SYSTEMATIC REVIEW ONMENTALHEALTH AND ACADEMIC ACHIEVEMENT

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Abstract:

The ability to handle adversity, hone one's skills, succeed academically and professionally, and have a positive impact on one's community are all signs of mental health. A person's sleep habits, dietary choices, risk tolerance, and leisure activities are all affected by their mental health. The outcomes of a student's studies that demonstrate their level of knowledge are the measures of their academic achievement. Academic achievement may be defined as the attainment of specific learning objectives. Common methods of evaluating academic performance include tests and continuous evaluations.In this article, systematic review on mental health and academic achievement has been discussed.

Keywords: Mental, Health, Academic, Achievement.

INTRODUCTION:

Optimal mental health in children and adolescents is defined as the absence of distressing psychopathology symptoms, a high quality of life, and successful participation in all aspects of community life. These include a wide range of factors, such as age, gender, caste, religion, parental education and profession, neighborhood, neighborhood income, schools, and colleges. Nowadays, how well a student does in school is a good indicator of how well they will

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do in life overall. Kids these days are thinking more and more about what they want to do for a living. Their academic achievement is starting to take center stage as they strive to carve out a niche for themselves in society. Many factors impact a student's academic achievement. These include gender, parental education and career, family type, socioeconomic status, parental connection, and self-concept.

SYSTEMATIC REVIEW OF LITERATURE:

Mental Health:

Kirkbride, J. B., Anglin, D. M., Colman, I., Dykxhoorn, J., Jones, P. B., Patalay, P. & Griffiths, S. L. (2024). Individuals exposed to more adverse socioeconomic circumstances have a higher lifetime risk of poor mental health due to systemic variables that generate and maintain intergenerational cycles of hardship and poor health.   These challenges must be addressed for the sake of social justice.   Our paper lays out a plan to tackle the societal and economic aspects of mental illness.   We begin by compiling, using high-quality data whenever available, the research that demonstrates a causal association between socioeconomic variables and subsequent mental health outcomes.   In light of the breadth of this topic, we zero in on the societal factors that are universal and shared by the most common mental diseases.

Palmer, V. J., Wheeler, A. J., Jazayeri, D., Gulliver, A., Hegarty, K., Moorhouse, J. (2024). In the field of mental health research, priority setting may be lost in translation. Decades of work have resulted in a recurring pattern in the study objectives of those who have experienced mental illness. A narrative assessment and synthesis of the published literature outlining the priorities for mental health research from 2011 to 2023 was conducted. The following questions were used to create a narrative framework: (1) Who has participated in priority setting? Who has established priorities?   For whom and what priorities have been set?   What has been accomplished?   Furthermore, whose priorities are being advanced? There were seven papers found. One reported on a European exercise involving 28 countries (ROAMER), while the other two were Australian, Welsh, English, Chilean, and Brazilian.   Every activity had a list of hundreds of priorities.   Survey rankings and/or workshops (using dots or post-it note voting) were the primary sources of prioritization.   Instead of individuals who have lived with mental

illness and those who are caregivers, family members, or members of kinship groups, the majority were controlled by physicians, academics, and the government. One survey driven by lived experience research was found.

Sun, Y., Wu, Y., Fan, S., Dal Santo, T., Li, L., Jiang, X. &Thombs, B. D. (2023). A comprehensive review and meta-analysis of 134 cohorts provided evidence of a comparison of mental health symptoms prior to and after the COVID-19 pandemic. to compile data on mental health outcomes in groups that were enrolled both before and after the COVID-19 epidemic. Studies that compare symptoms of depression, anxiety, or general mental health assessed after January 1, 2020, with data collected from any population between January 1, 2018, and December 31, 2019, and which include a minimum of 90% of the same participants before and during the COVID-19 pandemic, or which employ statistical methods to compensate for missing data, are eligible.   When looking at meta-analyses of constrained maximum likelihood random effects, it was shown that worse COVID-19 outcomes constituted a positive change.   In order to assess the potential for bias, a tweaked version of the Joanna Briggs Institute Checklist for Prevalence Studies was employed.   As of April 11, 2022, a total of 94,411 titles and abstracts were reviewed, including 137 separate studies from 134 different cohorts.

Xu, W., Pavlova, I., Chen, X., Petrytsa, P., Graf-Vlachy, L., & Zhang, S. X. (2023). The Russian attack on Ukraine has been ongoing since February 24, 2022. Few studies have looked at the mental health of Ukrainians or how they cope with the aftermath of the worst land war in Europe since WWII.   In order to determine whether there is a correlation between the frequency of psychological distress, anxiety, despair, and insomnia and the coping strategies used by Ukrainians throughout the war.   Between March 19 and March 31, 2022, 1,400 adults in Ukraine were surveyed online using a quota sampling method. With 801 valid replies, or 57.2% of the total, we received our survey.   As for measuring psychological distress, anxiety, depression, insomnia, and coping mechanisms, the Kessler Psychological Distress scale (K6), Anxiety, depression, insomnia, and psychological distress were measured in 801 Ukrainians using the Generalized Anxiety Disorder-2 (GAD-2), Patient Health Questionnaire-2 (PHQ-2), Insomnia Severity Index-4 (ISI-4), and Brief COPE.   The findings showed that 46.8% had

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symptoms of anxiety, 54.1% had depressive symptoms, and 52.7% had indicators of psychological distress or worry. Furthermore, 12.1% of subjects satisfied the requirements for sleeplessness. These mental health problems were substantially correlated with factors including living in territories controlled by Russian military troops, being a woman, living in an urban environment, and having caregiving obligations. Additionally, there was a high association between mental health symptoms and coping techniques such planning, self-distraction, behavioral disengagement, and instrumental support. These results demonstrate the high frequency of mental health issues, especially anxiety and sleep disorders, underscoring the urgent need for Ukrainians to receive medical attention and develop healthy coping mechanisms in the face of the ongoing conflict.

Samji, H., Wu, J., Ladak, A., Vossen, C., Stewart, E., Dove, N. & Snell, G. (2022). Due to their developmental stage and the particular difficulties they faced—such as fear of infection, home confinement, disruption of regular schooling and extracurricular activities, and physical distancing measures—children and adolescents are especially vulnerable to the COVID-19 pandemic's effects on mental health. In order to determine which contextual and individual factors may provide protection or increase risk for mental health outcomes, this study reviewed the available data on the COVID-19 pandemic's effects on the mental health of kids under the age of 19. From 2020 to 2021, 116 studies containing data on 127,923 children and adolescents, more than 3,000 chart reviews, and 50,984 proxy reports from parents or healthcare professionals were found through a search of English-language peer-reviewed and preprint publications. The results showed a marked rise in COVID-19-related dread and higher rates of anxiety and depression than before the epidemic. Younger adolescents, female adolescents, older adolescents, and those with neurodiversity or long-term medical disorders were found to be at higher risk for mental health issues. It was discovered that social isolation, one of the pandemic's management methods, had a detrimental effect on teenage mental health. Better mental health outcomes, however, were associated with elements like familial ties, physical exercise, entertainment availability, and strong social support. In order to lessen the current and potential effects of the epidemic, this analysis emphasizes how urgently practitioners and

legislators must give mental health support for kids and teenagers—especially those who are more vulnerable—top priority.

Van, N. T., Irum, S., Abbas, A. F., Sikandar, H., & Khan, N. (2022). The COVID-19 pandemic has been associated with an increase in student stress and mental health issues, according to reviews. Contrary to popular belief, some research has linked online learning to negative mental health outcomes for students, such as increased stress, anxiety, and depression. On the other hand, other research has shown that digital platforms can be a great resource for developing online programs that improve students' mental health. This study aims to go into two areas of online learning and how it relates to student mental health issues. It will explain where these issues arise and provide suggestions for stakeholders to think about further. Research published between 2019 and 2022 was included in the 20 items analyzed from the literature, which was gathered from Scopus and Web of Science databases. The goals were to achieve this. The cluster themes are determined by the bibliometric analysis based on the messaging frequency. Important data categorization procedures adhere strictly to the platform of idea, results, author reputation, and publication years. The study's final results provide more information about the new epidemic and the prior studies. The findings address two primary topics: how online education affects students' mental health concerns and how online education might help students who need mental health services. It is anticipated that those involved in online education and student and community mental health services will gain from these findings.

Jones, E. A., Mitra, A. K., &Bhuiyan, A. R. (2021). This systematic review attempts to evaluate the COVID-19 pandemic's impacts on teenage mental health because there is a dearth of information on the psychological repercussions on adolescents. This study examines 16 quantitative studies with a total of 40,076 people that were carried out between 2019 and 2021 in accordance with the PRISMA guidelines for systematic reviews. The results show that the epidemic has caused stress, anxiety, and sadness to become more common among teenagers worldwide. Additionally, throughout the epidemic, there was a noticeable rise in the use of drugs and alcohol by adolescents. The review also emphasizes the favorable effects on teenagers' mental health of elements like home quarantining, social support, good coping

mechanisms, and constructive parent-child interactions throughout the crisis. Given the COVID-19 pandemic's extensive effects on teenage mental health, it is imperative to locate and make use of all available tools and interventions to help teens deal with the difficulties the pandemic has caused.

Hernández-Torrano, D., Ibrayeva, L., Sparks, J., Lim, N., Clementi, A., Almukhambetova, A., &Muratkyzy, A. (2020). Using summary information from 5,561 journal articles included in the Web of Science database and published between 1975 and 2020, this project creates a comprehensive map of studies pertaining to the mental health and wellbeing of college students. Examining the literature on college students' mental health over the past 45 years using bibliometric methods, the study delves into the field's production, social structure, intellectual structure, conceptual framework, and growth trajectory. A few key takeaways are as follows: (a) Studies on college students' mental health have been on the rise, particularly since 2010; (b) these studies are mainly published in journals like psychology, psychiatry, and education; (c) researchers from different parts of the globe work in this field, but the majority of them are based in the US; (d) researchers work in isolation from one another; (e) the field is multidisciplinary, stemming from the meeting point of behavioral and biomedical sciences; (f) studies in this field mainly examine pathogenic approaches to mental health, particularly mental illness; and (g) seven main areas of study have been thoroughly examined. These findings are taken into account in the study, along with their potential impact on future developments in this area of study.

Academic Achievement:

Jamil, M. et al. (2024). This quantitative study looked at the variations in academic performance between male and female children in elementary school. 120 students' self-regulation, peer learning, intrinsic motivation, and perceived competency were evaluated using self-created questionnaires. Overall achievement was considerably higher for girls, according to the results. When it came to learning responsibility, there was the biggest gender difference, with women exhibiting superior work ethics and accountability. Additionally, women showed more enthusiasm in academic assignments and greater confidence in their fundamental skills. Males,

however, demonstrated a similar ability to utilize peer resources in the classroom. These findings are consistent with earlier studies that identified behavioral, attitudinal, and motivational risk factors that disadvantage boys. Interventions that focus on male students' self-beliefs, inner drive, and self-discipline through evidence-based psychological and pedagogical techniques that are cognizant of related masculine socialization processes are the main focus of practical recommendations. While ongoing gender-sensitive enhancement of student-centered solutions is still necessary for equal outcomes, ongoing study should look at the developmental paths of academic achievement patterns. The ability, motivational, and self-regulatory factors that underlie the achievement gaps that emerge by primary school are crucially illuminated by this study. It also implies that while creating effective support systems for the success of all students, a gendered lens must be applied to related psychological and sociocultural processes.

Laskar, J. & Debnath, A.K. (2024). The purpose of this study is to look into how college students' social adjustment and academic performance are affected by their emotional maturity. The capacity to control our emotions, which enables us to fulfill our ambitions, is emotional maturity. Conversely, adjustment refers to altering our patterns of behavior and requirements in order to bring a situation into balance. In the lives of students, both ideas are significant. 140 second-semester BA students, both male and female, were chosen for this purpose from various colleges in West Bengal's South 24 Paraganas area. They were between the ages of twenty and twenty-four. The random sampling technique was used to choose the sample. To perform the study, a descriptive survey research design was used. The Social Adjustment Inventory and the Emotional Maturity Scale were employed as research instruments. The statistical software Survey of SPSS was used to examine the results. The findings showed that college students' academic success and emotional maturity were significantly and negatively correlated. College students' social adjustment and emotional maturity did not significantly correlate.

Venkatesha, K.&Rajeeva, E. (2024). This study aims to explore the impact of Teaching Aptitude on the academic achievement of student-teachers in colleges of education. Employing a descriptive survey approach, a sample of 100 student-teachers was randomly selected from various Teacher Education Colleges affiliated with Davangere University, with consideration

given to gender, locality, and academic stream. The research tool utilized in this study was developed by Dr. S.C Gakhar and Dr. Rajrish. The primary focus of the investigation was to examine the relationship between teaching aptitude and academic performance within the context of the B.Ed. Program. The research methodology involved the application of descriptive survey methods, with data collected from a representative sample of 100 student-teachers. Academic achievement was assessed using tools specifically developed and validated by a research scholar. Statistical analyses, including mean, standard deviation, and the product-moment correlation coefficient, were employed to analyze the data.

Chebrolu, K. (2024).The researchers aimed to use the COVID-19 to look at how academic performance and accomplishment motivation relate to two schools in different locations: one in the city and one in the country. Judgmental sampling, also known as purposive sampling, was used to poll 80 Indian secondary school students (N=80) between the ages of 16 and 17. Data was collected and analyzed using t-tests and standard deviations after students completed 140 Likert-scale survey questions in the Achievement Motivation Profile. The students' final semester scores (in the form of GPA) for secondary exams delivered after COVID-19 were also considered. Motivation and attitude have been identified as two of the most important indicators of academic success. The study's findings indicate that, in comparison to men, women were found to be more motivated. In comparison to their rural counterparts, urban kids exhibit a modest level of motivation. When it came to the relationship between academic achievement and accomplishment motivation, it was found that there was a poor correlation between the two between urban and rural students as well as between male and female students.

Kaba, A. et al. (2024). This study's primary goal was to examine students' academic performance (SAP) in face-to-face (F2F) and online learning (OL) instruction prior to, during, and following the COVID-19 pandemic. The study also looked at how students' academic performance was affected by their gender and major. The study's findings for the semester grade point average (SGPA) showed that F2F learning had better SAP than OL learning, but the grade point average (GPA) results showed that OL learning had better SAP than F2F learning. The results demonstrated the beneficial effects of gender and academic major on SAP in face-to-face and

online learning prior to, during, and following the COVID-19 pandemic, which validated the hypotheses. According to the results of the regression analysis, the demographic factors can forecast differences in a student's academic achievement of up to 18%. These results provide insightful information for useful tactics to enhance SAP in face-to-face and online learning.

Sideridis, G. &Alamri, A.A. (2023). In line with the educational reform goals of the Kingdom of Saudi Arabia's Vision 2030, this study investigates student and school-level factors that predict academic achievement among high school students.   With an average age of 19.7 years (SD= 1.87), 528,854 participants who took the Standard Achievement Admission Test (SAAT) were analyzed in the study.   Among those who took part, 294,041 were women and 234,813 were men.   Academic performance indicators were identified using Multilevel Random Coefficient Modeling (MRCM).   The findings showed that while being female, having parents with educational backgrounds, attending larger schools or places of worship, and having a smaller student-teacher ratio were linked to positive academic outcomes, student absences, age, and attendance at a new school had a negative impact on academic performance.   The Kingdom's new educational reform plans, which place a strong emphasis on raising educational standards in accordance with Vision 2030's objectives, are examined in light of these findings.

Rani, S. et al. (2023). The goal of the current study was to find out how self-concept affects academic performance. Using a stratified random sampling technique, 100 secondary school pupils from various backgrounds in the Sonipat district were chosen as a sample. There was an equal distribution of the population. Dr. Raj Kumar Saraswat's Self-Concept Inventory (SCQ) was used to measure self-concept.   Following research, the findings indicated a favorable relationship between secondary school students' academic success and their self-concept. Additionally, it was discovered that, independent of gender and school type, there was no discernible difference between the academic performance and self-concept of male and female pupils.

Chan, T.J. & Dai, M. (2023).One of the important results of the formal education procedures is academic accomplishment.   Therefore, it is timely to comprehend the elements that affect academic achievement.   The purpose of this study is to investigate the factors that influence

students' academic success. Student participation, general knowledge, social skills, and communication abilities are among the variables. This study used a quantitative research approach, soliciting 150 valid responses from students at a private university in the Klang Valley via an online survey questionnaire. The current study's Pearson's product-moment correlations showed a positive and significant association between students' academic achievement and their level of involvement. The correlation between communication skills and academic success was moderately positive, while the correlation between general knowledge and social skills was moderately favorable. Using multiple regression analysis, we discovered that students' involvement, general knowledge, and social skills were predictors of their academic progress. The capacity to communicate, on the other hand, was unprepared for anything. Furthermore, this study has a significant impact on students' social lives since it supports the goal of the Malaysian Ministry of Higher Education to integrate soft skills into course content and pedagogy. This will put pressure on the administration of the university to provide programs and initiatives that give students a variety of soft skills so they can be competitive in the job market once they graduate. The conclusion, ramifications, and potential avenues for further research are also covered in this work.

Zheng, Z. &Mustappha, S.M. (2022). There have been three distinct periods in the history of higher education development worldwide: elitism, popularization, and universalization. China is making the strategic decision to follow global trends by pursuing universal access to higher education. Promoting the caliber of the higher education process can be accomplished through the study of college students' academic performance. A survey of the literature on college students' academic performance reveals that the measurement instruments are more accurate and the academic achievement measurement indicators are more varied. In light of this, the purpose of this study is to outline the limitations of previous research in order to serve as a guide for future investigations into the academic performance of college students.

Al-Abyadh, M.H.A. &Azeem, H.A.H.A. (2022). Being able to learn and apply information more efficiently is just one of the many factors that contribute to students' success. If children are not learning well, they can also evaluate, encourage, and change their behavior. Finding out how

college students' self-efficacy and self-management abilities relate to their academic performance was the driving force for this research. Students' perceptions of their own efficacy and self-management in connection to their academic achievement in Saudi and Egyptian universities were also investigated in the study. 889 students from Egypt and the Kingdom of Saudi Arabia, two distinct Arab nations, participated in the study. An online survey was administered to the sample in order to assess their academic performance, perceived self-efficacy, and self-management skills. SmartPLS-SEM was used in a quantitative manner. The results show that students' academic performance in both nations is positively impacted by self-efficacy and self-management. Additionally, research has shown that academic performance is significantly influenced by self-efficacy, which in turn is affected by self-management abilities. Additionally, the Multi-Group Analysis (MGA) results showed that the views of academic success, self-efficacy, and self-management were not different between the Saudi and Egyptian students.

Ozcan, M. (2021). The goal of this research is to find out how high school teachers feel about the factors that affect their pupils' grades. With this objective in mind, we will conduct research to uncover the beliefs held by high school teachers. This study's design was based on the case study method of qualitative research. Eleven female and nine male high school branch instructors are part of the research group. The participants' years of professional experience range from one to thirteen. The group that took part consisted of 6 Turkish language and literature teachers, 5 math teachers, 3 English teachers, 2 history teachers, 1 biology teacher, 1 IT teacher, 1 chemistry teacher, 1 physics teacher, and 1 PE teacher. Researchers utilized the criterion sampling type of the purposive sample approach to select the research subjects. The criteria set out for this study state that teachers must work in high schools, have experience teaching in both district and province schools, and be branch teachers. The study found that students' academic performance is affected by their family's educational background, the school's physical environment, and the attitude and operation of school management. These factors are measured in terms of intellectual curiosity, motivation, and intellectual and motivational dimensions. The school environment has a significant impact on students' academic

achievement due to its motivational, social, and socioeconomic aspects. Professional competence, communication, attitude, direction, and modeling are some of the ways in which teachers affect their pupils' academic progress.

Brew, E.A. et al. (2021). Every educational system places a high value on senior high school pupils performing well academically. There are still many unanswered questions, despite the extensive research on the many factors that affect pupils' performance in the classroom. It would be much better if someone reviewed the literature in this area; doing so would show where there are gaps and where further research is needed. This research used a narrative review approach to examine the literature on academic performance in senior high school students and the various factors that affect it. In order to improve students' academic status, the study made it clear that these factors have a negative effect on academic accomplishment. A student's academic performance suffers and, in rare cases, they drop out of school altogether if they are chronically absent from class, according to the research. The study also found that other factors, such as students' parents' level of education and financial stability, the availability of resources like textbooks, libraries, and practical labs, as well as other factors like the provision of meals and teachers, significantly influenced students' academic achievement. Students with above-average academic status who are positively exposed to these effects are likely to outperform their peers who are not. According to the study, in order to meet the requirements and goals of students, a number of elements should be continually checked and altered, including truancy, family income and educational attainment, textbook accessibility and availability, libraries, practical laboratories, lunch provision, and teachers. Students' academic performance will significantly increase as a result, enabling them to fulfill their life goals.

Kaya, M.&Erdem, C. (2021).Although there is a large body of literature on students' well-being, empirical research on the connection between academic success and well-being has produced conflicting findings. There aren't many meta-analysis studies on this topic, and the ones that are accessible concentrate on just one aspect of wellbeing. Meta-analyses examining students' academic performance and overall well-being are required. In order to do this, we conducted a meta-analysis study on the relationship between academic achievement and students' overall

well-being using information from correlational studies with 54,426 participants across 81 separate samples. Based on this dataset, we report a tiny but substantial and positive effect size. The link is strong across academic domains, scale types, countries' levels of development, and well-being domains, but the effect sizes vary greatly depending on the moderator factors of publication year, age, school level, and publication type. In accordance with the literature, the results are discussed and implications are proposed.

Alyahyan, E., Düştegör, D. (2020). Since student achievement is frequently used as a performance indicator for educational institutions, it is extremely important. By implementing preventive measures and promptly identifying pupils who may be at risk, we can greatly improve their academic performance. Predictions using machine learning approaches have become increasingly popular recently. Educators who are fluent in "computer science" or, more precisely, "artificial intelligence" have the most access to these methods, despite the abundance of success stories described in the literature. Decisions abound when it comes to applying data mining techniques efficiently and effectively; for example, how to define student performance, which student qualities to highlight, and which machine learning strategy is best for the given problem. The research team behind this project hopes to provide teachers with a comprehensive set of standards for using data mining techniques to predict their students' academic success. This has been accomplished by reviewing the literature and compiling the state-of-the-art into a methodical approach that thoroughly covers and explains potential choices and criteria along with supporting reasons. Teachers will have easier access to data mining tools thanks to this study, allowing them to fully utilize their potential in the field of education.

Herrera, L. et al. (2020). Numerous research have examined the connection between academic success and different personality traits, emotional intelligence (EQ), and self-concept, according to a review of the academic literature. Two main goals serve as the foundation for this investigation. With an emphasis on gender disparities, the first compares the academic performance, personality traits, self-perception, and emotional intelligence of Amazigh and European students. The second objective is to identify the personality traits, EQ, and self-concept variables that are associated with future academic achievement. The final sample for

the study consisted of 407 students in their final two years of elementary school, with an average age of 10.74 years. One hundred twenty-two students (47.2% of the total) were of European descent, one hundred twenty-five students (65.1%) were of Amazigh heritage, and two hundred fifteen students (52.8%) were male. Taking the Bar on Youth Version-Short Emotional Quotient Inventory (SQI-Short) Data on the psychological constructs were gathered using the Big Five Questionnaire for Children and the Self-Concept Test-Form 5. The academic performance was assessed using grades in three subjects: mathematics, natural sciences, and Spanish language and literature. The results supported the original hypothesis of a gender gap in performance by revealing gender differences in academic accomplishment, especially in the Spanish Language and Literature class. Personality traits, self-concept, and emotional intelligence were also found to differ by gender. Furthermore, students' cultural background had an impact on how they perceived themselves in respect to their physical appearance. For the second goal, academic self-concept was the best indicator of academic performance across all topics in the Primary Education curriculum, according to predictive analysis. Academic results were also influenced by other facets of self-concept, emotional intelligence, and character. These results highlight the significance of implementing a more all-encompassing approach to education, one that fosters the growth of students' social and personal abilities in addition to academic knowledge. Future studies should also concentrate on examining the root causes of the gender gap in academic performance.

CONCLUSION:

Many things contribute to a person's level of mental health. Having a solid grasp of one's personality traits and how to achieve them, clear and attainable life objectives, a sufficient sense of safety, the ability to accurately assess one's strengths and weaknesses, a healthy dose of emotion and spontaneity, regular and fruitful interactions with the outside world, the capacity to grow and change through experience, fulfilling one's social group's needs, and finally, a sufficient degree of independence from one's cultural or group are all necessary.Academic achievement is widely considered a barometer of a person's character and future success in

modern society. Consequently, there is a critical role for both the educational process and academic achievement.

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Author's Declaration

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