

# Determinants of Academic Performance in Higher Education

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## **ABSTRACT**

*Academic performance is affected by various factors. The current study explores the determinants of academic performance using a sample of 40 students. The sample is divided into two groups positive (N=20) and negative group (N=20) from Lovely Professional University, Phagwara, Punjab. And the Age range of the sample is 18 to 23years. Data were analysed through Analytic Hierarchical Process (AHP). The findings of the current study revealed that there are five positive factors Good Company (GC), Interesting Teaching (IT), Support by Parents (SP), Good Handwriting (GH), and Happiness/calm. Whereas there are five negative factors Academic Overload (AC), Bad Handwriting (BH), Criticism by Parents (CP), Parental Conflict (PC), and Boring/poor Teaching (BT) which are responsible for decline in academic performance. These factors were further analysed on demographic variable like gender and family income.*

## **INTRODUCTION**

Governments, policy framers and civil society have given importance that growing nations need to put more efforts in education. It would seem desirable for those countries which are developing to invest in secondary schooling for copious of reason. First, ordinary secondary education is an inexpensive method of giving Post-primary academic scope to possible numerous students. Secondly, at the principal level proficient secondary tutoring is extraordinary to formal training (UNESCO, 2008).The components like anxiety, academic talent and study plans were the main determinants for academic achievement and these components would improve the students CGPA level in future(Talibetal, 2012).

The study conducted by Hussain, (2006) revealed that the guidance from the teacher also affects the student performance. Performance of students is influenced by the guidance from the parents and the teachers.

As per study conducted by Raychauduri et al., (2010), revealed thatif the wellbeing related restrictions are low theneducational achievement of graduates understudy will be unfair.

Hijaz and Naqvi (2006) inspected that there is a doubtful connection between the family pay and student's performance.

The study found that day by day participation at address to be a most outrageous viable (68.09%) achievement factor. Strikingly, Steenkamp et al (2009) discovered class participation as a most impacting achievement factor.

Motivation plays a significant role in student achievement and has outstanding importance in all around educational performance of the student. Motivation in education can have better effects on students how they learn and their determination towards the matter of subject (Ahmmad, 2006).

Most of the researches indicated that communication is essential in the academic performance of the students. Two sort of factor which influence student performance are intramural and extramural (Hansen and Joe, 2000). Intramural covers knowledge in English, quantity of students in classroom, content related books, learning facilities, difficulty of task, homework, behaviour of teachers with students and pattern of papers and results of the exams. Whereas, extramural covers outside activity, conflict in relations, career and business and conflict in society. Students who easily speak English language have more confidence (Mushtaq and Khan, 2012).

## METHOD

**Sample**-The sample includes in this present study consists of 40 students and the technique was used purposive sampling. Sample was divided into positive (N=20) whose CGPA has increased and negative group (N=20) whose CGPA has decreased on the basis of their previous percentage. Data collected process done within the campus of Lovely Professional University, Punjab. Age group of my sample is 18 to 23 years.

**Tools**-Tools means to conduct research and it could be justified through some techniques and methods means for it. The collected evidence is called data and measures used for collecting data are called tools or data collected devices. The tool helps to analyse the responses of a sample on a set of factors.

Tool used for this study was Academic Challenges Inventory by Kumar and Singh (2017). The tool is divided in 3 parts. The first part is demographic data and with the grade been significantly low during last two years and second part are reasons for low the grades and third part is the opinion to discuss with professional/counsellor.

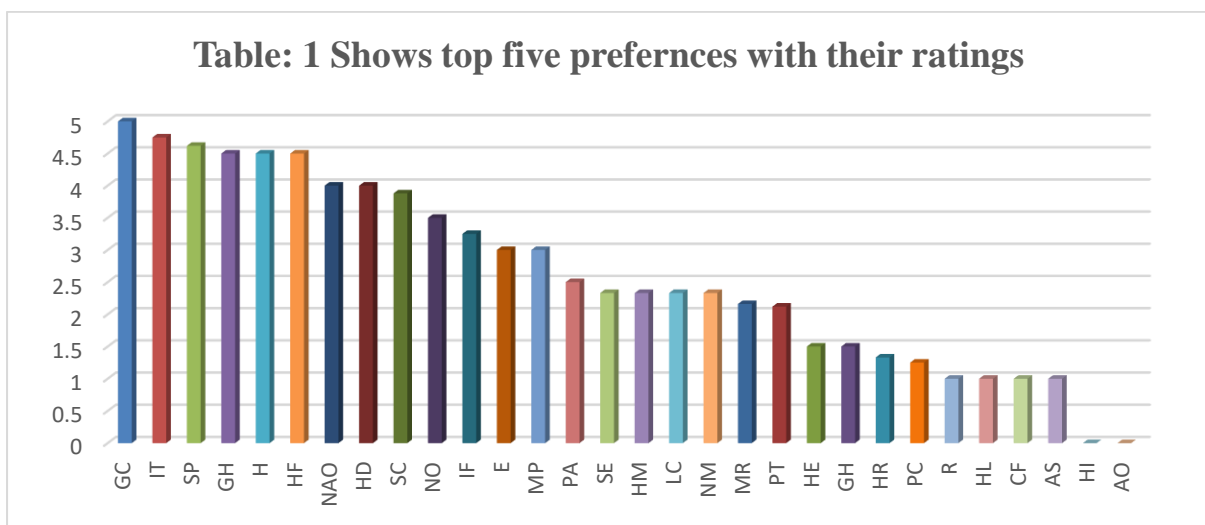
### Statistical technique

The Analytic Hierarchical Process (AHP), presented by Saaty (1980), is a successful device for managing complex basic leadership, and may help the chief to set needs and settle on the best choice. By decreasing complex choices to a progression of pairwise correlations, and afterward blending the outcomes, the AHP catches both emotional and target parts of a choice. Moreover, the AHP joins a valuable method for checking the consistency of the chief's assessments, along these lines decreasing the predisposition in the basic leadership process.

## RESULT AND DISCUSSION

Table 1 Shows the top five factors which facilitates the academic performance of the participants. Data was collected from 40 participants (20 participant filled positive inventory and 20 filled negative inventory) from Lovely Professional university, Punjab. Academic challenges inventory by Kumar & Singh (2017) was used and data was computed by using Analytical Hierarchical Process. 20 participants filled the (positive) form, which depicts all the aspects. Out of 30 aspects, 5 were chosen with the high preferences.

Table: 1 Shows first five preferences and 1st highest was Good Company (GC) with 5 rating, 2<sup>nd</sup> highest was Interesting Teaching (IT) with 4.5 rating, 3<sup>rd</sup> highest was Support by Parents (SP) with 4.5 rating, 4<sup>th</sup> highest was Good Handwriting (GH) with 4.5 rating and finally 5<sup>th</sup> highest was Happiness/calm with 4.5 rating.



In positive, the highest preferences are Good Company, Interesting Teaching, and Support by Parents, Good Handwriting and Happiness/calm.

Among these factors Good Company (GC) was found to be highly influential (5<sup>th</sup> rating) success factor. The study conducted by Gonzales, Cauce, Friedman, & Mason (1996) revealed that good company as top ranking success preferences. Comparatively Good Company influences more than the other determinates. Support from one's good company may function to facilitate academic performance within surroundings that are favourable to achievement connected consequences.

The second most preferred factor was found to be Interesting teaching (IT) with 4.75<sup>th</sup> rating and as per study conducted by Sanders and Rivers (1996) found that students who are allotted to some unproductive teachers in a row have significantly low performance and increases in performance than those who are assigned to some extremely effective teachers. Teaching gives more impact on academic performance supported by Hammond (2000).

In this study Support by parents (SP) with 4.5<sup>th</sup> rating was third most preferred factor and study conducted by Epstein (1995) presented a vision of what an effective cooperation amongst families can contribute. Family's interpersonal interactions can impact children's

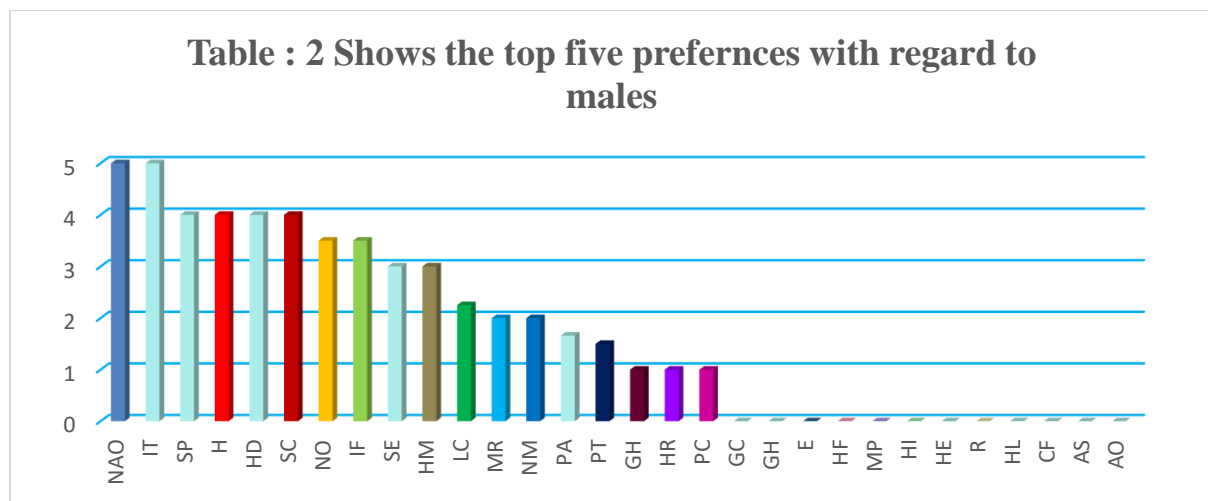
education and performance. Parents support directly or indirectly impact on academic performance (Sui-Chu & Willms 1996).

The fourth most preferred factor was good handwriting (GH) also influences the academic performance with 4.5<sup>th</sup> rating. The study conducted by Graham (1999) and Weintraub (1996) found that poor handwriting affects academic performance for scholars. Although students, who are verbally able to communicate or respond to a question or verbally, but grapple with handwriting and this in turn impact their academic performance (Cahill, 2009).

In this study Happiness/Calm (H) was found to be the fifth preference with 4.5<sup>th</sup> rating. Happiness/calm and academic performance are equally strengthening. Pupils developed in personal well-being get higher marks, even once monitoring for aptitude and previous academic performance (Quinn & Duckworth 2007).

Table: 2 Shows the factors contributing in higher academic performance with regard to Males.

The preferences are 1<sup>st</sup> highest for No Academic overload (NAO) with 5<sup>th</sup> rating, 2<sup>nd</sup> highest was Interesting Teaching (IT) with 5<sup>th</sup> rating, 3<sup>rd</sup> highest was Support by Parents (SP) with 4<sup>th</sup> rating, 4<sup>th</sup> highest was Happiness/calm (h) with 4<sup>th</sup> rating and 5<sup>th</sup> highest was Healthy Diet (HD) with 4<sup>th</sup> rating.



In this study No Academic Performance (NAO) was found to be the top preference with regard to males. A study conducted by Parkes and Harris (2002) also revealed that a learning focused syllabus will give information about how to prepare for assignments, comprehension of the concepts, to assess and screen one’s performance to distribute time and assets to areas in which learning is required.

The second most preferred factor was found to be Interesting teaching (IT) and it was also validated by a study conducted by Hammond (2000) revealed that interesting teaching directly impacts on students’ academic performance and significantly give positive impact on students’ academic performance.

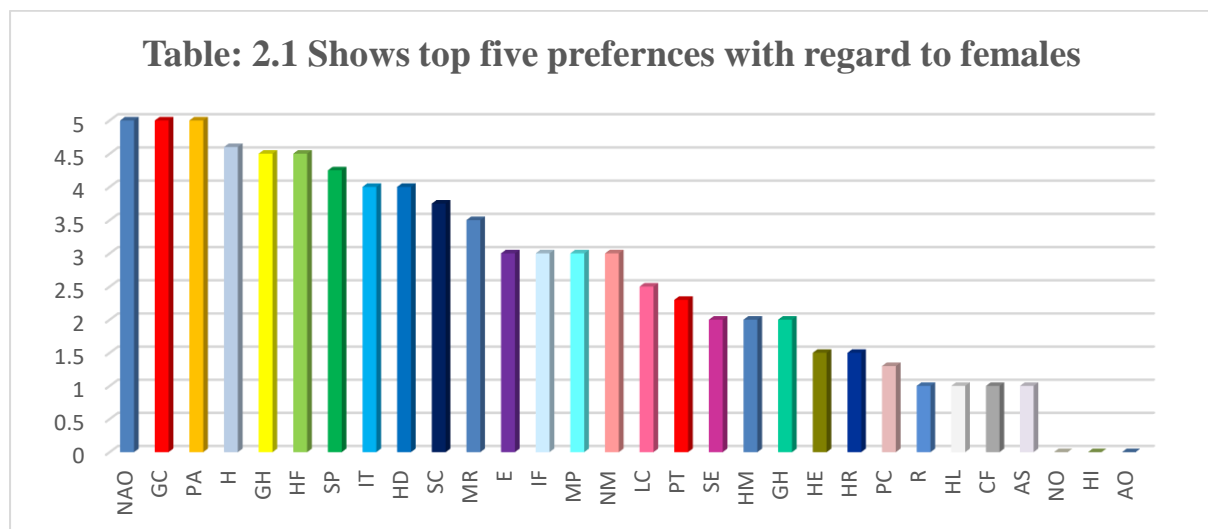
In this study Support by Parents (SP) was found to be the third most preferred with regard to males and it was validated by study Yun and kusum (2008) found that support by parents directly impact on academic performance and parents who involved in students study give more impact on academic performance rather those parents who do not bother the child’s study.

The fourth most preferred factor was happiness/calm (H) with regard to males and the study revealed that Happiness/calm and academic performance are equally strengthening. Pupils developed in personal well-being get higher marks, even once monitoring for aptitude and previous academic performance (Quinn & Duckworth 2007).

In this study Healthy Diet (HD) was found to be the fifth preference with regard to males and the study conducted by Trockel, Barnes and Egget (2000) revealed that Health behaviours theoretically impacts GPA’s including. A wide variety of actions and behaviours.

Table: 2.1 Shows top five factors contributing in higher academic performance with regard Females.

The top five preferences are 1st highest No Academic overload (NAO) with 5 rating, 2<sup>nd</sup> highest was Good Company (GC) with 5 rating, 3<sup>rd</sup> highest was Proper Attendance in class (PA) with 5 rating, 4<sup>th</sup> highest was Happiness/calm (h) with 4.5 rating and 5<sup>th</sup> highest was Good Handwriting (GH) with 4.5 rating.



In this study No Academic overload (NAO) was found to be top preference with regard to females and it was also validated by a study conducted Parkes and Harris (2002) also revealed that that a learning focused syllabus will give information about how to prepare for assignments, comprehension of the concepts, to assess and screens ones performance and to distribute time and assets to area in which learning is required.

The second most preferred factor was found to be Good Company (GC) and the study conducted by Gonzales, Cauce, Friedman, & Mason (1996) revealed that good company as top ranking success preferences. Comparatively Good Company influences more than the other determinates. Support from one's good company may function to facilitate academic

performance within surroundings that are favourable to achievement connected consequences.

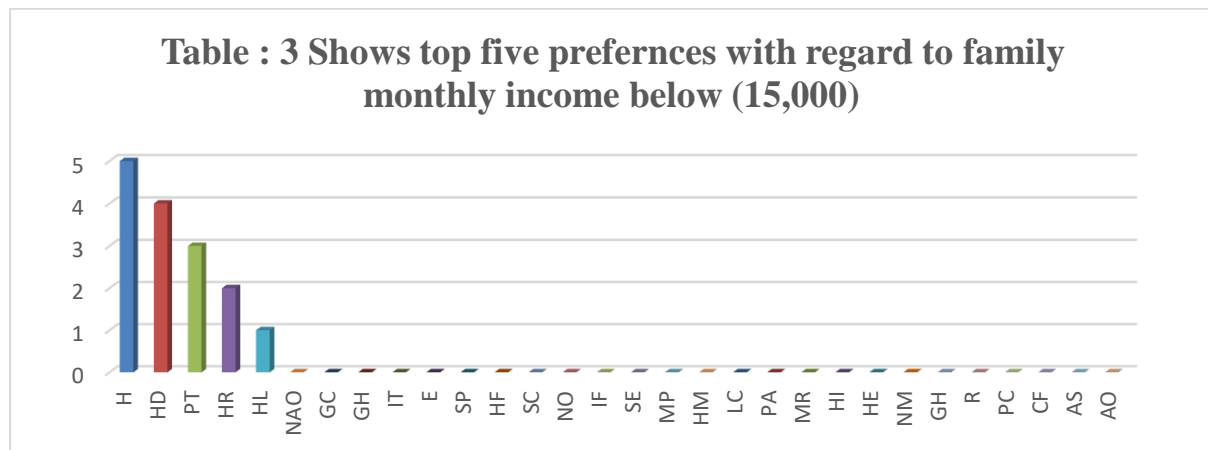
In this study third preference was Proper Attendance in Class (PA) with regard to females and the study conducted by Stanca (2006) found that lecture and courses have a comparable consequence on performance personally, while their influences cannot be identified distinctly.

The fourth most preferred factor was happiness/calm (H) with regard to females and the study revealed that Happiness/calm and academic performance are equally strengthening. Pupils developed in personal well-being get higher marks, even once monitoring for aptitude and previous academic performance (Quinn & Duckworth 2007).

In this study fifth most preferred factor was Good handwriting (GH) and the study conducted by Graham (1999) and Weintraub (1996) found that poor handwriting affects academic performance for scholars. Although some students verbally able to communicate or respond to a question or verbally but grappled with handwriting and this in turn impact their academic performance (Cahill, 2009).

Table 3 shows the factor contributing in higher education with regard to family monthly income below (15,000).

The preferences are 1<sup>st</sup> highest Happiness (H) with 5 ranking, 2<sup>nd</sup> highest Healthy diet (HD) with 4 ranks, 3<sup>rd</sup> highest Proper Time Management (PT) with 3 ranks, 4<sup>th</sup> highest Healthy Relationships (HR) with 2 ranks and 5<sup>th</sup> highest Happy Life Events (HL) with 1 ranks.



In this study happiness/calm (H) was found to be the top preference with regard to family income and it was validated by a study revealed that Happiness/calm and academic performance are equally strengthening. Pupils developed in personal well-being get higher marks, even once monitoring for aptitude and previous academic performance (Quinn & Duckworth 2007).

The second most preferred factor was Healthy Diet (HD) and the study conducted by Trockel, Barnes & Egget (2000) revealed that Health behaviours theoretically moving university scholar GPA include a wide variety of actions and behaviours.

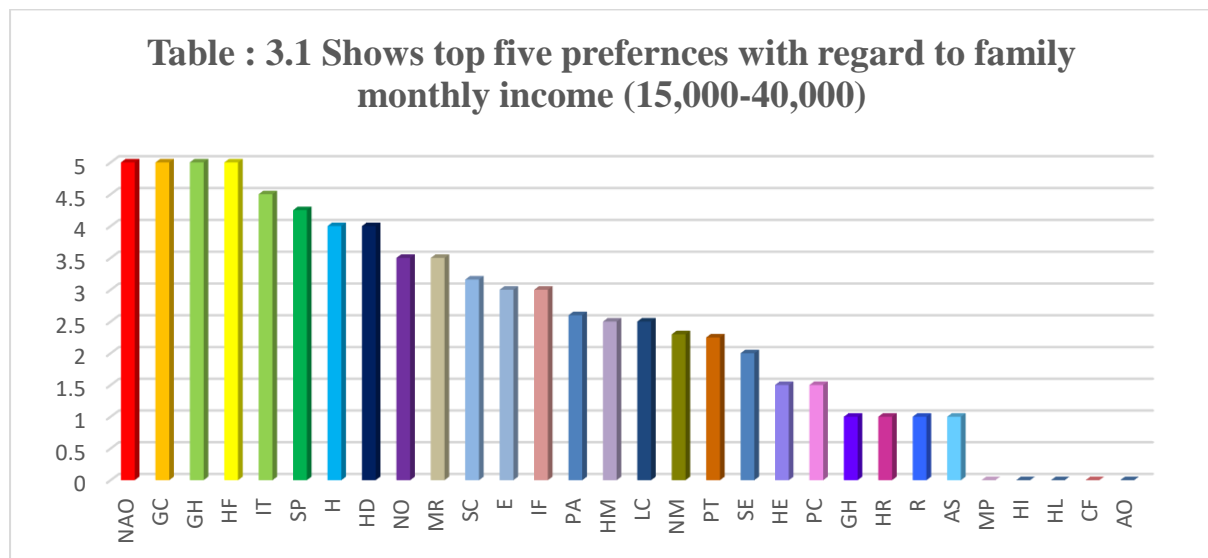
In this study third most preferred factor was Proper Time Management (PT) and the study conducted by Trueman and Hartley (1996) found that proper time management is an organisational and scheduling action and proper time management is help to how much time spend on such task. Time management helps to improve the mänge time to particular task and studies.

The fourth most preferred factor was Healthy Relationship (HR) and study conducted by Darling and Steinberg (1993) revealed that Parenting performs are defined as exact behaviours that parents use to meet people their youngsters. Parents are role model for children, they more impact on children through healthy parenting will lead to healthy relationship.

In this study fifth preferred factor was Happy Life Event (HL) which was having very less rating.

Table 3.1Shows the factor contributing in higher education with regard to family monthly income (15,000-40,000).

The preferences are 1<sup>st</sup> highest was No Academic Challenges (NAC) with 5 ranking, 2<sup>nd</sup>highest was Good Company (GC) with 5 ranks, 3<sup>rd</sup> highest was Good Handwriting (GH) with 5 ranks, 4<sup>th</sup> highest was Healthy Family/parental (HF) with 5 ranks and 5<sup>th</sup> highest wasInteresting Teaching (IT) with 4 ranks.



In this study No Academic overload (NAO) was found to be top preference with regard to family income and it was also validated by a study conducted Parkes and Harris (2002) also revealed that that a learning focused syllabus will give information about how to prepare for assignments, comprehension of the concepts, to assess and screens ones performance and to distribute time and assets to area in which learning is required.

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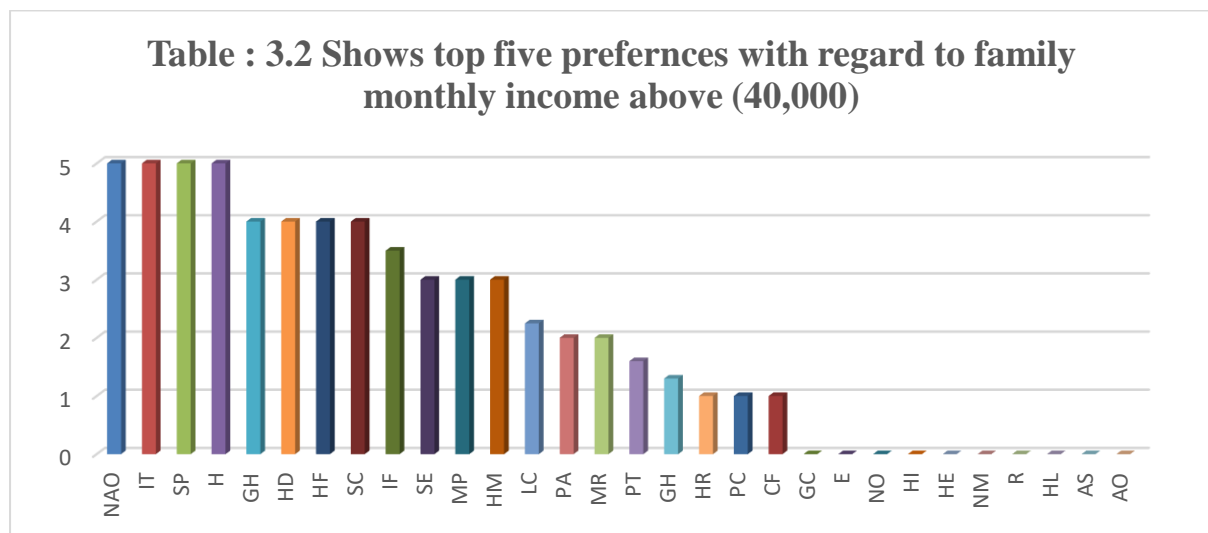
In this study third most preferred factor was Good handwriting (GH) and the study conducted by Graham (1999) and Weintraub (1996) found that poor handwriting affects academic performance for scholars. Although students, who are verbally able to communicate or respond to a question or verbally, but grapple with handwriting and this in turn impact their academic performance (Cahill, 2009).

The fourth most preferred factor was healthy family and the study conducted by Sanders (1998) revealed that strong relations deliver their children with community care and this help to perform well in university and colleges.

In this study fifth most preferred factor was Interesting teaching (IT) and it was also validated by a study conducted by Hammond (2000) revealed that interesting teaching directly impacts on students' academic performance and significantly give positive impact on students' academic performance.

Table 3.2 represents the factor contributing in higher education with regard to family monthly income above (40,000).

The preferences are 1<sup>ST</sup> highest was No Academic Challenges (NAC) with 5 ranking, 2<sup>nd</sup> highest was Interesting Teaching (IT) with 5 ranks, 3<sup>rd</sup> highest was Support by Parents (SP) with 5 ranks, 4<sup>th</sup> highest was Happiness/calm (h) with 5 ranks and 5<sup>th</sup> highest was Good Handwriting (GH) with 4 ranks.



In this study No Academic overload (NAO) was found to be top preference with regard to family income and it was also validated by a study conducted Parkes and Harris (2002) it revealed that that a learning focused syllabus will give information about how to prepare for assignments, comprehension of the concepts, to assess and screens ones performance and to distribute time and assets to area in which learning is required.



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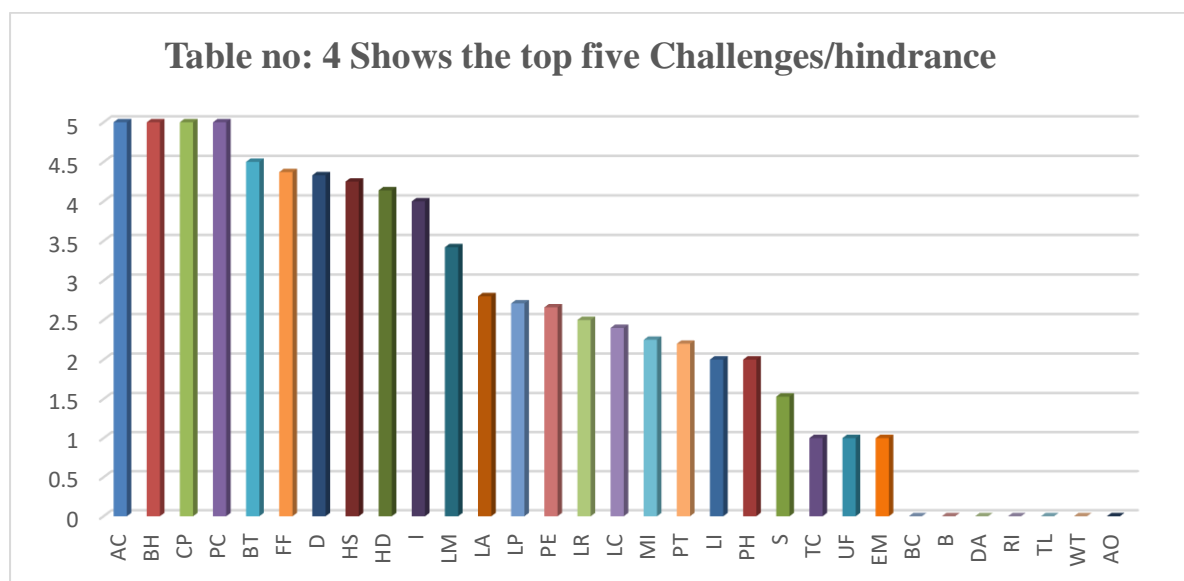
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Table: 4Shows (negative) challenges/hindrance responsible for decline in Academic Performance.

20 participants filled the (negative) inventory, which depicts all the aspects. Out of 30 aspects 5 are chosen with the high hindrance/challenges.

The challenges were 1<sup>st</sup> highest was Academic Overload (AC) with 5 rating, 2<sup>nd</sup> highest was Bad Handwriting (BH) with 5 rating, 3<sup>rd</sup> highest was Criticism by Parents (CP) with 5 rating, 4<sup>th</sup> highest was Parental Conflict (PC) with 5 rating and 5<sup>th</sup> highest was Boring/poor Teaching (BT) with 4.5 rating.



In this study Academic Overload (AO) was found to be the top preference in failure. Academic overload hinders the performance of the students. Course burden also impact on performance and physical and psychological quantity and quality energy invest students in university experience. These things have many other things like academic task, assignments interaction with other students and teachers are all things impact on academic performance. The students who do not perform well in these tasks take academic overload and their performance is poor day by day (Carbonaro, 2005)

The second most preferred factor was found to be Bad Handwriting (BH) and study conducted by Cahill (2009) revealed that Students who have bad handwriting, they got less marks.

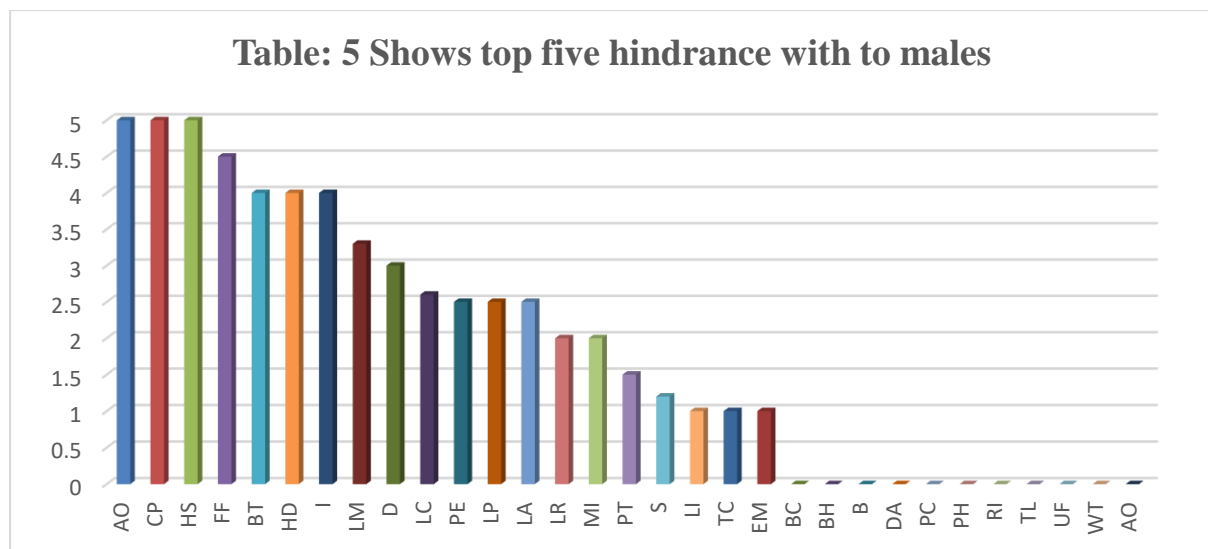
In this study Criticism by Parents (CP) was found to be the third most preferred and study conducted by Dempsey and Sandler (1997) found that there has appeared a solid decision that parental connection in child and adolescent learning usually welfares of adolescents' education.

The fourth most preferred factor was found to be Parental Conflict (CP) and study conducted by Amato, Loomis and Booth (1995) revealed that the Prolonged conflict amongst parents who remain marital raises the risk of a multiplicity of difficulties for children.

In this study fifth most preferred were Boring/Poor teaching (BT) and study conducted by Wenglinksy (2002) found that Inactive educators are those who leave scholars to achieve as well as their personal resources will permit; active educators press all scholars to develop irrespective of their upbringings.

Table: 5 Shows factor responsible for decline in Academic Performance with regard to males.

The hindrances/challenges were 1<sup>st</sup> highest was Academic Overload (AC) with 5 rating, 2<sup>nd</sup> highest was Criticism by Parents (CP) with 5 rating, 3<sup>rd</sup> highest was Homesickness (HS) with 5 rating, 4<sup>th</sup> highest was Fear of Failure (FF) with 4.5 rating and 5<sup>th</sup> highest was Boring/poor Teaching (BT) with 4 rating.



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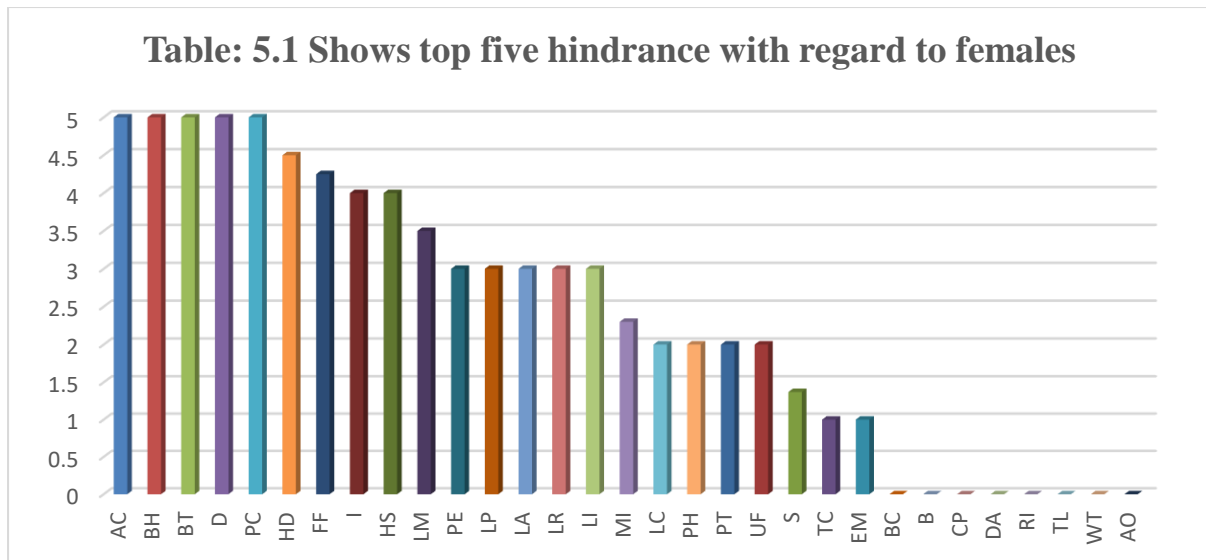
In this study third most preferred factor was Homesickness (HS) and study conducted by Sun and Hagedorn (2016) revealed that the homesickness is predominant and have significant influences on a comprehensive variety of persons including armed employees, migrants, and university students.

The fourth most preferred factor was Fearful of failure (FF) and study conducted by Mahone (1960) found that peoples must therefore show a comparative lack of applicable material regarding the types of interest fulfilment to be originated in the various professions parts.

In this study fifth most preferred was Boring/Poor teaching (BT) and study conducted by Wenglinksy (2002) found that Inactive educators are those who leave scholars to achieve as well as their personal resources will permit; active educators press all scholars to develop irrespective of their upbringings.

Table: 5.1 Shows factor responsible for decline in Academic Performance with regard to females.

The hindrance/challenges were 1<sup>st</sup> highest was Academic Overload (AC) with 5 rating, 2<sup>nd</sup> highest was Bad Handwriting (BH) with 5 rating, 3<sup>rd</sup> highest was Boring/poor Teaching (BT) with 5 rating, 4<sup>th</sup> highest was Depression/anxiety (D) with 5 rating and 5<sup>th</sup> highest was Parental Conflict (PC) with 5 rating.



In this study Academic Overload (AO) was found to be the top preference in failure. Academic overload hinders the performance of the students. Course burden also impact on performance and physical and psychological quantity and quality energy invest students in university experience. These things have many other things like academic task, assignments interaction with other students and teachers are all things impact on academic performance. The students who do not perform well in these tasks take academic overload and their performance is poor day by day (Carbonaro, 2005).

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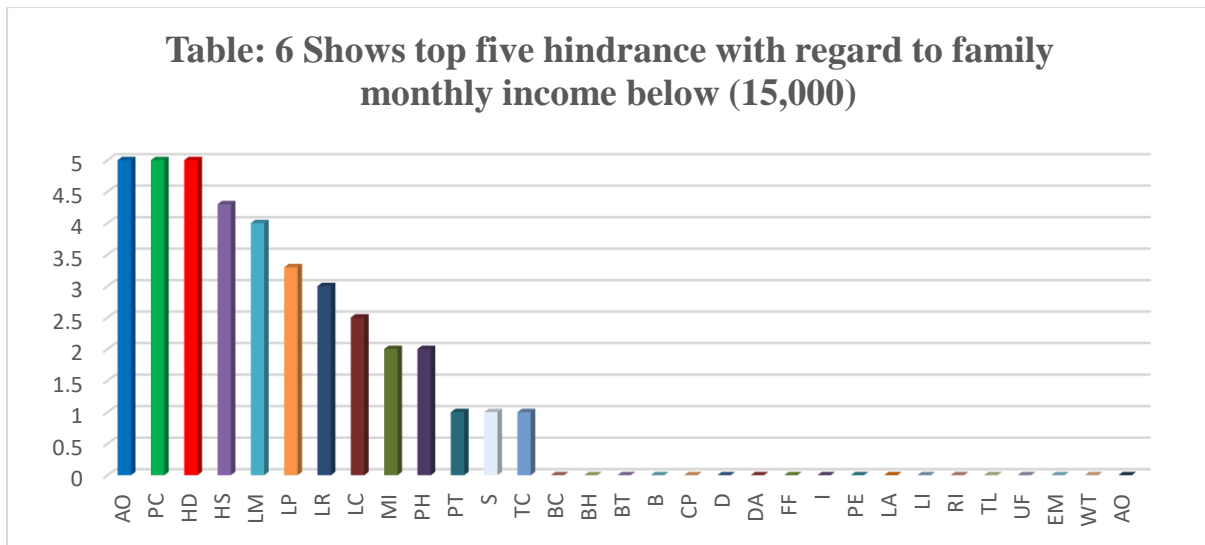
The fourth most preferred factors were Anxiety and depression (D) and study conducted by Owens, Stevenson, Hadwin and Norgate (2012) revealed that It is planned that academic performance is reduced in students with high levels of anxiety or depression as a purpose of enlarged test-specific concern that imposes on employed memory vital administrative procedures.

In this study fifth most preferred factor was Parental conflict (PC) and study conducted by Cummings and Davies (2002) found that parental fight to which children are exposed has a larger influence on child pain than hidden conflict to which children are not showing.

Table: 6 Shows factors responsible for decline in Academic Performance with regard to family monthly income below (15,000).

The challenges were 1<sup>st</sup> highest Academic Overload (AC) with 5 rating, 2<sup>nd</sup> highest was Parental Conflict (PC) with 5 rating, 3<sup>rd</sup> highest was Habit of delaying study (HD) with 5

rating, 4<sup>th</sup> highest was Homesickness (HS) with 4.3 rating and 5<sup>th</sup> highest was Lack of Motivation (LM) with 4 rating.



In this study Academic Overload (AO) was found to be the top preference in failure. Academic overload hinders the performance of the students. Course burden also impact on performance and physical and psychological quantity and quality energy invest students in university experience. These things have many other things like academic task, assignments interaction with other students and teachers are all things impact on academic performance. The students who do not perform well in these tasks take academic overload and their performance is poor day by day (Carbonaro, 2005).

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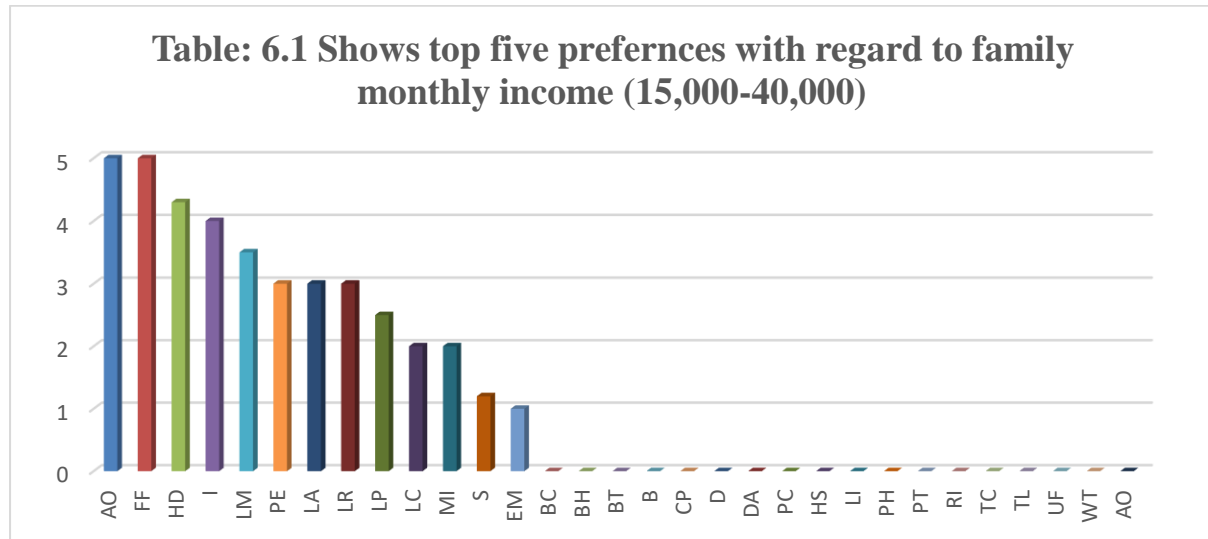
In this study third most preferred factor was Habit of Delaying Study (HD) and study conducted by Klassen, Krawchuk and Rajani (2008) delaying study consist of deliberately delaying academic task or study, despite knowing the alertness of negative consequences and it lead to poor academic performance.

The fourth most preferred factor was Homesickness (HS) and study conducted by Sun and Hagedorn (2016) revealed that the homesickness is predominant and have significant influences on a comprehensive variety of persons including armed employees, migrants, and university students.

In this study fifth most preferred factor was Lack of motivation (LM) and study conducted by Linnenbrink and Pintrich (2002) revealed that motivational and reasoning features relate and together impact on student education and performance.

Table 6.1 Shows factors responsible for decline in academic performance in family monthly income (15,000-40,000).

The challenges were 1<sup>st</sup> highest was Academic Overload (AO) with 5 rating, 2<sup>nd</sup> highest was Fear of Failure (FF) with 5 rating, 3<sup>rd</sup> highest was Habit of Delaying Study (HD) with 4.3 rating, 4<sup>th</sup> highest was Interest in Other Field (I) with 4 rating and 5<sup>th</sup> highest was Lack of Motivation (LM) with 3.5 rating.



In this study Academic Overload (AO) was found to be the top preference in failure. Academic overload hinders the performance of the students. Course burden also impact on performance and physical and psychological quantity and quality energy invest students in university experience. These things have many other things like academic task, assignments interaction with other students and teachers are all things impact on academic performance. The students who do not perform well in these tasks take academic overload and their performance is poor day by day (Carbonaro, 2005).

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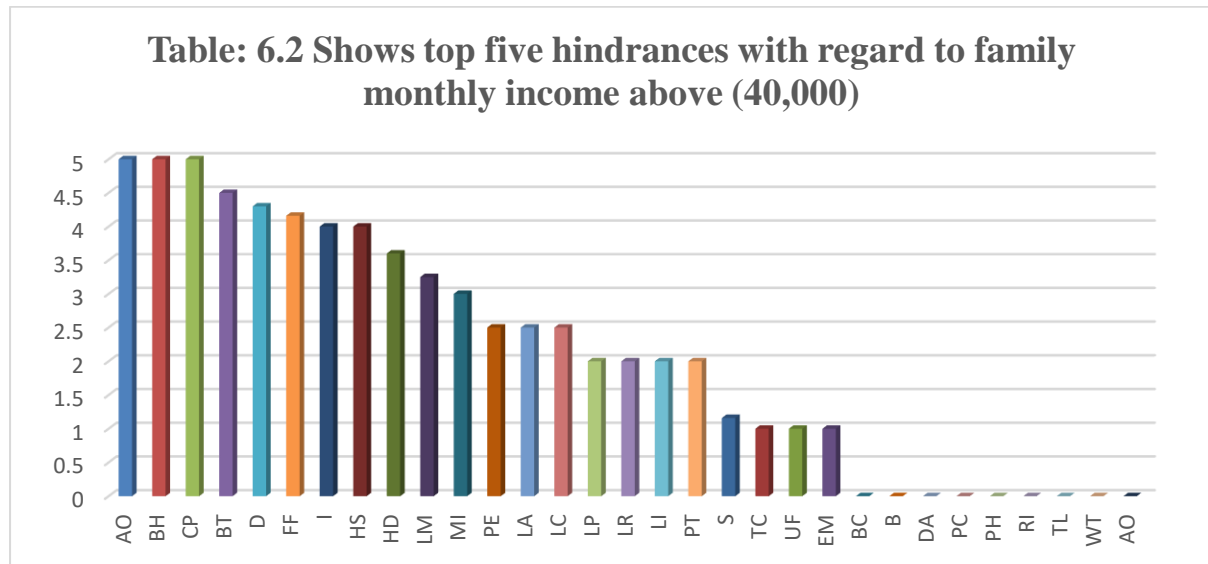
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The fourth most preferred factor was Interest in other field (I) and study conducted by Rotgans and Schmidt (2011) revealed that the Situational attention has been well-defined as an instant emotional reply to certain circumstances and/or incentives in the knowledge situation that emphasizes one’s kindness on the mission, which might not previous ended period.

In this study fifth most preferred factor was Lack of motivation (LM) and study conducted by Linnenbrink and Pintrich (2002) revealed that motivational and reasoning features relate and together impact on student education and performance.

Table: 6.2 Show the factor responsible for decline in Academic Performance with regard to family monthly incomes above (40,000).

The challenges were 1<sup>st</sup> highest was Academic Overload (AO) with 5 rating, 2<sup>nd</sup> highest was Bad Handwriting (BH) with 5 rating, 3<sup>rd</sup> highest was Criticism by Parents (CP) with 5 rating, 4<sup>th</sup> highest was Boring/poor Teaching (BT) with 4.5 rating and 5<sup>th</sup> highest was Depression/anxiety (D) with 4.3 rating.



In this study Academic Overload (AO) was found to be the top preference in failure. Academic overload hinders the performance of the students. Course burden also impact on performance and physical and psychological quantity and quality energy invest students in university experience. These things have many other things like academic task, assignments interaction with other students and teachers are all things impact on academic performance. The students who do not perform well in these tasks take academic overload and their performance is poor day by day (Carbonaro, 2005).

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In this study third most preferred factor was Criticism by Parents (CP) and it is validated by study conducted by Dempsey and Sandler (1997) found that there has appeared a solid decision that parental connection in child and adolescent learning usually welfares of adolescents' education.

The fourth most preferred factors was Boring/Poor teaching (BT) and this is validated by study conducted by Wenglinksy (2002) found that Inactive educators are those who leave scholars to achieve as well as their personal resources will permit; active educators press all scholars to develop irrespective of their upbringings.

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enlarged test-specific concern that imposes on employed memory vital administrative procedure.

## Conclusion

The notion of the present study was to examine the determinants of academic performance in higher education. The finding of the current study shows that the 5 highest preferences which help to perform well in academics and 5 hindrances/challenges which hinder the academic performances with regard to gender and income.

Top Five factors are Good Company, interesting teaching, support by parents, good handwriting and happiness/calm. However, top five factors in Males were No Academic overload (NAO), Interesting Teaching (IT), Support by Parents (SP), Happiness/calm (h), and Healthy Diet (HD). Whereas, top five the factors contributing in higher academic performance in relation to Females were No Academic overload (NAO), Good Company (GC), Proper Attendance in class (PA), highest Happiness/calm (h) and Good Handwriting (GH). The factor contributing in higher education in relation to family monthly income below 15,000 were Happiness (H), Healthy diet (HD), Proper Time Management (PT), Healthy Relationships (HR) and Happy Life events. The factor contributing in higher education in relation to family monthly income 15,000-40,000 were No Academic overload (NAO), Good Company (GC), Good Handwriting (GH), Healthy Family/parental (HF), and Interesting Teaching (IT). Finally The factor contributing in higher education in relation to family monthly income above 40,000 were No Academic overload (NAO), Interesting Teaching (IT), Support by Parents (SP), Happiness/calm (h) and Good Handwriting (GH).

The (negative) factors responsible for decline in Academic Performance. Top five factors were Academic Overload (AC), Bad Handwriting (BH), Criticism by Parents (CP), Parental Conflict (PC) and Boring/poor Teaching (BT). However top five Factors responsible for decline in Academic Performance in relation to males were Academic Overload (AC), Criticism by Parents (CP), Homesickness (HS), Fear of Failure (FF), and Boring/poor Teaching (BT). Whereas top five Factors responsible for decline in Academic Performance in relation to female were Academic Overload (AC), Bad Handwriting (BH), Boring/poor Teaching (BT), Depression/anxiety (D), and Parental Conflict (PC). Moreover top five Factors responsible for decline in Academic Performance among family monthly income below 15,000 were Academic Overload (AC) Parental Conflict (PC), Habit of delaying study (HD), Homesickness (HS) and Lack of Motivation (LM). Factors responsible for decline in academic performance in family monthly income 15,000-40,000 were Academic Overload (AC), Fear of Failure (FF), Habit of Delaying Study (HD), Interest in Other Field (I), and Lack of Motivation (LM). Finally the Factor responsible for decline in Academic Performance between family monthly incomes above 40,000 were Academic Overload (AC), Bad Handwriting (BH), Criticism by Parents (CP), Boring/poor Teaching (BT) and Depression/anxiety (D).



### Implication of the study

Study will get future research to carry out researches in the field of academics and the contributing factors. It also opens up avenues for the researchers to investigate the negative factor in high academic performance and positive in low academic performance. These determinants can contribute in policy making and developing a system of the students to enhance their optimum academic performance.

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