PRIMARY RESEARCH

Violence in educational institutions and its effects on students' achievement

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Abstract

The study aims to establish its own social learning theory and ascertain the violence in educational institutions and its effects on student achievement. 211 students from Bahawalpur private school students completed a face-to-face questionnaire to examine the results. According to Structural Equation Modeling (SEM) findings, school violence positively influences student achievement. The results also showed the association between school violence, peer violence, and family violence on the impact of student achievement. This model is appropriate for policymakers and practitioners to build a strategic plan to curb school violence and its impact on student's academic achievement. Finally, to improve the performance of secondary school students, counselors should take a prominent and proactive role in the topic by planning lectures, seminars, career talks, and other events. Several significant policy suggestions call for additional study, and theoretical and practical implications are suggested.

INTRODUCTION

Different levels of academic accomplishment are major factors in explaining individual and individual success. The nations' earnings and economic conditions vary (Matthewes, 2021; Sedova et al., 2019). Numerous factors, including intimate, home, and school characteristics and socioeconomic trends at the local and national levels, can impact an individual's academic achievement (Wang, Guo, & Degol, 2020). The level and distribution of violence across social groups and genders may be impacted. In making decisions for the household, returning to school is crucial. Most people must work to make a livelihood, yet job possibilities are becoming rare due to the loss of industry.

Because boys have higher possibilities to attain better jobs, this could result in people investing more in boys' education than girls in conflict-affected nations. Fear is a significant element in the lack of kids in school. Between 2016 and 2018, more than 100 schoolchildren in Afghanistan died while traveling to or from their schools. Approximately 670

schools were forced to close, denying thousands of pupils access to education (Gordon, 2022; Javornik & Klemenčič, 2019; Pyżalski & Poleszak, 2019). Rape and sexual assault are now frequent occurrences in armed conflict. Students' school resilience is significantly impacted by their fear of physical assault and sexual abuse. People strive to protect their kids, especially girls, from such circumstances by keeping them at home.

Rural schools have historically had very low passing rates. In recent years, poor performance in the matric exams among pupils who are overcrowded in classrooms, underqualified, and untrained has been blamed on staff, low teacher morale, the program of permissible promotions, and underfunded schools. However, many township schools do not consistently experience the effects of these factors, and still, the results are horrendous (Stamatović & Stojanović, 2019; Walker, 2019; Zhang, 2020). To comprehend why there is such a poor pass rate, this study investigates the role of school violence. Investigating ana-

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lysts, however, this study asserts that in the literature assessment of this case report study, school violence would impact the academic pass rate. In general, low academic performance ignores school abuse. Split into two sizable groupings. The first group would involve acts of violence inside the classroom. This will be divided into the mistreatment of student-student, student-teacher, and student-teacher. The second gang will abuse people off campus. This is divided into the gang and political violence (Burczycka & Conroy, 2018).

School violence is "a fact and in the last decade has become a reality in the schools of the RSA, and is gaining momentum" (Berkowitz, 2022). Through various management and preventative measures, policymakers and educators have fought to control bullying and violence in classrooms since the late 1970s (Ferrara, Franceschini, Villani, & Corsello, 2019; Stamatović & Stojanović, 2019). Since most violence prevention and intervention programs are implemented in educational settings, we must understand the characteristics of school organizational factors that prevent and encourage violent conduct among students.

Javornik and Klemenčič (2019); Waterman, Banyard, Edwards, and Mauer (2022) argued that "for many students, friendships are the critical interpersonal vehicle that moves them towards psychological growth and maturity, allowing social compassion which influences the development of self-evaluation." The claim as mentioned above makes a compelling case for peers' unheard-of influence on practically every aspect of teenage development. A careful examination of these factors has revealed that they positively impact students' academic achievement. This effect may be seen in young people's social and emotional lives, which extends beyond the previously listed areas (Banyard et al., 2021; Dedios Sanguineti et al., 2022; Khan, Bokhari, Hussain, & Waheed, 2012).

Children's growth depends greatly on the family as their primary socialization unit (Pereda & Díaz-Faes, 2020). Family relationships are currently at danger due to violence and family disputes. There have been many strange occurrences in the family system. It is not unusual to see family members who live together, such as siblings and sisters, parents and children, and parents and children, not getting along (Waheed, Khan, & Ain, 2013; Zhang, 2020). The family is the smallest social group to which people belong and where they learn social standards. As a result of socialization, issues from the family may surface, including disagreements between parents that result in a divorce, issues with infertility, infidelity, arguing, and quarrelling, among others. The offspring may have certain social and psychologi-

cal problems as a result (Burczycka & Conroy, 2018; Campbell, 2020; Harman, Kruk, & Hines, 2018; Jam, Donia, Raja, & Ling, 2017).

The current study determines the violence in educational institution and its effects on student's achievement. The present study established own social learning theory. It refers as "how both environmental and cognitive factors interact to influence human learning and behavior" (Berkowitz, 2022). The idea serves as a framework for explaining and projecting human behaviour. Conceptual framework theories were born from theory, which became more significant in psychology and scientific research in the Medieval Era. In post modernism, it was believed that the sum (of whatever was being researched) was greater than the sum of its parts (Brück, Di Maio, & Miaari, 2019). Social learning theories contend that humans must be viewed as members of groups such as teams, organizations, communities, and families rather than as distinct individuals. Following objectives of this study are;

1. School violence positively influence on student's achievement.
2. Peer violence positively influence on student's achievement.
3. Family violence positively influence on student's achievement.

LITERATURE REVIEW

The present study determines the violence in educational institution and its effects on student's achievement. The current study established own social learning theory. You must make sure that the advantages of the new approach are clear to the students. It refers as "how both environmental and cognitive factors interact to influence human learning and behavior" (Berkowitz, 2022). The social learning theory states that positive reinforcement promotes motivation and success in students' learning behaviour when people think they have an effective social learning connection with their students. According to the social learning theory, students' minds are careless, and after just one interaction, new ideas or behaviours are rarely recalled, considered, or put into practice. Listeners won't be able to learn complicated tasks in a single lesson. They gain knowledge by applying what they have been taught and shown.

School Violence and Student's Achievement

Children's use of imitation in social and academic contexts is crucial. Children who grow up in violent homes and communities may replicate and apply taught behaviours more readily in school settings (Berkowitz, 2022). Children fre-

quently mimic patterned behaviour in social settings, particularly when interacting with peers. As kids interact more with like classmates, the imitation and socialization processes are relevant to the identification process (Ferrara et al., 2019). Academics have spent nearly 20 years trying to grasp the idea of human well-being in terms of "human flourishing", taking their cue from the study of positive thinking. In comparison to strategies that emphasize detrimental environmental characteristics that should be avoided whenever feasible, this conceptual framework of psychological wellbeing focuses on factors that support the process of prospering and integrates levels of emotional, spiritual, and personal well-being (Banyard et al., 2021; Farooq et al., 2011; Pyżalski & Poleszak, 2019; Varela et al., 2018).

This nearly sole focus on disease ignores the happy individual and the vibrant community. The goal of positive psychology is to start shifting psychology's emphasis away from merely fixing the negative aspects of life and toward cultivating positive traits (Curran, Viano, & Fisher, 2019). Given that it affects the academic environment and students' studying abilities, we believe that this type of theoretical inversion offers an extremely effective way to tackle the problem of teacher well-being, which has become a widespread concern around the world. The environment of education is emotionally taxing (Stamatović & Stojanović, 2019). Particularly when it comes to considerable obstacles and inadequate physical and immaterial resources, teachers commonly encounter these issues. In these circumstances, the likelihood of burnout is significantly influenced by the teacher-student connection. In a caring relationship with their students, teachers are expected in many cultures to serve as role models and to offer some kind of protection. Teachers' well-being will undoubtedly be harmed and stressed out if these important obligations are not met (Curran et al., 2019; Ferrara et al., 2019; Javornik & Klemenčič, 2019). According to recent research, it is a severe problem when pupils or their parents physically harm instructors in a school context. In fact, student misbehaviour and aggression can be regarded as one of the most 's totally stress factors for the education sector, one that has the potential to significantly lower teachers' employment well-being and prevent them from forming positive relationships with their students. The situations in which violence happens and its detrimental effects on the individuals involved as well as the general educational climate have been attempted to be described in previous studies. Less focus has been placed on discussing how such experiences might be survived and countered by creating a more posi-

tive workplace, or on detailing how people and groups can deal with violent at school and create a more flexible mentality (Banyard et al., 2021; Stamatović & Stojanović, 2019). Family size is strongly correlated with violence., According to Varela et al. (2018), families with more kids are more likely to encounter more family conflict and child abuse, which can result in intrapersonal, interpersonal, and academic problems. Reduced social and emotional competence, poorer academic performance, and abuse fear are all issues that children who are exposed to family and community violence face (Sedova et al., 2019; Ziyoda, 2021). A percentage of people who experience stressful experiences repeatedly may develop problems like posttraumatic stress syndrome and behavior problems (Sedova et al., 2019; Wang et al., 2020; Ziyoda, 2021). Given these problems, there is a greater need for school staff to address how violence affects students' academic performance in the classroom.

Peer Violence and Student's Achievement

Activities in the classroom are designed to help students achieve their learning goals (Matthewes, 2021). Peer interaction in schools plays a significant role in determining how well these goals have been achieved, and this engagement may have an impact on students' academic success. The social, emotional, and academic development of students is significantly influenced by peer groups. According to Dragoslavić and Bilić (2021) peer pressure grows during adolescence and starts at a young age. Therefore, it is essential for the effectiveness of educational processes and the organisational design of school systems to grasp the prospects and problems of a peer group in order to improve students' academic performance.

Pyżalski and Poleszak (2019), Waterman et al. (2022), argued that "for many students, friendships are the critical interpersonal vehicle that moves them towards psychological growth and maturity, allowing social compassion which influences the development of self-evaluation". The aforementioned claim makes a compelling case for the unheard-of influence that peers have on practically every aspect of teenage development. However, Stamatović and Stojanović (2019) described a peer group as a small, intimate group of people who share the same interests and are of a comparable age. In its most acceptable form, the peer group serves as a healthy coming-of-age intermediary through which young people learn how to negotiate, cope with obstacles, and find solutions to issues in a social setting. Peer groups can also serve as positive role models. For instance, if one is part of a group of individuals who are ambitious

and put forth significant effort to achieve high academic goals, one may feel under pressure to do the same in order to prevent feeling left out of the group (Dragoslavić & Bilić, 2021). Since most students spend a lot of time participating in extracurricular activities, it is not unreasonable to assume that a negative peer impact is one of the factors contributing to their low academic performance (Pyżalski & Poleszak, 2019). Academic priorities are frequently disregarded, which seriously degrades academic achievement. Excellence throughout all academic areas is referred to as academic performance. According to Dedios Sanguineti et al. (2022) academic performance includes students' aptitude and performance; it is multidimensional; and it is closely related to human development, including cognitive, emotional, and physical growth. Academic achievement also includes a student's ability to complete his or her assignments and studies (Javornik & Klemenčič, 2019). Peer groups and academic success need to be related in some way. It was once thought that a student's academic success was related to the group to which they belonged. Positive or negative peer influence is possible. If a student is unfavourably influenced by a peer, this has an impact on his or her academic achievement. However, stronger students do influence their peers and help them perform better academically overall. On the other hand, a person's self-identity, self-esteem, and self-reliance depend on how favourable a peer's influence is on their academic success. Peer influence can also encourage students to pursue their academic passions and goals (Pyżalski & Poleszak, 2019; Stamatović & Stojanović, 2019). The age group covered by this study, adolescence, is when peer relationships are at their height. They connect with peers more frequently than adults and record very high levels of enjoyment while doing so, giving peer standards for behaviour the highest priority (Dragoslavić & Bilić, 2021).

According to Banyard et al. (2021), state that it is typically seen that peer groups have a significant impact on students. This is evident from the significance that peer groups have in a child's development and learning; numerous studies have shown that pupils are more at ease and relaxed in the company of their peers. A talented child who hangs out with uninteresting kids will lose interest in school. On the other side, a peer group that is inclined to study will positively influence a member's attitude toward learning and spark his or her interest in it. According to Dragoslavić and Bilić (2021), the makeup of a peer group affects how motivated and successful its members are. He goes on to say that while one group might hurt its members, the other might benefit them as well. Students have always been subject to peer pressure, but according to Dedios Sanguineti et al. (2022), the types of peer pressure they experience have evolved significantly over time. Peer groups have the power to affect a student's decisions on everything from what to wear to whether or not to engage in drug-related or other criminal activity.

Family Violence and Student's Achievement

Family violence refers to a premeditated pattern of abusive and accusatory behaviours employed by one family member in a final relationship to acquire or maintain power and absolute authority or independence within the family. Violence in the family, according to Campbell (2020), encompasses a wide range of controlling behaviours that frequently involve fear, harm, intimidation, and emotional deprivation and may have an impact on children's school performance. The action might have been intentional or accidental (Zhang, 2020). Family violence is a planned pattern of abusive and accusatory behaviours employed by one or more family members in a final relationship to acquire or maintain power and absolute authority or independence within the family. Violence in the family, according to (Pereda & Díaz-Faes, 2020), encompasses a wide range of controlling behaviours that frequently involve fear, harm, intimidation, and emotional deprivation and may have an impact on children's school performance. Depending on the gender and social level of the parents, family violence may be physical, psychological, sexual, or any of these. Physical violence according to (Pereda & Díaz-Faes, 2020) is any behavior that involves the intentional use of force against the body of another person that risks physical injury, harm, and/or pain. Physical violence in the family includes pushing, hitting, slapping and choking, twisting a body part, forcing the ingestion of an unwanted substance, and the use of a weapon on any family member. If a person is suffering from any physical harm caused by members of the family, then that person is experiencing physical violence. This pain can be experienced at any level. The child who watched or participated in such an incident might not be able to focus on his schoolwork and might not do well on his exam. According to Walker (2019) sibling abuse is a genuine issue in Nigerian homes and that there is an increase in family violence. According to Campbell (2020) when children are violently treated, it affects both their physical and mental well-being. The consequences of physical abuse against children become more severe the longer it continues. Physical abuse causes a child to experience painful and distressing first consequences. Physical abuse has long-term effects on the victim's family, the community, and the child's

life as an adult. The youngster dies as a result of physical abuse in the worst scenarios. According to Douglas, Harris, and Dragiewicz (2019) children who experience physical abuse may experience long-term disabilities such as brain or eye damage, disordered interpersonal relationships such as having trouble trusting others in adult or violent relationships, a propensity for emotional disturbance, feelings of low self-esteem, depression, and a higher risk of child abuse as a parent. These factors could cause the youngster to perform poorly in school (Gordon, 2022).

Family violence against women and girls is defined as violence that takes place within the family and is committed by a relative whom the victim trusts. According to Alpert, 67% of rapes and 49% of assaults were committed by someone who the victims knew (Harman et al., 2018). The risk factors for family violence vary by culture and include having a violent home environment as a child, being single, being in their early 20s, and having less education. With a lifetime prevalence range between 1.9% and 70%, IPV has received the majority of attention in studies on family violence. Students may experience many forms of family violence, just

like other members of the community (Douglas et al., 2019). Campbell (2020) reported that 10% of a sample of 419 female students had experienced sexual violence. For kids who witness violence, there may be a link between imitation and bullying. Teenagers who experience or witness bullying in their home or neighborhood are more prone to think of it as a favored or proper form of communication. Students who bully their classmates are more likely to anticipate bad things happening (Douglas et al., 2019; Harman et al., 2018). For instance, a student who feels more inclined to engage in physical conflict with another student is more likely to anticipate hostile encounters in return. Additionally, a student may be more inclined to view physical aggressiveness as the norm if they often engage in physically harmful encounters outside of the classroom. Therefore, there is a greater need for school staff to address the process of healthy imitation in child abuse victims since the risk of academic decline and problematic relationships increases with the possibility of seeing violence (Campbell, 2020; Gordon, 2022; Pereda & Díaz-Faes, 2020).
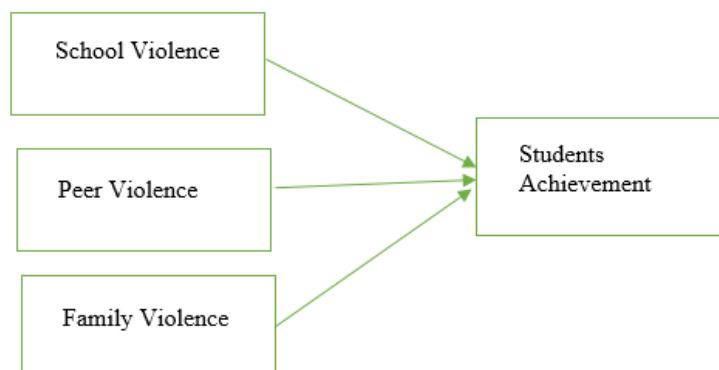

FIGURE 1. Conceptual model

METHODOLOGY

The conceptual framework was constructed, and theories were put forth, based on a thorough analysis of the literature and the social learning theory.

Procedure and Participants

The Bahawalpur private schools students was one of the study's participants. 350 questionnaires about violence in educational settings and its effects on students' performance were used in this study. Thus, 211 replies made up the sample for this study. The study also used a cross-sectional study design to learn about the viewpoints of the participants as well as on peer violence, familial violence, and how it affects students' academic performance. Since

English is a common academic language for students at Bahawalpur private schools, all of the respondents to the poll were fluent in it. A couple of the predefined respondents were uneasy or unavailable when the survey was being conducted. Practical sampling was used by the researcher in this inquiry. A 5-point Likert scale was developed by the researcher for the survey questionnaire. Each participant voluntarily filled out the face-ti-face surveys. They were previously made aware of the goals of the study and that they might withdraw their consent at any moment. When the data collection was started, the participants and researcher signed a consent form. Participants were given the assurance that information taken from them will be kept confidential. The researcher also explained the method of at-

tempting all items to the participants. Demographic information was also obtained. During administration, if someone had any problem or difficulty, it was addressed adequately

Measurements

A 15-item questionnaire was devised to analyze the violence in educational institution and its effects on student's achievement. A 4-item scale of school violence was adopted by (Caputo, 2021). Item included in this scale is "I was made to do things I didn't want to do by other students". A 5-item scale of peer violence was adopted by Wijeratne et al. (2014). Item included in this scale is "Dragging along the floor." A 3-item scale of family violence was adopted by (Mehlhausen-Hassoen & Winstok, 2019). Item included in this scale is "The behavior was often used during the specified period." A 3-item scale of students achievement was adopted by (Rafiola, Setyosari, Radjah, & Ramli, 2020). Item included in this scale is "Students show active attitude in class." The results were collected by a "7-point Likert scale ranging from 1 = Strongly Disagree to 7 = strongly agree".

RESULTS

The conceptual framework was constructed, and theories were put forth, based on a thorough analysis of the literature and the social learning theory.

Measurement Model

SmartPLS3 was used to evaluate the measurement and structural model. Gender, age and qualification status of respondents to analyze the violence in educational institution and its effects on student's achievement, according to the model assessment; hence, all two demographic factors were adjusted throughout the experiment.

TABLE 1. Demographic profile

Demography	Description	No. of Responses	%
Gender	Male	110	52
	Female	101	48
Age	10-14	113	54
	Above 14	98	46
Family Income	30,000	101	48%
	Above 40,000	110	52%

The above table shows that most of respondent were male were 52% and female were 48%. The age of selected respondents 10-14 were 54% and above 14 were 46%. Family income of 30,000 were 48% and above 40,000 were 52%.

Additionally, Cronbach's alpha and composite reliability were employed to analyze the measurement model's coherence (Hostetler, Behrenfeld, Hu, Hair, & Schulien, 2018). All research items had "CA and CR values more than 0.7", demonstrating that they met the dependability criterion (Hostetler et al., 2018). The "factor loadings and Average Variance Extracted" (AVE) method was then used to assess the variables' convergent validity. In both experiments, every study construct's variable met the minimum requirement of 0.70, and the AVE was higher than 0.50.

TABLE 2. Composite reliability, cronbach's alpha and AVE values

Constructs/Items	CA	Rho-A	CR	AVE
Family Violence	0.707	0.719	0.836	0.630
Peer Violence	0.765	0.780	0.850	0.587
School Violence	0.805	0.811	0.873	0.633
Students Achievements	0.825	0.827	0.896	0.741

"Note: CR = Composite Reliability; AVE = Average Variance Extracted; CA = Cronbach's Alpha"

Additionally, all research methodologies must show their discriminant validity. Hair Jr and Sarstedt (2021) defined discriminant validity as "the extent to which a given latent variable varies from other latent variables". It was calculated using the correlation between the analysis of variance item and the precise number of AVEs. Latent variables with a value of "0.50 or above" should be utilized to demonstrate discriminant validity, claim (Hostetler et al., 2018).

TABLE 3. Discriminant validity

	FV	PV	SV	SA
Family Violence	0.794			
Peer Violence	0.367	0.766		
School Violence	0.387	0.345	0.796	
Students Achievements	0.488	0.447	0.515	0.861

R^2 has a value between zero and one. In addition, Hostetler et al. (2018) suggested that R^2 values of 0.13 be regarded as poor, 0.33 as moderate, and 0.67 as strong. The table provides the endogenous constructs' coefficient of determination. Student engagement R square value of student's achievement 0.407 indicates moderate relation, according to the table below.

TABLE 4. Assessment of R square

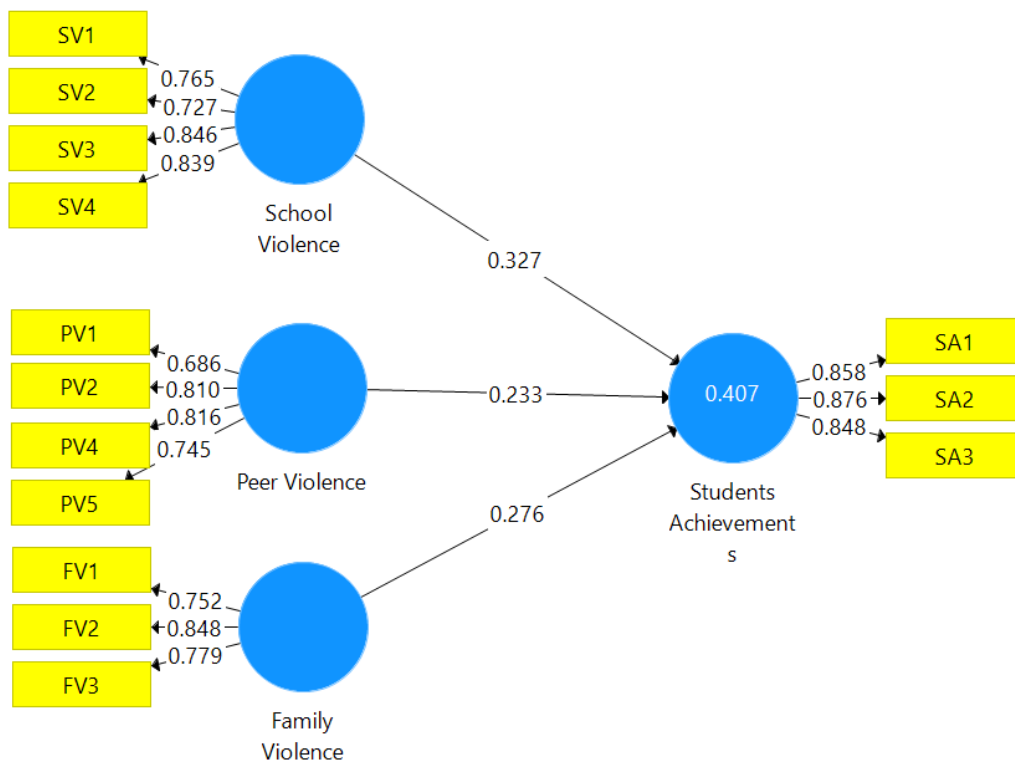|	R^2
Students Achievements	0.407

FIGURE 2. Assessment of PLS algorithm

Assessment of Structural Model

This section covers the structural model in respect to the clear linkages between the measurement models. The suggested strategy from the study makes use of a structural model to highlight how interdependent the relationships are. Family violence has an impact on students' academic performance, as seen in the above table (B = 0.327, p = 0.000), hence this hypothesis is accepted. The second hypothesis is accepted since it reveals that peer violence has an impact on students' academic performance (B = 0.233, p = 0.000). The third hypothesis is accepted because it illustrates how family violence affects students' academic performance (B = 0.276, p = 0.004).

TABLE 5. Direct analysis

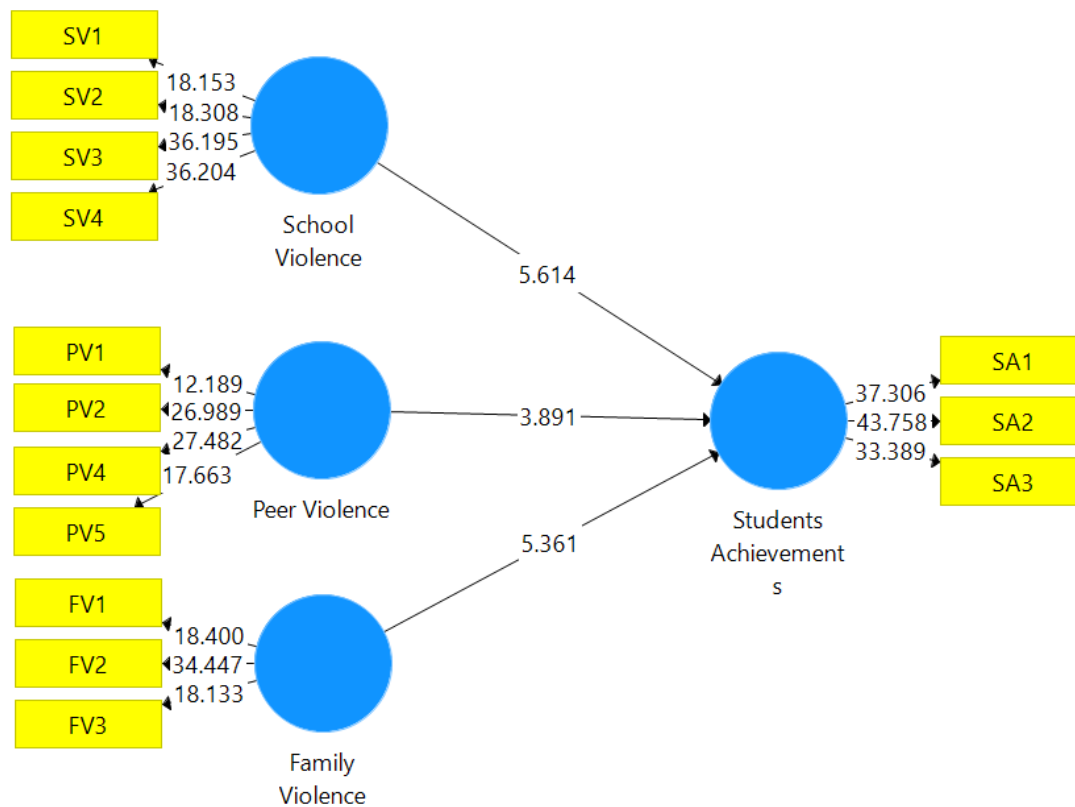| Path	B-Value	Sample Mean	Standard Deviation	t value	p-value	
School Violence -> Students Achievements	0.327	0.329	0.058	5.614	0.000	Accepted
Peer Violence -> Students Achievements	0.233	0.236	0.060	3.891	0.000	Accepted
Family Violence -> Students Achievements	0.276	0.275	0.051	5.361	0.000	Accepted

FIGURE 3. Assessment of PLS bootstrapping

DISCUSSION

The social learning theory was used to support this study's purpose of examining the violence in educational institution and its effects on student's achievement. Each hypothesis was supported by the evidence.

School violence has an impact on students' academic performance, as seen in the above table (B = 0.327, p = 0.000). Violence against teachers at school is therefore an issue with ramifications for societies all over the world, but it remains an under-researched phenomenon. Teacher-directed violence is not defined consistently (Stamatović & Stojanović, 2019). The second hypothesis is accepted since it reveals that peer violence has an impact on students' academic performance (B = 0.233, p = 0.000). Such effect could be seen in social and emotional lives of young people, which does not end at the above mentioned, but could also manifest in their attitude towards educational activities and careful consideration of these elements has shown that they reflect in the academic performance of students (Pyżalski & Poleszak, 2019). The third hypothesis is accepted because it illustrates how family violence affects students' academic performance (B = 0.276, p = 0.004). Violence in the family could be physical, psychological, sexual, violence based

on gender and socioeconomic status of parents (Pereda & Díaz-Faes, 2020). Violence consists of actions, words, attitudes, and socio-cultural damages that prevent people from achieving their full human potentials as a family.

Implications of Study

This study has a lot to offer policymakers, administration and decision-makers. To minimize unknown contributing effects, new determinants must be looked at. The results of this study have extensive implications among Pakistani students as well as for legislators, who may choose to broaden the current study's focus on violence in educational institution and its effects on student's achievement. The study's employment of social learning theory is another significant contribution. It's also important to note any potential restrictions placed on the measurements of school community feel. The phrase "School violence" refers to a multifaceted idea that goes across teacher cooperation, family influence, and a focus on student awareness. Democratic choice, support for academic freedom, and top student relationships are all crucial elements. The gathering of information from kids regarding their attachment to and feeling of belonging to as a result of administrators' attempts

to create inclusive school climates is particularly crucial. It is necessary to do qualitative research on the various facets of school violence, family violence and peer violence sense and how it affects school safety.

Limitations and Future Research

The study did have some serious flaws, though, and future directions were suggested. The effects of peer violence, familial violence, and school violence on student achievement. Another drawback was the use of a quantitative, closed-ended questionnaire. Community leaders, parents, and families may work together to create a collaborative strategic plan to comprehend the detrimental effects of school violence on students' achievement and start making changes as a result of this and other studies on the relationship between school violence and academic achievement in Mogadishu, Somalia. Here is an illustration of a successful collaborative method that uses a human resources approach and has been implemented by multiple schools. This collaborative strategy with five stages, based on research, aims to develop a system for the efficient delivery of integrated community services for teachers, parents, and kids. This approach is suited for use by practitioners and policymakers to develop a strategic strategy to reduce school violence and its negative effects on students' academic performance. Researchers advise reflection following each phase to assess achievements, draw lessons from shared experiences, and recognize accomplishments.

CONCLUSION

Family violence, school violence, and peer group violence are used to quantify conflict violence. The findings suggested that conflict violence might have an impact on students' academic performance because of the consistent interaction between the aspects of conflict violence. According to the outcome and conclusions, teacher preparation is positively correlated with all three independent variable characteristics. Therefore, the following conclusion was drawn from the findings: First, the study showed that peer group had a significant impact on secondary school pupils' academic performance. They have a crucial role in establishing and preserving a culture that is distinct from the one that each peer was nurtured in at home and in the adult society. Additionally, it may be inferred that in order to achieve effective teaching, teachers should concentrate on encouraging inclusive classrooms; they should refrain from showing bias and give up the unfavourable impression of the pupils that they previously held. Parents should also be aware of the types of peers their kids hang out with, both inside and outside the family. They should make sure that their kids hang out with other kids who will be excellent influences on them and improve their academic achievement. Finally, in order to improve the performance of secondary school students, counsellors should take a prominent and proactive role in the topic by planning lectures, seminars, career talks, and other events.

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