

An Exploratory Study on the Causes of Student Failure in Quarterly Examinations: A Case of Choekhorling Middle Secondary School, Sarpang

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ABSTRACT: This case study investigates the persistent issue of underperformance among students in quarterly examinations (Classes IV–X) at Choekhorling Middle Secondary School in Sarpang district, Bhutan. Despite a consistent assessment framework, concerns remain among educators, parents, and the wider community regarding the root causes of students' academic struggles. The research explores the shared yet diverse beliefs and assumptions held by key stakeholders—students, teachers, administrators, and parents—about institutional norms, including school rules, routines, academic workload, and behavioural expectations. These perceptions shape how individuals interact with and respond to the school's academic environment. To identify contributing factors to student underachievement, the school's academic committee conducted a focused review using direct feedback from students who failed the quarterly tests. The analysis revealed a misalignment between student experiences and institutional expectations, leading to the formulation of several recommendations. These include revising teaching methodologies, strengthening student support mechanisms, and improving administrative practices. The findings underscore the importance of aligning institutional norms with the realities of student needs to foster improved academic performance.

KEYWORDS: Bhutan, Case study, Choekhorling Middle Secondary School, factors, feedback, quarterly tests, underperformance

INTRODUCTION

Academic success and failure are multifactorial outcomes influenced by a complex interplay of individual, instructional, familial, and institutional variables. Researchers across educational psychology, pedagogy, and sociology have extensively explored these variables to understand and mitigate the barriers to learning while promoting practices that foster achievement. In this review, the researchers have examined various factors that contribute to enhanced student performance and underperform in their tests.

Student-Related Factors

A student's own behaviours and dispositions significantly impact academic outcomes. Self-regulated learning, motivation, and time management have been identified as strong predictors of success. Zimmerman (2002) emphasized the role of self-regulated learning, wherein students who set academic goals, monitor progress, and adjust strategies outperform their peers. Similarly, Dweck's (2006) concept of “growth mind-set”—the belief that abilities can develop through effort—has been linked to persistence and improved performance, particularly in challenging subjects like mathematics.

Conversely, poor study habits, procrastination, and overdependence on digital distractions often lead to academic failure. Ophir et al. (2009) found that heavy media multitaskers displayed decreased cognitive control and lower academic performance. Additionally, students with low self-efficacy tend to avoid academic challenges, leading to reduced engagement and outcomes (Bandura, 1997).

Teacher Effectiveness and Instructional Quality

Teaching quality is among the most influential school-based factors affecting student outcomes. Hattie's (2008) meta-analysis of over 800 studies found that teacher clarity, feedback, and engagement had significant positive effects on learning. Effective teachers use diverse strategies—scaffolding, inquiry-based learning, and real-world problem-solving—to cater to varied student needs (Darling-Hammond et al., 2017).

In contrast, instructional practices that rely solely on textbooks, lack differentiated support, or fail to engage students are frequently associated with underperformance. According to Marzano and Marzona (2003), poor classroom management and low expectations from teachers can demotivate students, especially those already struggling. Negative interactions, such as public shaming or punitive approaches, contribute to emotional disengagement and hinder academic resilience (Boaler, 2015).

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Parental Involvement and Home Environment

Parental support is a strong predictor of academic success. Epstein (2001) outlined six types of family involvement that contribute to academic outcomes, including parenting, communication, and learning at home. Regular monitoring of academic work, encouragement, and creating a conducive study environment at home significantly improve student performance.

However, limited parental involvement—often due to illiteracy, long work hours, or socio-economic pressures—has the opposite effect. UNESCO (2015) reported that children burdened with household responsibilities, especially girls, were less likely to succeed academically. Family dysfunction, including domestic violence or neglect, was also found to negatively impact students' mental well-being and academic outcomes (Shonkoff et al., 2012).

School Environment and Institutional Factors

The overall school environment—including infrastructure, scheduling, peer behaviour, and institutional culture—plays a substantial role in shaping student outcomes. Supportive school climates that promote inclusivity, fairness, and psychological safety foster learning. It is believed that classrooms that are well-managed, respectful, and engaging enable students to perform better academically.

On the other hand, excessive homework, poorly scheduled co-curricular activities, and inefficient use of instructional time can overburden students. Cooper (2006) emphasized that while homework has positive effects, too much of it without proper coordination leads to stress and reduced academic efficiency. Aronson et al. (1999) also argued that maximizing instructional time and reducing non-academic disruptions significantly improve student achievement.

Moreover, administrative decisions like inconsistent teacher assignment, inadequate remedial programs, and long commutes can pose structural challenges. Slavin (2018) stressed the need for timely intervention and consistent support for low-performing students to bridge learning gaps effectively.

Health and Psychological Well-Being

Students' physical and mental health strongly influence academic performance. Illness, stress, and trauma can diminish concentration, memory, and motivation. The World Health Organization (2014) recognized that physical well-being, emotional support, and mental health services are essential for student learning. Shonkoff et al. (2012) linked adverse childhood experiences, such as violence or parental substance abuse, with poor academic outcomes due to toxic stress impairing brain development.

Psychological safety in classrooms is equally crucial. Fear of failure, anxiety (especially related to subjects like mathematics), and low self-esteem often lead to academic withdrawal. Boaler (2013) found that math anxiety, often exacerbated by teacher attitudes and public embarrassment, led students to disengage from learning, regardless of their actual ability.

Research Gap

Despite the efforts of teachers and school administrators to maintain academic standards, the results of the quarterly tests among upper primary students till classes X fell significantly below expectations. This unexpected underperformance prompted the need to investigate the underlying causes. The research aimed to explore whether the assumptions held by educators regarding academic challenges were aligned with the students' actual experiences and perspectives. To address this, researchers conducted a case study and collected student feedback guided by three specific questions, as outlined in the data collection section. These questions were designed to uncover students' views on instructional practices, study habits, environmental influences, and emotional or psychological barriers. By comparing the assumptions with the lived realities of students, the study sought to determine whether there was a gap in understanding and to identify actionable areas for intervention.

Scope and Limitations of the Study

This study focused on a specific aspect of the school's academic activities, namely the quarterly examination, and was primarily informed by student feedback. The findings are limited to the reasons cited by students for their poor performance in this particular assessment, which was marked by a significant rate of failure. While the study may not provide a definitive explanation for all instances of academic underachievement, it offers valuable insights and a foundational understanding of the challenges students face. More importantly, it highlights potential areas for targeted intervention as suggested by the learners themselves. These insights serve as a guide for educators to refine their teaching strategies and support mechanisms. A follow-up report will document the changes observed after implementing the recommended interventions, allowing for a comparative analysis and deeper understanding of their impact.

METHODOLOGY

Research Design: Qualitative research design was used based on students' feedback limited to only one research tool (i.e. feedback).

Participants: Students from Classes IV to X who failed in at least one subject were collected feedback the same day the result was declared.

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Data Collection: Written feedback forms asking students to explain why they failed. After the test results were announced, the school administration held a meeting with students who did not pass the quarterly exam and collected their feedback by asking three focused questions aimed at understanding the reasons behind their failure.

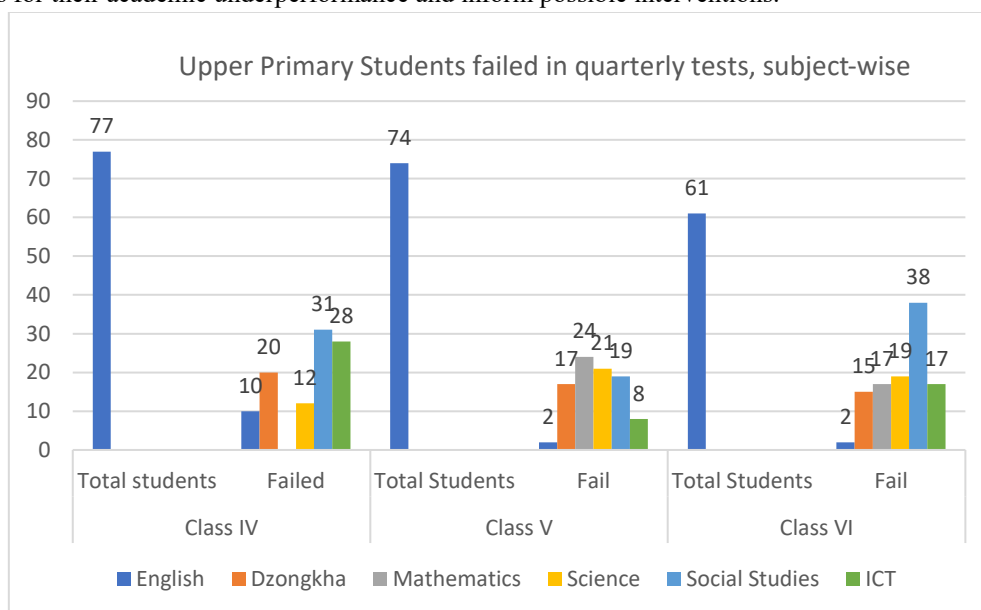
- What are three possible reasons why I failed?
- Were there any issues from parents or subject teachers related to support or the effectiveness of teaching strategies?
- Were there any administrative shortcomings that affected students' success in the test?

Analysis Method: Thematic analysis was conducted using manual coding. Each student response was broken into meaningful units, coded, and grouped under broader themes.

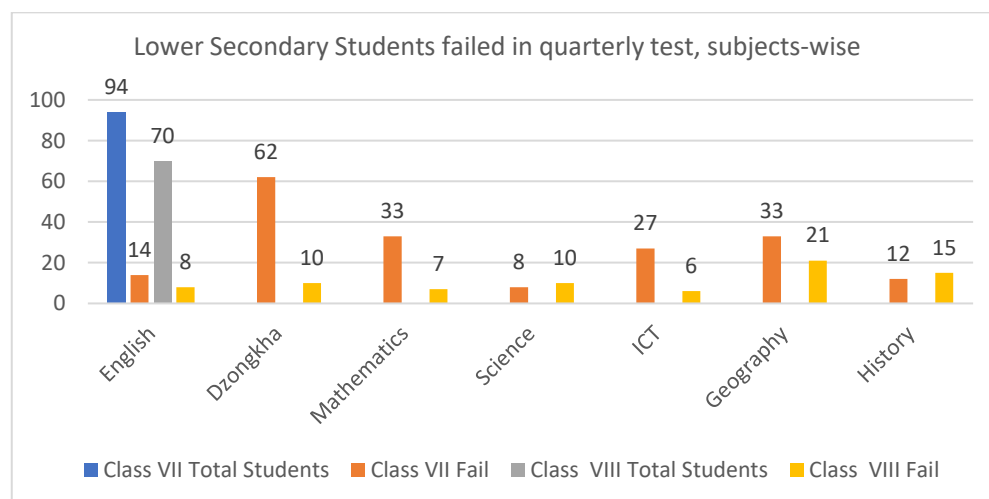
DATA ANALYSIS AND FINDINGS

1. Introduction

This report presents the findings of a thematic analysis of written feedback collected from students of Classes IV to X who failed in the recent quarterly test. The purpose of the analysis is to identify common themes in the students' responses to understand the underlying reasons for their academic underperformance and inform possible interventions.

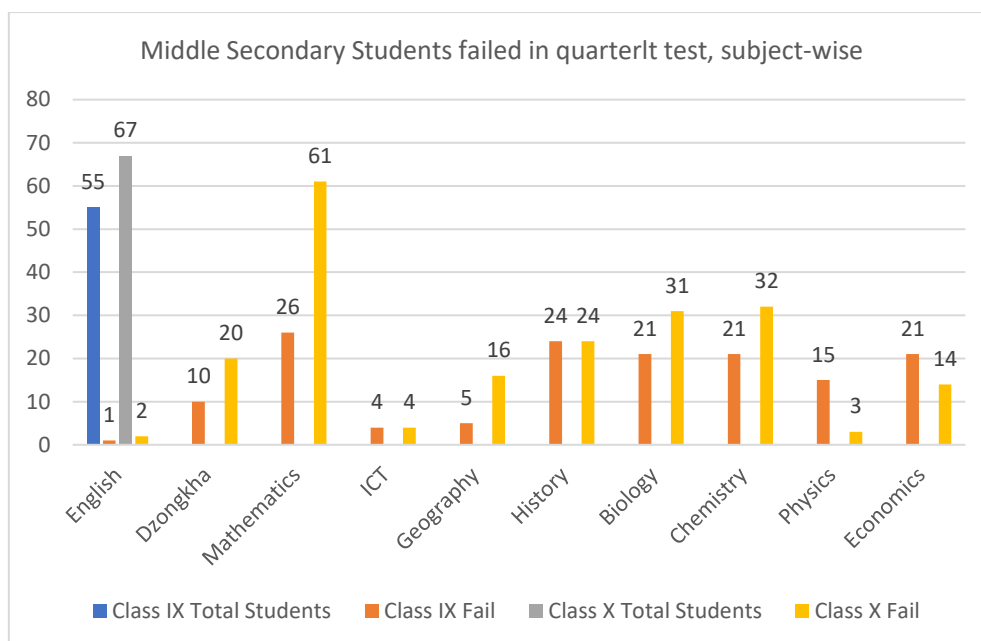


Graph 01: Graphical representation of students failed during quarterly test classes IV-VI



Graph 02: Graphical representation of students failed during quarterly test classes VII-VIII

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Graph 03: Graphical representation of students failed during quarterly test classes IX-X

The bar graph (**Graph 01, 02, & 03**) presents a subject-wise overview of student failures in quarterly assessments for upper primary classes till grade X (ten). It sheds light on patterns of academic difficulty across key subjects and highlights variations in student performance as they progress through grade levels.

Table 01: Summary of subject-wise failures from the graphs 01, 02, and 03.

Subjects	Total students failed	Remarks
Mathematics	192	Highest failures, serious concern
Science (Incl. Bio., Che., & Phy.)	163	Needs major intervention
Dzongkha(National Language)	141	Language concern
Social studies (His/Geo/Eco)	148	Social sciences collectively weak
English	38	Exceptionally good amongst 499 students in total
ICT	57	Manageable, but needs monitoring

Source: School Academic file, 2025

The data indicates a concerning trend in student performance, especially in subjects with the highest failure rates. Among the various academic disciplines, Mathematics stands out as the most challenging, with 192 out of 499 students failing to meet the required standards. This is closely followed by the Sciences (inclusive of Biology, Chemistry, and Physics), which recorded 163 student failures, and Social Studies, where 148 students did not pass. Additionally, Dzongkha, the national language, also shows significant concern with 141 students failing.

Thematic Analysis and Data interpretation of Student Feedback on Academic Challenges

A comprehensive review of student feedback reveals a multifaceted set of challenges contributing to academic struggles. The responses, categorized into eight major themes, provide a clear picture of systemic, instructional, personal, and environmental factors that hinder student performance. Most of this analysis concerns the attributions made by an individual about his or her own failures and how these attributions influence affect, future expectancies, and subsequent achievement strivings.

Teacher Effectiveness

One of the most prevalent concerns raised by students revolves around the quality of teaching. Many students expressed dissatisfaction with teachers who provided only minimal explanation of lessons, frequently relied on reading directly from textbooks, and tended to solve only simple or limited questions in class. For instance, comments such as *“He never solves questions by himself, only gives 1-2 easy questions from the book”* and *“Teacher always solves easy question and gives us hard one for exam”* reflect a sense of frustration and perceived unfairness. This perceived lack of teacher engagement and inadequate instructional support, especially in challenging subjects, can undermine students’ motivation and erode respect for educators. As a result, students often feel unprepared for exams and unsupported in their learning journeys.

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Parental Involvement

Another critical theme is the limited role of parents in students' academic development. Students reported that their parents neither guided them in their studies nor created conducive learning environments at home. In many cases, students were also burdened with excessive household chores, leaving little time or energy for studying. Feedback such as *"They didn't guide me to study well"* and *"Household chore"* points to the impact of domestic responsibilities and lack of academic encouragement from parents, both of which diminish a student's ability to focus on education.

Student Study Habits

Students also acknowledged their own shortcomings in study habits, often admitting to poor time management and a lack of seriousness toward academic responsibilities. Many admitted to wasting time during designated study hours, relying too heavily on peers for help instead of engaging in self-study, and being distracted by gadgets like mobile phones and television at home. Phrases like *"Didn't study seriously," "Played during study hour,"* and *"I was distracted by social media"* indicate a broader issue of distraction and dependency that hinder academic progress. These patterns also suggest insufficient supervision and limited regulation of screen time at home.

Emotional and Psychological Barriers

A significant number of students reported emotional challenges and psychological barriers that interfered with their academic performance. Negative interactions with teachers—such as public humiliation—were frequently mentioned as sources of demotivation. For example, comments like *"Teacher insulted me in front of friends"* and *"I lost interest"* suggest a school environment that, at times, fails to nurture student confidence. Additionally, fear of certain subjects, especially Mathematics, was commonly reported, along with a lack of self-confidence. These emotional responses create internal obstacles that hinder concentration, reduce participation, and ultimately, impact achievement.

Classroom Environment

Several students described their classroom environment as disruptive or unprofessional. Incidents such as teachers chewing during class or general classroom noise were cited as distractions. Remarks like *"Teacher chews during class"* and *"Too noisy to study in class"* reveal how even small lapses in classroom discipline or teacher demeanour can affect student focus and respect. Such an environment diminishes the overall learning experience and reduces students' ability to absorb and retain information.

Academic Burden

Students also raised concerns about an overwhelming academic workload. The volume of homework, class notes, and projects—sometimes all assigned at once—was described as excessive. Additionally, many students felt that co-curricular activities like games, sports, and school programs often interfered with dedicated study time. Sample feedback such as *"So many home works," "Games and practice every day,"* and *"No time to revise because of programs"* highlight a need for more balanced scheduling. This overburden not only leads to fatigue but also prevents meaningful engagement with the curriculum.

Administrative Factors

Administrative and logistical issues were another source of academic strain. Long commutes to and from school, insufficient remedial or extra classes, and extended non-academic sessions like assemblies were frequently criticized. Feedback included requests for better teacher continuity across years and more efficient use of school hours. Comments such as *"It takes long time to reach home," "Need more study hours than other activities like prayer, assembly,"* and *"School time should be over by 3:30 PM"* point to a growing sentiment that administrative policies need re-evaluation to support student learning more effectively.

Health and Domestic Factors

Finally, health and domestic circumstances emerged as significant barriers for many students. Several respondents reported being unwell during critical academic periods, including exams, while others highlighted stress stemming from family issues such as domestic violence. Statements like *"Sick during exam"* and *"My father comes drunk at home and he disturbs me"* paint a distressing picture of students who are not only dealing with academic pressure but also emotional trauma and physical exhaustion. These external factors substantially affect students' ability to perform, and suggest the need for psychosocial support and flexible academic policies, such as reassessments for absent students.

FINDINGS AND DISCUSSION

The findings from student feedback offer critical insights into the academic challenges faced by school-going adolescents. These themes—teacher effectiveness, parental involvement, study habits, emotional barriers, classroom environment, academic burden, administrative issues, and health/domestic circumstances—are consistent with broader research in the field of educational psychology and pedagogy. Integrating the present feedback with existing literature reveals patterns that not only validate student concerns but also offer direction for systemic improvements.

i. Teacher Effectiveness and Instructional Practice

Students' perceptions of inadequate teaching—such as reliance on textbook reading and minimal problem-solving—align with findings from Hattie (2008), who identified teacher clarity and active teaching strategies as top influences on student achievement.

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When teachers avoid engaging with challenging material, students may perceive this as negligence, leading to a lack of trust and respect. Similarly, [Darling-Hammond et al. \(2017\)](#) argue that effective teaching involves scaffolding, modeling, and differentiated instruction tailored to student needs, all of which seem lacking in the current scenario.

ii. Parental Involvement and Home Environment

Students' reports of limited parental academic guidance and household burdens reflect global concerns about the home's role in educational success. [Epstein \(2001\)](#) emphasizes that family engagement—through monitoring, support, and encouragement—has a significant positive effect on student motivation and learning outcomes. In low-income or rural contexts, excessive domestic chores and parental illiteracy further constrain academic success, particularly for girls ([UNESCO, 2015](#)). These findings suggest the need for community outreach and parent sensitization initiatives.

iii. Study Habits and Distractions

Acknowledgements of poor study habits, time mismanagement, and distractions from digital media underscore a growing global issue. According to [Zimmerman \(2002\)](#), self-regulated learning—which includes goal setting, time management, and self-monitoring—is a key predictor of academic performance. The increase in digital distractions is also documented in studies by [Ophir et al. \(2009\)](#), which show that multitasking with media impairs focus and memory retention. These patterns point to the importance of digital literacy programs and structured study plans.

iv. Emotional and Psychological Barriers

Many students reported emotional distress stemming from public humiliation or academic fear, especially related to Mathematics. These experiences are well documented in the literature. For example, [Dweck \(2016\)](#) notes that negative teacher feedback and humiliation can foster a fixed mindset, reducing effort and engagement. Furthermore, [Boaler \(2015\)](#) found that fear of math, often reinforced by poor instructional approaches, contributes to anxiety and academic withdrawal. These insights highlight the importance of socio-emotional learning (SEL) and trauma-informed pedagogy.

v. Classroom Environment and Discipline

Feedback concerning noisy classrooms and unprofessional teacher behavior (e.g., chewing /eating gum) indicates a lack of classroom management and professional decorum. [Marzano and Marzano \(2003\)](#) stresses that effective classroom management directly correlates with student engagement and achievement. A disrespectful or chaotic environment undermines learning and promotes disengagement. As it is observed that the classroom should be a safe and structured environment where learning can flourish.

vi. Academic Burden and Co-curricular Scheduling

Students' complaints about excessive homework, concurrent projects, and overlapping activities reflect poor academic planning. Research by [Cooper \(2007\)](#) indicates that while homework can improve academic performance, excessive or uncoordinated homework may lead to stress and diminishing returns. Moreover, [Bailey \(2006\)](#) suggests that co-curricular activities like sports, while essential for holistic development, must be scheduled carefully to prevent academic disruption. Effective curriculum integration is essential for reducing fatigue and enhancing learning quality.

vii. Administrative and Structural Factors

Long school hours, inefficient use of time, and inadequate academic support structures were also cited as barriers. [Aronson et al. \(1999\)](#) emphasize that maximizing instructional time is one of the most effective ways to improve academic performance. Likewise, [Slavin \(2018\)](#) argues for targeted remedial programs to support struggling learners, particularly in schools with large class sizes or limited resources. Revisiting daily schedules and ensuring continuity in teaching staff are administrative reforms that can have a measurable impact.

viii. Health and Domestic Stressors

Finally, students' exposure to illness, domestic violence, and psychological stress presents significant threats to academic engagement. These stressors are supported by literature highlighting the link between adverse childhood experiences (ACEs) and poor academic performance ([Shonkoff et al., 2012](#)). Furthermore, [Dick and Ferguson \(2015\)](#) in "Health for the world's adolescents: a second chance in the second decade" recognizes that mental and physical well-being are foundational to learning. Schools must therefore consider flexible academic policies, such as reassessment for sick students and access to counselling services, as part of an inclusive education strategy.

RECOMMENDATIONS FOR ACADEMIC IMPROVEMENT

Based on the thematic analysis of the case study of student feedback, the following recommendations aim to address instructional, behavioural, emotional, environmental, and administrative factors affecting student performance. These strategies are grounded in evidence-based educational research and best practices. The **figures 01** highlight an urgent need for targeted educational interventions in those subject areas. The consistent pattern of underperformance suggests that there may be systemic issues such as:

- ✓ Overly difficult assessments that do not align with students' preparation levels;
- ✓ Insufficient instructional support or teaching strategies that fail to meet diverse student needs;

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- ✓ Gaps in foundational understanding, particularly in Mathematics and the Sciences;
- ✓ Lack of alignment with examination formats or inadequate exam preparation strategies;
- ✓ Language barriers or limited engagement in subjects like Dzongkha and Social Studies.

This situation calls for immediate pedagogical and administrative responses. Schools may need to reconsider curriculum delivery methods, enhance remedial and support programs, and train teachers to adopt more interactive and differentiated teaching strategies. Moreover, it underlines the importance of equipping students with exam literacy skills, such as time management, understanding question patterns, and stress management techniques.

Failing to address these issues promptly may result in long-term educational setbacks, especially in core academic subjects essential for future academic and career success. Therefore, a data-driven and student-informed action plan is necessary to reverse this trend and improve overall academic performance. However, we recommend the following areas to be considered in order to have a possible improved results from the students.

Use of Teaching Aids

To improve teacher effectiveness, incorporating visual and tactile teaching aids can significantly enhance student understanding and retention. Studies have shown that multimodal instruction—combining verbal explanations with visual aids—enhances conceptual clarity and student engagement (Mayer, 2014). Use of charts, models, diagrams, and digital tools makes abstract concepts more tangible and supports diverse learning styles.

Solve Challenging Questions in Class

Teachers should balance instruction between basic and higher-order questions to prepare students for exams and real-life problem-solving. Vygotsky's Zone of Proximal Development (ZPD) theory suggests that students learn best when they are challenged just beyond their current abilities with appropriate guidance (Vygotsky, 1978). Solving difficult problems during class helps reduce anxiety and increases confidence.

Employ Interactive Teaching Strategies

Strategies such as peer tutoring, group discussions, and cooperative learning foster active participation. The cooperative learning improves academic achievement, interpersonal relationships, and self-esteem. Peer tutoring also promotes reciprocal teaching, where students reinforce their own understanding by explaining concepts to others.

Establish Doubt-Clearing Sessions

Dedicated hours for doubt clarification—decided by subject teachers—provide personalized academic support. These sessions can bridge learning gaps and foster a supportive learning environment. Research shows that timely feedback and opportunities for clarification increase student motivation and performance (Black & Wiliam, 2009).

Minimize Household Chores through Parental Sensitization

The school administration should engage parents in understanding the importance of reducing household burdens on students. Studies show that excessive non-academic responsibilities at home hinder academic success, especially for girls and students from disadvantaged backgrounds (UNESCO, 2015). Parent education sessions can promote awareness and encourage a balance between home responsibilities and study time.

Provide a Structured Self-Study Timetable

Distributing a standardized self-study timetable format can help students develop better study habits and time management skills. Zimmerman (2002) emphasized that self-regulated learning and structured planning are critical factors in academic success. Guidance on organizing study hours can empower students to use their time more effectively.

Monitor Study Hours Strictly

Effective supervision during study periods ensures that students remain focused and reduce off-task behaviour. A structured and monitored environment fosters discipline and minimizes distractions, which has been linked to improved academic outcomes (Gettinger & Seibert, 2002).

Avoid Name-Calling and Public Shaming

Teachers must refrain from insulting or embarrassing students, as such practices negatively affect self-esteem and motivation. Psychological studies have consistently shown that positive teacher-student interactions are critical for student engagement and academic success (Wentzel, 2002). Respectful communication nurtures a safe and supportive classroom climate.

Promote Equity in Class Participation

Ensuring that all students have equal opportunities to participate—such as asking questions in a fair and inclusive manner—can reduce feelings of neglect and favouritism. This aligns with inclusive education practices, which advocate equity and participation for all learners (Florian & Black-Hawkins, 2011).

Maintain Professionalism: Avoid Chewing During Lessons

Teacher demeanour greatly influences classroom discipline and respect. Unprofessional behaviour like chewing in class can distract students and diminish teacher credibility. Teacher modelling of professionalism is crucial in setting behavioural norms (Marzano & Marzano, 2003).

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Empower Class Captains to Maintain Discipline

Delegating classroom management roles to student leaders like class captains fosters responsibility and promotes peer-regulated behaviour. Research supports that student involvement in classroom governance can improve discipline and create a sense of ownership (Chapman et al. (2013).

Follow a Balanced Homework Schedule

A uniform homework timetable coordinated across subjects prevents student overload and enhances task completion. Cooper (2006) found that excessive homework reduces its effectiveness and can lead to burnout, while well-paced and meaningful assignments enhance learning outcomes.

Assign Meaningful and Relevant Homework

Homework should reinforce learning and relate to classroom instruction. Assignments that are relevant and engaging promote deeper understanding and application of knowledge (Trautwein & Köller, 2003). Irrelevant or repetitive tasks reduce motivation.

Coordinate Project Work across Subjects

Subject teachers should collaborate to avoid scheduling multiple projects simultaneously, which can overwhelm students. Interdisciplinary coordination allows for better time management and integration of learning objectives (Beane, 1997).

Conduct Games and Sports within a Designated Week

Extracurricular activities are essential but should not interfere with academic preparation. Consolidating sports and games into a specific week allows students to focus on both physical and academic development without conflict. Balance between academics and co-curriculars improves student well-being and performance (Bailey, 2006).

Ensure Timely Dismissal

Sending students home early or on time provides them with adequate rest and time for self-study. Prolonged school hours have been associated with fatigue and reduced learning efficiency, especially in adolescents (Knutson & Lauderdale, 2009).

Offer Extra and Remedial Classes

Providing additional support to academically weaker students ensures equity in learning. Remedial education has been shown to significantly improve outcomes for low-achieving students, particularly when tailored to specific needs (Slavin et al., 1994).

Restructure SUPW Timing

Activities under Socially Useful Productive Work (SUPW) should be rescheduled to avoid clashing with academic hours (limited to Chokhorling Middle Secondary School only). Integrating such activities without disrupting study time supports holistic development without compromising core subjects (Saha, 2016).

Reduce Time Spent on Assemblies and Prayers

Prolonged morning activities such as prayers and assemblies should be shortened to optimize instructional time. Research emphasizes the importance of maximizing learning time within the school day for academic achievement (Aronson et al., 1999).

Provide Reassessments for Sick or Absent Students

Students who miss assessments due to illness or personal issues should be given opportunities for reassessment. Flexible academic policies accommodate individual needs and support inclusive education (Tomlinson, 2014).

CONCLUSION

This case study underscores the multifaceted academic challenges faced by school-going adolescents and highlights the urgent need for systemic reform grounded in student feedback and educational research. The findings reveal that academic underperformance is not solely due to individual student effort but is intricately linked to broader instructional, emotional, environmental, and administrative factors.

The key themes identified—ranging from teacher effectiveness, parental involvement, and study habits, to psychological well-being and structural inefficiencies—align closely with existing literature, validating student concerns and emphasizing their legitimacy. The evidence suggests that ineffective teaching practices, limited home support, unmanaged digital distractions, emotional distress, and disorganized academic scheduling significantly hinder student achievement.

In response, the proposed recommendations offer a comprehensive roadmap for academic improvement. These include pedagogical enhancements such as the use of teaching aids, interactive teaching strategies, and doubt-clearing sessions; behavioural reforms like respectful teacher-student interactions and equitable class participation; and structural interventions including remedial classes, reassessments, and optimized time management.

Ultimately, the study concludes that improving student outcomes requires a holistic, student-centered approach that combines data-driven planning, inclusive policies, and a commitment to professional and empathetic educational practice. If these strategies are implemented with fidelity, they can create an environment where all students have the opportunity to succeed academically and thrive personally.

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