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Factors Affecting Academic Performance of Students

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ABSTRACT

Purpose- The study aims to investigate the factors influencing students' academic performance.

Design/ Methodology/ Approach- This study uses ex post facto research design. An instrument measuring students' academic performance has been used to collect data from the management students.

Findings- The study revealed that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on student academic performance.

Originality Value- The study attempts to identify factors other than traditionally studied.

KEYWORDS

Student's perspective, student performance, learning facilities and communication skills.w

INTRODUCTION

For any educational institute students are most important asset. Universities and colleges have no value without students. Economic and social development of a country is directly associated with academic performance of students. The students' academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country's social and economic development (Ali et. al, 2009). The academic performance of the students' has gained significant attention in past researches. Performance of students is affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, but these factors differ from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference, teaching style, family educational background and socioeconomic factor. The majority of the researchers in the world applied the GPA to assess the performance of the students (Stephan & Schaban, 2002). They applied GPA (grade point average) to evaluate performance of the students in a particular semester.

Darling (2005) and Galihar (2006) utilized GPA to evaluate performance of the students. Other researchers assessed the performance of the students through the previous year result or the outcome of a particular subject (Tahir, S., & Naqvi, S. R., 2006; Tho, 1994). Some different researchers used test outcomes or earlier they are considering performance for the particular subject (Hake, 1988). Past studies concentrates, on various factors such class plans, class size, reading material, environment of the class, the innovation utilized as a part of the class and exams frameworks, extra-curricular exercises, family and work exercises.

LITERATURE REVIEW

Several studies have been conducted to find out students' academic performance (Applegate and Daly, 2006; Hedjazi and Omid, 2008; Ramadan and Quraan, 1994; Al-Rofo, 2010; Torki, 1988; Hijaz and Naqvi, 2006; Naser and Peel, 1998; Abdullah, 2005). All these studies engaged the Grade Point Average (GPA) as a common indicator of the performance

of the students. Kochhar (2000) says proper guidance is necessary to help the students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning. Researches have demonstrated that the performance of the students depended upon several factors like, learning facilities, age and gender differences. The most significant factor with the positive outcome on the performance of the students is competence of students in English. Students having good communication skills it expands the students' performance (Abdullah, 2011). William & Burden (1997) found that language classrooms inculcate confidence among students to use the new language to communicate, to discuss, to try new ways of conveying meanings and to be trained from failures and successes. Robert and Sampson (2011) investigated that the students who effectively participate in the learning procedure are seen to have a higher CGPA (cumulative grade point average). Noble (2006), found that academic activities of students, perceptions of their adapting strategies and background qualities (for example family pay, direction from parents, number of negative circumstances in the house and parents' level of education) were indirectly connected to their compound scores, during academic achievement in secondary school. Direction is a component through which a student knows how to progress his study approach and study schedule and is directly corresponding to academic accomplishment. The students who are appropriately guided by their guardians have done well in the exams. The direction from the educator also influences performance of the students. The guidance from the guardians and the educators indirectly influence the students' performance (Hussain, 2006). Raychauduri et al. (2010) examined that various studies have been concluded to recognize those variables which are influencing academic performance of the students. The academic performance of the students also rely on a various socioeconomic variables like students' participation in the class, family pay, and teacher-student ratio, presence of qualified teachers in school and gender of the student. Several studies have also been done on the impact of peer influence on student performance (Gonzales et. al., 1996; Goethals, 2001; Hanushek et. al, 2002) investigated that peer influence has more influential effects than family. Peer help was positively associated with the students' average grade point. Giuliadori, Lujan and DiCarlo (2006) found that through peer interaction, students might increase their skills on solving qualitative prob-

lems. Peer teaching will also encourage student's participation (Rao and Di Carlo 2000). Rangvid, B. S. (2003) found that mixing skills influence weak students positively on the other hand the results for brilliant students were found negative. Goethals (2001) found that homogeneous group students do better than heterogeneous group students. Al-Otaibi (1996) examined the influence of gender on the student's performance and found that male students are not better than female students. Beaumont-Walters, Y., & Soyibo, K. (2001) explored that student performance is dependent on a socio economic background like grade level, school type and school location. Tahir, S., & Naqvi, S. R., (2006) examined that a negative correlation between the family pay and students' performance, Socio economic variables like participation in the class, family salary, and teacher-student ratio, existence of qualified teachers in school, mother's and father' s education, distance of school and gender of students also influence the students' performance (Raychauduri et al., 2010).

In the past several years a number of valuable studies have been conducted to develop various models to evaluate the students' performance by taking various factors like family pay, direction from parents, the teacher- student ratio, distance of school and gender of students, but these studies have not investigated on learning facilities, communication skills and proper guidance by parents. Only a few studies have been conducted on these variables in the world.

OBJECTIVES OF THE STUDY

1. To study the academic performance of the students.
2. To investigate the factors like learning facilities, communication skills and proper guidance from parents that influence students' academic performance.

HYPOTHESIS

It was hypothesized that learning facilities, communication skills and proper guidance from parents have no significant impact on student performance.

METHODOLOGY

Sample and Sampling Technique

The sample of the present study consisted of 200 management students from ten management institutes of Haryana state. For selecting the sample, the simple random sampling technique was used. Primary data has been collected through questionnaires on a five point Likert scale ranging from (1= strongly disagree and 5= strongly agree). 200 questionnaires were distributed to the management students of management institutes in Haryana state, out of which 175 (87.5%) questionnaires were received.

Statistical Techniques

Mean, standard deviation and regression analysis were used for the data analysis and interpretation.

MEASURES

Reliability of the scale

Reliability of the scale having 18 items measured the Cronbach's Alpha value of 0.920.

ANALYSIS AND INTERPRETATION

Students' Performance was measured with learning facilities, communication skills and proper guidance from parents.

Multiple Regression Analysis was performed to predict the relationship and impact of learning facilities, communication skills and proper guidance from parents on students' performance.

Table I shows the model summary of regression analysis.

Table I Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.602	.600	3.180

a. Predictors: (Constant), learning facilities, communication skills, proper guidance from parents.

Results on **table I** shows the adjusted R², which indicates the percentage of the variance in the student performance explained by learning facilities, communication skills and proper guidance from parents. Adjusted R square value is 0.600 which indicates that the learning facilities, communication skills and proper guidance from parents accounts for 60% of the variance in the student performance.

Table II presents the results of ANOVA

Table II Results of ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	774.825	5	154.965	53.714	.000 ^b
	Residual	490.516	170	2.885		
	Total	1265.341	175			

a. Dependent Variable: student performance
b. Predictors: Constant learning facilities, communication skills and proper guidance from parents.

Table II shows the value of F-test (53.714, p< 0.0001) which determined that the model is a good fit for the data. According to the *p*- value this model is significant.

Table III shows the results of Multiple Regression Analysis.

Table III Results of Coefficients					
Model	B	Unstandardized Coefficients		T	Sig.
		Std. Error	Beta		
	(Constant)	49.307	2.780		
	Learning Facilities	.892	.051	.514	15.324 .000
	Communication Skills	.751	.074	.303	11.246 .000
	Proper Guidance from Parents	.554	.076	.208	5.523 .000

a. Dependent Variable: Student Performance

Table III shows the contribution of the learning facilities, communication skills and proper guidance from parents to student performance in the selected management institutions. The unstandardized regression coefficients, b in a regression model indicate the strength of the extent of the impact of the independent variable on the dependent variable, when all other independent variables are held constant.

The regression equation has the following form:-

SP= a + b₁ LF+ b₂ CS+ b₃ PG ... (1)

Where,

SP= Student Performance

LF= Learning Facilities

CS= Communication Skills

PG= Proper Guidance from Parents

The resulting regression equation is:

SP= 49.307 +.892 (LF) + .751(CS) + .554 (PG) ... (2)

The equation (2) indicates that if learning facilities changes by

one unit, there will be .892 units change in the students' performance, when other variables are kept constant and so on as presented in the table (III). The coefficients are positive for all the variables of the learning facilities, communication skills and proper guidance from parents, which indicates the direct relationship of learning facilities, communication and proper guidance from parents with student performance of management institutions.

The t-value for each individual regression coefficient in the model is reported to assess whether the learning facilities, communication skills and proper guidance from parents variables are a significant predictor of the student performance. The results of the t-value confirm that learning facilities ($t = 15.324$; $p = .000 < 0.05$); communication skills ($t = 11.246$; $p = .000 < 0.05$) and proper guidance from parents ($t = 5.523$; $p = .000 < 0.05$) are significant at 0.05 level.

The results of the Beta value (β) indicate the impact of learning facilities, communication skills and proper guidance from parents' variables on student performance. It can be inferred that learning facilities ($\beta=.514$) have the highest impact on the student performance followed by communication skills ($\beta=.303$) and proper guidance from parents ($\beta=.208$) in private management institutions.

A significant model emerged ($F=53.714$, $p<0.0001$, Adjusted R square=.600). Significant variables are shown below:

Predictor Variable	β	p
Learning Facilities	.514	.000
Communication Skills	.303	.000
Proper Guidance from parents	.208	.000

It can be inferred that learning facilities, communication Skills and proper guidance by parents have a significant impact on Student Performance.

DISCUSSION

This study was carried out to investigate the important factors that influence students' academic performance. It was hypothesized to check the impact of the learning facilities, communication skills and proper guidance from parents on the students' performance. By using regression analysis it was found that learning facilities, communication skills and proper guidance from parents have a positive and statistically significant impact on students' performance. The results revealed that the most important factor is learning facilities, which impact the students' performance followed by communication skills and proper guidance from parents. The outcomes of the study are supported by the previous studies Irfan & Shabana (2012), Hansen, Joe B., (2000), Noble, (2006). Irfan & Shabana investigated four different factors that affect student performance. Hansen, Joe B., showed that students' performance depends on learning facilities. Noble demonstrates that the students who were appropriately guided by their guardians did well in the exams.

CONCLUSION

The performance of the management students can be improved by providing them appropriate learning facilities and management take steps to organize the class for the English language. Also, students can do well if they are correctly guided by the teacher and by the parents. Finally, the limitations of this study are that all students were from management institutes. Second, the study analyzed the impact of specific variables on the students' performance. On the other hand, other variables such as family income, parent's education and educator have not been examined. In this manner, for further research, these variables could be analyzed.

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