind that it does have certain flaws, such as its limited sample size and the one-of-a-kind location at a Private school in Sharjah. As a consequence of this, the findings should not be generalized to other academic settings or population groups till more analysis has been conducted. The number of participants in the sample might be raised so that future research can look at potential therapies that would help students improve both their academic performance and their perceptions of themselves.

The findings of this study provide important insights into the educational factors that contribute to low levels of achievement and negative self-perceptions among high school students attending a private school in Sharjah. These findings make a significant contribution to the existing body of research, offering valuable implications for educators, parents, and policymakers. By understanding these factors, stakeholders can work towards enhancing children's opportunities for academic success and fostering a positive school experience. This study emphasizes the importance of addressing these issues to ensure students' overall well-being and satisfaction throughout their educational journey. (Oliver & Cairney et al., 2019)

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