**Smol stuff on academic performance**

**<ignore terrible citations, its for my own convenience when drafting later>**

Aside from theoretical importance of academic performance, being able to predict academic performance using statistics holds a significant practical value. In Pakistan, government’s expenditure on educational activities amounted to 2.508% of the total GDP in 2019 < [Government expenditure on education, total (% of GDP) - Pakistan | Data (worldbank.org)](https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=PK)>. Granted that it is significantly lower than the developed countries in western parts of the world, that, on average, reserve 6.78% of their total GDP on educational activities, whereas the average young person will stay in education until the age of 21. Academic performance of students, henceforth, is highly valued among these advanced economies, such that any increments in understanding of academic performance have substantial implications. The dominant measures of academic performance in relevant papers surrounding academic performance, are grades and deriving from these grades, the Grade Point Average (GPA) <Kuncel, et. al., 2005>. The internal reliability of using GPA to keep track of academic performance is relatively higher than other lesser used measures, specifically because they essentially converge to grade inflation when dealing with large sample sizes.