

A STUDY ON THE FACTORS CONTRIBUTING TO THE STUDENTS ACADEMIC PERFORMANCE

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ABSTRACT

The present study was designed to investigate the factors affecting academic performance of University students. The variables under consideration in this study were the academic performance (students' grades marks) as a dependent variable and the gender, age, faculty of study, schooling, father guardian education and economic status and residential area, tuition trend, daily study hours and accommodation trend were independent variables. The data were collected from 400 students through structured Questionnaire from different universities of Kashmir valley using stratified random sampling technique. For analysis of data, standard statistical tool like linear regression model, correlation analysis, and descriptive analysis were used with the help of SPSS software. The results of the study revealed that age, father guardian education, economic status and daily study hours significantly contribute to the academic performance of the university students. A linear model was also proposed that will be helpful to improve the academic performance of the students.

Key Words: Kashmir, Academic performance, students, statistics, Dependent variables.

INTRODUCTION

In the era of technological revolution and globalization, education plays a pivot role in the development of a country. Education disciplines the mind, sharpens the intellect and refines the spirit. It helps man to lead a full and worthwhile life. The society's progress and development depends upon how its children's transformed and trained

in different branches of knowledge. Human beings are the unique products of their creations and evolution. The word academic has been derived from the term “academy” the meaning of the term academy is a school where special type of instructions is imparted. Achievement means one’s learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean any desirable learning. In an academic setting, performance can be referred to as ‘academic performance’. Academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. Performance is observed to be the direct outcome of learning. It is the main indicator that learning has occurred. Driscoll (2005:1) describes learning as a “persisting change in performance or performance potential that results from experience and interaction with the world”. Therefore, for learning to be observed, there must be demonstration through performance on related tasks. Battle & Lewis, (2002) stated that “In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life”. It is generally assumed that the students who showed higher education performance also performed better in their professional life. In this context, Student academic performance has received considerable attention. Graetz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio economic background has a great impact on student’s academic performance, main source of educational imbalance among students and student’s academic success contingent very strongly on parent’s socio economic standard. Shoukat Ali and Zubair 2013, discusses Factors Contributing to the Students Academic Performance. The findings revealed that age, father/guardian social economic status and daily study hours significantly contribute the academic performance of graduate students. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. Guidance is of the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams. The guidance from the teacher also affects the student performance. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006).

OBJECTIVES OF THE STUDY:

1. To investigate the factors affecting academic performance of University students.
2. To find the difference between boys and girls in academic performance.

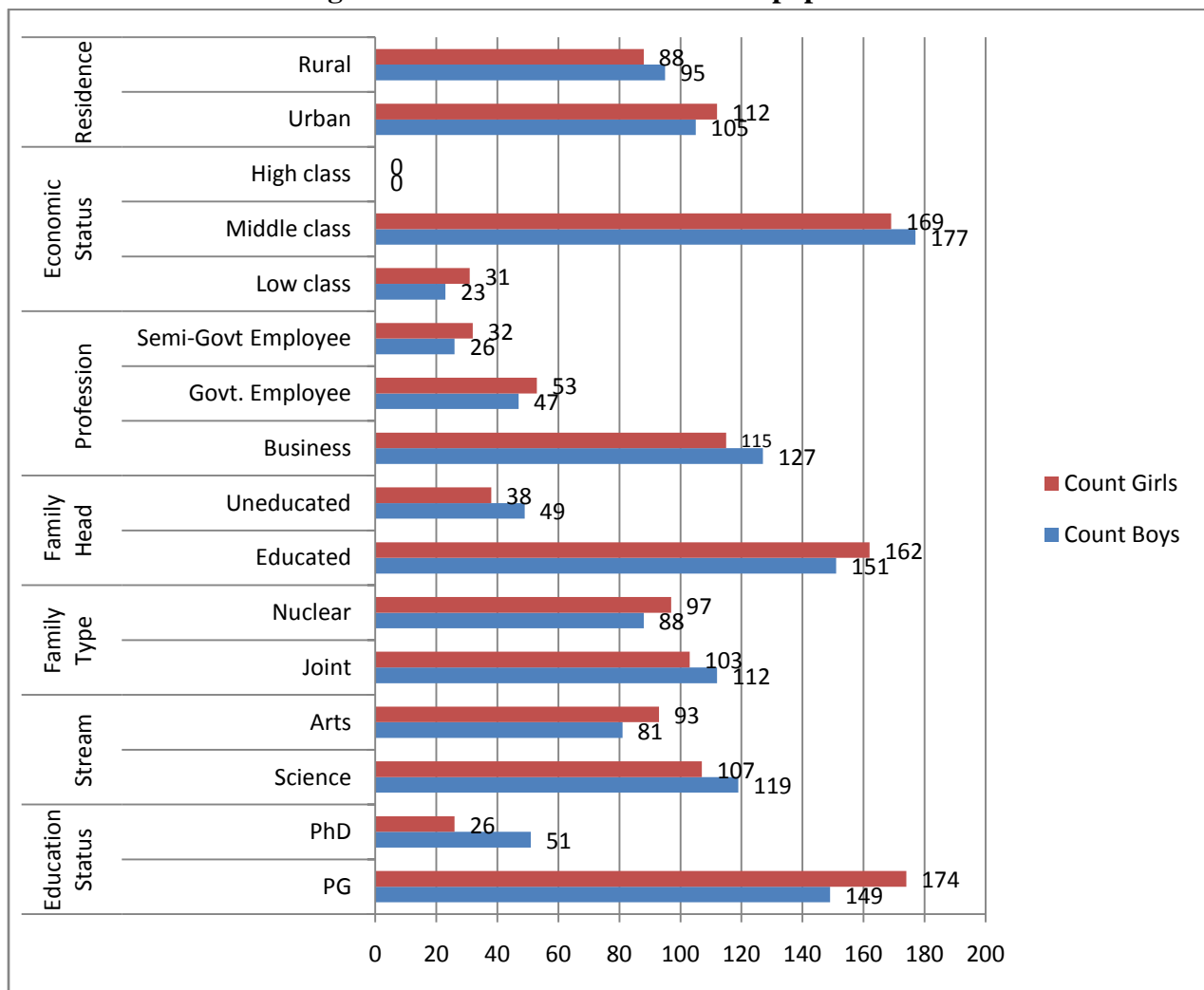
3. To analyze the relationship between academic performance under the following variables: Age, Gender, Faculty of study, Schooling v. Father guardian education, Residential area, Tuition trend, Daily study hours and
4. To compare reading habits between boys and girls students.

MATERIALS AND METHODS

The present study was conducted to study the factors contributing the students’ academic performance from different universities of Kashmir valley. A sample of 400 students was selected for the current study. The respondents were explained the purpose of the study to get their consent. A self- designed validated Questionnaire was used to collect the information. For analysis of data, standard statistical tool like linear regression model, correlation analysis, and descriptive analysis were used with the help of SPSS software.

RESULTS AND DISCUSSION

Figure 1: Distribution of the studies population



The data presented in Figure 1 shows that majority of the respondents under study were from PG class, Science stream, having joint family, residing in urban areas and maximum parents were qualified. Further, the study showed that maximum respondents were from the middle class families and profession of the head of the family of the students was business. In this study we have selected 200 boys and 200 girls studying in various universities of Kashmir valley.

Table 2: Correlation Analysis of the studied variables

Variables	Gender	Residence	Family Type	Family Size	Monthly Income (Rs)	Subject Choice	Time spend in Prayer	Time spend in Watching T.V	Time spend in Reading
Residence	-0.531**								
Family Type	0.201	-0.347*							
Family Size	-0.239	0.447*	0.161						
Monthly Income (Rs)	0.341*	-0.113	0.016	0.128					
Subject Choice	0.293*	-0.213	0.081	0.203	0.131				
Time spend in Prayer	-0.271*	-0.038	0.251	-0.006	0.207	0.201			
Time spend in Watching T.V	0.812**	-0.361*	0.148	-0.142	0.151	0.157	-0.319		
Time spend in Reading	-0.562*	0.193	0.013	0.249	0.302*	0.107	0.759*	-0.581	
Total Marks	-0.093	-0.073	0.251	0.228	0.569**	0.017	0.141	-0.282	0.401**

*= significant at 5% and **= significant at 1% level of significance

The data shown in Table 2 shows the correlation between various study variables in case of respondents. It is noticed that family income, choice of subject and time spend in watching T.V of the respondents are positively

significantly correlated with gender. It is also noticed that Residence and family size, monthly income and time spend in reading and marks obtained in examination, time spend in prayer and marks obtained in examination, time spend in reading and marks obtained in examination are significantly positively correlated. Finally, it is observed that the other variables studied show low and non significant correlation. The results obtained in present study are in agreement with the earlier studies (Bilal and Intizar 2014).

Using regression analysis, we obtain the regression equation as:

$$Y = 674 + 3.4 X_1 + 83.5 X_2 - 64.3 X_3 - 17.6 X_4 - 63.9 X_5 - 74.2 X_6 - 7.4 X_7 - 52.8 X_8 + 7.8 X_9 - 21.5 X_{10} - 24.7 X_{11} - 0.316 X_{12} - 79.34 X_{13} + 48.51 X_{14} + 78.3 X_{15}$$

$$\text{Multiple } R^2 = 89.3\%, \text{ Adjusted } R^2 = 85.6\%, F = 21.19, \text{ Sig. } F = 0.000$$

where

X_1 = Age, X_2 =Gender, X_3 =Residence, X_4 = Father's Education, X_5 =Mother's Education, X_6 =Profession of Father, X_7 =Profession of Mother, X_8 =Family type, X_9 =Family Size, X_{10} =Family Income, X_{11} =Subject chosen for study, X_{12} = Schooling, X_{13} = Accommodation trend, X_{14} =Time spend in reading/ day and Y =Total marks obtained in the last examination (graduation).

It is observed that variables Gender ($p < 0.05$), Residence ($p < 0.01$), Mother's Education ($p < 0.05$), Profession of Father ($p < 0.01$), Family Type ($p < 0.05$), Accomodation Trend ($p < 0.01$), Time spend in prayer ($p < 0.01$), Time spend in watching T.V. ($p < 0.01$) and Time spend in reading ($p < 0.01$) play significant role in academic performance of students. The results of our study are in agreement with the earlier studies (Hamilton-Ekeke et al, 2013).

Table 3: Study Habits of the students under study

Study Habits	Number of Respondents (Boys)		Number of Respondents (Girls)		Chi-square	P-value
	≤1 Hr		≤1 Hr			
Time Spend in Watching T.V/daily	up to 2 Hr	105	upto2Hr	73	23.233	<0.01
	> 2 Hr	65	> 2 Hr	112		
		30		15		
Time Spend in Reading/daily	≤1 Hr	43	≤1 Hr	95	32.425	<0.01
	up to 2 Hr	87	up to 2 Hr	48		
	up to 3 Hr	40	up to 3 Hr	35		
	> 3 Hr	30	> 3 Hr	22		
Time spent daily in Internet	Daily	72	Daily	61	13.336	<0.01
	2-3 times per week	65	2-3 times per week	109		
	1-2 times per week	43	1-2 times per week	30		

Table 3 reveals that statistically, there is a significant difference in study habits of the students gender wise ($p < 0.01$).

Finally, On the basis of the analysis of the data collected, it has been observed using t-test, statistically there is a not significant between the marks scored by students under study from science and arts stream. Further, it has been observed that statistically, no significant difference was observed in marks obtained by boys and girls students under study ($p > 0.05$). The results are in agreement with the earlier studies.

CONCLUSION

The art of representation valid conclusions depends on how the data have been collected and analyzed using standard statistical techniques. Statistically no significant difference was observed in academic performance of

boys and girls. Statistically, significant difference was observed gender wise in the study habits ($p < 0.01$). Regression analysis showed that gender, residence, mother's education, father's education, father's profession, family type, Accommodation trend, time spend in payer, watching T.V and reading by the respondents were found to have significant effect on the respondents academic performance.

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