

ROLE OF QUALITY EDUCATION IN STUDENTS' ACADEMIC PERFORMANCE AT SECONDARY SCHOOL LEVEL

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ABSTRACT

This study was conducted to examine the role of quality education in students' academic performance at secondary level. The objective of the study were: i) To assess the level of quality education at secondary level, ii) To identify students' academic performance at secondary level & iii) To examine the role of quality education in students' academic performance at secondary level. The current study was quantitative in nature and a cross-sectional survey was used for data collection. All the secondary school students (3500) of Kotli AJ&K were the population of the study. The sample was chosen from the population by the researcher via a simple random sampling technique. The researcher used self-developed questionnaire as a research tool for the study. The reliability of instrument was measured through Cronbach's Alpha and the value was .783. The researchers collected data personally. The response rate was 100%. The data were analyzed by using Statistical Package for Social Science Software (SPSS). The researchers applied mean score. Results indicated a positive and moderate role of quality education in students' academic performance of secondary school teachers. Hence, it is recommended to school administration or directorate of education that they may enrich schools in context of library and also offer a wider variety of relevant courses at secondary level that meet students' academic needs and support their future goals.

Introduction

Education is the process of gaining knowledge, skills, values, and character, which can be acquired through formal schooling, non-formal programs, and informal life experiences. It is a human right that promotes personal development, poverty reduction, and social stability by improving employment, earnings, and health outcomes. In Pakistan, education is a devolved, provincial responsibility, facing challenges like high learning poverty and resource shortages (Grajcevcic & Shala, 2016).

Quality education is a complex term that involves a safe and supportive environment, student-centered

curriculum, competent teachers, and learning outcomes that promote knowledge, skills, and it is essential for individual well-being and sustainable development. The key elements involve an motivated learner, appropriate materials, and instructional methods that help students develop into confident, competent, and well-rounded individuals (Assefa, 2024).

Quality assurance in education refers to the processes and structures that are used to monitor, evaluate, and improve the quality of teaching, learning, and management in order to maintain and enhance high standards. The main elements of quality assurance include internal self-evaluation

(such as analysis of data and staff development) and external evaluations (such as inspections), and an emphasis on areas such as student outcomes, teacher performance, and curriculum delivery (Suleiman, 2023).

Quality education has a positive and significant association with students' learning performance, which means that quality education is directly associated with improved students' performance. The association between quality education and students' performance is not direct; instead, learning processes mediate the association, which means that quality education is associated with teaching quality, which, in turn, is associated with students' performance. Variables such as teachers' qualifications, teaching, engagement, and a positive learning environment are important aspects of quality education (Stronge, Ward, Tucker & Hindman, 2007).

Academic achievement is the gauge of student success in their academic pursuits, assessed on the basis of parameters such as GPA, scores, and graduation rates. It is affected by a number of variables such as internal and external motivation, quality of teaching, and socioeconomic status, and can be enhanced by techniques such as active recall, effective study, and a well-organized study environment (Steinmayr, Meißner, Weideinger & Wirthwein, 2014).

Academic performance is the term used to describe a student's success and achievement in their educational pursuits. It is usually evaluated by examining a student's grades, test results, and overall educational achievements. Academic performance is a measure of a student's understanding of a subject, their ability to apply what they have learned, and their engagement and effort in their educational pursuits. Academic performance is used by teachers, parents, and institutions to determine areas of strength and weakness, provide targeted support, and monitor a student's progress. For students, academic performance is a source of motivation, recognition, and opportunities such as scholarships, awards, and college entry (Steinmayr, Meißner, Weideinger & Wirthwein, 2014).

Academic performance refers to the extent to which a student achieves educational objectives, assessed

by academic grades, test results, and application of skills, affected by both internal (motivation, learning behaviors, and health) and external (instruction, family, and environment) variables, which indicate the level of learning accomplishment and potential. This is not merely about achieving high grades but about comprehending concepts, developing critical thinking, and applying knowledge, which involves a combination of cognitive, social, and personality development (Suleiman, Okunade, Dada, & Ezeanya, 2024).

Objectives of the study

The objectives of the study were

1. To assess the level of quality education at secondary level.
2. To identify students' academic performance at secondary level.
3. To examine the role of quality education in students' academic performance at secondary level.

Research Questions of the study

The research questions were

1. What is the level of quality education at the secondary level?
2. What is the academic performance of students at secondary level?
3. What is the role of quality education in student academic performance at secondary level?

REVIEW OF RELATED LITERATURE

Quality education involves considerations such as a well-structured curriculum, appropriate teaching approaches, qualified teachers, sufficient learning resources, and a favorable learning environment. Quality education also embraces inclusiveness, student participation, and learning approaches that emphasize learning rather than focusing on assessment (Nwuke & Nwanguma, 2024).

Importance of Quality Education at the Secondary Level

In recent years heads of the institutions capture great recognition in the achievement and development of institutions (Zeb, et al., 2021). The secondary level is an important stage where

students consolidate their skills and prepare for adulthood. Quality education at this level is important for the development of cognitive and social skills, motivation, and positive attitudes towards learning, as well as reducing dropout rates and improving readiness for post-secondary education or vocational education (Fletcher, Warren, & Hernández, 2018).

Relationship to Academic Achievement

Academic achievement refers to the measurable outcomes of education, such as exam scores, grades, or competencies demonstrated by students. Research consistently shows that the quality of education students receive strongly influences their academic achievement. Key educational factors include teacher expertise and instructional strategies, access to adequate learning materials and technology, school leadership and management, safe and supportive school climate (Sadler, 2017).

Challenges in Delivering Quality Education

At the secondary level, challenges include disparities in teacher qualifications, insufficient resources, large class sizes, and socioeconomic factors affecting students' ability to engage fully (Shaheen, & Naqeeb, 2026). These challenges can negatively impact academic outcomes if not addressed (Moluayonge & Park, 2017). The pandemic, like COVID-19, also affects the quality of education (Tariq, et al., 2021). Furthermore, non-availability of digital tools in this modern era also affects the quality of education (Jahangir, et al., 2025).

Academic Performance

Academic performance describes how effectively a particular student, teacher, or even an educational institution performed over a specified period with respect to defined expectations. Academic performance is evidenced by acquiring the appropriate papers, such as a primary school leaving certificate, a bachelor's certificate, etc. Academic performance can be determined with the use of tests and evaluations, but there is no exact agreement on the best methods to use or the most important events or skills in the knowledge of processes. In addition, there are unconvincing

findings about individual factors that positively predict academic performance things like exam worry, self directed learning, atmosphere and feelings that need to be measured when evolving models of academic success (Stebbins, 2017; Javed, et al., 2025).

Academic performance is a measure of student achievement in studies, evaluated through benchmarks like GPA, test scores, and graduation rates. It is influenced by a variety of factors including personal motivation, teaching quality, and socioeconomic background, and can be improved through strategies like active recall, strategic studying, and maintaining an organized study space (York, Gibson & Rankin, 2015).

Academic performance refers to the level of achievement students demonstrate in their educational activities, measured through tests, assignments, grades, and classroom participation. It is an indication of how well students grasp the concepts that have been taught, how well they are able to apply the knowledge they have gained, and how well they are able to achieve the learning objectives that have been set by the school. Academic performance can be measured using formal methods such as exams, quizzes, and projects, as well as informal methods such as classwork, homework, and teacher observations. All these methods give a complete picture of a student's performance and learning outcome (Kumar, Agarwal & Agarwal, 2021).

Academic performance is significant because it reflects the effectiveness of the teaching process and the level at which students are benefiting from the learning process. A high level of academic performance indicates that students are acquiring key concepts, developing key skills, and progressing towards their educational objectives. Low academic performance could indicate learning difficulties, lack of motivation, or a gap in the support provided by the teaching process. Knowledge of academic performance enables teachers to modify their teaching practices and ensure that all students are benefiting from the learning process. Academic performance is a significant measure of student development and school quality (Blazar, 2016).

Students' Academic Performance

The successful survival of mankind on Earth depends to a large extent on effective communication and collaboration, which is also an integral part of academic performance of the students (Shaheen, Shah, & Naqeeb, 2020). Academic performance of students is referred to as the extent to which students are able to achieve the learning goals and objectives set by the school or curriculum. It is an indication of how well students are able to understand the classroom content, complete their assignments, participate in learning activities, and perform on quizzes, exams, projects, and presentations. Academic performance is an indication of the extent of knowledge, skills, and competencies of students in different subjects, which is usually measured by grades, scores, and teacher ratings (Mallillin, 2020).

It is very important for the academic performance of students to be indicated by their overall learning progress and educational development. Excellent performance indicates that students are actively engaged in learning, effectively applying their knowledge, and meeting the expected standards. Poor performance, however, indicates learning difficulties, lack of motivation, or inappropriate teaching strategies (Shaheen, Iqbal, & Shaheen 2023). Teachers are able to understand the performance of students in order to identify their strengths and weaknesses, hence providing the

necessary support. Ultimately, students' academic performance is a key measure of individual success and the effectiveness of the educational system (Yang & Li, 2018).

Student academic performance is a measure of their success in education, reflecting how well they grasp subjects, meet benchmarks, and apply knowledge, evaluated through grades, test scores, and participation, and influenced by study habits, motivation, teaching quality, and home environment. It's a holistic view of learning, not just grades, showing critical thinking, problem-solving, and future potential (York, Gibson & Rankin, 2015).

Methodology:

The current study was quantitative in nature and a cross-sectional survey was used for data collection. All the Secondary School students (3500) of Kotli AJ&K were the population of the study. The sample was chosen through simple random sampling technique. Researchers used self-developed questionnaire as a tool for the study. Cronbach alpha was used to measure reliability of instrument which was .783. The researchers collected data personally. The response rate was 100%. Data were analyzed through Statistical Package for Social Sciences (SPSS) by applying mean score.

RESULTS

Following are the results of the study on the basis of objectives and research questions

Table 1

Quality Education at the Secondary School Level

S. No	Statements	Mean
1	The teaching methods used in my classes are effective	4.03
2	I receive constructive feedback on my academic progress	2.27
3	I feel comfortable asking questions in class discussion	3.50
4	The school environment feels physically safe	4.12
5	The school facilities are well-maintained	3.63
6	Library resources are satisfactory	2.00
7	The assessments accurately reflect the course content	3.55
8	The school offers a sufficient variety of relevant courses	2.23
9	I am satisfied with the quality of education	4.00
10	The school effectively supports my individual learning needs	4.17
<i>Overall Mean Score</i>		3.35

Table 1 indicates the result of descriptive statistics used to analyze students' quality education at the secondary school level. It can be noted that students disagreed with the statements: "I receive constructive feedback on my academic progress (Mean=2.27)", Library resources are sufficient (Mean=2.00) and "The school offers a sufficient

variety of relevant courses (Mean=2.23)". However, the mean value of the rest of statements indicated that the students agreed with those statements. The overall mean score (Mean=3.35) shows that students are satisfied with the quality of education provided at secondary level.

Table 2
Students' Academic Performance at the Secondary School level

S. No	Statements	Mean
1	Students regularly achieve good results in class tests.	3.74
2	Students successfully meet the learning objectives.	4.13
3	Students demonstrate strong understanding of the subject in my class.	4.00
4	Most students' complete tasks with good quality.	4.13
5	Students in my class show adequate performance in examinations.	3.96
6	Students demonstrate improvement in academic performance.	4.34
7	Academic progress of my students meets the required standards.	2.13
8	Students can apply learned concepts in new situations.	2.06
9	Students actively participate in curricular activities.	3.86
10	Students got good result to perform in academics.	3.67
<i>Overall Mean Score</i>		3.60

Table 2 indicates the result of descriptive statistics used to analyze students' academic performance at the school secondary level. It can be noted that students disagreed with the statements: "Academic progress of my students meets the required standards (Mean=2.13)" and "Students can apply learned concepts in new situation (Mean=2.06)".

However, the mean value of the rest of statements indicated that the students agreed with those statements. The overall mean score (Mean=3.60) shows that students are satisfied with their academic's performance at secondary level.

Table 3
Role of Quality Education in Students' Academic Performance at the Secondary School Level

S. No	Statements	Mean
1	My teachers explain lessons in a clear way.	4.01
2	My teachers encourage students to participate actively in class.	3.27
3	The school provides sufficient learning resources.	3.55
4	The classroom environment is supportive for effective learning.	4.07
5	Teachers use different teaching strategies to make learning interesting.	3.33
6	The use of technology in teaching improves my understanding of subjects.	3.60
7	My school provides extra help when students face difficulty in studies.	3.55
8	My teachers motivate me to achieve better academic results.	3.23
9	My school provides equal learning opportunities to all students.	4.10
10	Quality teaching in my school helps me achieve higher grades.	4.17
<i>Overall Mean Score</i>		3.68

Table 3 indicates the result of descriptive statistics used to analyze “role of quality education in students’ academic performance at the secondary school level”. The results indicate that most students have a positive perception of the quality of education provided in their schools. It can be noted that highest mean score was recorded for the statement “Quality teaching in my school helps me achieve higher grades (Mean=4.17)” showing strong agreement among students, “My teachers explain lessons in a clear way (Mean=4.01)” which reflects effective communication in classrooms and “My teachers motivate me to achieve better academic results (Mean=3.23)” suggesting areas that need improvement. However, the mean value of the rest of statements indicated that the students agreed with those statements. The overall mean score (Mean=3.68) suggests that students generally agree that quality education positively influences their academic performance.

Conclusions

It is concluded that quality education is essential for students’ academic performance. The findings reveal that many respondents do not receive constructive feedback on their academic progress, library resources are not sufficient, also the school administration does not offer variety of relevant courses, students’ academic progress does not fully meet the required standards and most importantly many students struggle to apply what they have learned in new situation. Overall, the results show that more students agreed that the education they received at secondary level positively influenced their learning and academic performance. Furthermore, students’ academic performance improved gradually overtime, highlighting the importance of providing quality education at secondary school level. It is concluded that quality education has a positive and significant impact on students’ academic performance at the secondary school level. Students are generally satisfied with the teaching quality, classroom environment, and equal learning opportunities provided by their schools. These factors contribute effectively to improving academic outcomes. However, certain aspects such as student participation, teacher motivation, and the use of diverse teaching

strategies require further attention. Although the overall perception is positive, improving these areas can further enhance the effectiveness of quality education.

Recommendation

- Following were the recommendations of the study
- i. As results indicated that the mean score of the statement “I receive constructive feedback on my academic progress (M=2.27)” was lower than 3.51, thus it is recommended to teachers that they may consistently offer meaningful and supportive feedback in class, guiding students toward better understanding and gradually enhancing their overall academic performance.
 - ii. As the results indicated that the mean score of the statements “Library resources are not satisfactory (M=2.00)” and “The school offer sufficient variety of relevant courses (M=2.23)” were lower than 3.51, hence it is recommended to school administration or directorate of education that they may enrich schools in context of library and also offer a wider variety of relevant courses at secondary level that meet students’ academic needs and support their future goals.
 - iii. As results indicated that the mean score of the statements “Academic progress of my students meet the required standards (M=2.13)” and “Students can apply learned concept in new situation (M=2.06)” were lower than 3.51, hence it is recommended to students that they may strengthen positive study habits, participate actively in class and also applying classroom learning to new contexts and practical tasks to achieve better academic performance.
 - iv. As results indicated that the mean score of the statements “My teachers motivate me to achieve better academic results (Mean=3.23)” and “My teachers encourage students to participate actively in class (Mean=3.27)” were lower than 3.51, generally have a positive perception of teaching quality, particularly regarding clarity of instruction, fairness, and classroom environment. Teachers should use interactive and diverse teaching strategies to enhance student participation and motivation in the classroom. Schools should ensure the effective use of technology and provide adequate learning resources to support teaching

and learning. Additional academic support and continuous teacher training should be provided to improve students' academic performance.

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