ACADEMIA International Journal for Social Sciences
Volume 4, Issue 3, 2025 ISSN-L (Online): 3006-6638

# Students Perceptions Regarding Theoretical and Practical Education and their Influence on Students Academic Achievement

**Dr. Um E Rubab**
umerubab@fjwu.edu.pk
Assistant Professor, Department of Education, Fatima Jinnah Women University, Rawalpindi

**Quratulain Sarwat**
quratulain.sarwat@fjwu.edu.pk
PhD Scholar, Department of Education, Fatima Jinnah Women University, Rawalpindi

**Muqaduss Asghar**
muqqi0900@gmail.com
Department of Education, Fatima Jinnah Women University, Rawalpindi

**Alisha Asad**
BS Student, Govt Viqar-un-Nisa Graduate College for Women, Rawalpindi
**Corresponding Author: * Dr. Um E Rubab** umerubab@fjwu.edu.pk

**Received:** 15-06-2025 **Revised:** 20-07-2025 **Accepted:** 02-08-2025 **Published:** 12-08-2025

## ABSTRACT

*This study seeks to investigate the impact of theoretical and practical education on student accomplishment. The study is descriptive, employing a quantitative way to delineate the data. The research was confined to the Government Viqar-un-Nisa Graduate College for Women in Rawalpindi. The study comprised a total population of 100 pupils. The sample size comprised 80 participants. The sample was obtained via basic random sampling. The reliability of instrument was calculated by Cronbach's alpha. For the student survey, the Cronbach's alpha value was 0.786. One tool that was employed was a questionnaire. Expert opinions were consulted in order to verify validity. To gather information, the researcher went to a sample college in person. Following data collection, the data was subjected to inferential statistics (correlation test). The investigation led to the conclusion that both theoretical and practical education contribute to improved learning Students' academic success is significantly impacted by both their knowledge and talents. The study also shows that students' learning is not significantly impacted by a single form of instruction, theory, or practice.*

***Keywords:*** *Theoretical education, Practical education, Students achievement, knowledge, skills*

## INTRODUCTION

Accepting or providing accurate information is the process of education. The key to a bright future and the finest living is education, which is the most crucial factor for the future. A good education provides the finest understanding of life. Education is the only thing that can help a generation grow and create responsible individuals who can learn valuable lessons and share them with others. However, what kind of education? There are two types: theoretical and practical. According to Westbury et al. (2005), theoretically and practically focused courses are interwoven in professional and educational programs. The distinction between educational "theory and practice" may be influenced by the viewpoint on the learning process over time. Theoretical education enables you to figure out how to perform new things or deal with any situation, it is healthier. According to theoretical information, one can learn something without using a sensible approach. Theory teaches you through other people's experience. You can gain a deeper knowledge of an inspiration by comprehending its motivations and placing it within a larger framework through theoretical education. Testing students on what they have learned from reading books or completing homework given by lecturers is the foundation of theoretical education. Its primary focus is on writing and analysis in order to absorb ideas and uncover new ones.

According to knowledge-based education, one should learn things without any relevant facts. Anyone can benefit from knowing that if one method doesn't work, another one does. Completing essays and tests requires theoretical effort, which is essential for any degree. Self- cultivation in theoretical learning is very important to demonstrate that you will guide your own mastery and exhibit determination to your chosen path. Learning anything without embracing practical education is known as theoretical knowledge. Knowing why one method works while the other doesn't is helpful. Theory educates about other people's experiences. Completing essays and tests requires theoretical knowledge, which is essential for every degree.

Students that receive a skill-based education are able to understand how things work in the actual world. The wonderful thing about skill-based or practical education is that we retain the knowledge we acquire longer when it is applied in real-world situations. The best aspect of learning is when we acquire the knowledge in an engaging way through practical schooling. Students will never grow bored or anxious about studying if they enjoy it. The scope of practical education is vast; students can learn a great deal by doing and experiencing. The act of practical experience frequently results in a deeper comprehension of a subject. Under practical education, knowledge is learned by doing, utilizing, or enacting.

The use of practical education as a teaching tool is rapidly expanding. It emphasizes learning via firsthand experience. This kind of learning occurs when we learn something by doing it, and the knowledge we have gained gets ingrained in our brains during the process. It opens all doors and familiarizes you with the subject matter in such a way that you are completely knowledgeable about it and capable of handling any difficult problems that may arise. Similar to two sides of a coin, knowledge and skills are equally significant at the upper secondary level of education. It is essential to comprehend both extremes of the spectrum.

**Statement of the Problem**

The problem under consideration is whether there is a significant difference in students' academic performance, problem-solving skills, critical thinking abilities, and overall learning outcomes when exposed to theoretical education compared to practical education. Traditionally, education systems have heavily relied on theoretical instruction, emphasizing classroom-based learning and lectures. In contrast, the value of practical education, with its focus on hands-on experiences and real-world applications, has gained attention in recent years. By exploring the effects of both educational approaches, this research seeks to provide insights into the most effective and balanced methods of teaching and learning to enhance students' academic success and holistic development.

**Objectives**

To address the research questions, study was designed on following objectives:

1. To find out the perception of the students about the importance of theoretical and practical education.
2. To identify the role of personal experiences and capabilities on students' achievement.

**Significance of the Study**

Theoretical education is generally acknowledged as being crucial to students' learning. But hands-on learning is just as important. At the upper secondary level, practical activity is essential to both teaching and learning. This study's participation will aid in raising awareness, particularly among educators, of the significance of hands-on learning for students' success. Students who acquire skills are able to understand how things work in the actual world. The best thing about practice is that we retain knowledge longer when we apply it to real-world situations. The facts are presented to us in an engaging way. Learning anything without taking a practical approach is known as theoretical education. Knowing why one method works while another doesn't is helpful. By seeing a subject in the perspective of comprehending the why behind it, learning merely theory can provide a deeper comprehension of it. Thus, one method

of improving education and guaranteeing learning quality is to combine academic and practical instruction.

**Delimitations of the Study**

1. The study was confined to Government Viqar-un-Nisa Graduate College for Women, Rawalpindi. No data were collected from other institutions, districts, or provinces.
2. The research focused exclusively on intermediate-level students. Findings may not be generalized to students at the secondary, undergraduate, or postgraduate levels.
3. Out of the total population of 100 students, only 80 participants were selected as the sample using simple random sampling.
4. The scope of the study was limited to students' perceptions regarding theoretical and practical education and their influence on academic achievement. Other factors influencing achievement, such as socio-economic background, teacher quality, or institutional resources, were not included.
5. Data collection was conducted within a specific academic session, and the findings represent perceptions during that period only.

## LITERATURE REVIEW

A thorough process of gaining knowledge, abilities, values, and attitudes through a variety of official and informal channels is called education. It entails facilitating learning so that people can advance their physical, mental, social, and emotional capacities. Education includes the development of critical thinking, problem-solving, creativity, and effective communication skills in addition to the learning of factual knowledge. UNESCO (2015). Collaboration with more experienced people facilitates learning, and education should take into account the social and cultural factors that affect learning processes, according to "Vygotsky" (1978).

The systematic process of gaining knowledge, skills, values, and attitudes through a variety of training, instruction, and experience is all included in the broad idea of education. J. Dewey (1916). In order to prepare people for active engagement in society, education entails the growth and improvement of their intellectual, social, emotional, and physical capacities. P. Freire (1970) Both official, like schools and colleges, and informal, like families, communities, workplaces, and internet platforms, can be venues where education can occur. Education is crucial because it fosters the growth of critical thinking, problem-solving, and communication abilities in people. Both social and economic progress are aided by it.

Personal growth, societal cohesiveness, economic productivity, and scientific and technical advancement are all greatly aided by education. To accommodate a wide range of interests and professional paths, it covers a wide range of disciplines, such as the humanities, sciences, arts, mathematics, social sciences, and vocational studies. H. Gardner (1983) Stam (2007) defines a theory as a systematic categorization of information that is useful for problem resolution. Additionally, theory is a collection of facts about a given theme and a technique used to explain, anticipate, and comprehend a particular topic, according to Bedau & Humpreys (2008). The main purpose of theories is informed practice; they employ information science experts in a different way than functions related to research. Theory should address real-world issues and be utilized to explain specific phenomena in specific contexts.

Because you can figure out how to accomplish new things or deal with any situation, theoretical knowledge is healthier. Theoretically, you can learn something from a textbook that has been rumored before without using common sense. It enables you to understand why one method works where another does not. Theory teaches you through other people's experience. Makitalo, A., Elam, M., and Soli, A. (2019).

By understanding the why behind an inspiration and placing it in the larger perspective, theoretical data will help you gain a deeper comprehension of it. In Indian classrooms nowadays, theoretical education is typically what we observe most frequently. This conceptual faculty focuses on learning via written sources and textbooks. Tests are used in theoretical education to assess students' understanding of what they have learned from reading books or completing assignments provided by instructors (Luo, H., Andersson, B., Tang, J. Y., & Wong, G. H., 2019). For the most part, theoretical learning focuses on writing and analysis in order to absorb ideas and make discoveries.

Theoretical education recommends learning topics without any real-world evidence. Anyone can benefit from knowing that if one method doesn't work, another one does. The problem with theoretical learning, though, is that it is only retained for a few days or months. The issue with today's students is that they spend a lot of time studying their courses, often even the night before an exam. Abe's, E. S., Jones, S. R., & Stewart, D. L. (Eds.) (2009) state that they are not collecting detailed information on their various subjects.

Theoretically, you can learn something without using a sensible approach. We think this is frequently the worst way to learn. Those who adhere to the theoretical approach are unaware that their theoretical education is causing them to struggle with their future. The majority of students today study their subjects theoretically. Students don't appear to be taking their studies seriously, and time eventually indicates that they begin studying theoretically a day before final exams. These types of learning are beneficial for a period of one to two months, after which you eventually forget what you have learned. O.I. Vaganova (2019).

According to the theoretical approach, they simply read one paragraph and then repeat it eight or ten times, not caring what the sentence implies or what they are learning; they are only wasting their education and their future. Burton, D., and S. Bartlett (2020). The majority of highly educated students nowadays approach theoretical education, which is the worst aspect of school. They don't have to understand how this type of schooling is used. The scope of theoretical knowledge is extremely limited in today's environment. You can't even be sure that a theoretical approach will lead to a higher position in any firm because no company is interested in hiring those students. O. P. Dahama (2019).

In terms of the "why," theoretical can be a great deal more varied than it is in terms of the "how." It's all well and well to finish practical paintings, but if you're having trouble understanding why one problem is being tackled, let me know. Completing essays and tests requires theoretical work, which is essential for determining your selected degree characteristic. Theory will teach you how to comprehend others, but it cannot teach you how to write your own reports if we lose faith in it.

According to Piaget and Vygotsky, skill or practice is the process of constructing knowledge and integrating newly acquired information through social and physical contact with preexisting knowledge (Quiesse, 2007). According to some authors, skill-based education is the culmination of a person's cognitive and personal abilities. In short, according to Güneş (2014), the term "skill" now refers to a "collection of knowledge and cognitive processes." Sensible knowledge will give pupils or those who need to be informed the easiest way to learn. Sensible information has a very broad scope, and the sensible approach to education will allow you to improve your knowledge. You will completely evaluate a few things by doing and experiencing them.

## METHODOLOGY

### Research Design

The present study was quantitative in nature and followed a descriptive–correlational design. A quantitative approach was selected because the study aimed to measure and analyze numerical data regarding students' perceptions of theoretical and practical education and to examine possible relationships between these perceptions and their academic achievement. The descriptive element of the design focused on summarizing and interpreting students' viewpoints, while the correlational aspect sought to determine the extent and direction of relationships between the two forms of education.

The study was conducted at Government Viqar-un-Nisa Graduate College for Women, Rawalpindi, targeting intermediate-level students. The total population comprised 100 students, from which a sample of 80 students was selected using simple random sampling to ensure equal opportunity for participation and to minimize selection bias.

A structured questionnaire based on a 5-point Likert scale (ranging from "Strongly Disagree" to "Strongly Agree") was developed as the primary research instrument. The questionnaire was designed to capture students' perceptions across multiple dimensions, including conceptual understanding, knowledge acquisition, problem-solving, skill development, and the integration of theory and practice.

Validity of the instrument was ensured through expert review: sixteen educational experts examined the questionnaire for clarity, relevance, and content appropriateness, and their feedback was incorporated before finalizing the tool. A pilot study was conducted to further refine the instrument and check for comprehension issues among respondents. Reliability of the questionnaire was assessed using Cronbach's alpha, yielding a coefficient of 0.789, indicating an acceptable level of internal consistency.

Data were collected in person by the researcher during scheduled visits to the college, ensuring high response rates and clarifying any participant queries. The responses were coded and entered into statistical software for analysis. For data analysis, Pearson's product–moment correlation was applied to examine the strength and direction of relationships between students' perceptions of theoretical education, practical education, and academic achievement. Statistical significance was tested at the 0.05 level (two-tailed) to determine whether observed correlations were unlikely to have occurred by chance.

**Population of the study**

This study was comprised of 100 students of Intermediate level from Govt. Viqar-un-Nisa Graduate College Rawalpindi.

**Sample of the study**

In this study, researchers used 80 students as a sample of intermediate-level students from Government Viqar-un-Nisa College. The representation of sample suggested by LR GAY in educational research competencies for analysis and application (10th edition).

**Tool of Research**

The tool of this research was questionnaire based on 5-point Likert scale. In this research, pilot testing was done by educational experts, excluding participants' strengths. The tool was developed by 16 educational experts. The strength of the participants was not included in the final sample. This process aims to enhance understanding and make necessary improvements.

The instrument tool was pilot tested to check the authenticity of the instruments. The tool was observed by the relevant panel of experts. The experts validated the instruments. Reliability of the tool was checked through the internal consistency coefficient, specifically using Cronbach's alpha as a measure of reliability. The value of the reliability was 0.789.

**Data Collection**

The process of gathering data was methodical in order to guarantee the precision, comprehensiveness, and dependability of the answers. Following expert evaluation and pilot testing, the researcher created printed copies of the completed questionnaire to be given to the chosen sample. To distribute the surveys, the researcher went in person during regular business hours to Government Viqar-un-Nisa Graduate College for Women in Rawalpindi. Before distributing, the researcher made sure that participants understood the study's goal, guaranteed the privacy of their answers, and underlined that participation was entirely optional. Each subject gave their verbal informed consent before anything further was done.

Every participant received the same set of instructions in order to ensure consistency in the administration process. In order to ensure that students completed the surveys independently, without discussion, and to offer clarification when needed, the researcher stayed in the classroom or other designated area during the whole process. Each statement on the 5-point Likert scale used in the questionnaire could be graded as follows:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Participants had enough time (about 20 to 25 minutes) to read, comprehend, and react to every item. Questionnaires were promptly gathered upon completion in order to guard against data loss or manipulation. Finally, statistical software was used to analyze the coded data. Before performing the correlation tests, double data input verification was used to reduce typographical errors and guarantee the dataset's accuracy.

**Data Analysis**

In this study, a correlation test was used to interpret the data results. For the collection of data from students, questionnaire was developed based on the 5-point Likert scale. The instrument was designed by giving the highest score to strongly disagree and soon, like strongly disagree (SD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agree (A) = 4, strongly agree (SA) = 5. The detail of the analysis is as under:

**Table 1: Correlation between two variables**

| | | Conceptual understanding | Abstract learning |
|---|---|---|---|
| Theoretical education helps in understanding | Pearson Correlation | 1 | -.273* |
| fundamental concepts and | Sig. (2-tailed) | | .014 |
| theories. | N | 80 | 80 |
| Theory based education suggests students that | Pearson Correlation | -.273* | 1 |
| learn things with none | Sig. (2-tailed) | .014 | |
| sensible data. | N | 80 | 80 |

*. Correlation is significant at the 0.05 level (2-tailed).

In table 1, the negative correlation coefficient (-0.273) indicates a weak negative linear relationship between the two variables. In other words, as "Theoretical education helps in understanding fundamental concepts and theories" increases, "Theory-based education suggests students that learn things with none sensible data" tends to decrease slightly.

**Table 2: Correlation between two variables**

| | | Knowledge foundation | In-depth knowledge |
|---|---|---|---|
| Theory is important for | Pearson Correlation | 1 | .089 |
| building a strong | Sig. (2-tailed) | | .431 |
| foundation of knowledge. | N | 80 | 80 |
| knowledge helps students | Pearson Correlation | .089 | 1 |
| to require deep data of any | Sig. (2-tailed) | .431 | |
| subject. | N | 80 | 80 |

In table 2, the correlation coefficient of approximately 0.089 suggests a weak positive relationship between the statements "Theory is important for building a strong foundation of knowledge" and "Knowledge helps students to acquire deep data of any subject." However, the p-value (Sig.) of approximately 0.431 indicates that this correlation is not statistically significant at the conventional significance level (e.g., p

< 0.05).

**Table 3: Correlation between two variables**

| | | Theory for real-life | Knowledge for careers |
|---|---|---|---|
| learning only theory prepares students for real life challenges and problems. | Pearson Correlation | 1 | .080 |
| | Sig. (2-tailed) | | .479 |
| | N | 80 | 80 |
| Knowledge alone is enough to prepare students for their future careers. | Pearson Correlation | .080 | 1 |
| | Sig. (2-tailed) | .479 | |
| | N | 80 | 80 |

In table 3, The correlation coefficient of approximately 0.080 suggests a weak positive relationship between the statements "Learning only theory prepares students for real-life challenges and problems" and "Knowledge alone is enough to prepare students for their future careers." However, the p-value (Sig.) of approximately 0.479 indicates that this correlation is not statistically significant at the conventional significance level (e.g., $p < 0.05$).

**Table 4: Correlation between two variables**

| | | Theory with practice | Theory over practice |
|---|---|---|---|
| Theoretical knowledge of skill-based subject's needs to be supported by practice. | Pearson Correlation | 1 | .051 |
| | Sig. (2-tailed) | | .655 |
| | N | 80 | 80 |
| Theoretical education is important than practical education for achieving good grades. | Pearson Correlation | .051 | 1 |
| | Sig. (2-tailed) | .655 | |
| | N | 80 | 80 |

In table 4, the correlation coefficient of approximately 0.051 suggests a very weak positive relationship between the statement "Theoretical knowledge of skill-based subjects needs to be supported by practice" and "Theoretical education is more important than practical education for achieving good grades." However, the p-value (Sig.) of approximately 0.655 indicates that this correlation is not statistically significant at the conventional significance level (e.g., $p < 0.05$).

**Table 5: Correlation between two variables**

| | | Practice builds skills | Skills enhance understanding |
|---|---|---|---|
| Practice is important for developing real-world skills and applications of theoretical knowledge. | Pearson Correlation | 1 | .043 |
| | Sig. (2-tailed) | | .704 |
| | N | 80 | 80 |
| Learning with skills help student better | Pearson Correlation | .043 | 1 |
| | Sig. (2-tailed) | .704 | |

| | | | |
|---|---|---|---|
| understands real world applications of what they learn in theoretical classes. | N | 80 | 80 |

In table 5, there is a very weak positive correlation (0.043) between the belief that practice is important for developing real-world skills and applications of theoretical knowledge and the belief that learning with skills helps students better understand real-world applications of what they learn in theoretical classes. However, this correlation is not statistically significant, as the p-value (.704) is greater than 0.05.

**Table 6: Correlation between two variables**

| | | **Practice-theory link** | **Practice boosts grades** |
|---|---|---|---|
| Practical education relates to theoretical education on getting high achievement. | Pearson Correlation | 1 | .153 |
| | Sig. (2-tailed) | | .175 |
| | N | 80 | 80 |
| Practical education is most essential than theoretical for getting good grades. | Pearson Correlation | .153 | 1 |
| | Sig. (2-tailed) | .175 | |
| | N | 80 | 80 |

In table 6, there is a very weak positive correlation (0.153) between the belief that practical education relates to theoretical education on getting high achievement and the belief that practical education is more essential than theoretical education for getting good grades. However, this correlation is not statistically significant, as the p-value (.175) is greater than 0.05.

**Table 7: Correlation between two variables**

| | | **Prioritize practical learning** | **Skills ensure success** |
|---|---|---|---|
| Colleges should prioritize offering more practical education opportunities to students over theoretical classes. | | | .221* |
| | Sig. (2-tailed) | 1 | .049 |
| | N | 80 | 80 |
| Students who have skills on their field of study are more likely to succeed in their careers. | Pearson Correlation | .221* | 1 |
| | Sig. (2-tailed) | .049 | |
| | N | 80 | 80 |

*. Correlation is significant at the 0.05 level (2-tailed).

In table 7, the correlation coefficient of 0.221 suggests a positive correlation between the two variables, opportunities of practical education over theoretical classes and skills are more important for succession in careers. The p-value of 0.049 is less than 0.05, which is the chosen significance level. This indicates that the correlation between the variables is statistically significant at the 0.05 level (2-tailed).

**Table 8: Correlation between two variables**

| | | Practice needs theory | |
|---|---|---|---|
| Practical education can be harmful if it is not supported by appropriate theoretical education. | Pearson Correlation | 1 | .009 |
| | Sig. (2-tailed) | | .938 |
| | N | 80 | 80 |
| Skill based education help students gain information with sensible expertise. | Pearson Correlation | .009 | 1 |
| | Sig. (2-tailed) | .938 | |
| | N | 80 | 80 |

In table 8, There is virtually no correlation (correlation coefficient of 0.009) between the belief that practical education can be harmful without appropriate theoretical education and the belief that skill-based education helps students gain information with sensible expertise. Moreover, this lack of correlation is confirmed by the p-value (.938), which is greater than 0.05, indicating that the relationship between these beliefs is not statistically significant.

**Table 9: Correlation between two variables**

| | | Theory practice blend | Theory and practice unite |
|---|---|---|---|
| Deep understanding needs both theory and practice. | Pearson Correlation | 1 | .138 |
| | Sig. (2-tailed) | | .222 |
| | N | 80 | 80 |
| Both theoretical and practical education goes hand in hand when it comes to actual life. | Pearson Correlation | .138 | 1 |
| | Sig. (2-tailed) | .222 | |
| | N | 80 | 80 |

In table 9, there is a very weak positive correlation (0.138) between the belief that deep understanding needs both theory and practice and the belief that both theoretical and practical education go hand in hand when it comes to actual life. However, this correlation is not statistically significant, as the p-value (.222) is greater than 0.05. Therefore, it cannot be concluded that the two beliefs are strongly related or that one directly influences the other.

**Table 10: Correlation between two variables**

| | | Skills ensure completeness | Balance ensures success |
|---|---|---|---|
| Skill based education alone is enough to provide a comprehensive education to students. | Pearson Correlation | 1 | -.102 |
| | Sig. (2-tailed) | | .370 |
| | N | 80 | 80 |
| A balance of theoretical and practical education is necessary for achieving academic success | Pearson Correlation | -.102 | 1 |
| | Sig. (2-tailed) | .370 | |
| | N | 80 | 80 |

In table 10, there is a very weak negative correlation (-0.102) between the belief that skill- based education alone is enough to provide a comprehensive education to students and the belief that a balance of theoretical and practical education is necessary for achieving academic success. However, this correlation is not statistically significant, as the p- value (.370) is greater than 0.05. Therefore, it cannot be concluded that the two beliefs are strongly related or that one directly influences the other.

## CONCLUSION

For a thorough education, success in real-world situations, and future employment, both theoretical knowledge and practical application are essential. To promote a well-rounded education, teachers should work to establish significant connections between the variables that are described in the classroom. Furthermore, as students who possess skills related to their field of study are seen to have a higher chance of succeeding in their jobs, there is a clear call for universities to give priority to providing greater possibilities for practical education. To give students the information, abilities, and comprehension they need to succeed in their academic and professional pursuits, theory and practice must be harmoniously integrated.

## DISCUSSION

This study sought to determine how students' achievement was impacted by both theoretical and practical instruction. The impact of theoretical and practical education on students' performance at the upper secondary level is also determined by this study. According to hypothesis 1, “There is a significant relationship between Theoretical and Practical education on students’ academic achievement at higher secondary level”. According to the hypothesis 1, pupils' academic success at the upper secondary level is significantly influenced by both theoretical and practical education. Students' comprehension and problem-solving skills are improved when theoretical information is combined with real-world application, which results in a more motivated and involved learning process. Students are more likely to succeed academically as they have a deeper comprehension and mastery of the subject matter when theoretical underpinnings and practical experiences are combined.

According to hypothesis 2, "There is no relationship between theoretical and practical education on students' academic achievement at the higher secondary level" asserts that students' academic performance during their higher secondary education is not substantially impacted by either of the two different educational approaches. Supporters of this theory contend that because students have different learning preferences and that some may perform better in theoretical contexts while others do better in real-world ones, it is difficult to draw a clear link between the two methods and academic success.

## RECOMMENDATIONS

Based on the findings and discussion of this research, following are the recommendations:

1. Encourage interactive sessions, team projects, and group discussions to develop deeper issues by fusing theoretical ideas with real-world applications.
2. Arrange industry trips and internships to give students hands-on experience and an understanding of how academic information is applied in the real world.
3. Give educators opportunities for professional growth to enhance their capacity to connect abstract ideas with real-world situations in the classroom.
4. Combine theoretical instruction with skill-based training to give pupils real-world skills that enhance their academic understanding.
5. Create tests that demand that students use their theoretical understanding in scenarios involving problem-solving, promoting critical thinking and real-world application.

**REFERENCES**

Arkın, F. (2010). Programme evaluation: Skill-based language teaching approach in EFL. Procedia-Social and Behavioral Sciences, 2(2), 3339-3350.

Bruner, J. S. (1960). The Process of Education, Harvard, Univ. Press, Cambridge, Mass. Bhattacharya, A., Ghosh, J., Chowdhuri, M. B., Munshi, P., & Murakami, I. (2019). A study of

the O4+ emissivity profiles with two separate photon emissivity coefficient databases and a comparison of the impurity diffusion coefficients in the Aditya tokamak. Plasma and Fusion Research, 14, 1403155-1403155.

Bronckart, J. P. (2009). La notion de compétences est-elle pertinente en éducation. L'école démocratique, 1124.

Darling-Hammond, L. (2015). The flat world and education: How America's commitment to equity will determine our future. Teachers College Press.

Dewey, J. (1938). Experience and education (reprint). New York: Collier (Original work published 1938). Experiential Learning:Dewey, J. (1996). Democracy and Education Free Press. New York. Dewey, J. (1938). Dewey, J. (1996). Democracy and Education Free Press. New Yor Dotger, B.,

Dekaney, E., & Coggiola, J. (2019). In the limelight: Utilizing clinical simulations to enhance music teacher education. Research Studies in Music Education, 41(1), 99- 116.

Eric's, M. S., & Söylemez, Y. (Eds.). (2018). the skill approach in education: From theory to practice. Cambridge Scholars Publishing.

Freire, P. (2000). Bloomsbury Academic. Pedagogy of the Oppressed: 30th Anniversary Edition.

Framework on Skill-Based Education in Language Learning. Journal of Positive School Psychology, 6(11), 172-176.

Gardner, H. E. (2011). Frames of mind: The theory of multiple intelligences. Basic books.

Helle, L., Tynjälä, P., & Olkinuora, E. (2006). Project-based learning in post- secondary education–theory, practice and rubber sling shots. Higher education, 51, 287-314.

Jermsittiparsert, K., Sriyakul, T., & Rodboonsong, S. (2013). Power (Lessness) of the state in globalization Era: Empirical proposals on determination of domestic paddy price in Thailand. Asian Social Science, 9(17), 209.

Jermsittiparsert, K., Sriyakul, T., Sutduean, J., & Singsa, A. (2019). Determinants of supply chain employee's safety behaviours. Journal of Computational and Theoretical Nanoscience, 16(7), 2959-2966.

Kembauw, E., Munawar, A., Purwanto, M. R., Budiasih, Y., & Utami, Y. (2020). Strategies of financial management quality control in business. TEST Engineering & Management, 82, 16256-16266.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). The adult learner: The definitive classic in adult education and human resource development. Routledge.

Kembauw, E., Munawar, A., Purwanto, M. R., Budiasih, Y., & Utami, Y. (2020). Strategies of financial management quality control in business. TEST Engineering & Management, 82, 16256-16266.

Kolb, D. A. (1984). Experience as the source of learning and development. Upper Sadle River: Prentice Hall.

Maulini, O. La grenouille ET le scorpion Alliances et oppositions entre savoir scientifique et pouvoir politique à la lumière de la rénovation de L'école primaire genevoise.

Mundial, G. B., & UNICEF. (2016). Education 2030: Incheon declaration and framework for action: towards inclusive and equitable quality education and lifelong learning for all.

Nygren, T. (2011). History in the service of mankind: International guidelines and history education in upper secondary schools in Sweden, 1927–2002 (Doctoral dissertation, Umeå universitet).

Subhashini, R., Rubitha, M., & Chitra, S. (2022). Contemporary Curriculum: A Methodological Framework on Skill-Based Education in Language Learning. Journal of Positive School Psychology, 6(11), 172-176.

Tawil, S., & Cougoureux, M. (2013). Revisiting learning: The treasure within–N 4– assessing the impact of the 1996 'Delors Report'. UNESCO.

Selemani, A., Chawinga, W. D., & Dube, G. (2018). Why do postgraduate students commit plagiarism? An empirical study. International Journal for Educational Integrity, 14(1), 1- 15.

Solehan, T.W et. al. (2008). Pendidikan Bahasa Indonesia di SD. Jakarta: Universitas Terbuka State University.

Sureda-Negre, J., Comas-Forgas, R., & Oliver-Trobat, M. F. (2015). Academic plagiarism among secondary and high school students: Differences in gender and procrastination.

Suter, W. N., & Suter, P. M. (2018). Understanding plagiarism. Home health care management & practice, 30(4), 151-154.

Sutherland-Smith, W. (2008). Plagiarism, the Internet, and student learning: Improving academic integrity. Routledge.

Tyner, T. E. (2007). Writing voyage: a process approach to writing: a process approach to basic writing.

Vygotsky, L. S., & Cole, M. (1978). Mind in society: Development of higher psychological processes. Harvard university press.

Warokka, A., Sjahruddin, H., Sriyanto, S., Noerhartati, E., & Saddhono, K. (2020). Digital marketing support and business development using online marketing tools: An experimental analysis. International Journal of Psychosocial Rehabilitation, 24(1), 1181-1188.

WARGO, A. C. (2021). The Psychology of Dance. The Graduate Review, 6, 35-40 Zetlin, A. G. (1988). Managing conflict: Interactional strategies of learning handicapped and nonhandicapped adolescent girls. Journal of youth and adolescence, 18(3), 263-272.work, patchwriting or facilitated plagiarism? International Journal for Educational Integrity, 13(1), 1-15.