# Factors Affecting Academic Performance of BS Students in Mansehra City (Pakistan)

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## *Abstract*

*This study investigates the factors affecting the academic performance of BS students in Mansehra city. To make a relationship between social factors, parental factors, family background, basic facilities, economic factors, human resources, peer factors, demographic factors, gender and culture, institutional background, and student's academic performance, the study used correlation analysis. Firstly, the reliability of the research instrument was established, and a proportionate random sampling technique was used to select the sample. Data was collected through closed-ended questionnaires, and a sample size of 200 was drawn from three colleges in Mansehra city. The frequency analysis revealed that the sample comprises 75 percent female and 25 percent male students, and they belong to the 17-24 years age group. 95% of students show a parental educational background, which encourages children's education. 92% of students' family income is essential to continuing their studies, and 98% of respondents think that human resources affect the student's performance. The result from the regression model shows a significant relationship between social factors, parental factors, family background, basic facilities, economic factors, human resources, and the students' performance. In contrast, other factors like peer factors, demographic factors, gender and culture, and institutional background have an insignificant effect on the model. Any institution paying attention to students from low socioeconomic backgrounds could develop a support system for students by identifying financial aid and student loan schemes.*

**Keywords:** Academic Performance, Social Factors, Parental Factors, Economic Factors.

## Introduction

Education plays a vital role in today's technological development and the advancement of human capital. Education considers initiative to be a step in every human aspect. Further education is an imperative link with individual well-being and provides opportunities for a high standard of living (Lewis & Battle, 2002). In various developing countries, academic performance is considered an apparent phenomenon measured by examination (grade) results. The students' success is measured by their educational performance or whether they will meet the standards set by the national education policy (Jamillah et al., 2016). The exam results measure Students' educational

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performance, which is crucial in determining their educational performance. Students' performance depends on various factors, including their ability and educational position, which significantly impact their attendance (Education for All, 2005).

Students are the essential assets of any institution; the worth of any university, college, or school is directly linked to the students. Students' performance plays a vital role in the social and economic development of the country. The student's achievements are considered an essential or critical element for producing the best-quality graduates. The graduates will become a workforce and great leaders for the country, responsible for social and economic development (Ali et al., 2009). Students are the assets of a nation. The educated people will resume the growth process and be a source of employment, skilled workers, professional career development, etc. Therefore, spending efforts and time on students' performance, how students perform in the institute, and what variables (factors) influence the academic performance of students The students are an essential source to support and develop their future, which would bring a bright future for the entire community. The quality of students' performance remains at the top of educators' priorities. Different factors impact the academic performance of students and their quality. These factors are both within and outside the institution and influence the degree of academic accomplishment. These factors include parent, institutional, student self, and peer factors (Crosnoe et al., 2004).

Factors affecting students' academic performance have become an exciting research theme. The researchers found many variables contributing to the student's academic performance, like SES (socioeconomic status)[7], family and institution background, psychological, economic, class environment, teaching styles, and personal factors. All these factors significantly affect students' academic performance, but the findings of the study change from country to country and area to area, as every student's academic performance differs from each other (Cheesman et al., 2006; Ray et al., 2010). Researchers' central interest in educational research has been academic achievement in the past decades. The rising problem of achievement has drawn beyond simple issues of intelligence and prior academic achievement into how learners interact with the learning materials. The result of a study process can be measured by using direct performance measures like marks and indirect measures like student satisfaction. The factors that affect students' educational performance and their grades (GPA) include environmental and psychological factors (Hijazi & Naqvi, 2006). Various studies found a strong relationship between academic performance and student satisfaction (Dhaqane & Afrah, 2016). Various studies show that children from low-income families do not perform as well as children from higher-income families (Graetz, 1995).

**Study Objectives**

1. To find the key factors affecting the academic performance of BS-level students in district Mansehra.
2. To find the effect of the social, economic status, peer, family, and institutional factors on students' academic performance.

## Literature Review

Ismail et al. (2018) analyzed elements influencing student academic performance using variables such as technology, process of interaction, student features, class features, blended learning, traditional learning, etc. The main aim of this study is to investigate the critical factors that have

[7] *Socioeconomic status is a combination of sociological and economic; it is the overall measure of a person's work and of a family's or individual social and economic situation in relation to others, based on education, income, and occupation.*

an enormous effect on students' academic performance. The result of this paper is the availability of online activities.

Alshammari (2017) analyzed elements that influence the academic performance of nursing students. They used different factors that affect the student's behavior, such as self-factors, home, school, and teacher factors. They used quantitative data and applied the T-test and one-way analysis of variance to find the critical factors. Findings indicate that all the factors related to students, like school, home, and teacher, broadly affect the student's academic performance. Teachers play an essential role in the academic performance of students.

Aalshareef et al. (2017) studied factors affecting academic achievement among females by using variables such as class background, student personality, position of health, and position of psychological health. They collected data through quantitative and qualitative research methods. They used the FFM model and found that social factors increased academic achievement.

Rossi (2017) studied factors affecting the academic performance of university evening students by using variables like idiosyncratic and institutional variables, such as support activities, the environment of students, etc. He collected data through questionnaires and used the OLS technique. Regarding the fact that most evening students do not depend on their parents, he found no significant relationship between students' academic performance and employment or parental socioeconomic status.

Ifeoma et al. (2017) identified factors that influence students' academic performance in secondary schools. They used variables like parents' roles, economic and social factors, parental factors, etc. They used simple random sampling to collect samples and used the z-test to test the null hypotheses. They found that complete institutional and parental socio-economic factors (educational level and economic status) affect students' academic performance.

Nichata and Raut (2017) studied that to predict and analyze student performance by using different variables like environment, education, gender, age, attendance, resources, class presentation, extra knowledge of students, time spent for study, trial position (internal), performance in seminar, condition of work in lab, quiz, e-exercise, e-homework, etc. They examined data mining methods to examine the techniques for measuring the performance of students and instructors. They found that time management will improve the performance of students, along with taking extra coaching.

Shaw and Mehraj (2017) used different variables: peer and parental pressures, academic stress, stress and storms, and extracurricular activities. He used the purposeful convenience sampling technique to select samples. The result found that favorable teachers had a positive impact, and parental pressures were also some stressors among adolescents. They found that during the period of adolescence, physical changes occur, which mainly affect academics.

Essel and Owusu (2017) analyzed students' emphasis and effects on their educational achievement and their emphasis on their management. They explored health, general lifestyle, environmental, academic, and personal factors. The results of this study show the negative impact of stress on students' lives due to many factors. To reduce this problem, lifestyle changes are necessary due to interpersonal relationships, increased workload, new responsibilities, and finding the appropriate remedy. Hijazi and Naqvi (2006) analyzed factors affecting educational performance. They stated some problems of the student, such as class attendance, allotment of time for studies, financial level of parents, age of mother, education of mother, etc.

Antičević (2017) studied academic achievement and study satisfaction by exploring some factors such as socioeconomic, psychological, and environmental factors. The result of the investigation shows a relationship between academic performance and study. Gratification was not found, but

we also found that psychological features, personality traits, and aroused intelligence can contribute to both academic achievement and student satisfaction.

Chinmaye et al. (2016) analyzed factors affecting student academic performance by using different factors like students' family income and parent's education, location, community, qualification of mother, qualification of father, habits of students, financial status of family, and self-confidence. The result shows that learning style and teaching method are responsible for good academic performance.

Waseka and Simatwa (2016) studied factors influencing the academic performance of students by using factors that influence student presentation, such as the head of school, teachers, students, age, and government policies. They used regression analysis and found that older students' performance declined and younger students had better performance in education.

Singh et al. (2016) studied factors affecting students' academic performance by using regression analysis, and they used a simple random technique for data collection. The result of this study shows that communication skills, learning facilities, and proper guidance from parents positively impact students' academic performance. Maganga (2016) studied different factors affecting the academic performance of students and found that facilities, textbooks, quality of teaching and materials, learning in schools, guidance status and counseling, expansive stationeries, and time wasted in nonacademic activities such as smartphone usage, email chatting, etc. lead to poor concentration on studies.

Nambuya (2013) analyzed factors that influence students' academic performance using financial resources, physical resources, and learning techniques. He found that learning methods affect student performance, so teachers attend workshops and seminars to manage human resources, physical resources, financial resources, and learning techniques.

## Methodology

### Sample and Sampling Technique

The sample for this study was collected from BS students from colleges in Mansehra. To select the sample a proportionate random sampling technique was used. Data to select the sample will be collected through a self-designed, closed-ended questionnaire. The data is collected through self-structured questionnaires. Two hundred questionnaires have been distributed in three different colleges; the sample size from Girls College Number 1 Mansehra is 50; the sample size from Girls College Number 2 is also 50; and the sample size from Post Graduate College Mansehra is 100.

According to Trochim (2006) research design refers to all the strategies that the researcher chooses for integrating various study components logically and coherently; the research design is the blueprint for measurement, analysis, and data collection. In this study, we use frequency analysis, correlation, and regression analysis to investigate the relationship between variables such as GPA and social, economic, and institutional factors.

### Technique of Estimation

The estimation technique used to find the results in this study was linear regression analysis and exploratory analysis.

### Linear Regression Model

The linear regression model is a statistical process used to find the relationship between a dependent variable (response) as a function of one or more independent variables (predictors). In this study, we find the relationship between students' performance and social factors (parental

factors, family backgrounds, peer factors, distance and area factors, gender and culture, basic facilities, traditional factors, economic factors, institutional backgrounds, and human resources).
Student academic performance = $\beta_0$ + $\beta_1$social factors + $\beta_2$ parental factors + $\beta_3$ family backgrounds + $\beta_4$ Peers Factors + $\beta_5$ Distance and area factors + $\beta_6$ Gender and culture + $\beta_7$ Basic facilities + $\beta_8$ Tradition + $\beta_9$ Economic factors + $\beta_{10}$ institutional backgrounds + $\beta_{11}$human resources +$U_i$
SAP = F (SF, PF, FB, P, DA, GC, BF, T, EF, IF, HR)

**Coefficients will be estimated by using OLS methodology**
$SAP = \beta_1SF+ \beta_2PF+ \beta_3FB+ \beta_4P+ \beta_5DA+ \beta_6GC+ \beta_7BF+ \beta_8T+ \beta_9EF+ \beta_{10}\ IF+\beta_{11}HR+\mu$
$(\mu)^2 = (SAP - \beta_1SF+ \beta_2PF+ \beta_3FB+ \beta_4P+ \beta_5DA+ \beta_6GC+ \beta_7BF+ \beta_8T+ \beta_9EF+ \beta_{10}\ IF+\beta_{11}HR)^2$

**After calculating, we will have the coefficients**
$B_1=E\ (SF)(SAP)/E(SF)^2$
In the same way the estimators will be fined for all the independent variables.
$B_2=E\ (PF)(SAP)/E(PF)^2$
$B_3=E\ (FB)(SAP)/E(FB)^2$
$B_4=E\ (P)(SAP)/E(P)^2$
$B_5=E\ (DA)(SAP)/E(DA)^2$
$B_6=E\ (GC)(SAP)/E(GC)^2$
$B_7=E\ (BF)(SAP)/E(BF)^2$
$B_8=E\ (T)(SAP)/E(T)^2$
$B_9=E\ (EF)(SAP)/E(EF)^2$
$B_{10}=E\ (TF)(SAP)/E(TF)^2$
$B_{11}=E\ (HR)(SAP)/E(HR)^2$
These coefficients show that how much change will occur in the dependent variable due to 1 unit or percentage change in independent variables.

**Reliability of Questionnaire**
According to Nunnally (1978) and Hair et al. (2007) the Cronbach's alpha is accepted at 0.60. The table shows that the Cronbach's alpha is 0.606, and this average indicates that the items used in this study are sufficiently reliable.

**Table 1: Reliability statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| 0.606 | 82 |

## Results and Estimations

### Regression analysis

In this study regression model illustrate the changing in regressor's values are linked to changes in the regressand value.

| **Table 2: Dependent variable =GPA** | | | | |
|---|---|---|---|---|
| **Independent variables** | Unstandardized Coefficients | | T-Tests | |
| | B's | Std. Error | t-statistic | P value |
| (Constant) | 3.026 | .039 | 78.333 | .000 |
| Social factors affecting the students' performance | .012 | .041 | .291 | .071 |
| Parental factors affecting the academic performance of students | .077 | .041 | 1.884 | .016 |
| Family backgrounds which affecting the students' academic performance of students | .015 | .041 | .368 | .014 |
| Peers Factors affecting the students' performance | .030 | .040 | .758 | .450 |
| Distance and area factors affecting students' performance | -.040 | .042 | -.961 | .338 |
| Gender and culture affecting students' performance | .011 | .046 | .245 | .807 |
| Basic facilities | -.027 | .045 | -.588 | .057 |
| Tradition impacts the students' academic performance | .007 | .041 | .172 | .864 |
| Economic factors affecting the students' academic performance | .000 | .043 | .020 | .084 |
| Institutional backgrounds which affecting the performance of the students | .018 | .043 | .419 | .676 |
| Human resources which affecting the academic performance of the students | .076 | .043 | 1.751 | .082 |
| Model Fit: | F | df1 | df2 | P value |
| | .837 | 11 | 188 | .053 |
| Coefficient of Determination =.047 | | | | |

The results of the regression model represent the effects of different factors affecting the students' academic performance, such as social, parental, institutional, and economic factors. The table shows that when different factors are measured, the coefficient of the constant factor is 3.026, and the p-value is 0.000, which indicates that the regression model is highly significant. For social factors, the coefficient is 0.012, and the probability of the t value is 0.071, which shows that the factor is significant in the model and affects academic performance.

GPA (dependent variable): The coefficient of social factors indicates that a 1 percent change in social factors will cause a 1 percent increase in GPA. The result from this percentage clearly shows that society plays an essential and critical role due to friends, kin and kin, family, tradition, etc. There is a significant relationship between social factors and academic performance (GPA). Hence, we rejected H0. The parental factors coefficient is 0.077, and the probability of t-value is 0.016, which indicates the factor is significant and impacts the dependent variable academic performance (GPA), so we reject the H0. It shows that when parental factors change by 1 percent, there will be 7 percent more chances to get a higher GPA. This is evident from students' behavior: when parents motivate and support them in their academic activities, students perform more rigorously. The coefficient of family background is 0.015, and the probability of a t value of 0.014 shows that the factor is significant in the model and has an effect on the dependent variable (students' performance); therefore, we reject the null hypothesis and show that students have a 14 percent possibility of obtaining a 15 percent higher GPA in their results. It revealed that family background plays a vital role for the students; the students who belong to a good and education-

oriented family background perform much better than those who belong to a poor and backward family background. The peer factors have a low impact, and the factor is insignificant. The coefficient of peer factors is 0.030, and the probability of a t value is 0.450. Because their academic ability depends on their hard work and self-interest, friends do not play any role in their academic performance and results. The demographic (distance and area) factor coefficient is 0.040, and the probability value is 0.338; this factor is insignificant in the model and has no effect on the dependent variable. Hence, we do not reject the null hypothesis. Because the sample of this study consists of three Mansehra city college students, most students belong to the city and face no distance hurdles from home to college. Gender and culture (coefficient =0.01, p = 0.807) signify factors. Therefore, gender and culture are insignificant relationships, so we do not reject the H0. The results indicate that the gender concept does not measure the ability of any person; both males and females have equal rights to life and compete with each other based on their ability and work level. Also, the culture has no value in the academic purpose of students. It depends on their ability. The basic facilities coefficient is -0.027, and the probability value of t = 0.057 is a significant factor. The outcome of this study shows that when basic facilities are deficient (food, clothing, shelter), it is difficult for any average person to continue their lifestyle correctly, and for any student, basic facilities are the initial support and step to achieving their goal. This factor is significant in the model, so we reject the null hypothesis (H0). Another variable of the traditional coefficient is 0.007, and the p-value is 0.864. The impacts of this factor are also insignificant, so we have not rejected the H0. Because tradition changes from family to family, students should include tradition in their studies. The economic factors show that (coefficient =0.000, p = 0.084) factors are significant. This factor impacts the model, therefore rejecting the null hypothesis. It shows that finance is the first step for any purpose, like students needing economic support to continue their studies. Without finance or low finance, students face many hurdles in their study purpose, such as books, fees, uniforms, travel costs, etc. The institutional background of the students is insignificant (coefficient = 0.018, p = 0.676). As any institution's previous background matters, the main focus is on the present results. So, we do not reject the null hypothesis. Human resources impact GPA; the factors are significant (coefficient = 0.076, p = 0.082). We reject the null hypothesis. Teachers are the assets of the nation, and their role is vital. For students, teachers play a crucial role. Teachers are responsible for the good results of students. The coefficient of determination is 0.047 in the regression model, showing variation in the data, and model fit = -0.009.

**Regression Equation**

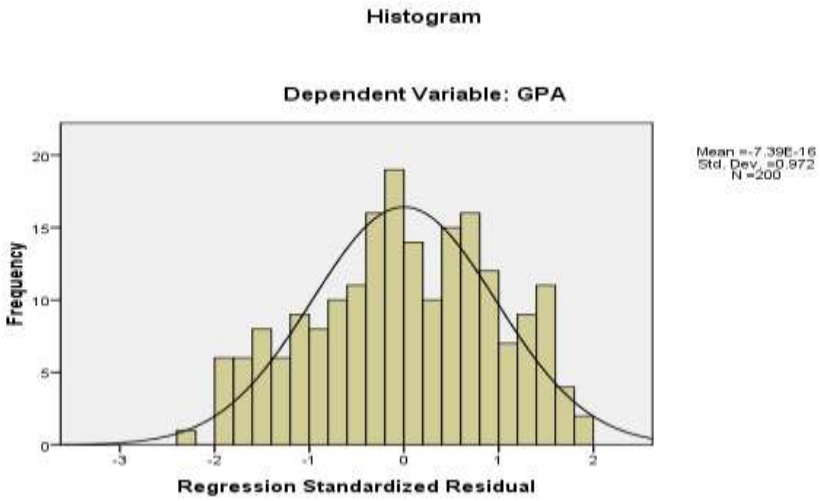
This regression equation identifies the different variables (factors) that impact or influence the academic performance of students.

$Y = \beta_0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \beta 5X5 + \beta 6X6 + \beta 7X7 + \beta 8X8 + \beta 9X9 + \beta 10X10 + \beta 11X11 + Ui$

Where $\beta_0$ is a constant term, β1, β2, β3, β4, β5, β6, β7, β8, β9, β10, and β11 are coefficients.

X1 = social factors; X2 = parental factors; X3 = family backgrounds; X4 = peer factors. X5 = distance and area factors, X6 = gender and culture, X7 = basic facilities; X8 = traditional factors; X9 = economic factors; X10 =institutional backgrounds; and X11 =human resources. Therefore, Y is the dependent variable (student's academic performance), and Ui is the error term.

**Figure 1: Regression standardized residual**




Histogram shows the distributions of the residuals of the model and it is evident that majority of the residuals lie under the normal distribution curve.

**Correlation Analysis**

Further analysis was conducted using the Pearson correlation, which was used to explain the relationship between variables. The coefficient of Pearson correlation is denoted by (r), and the coefficient of Pearson product moment measures the linear relationship between two variables. The range of Pearson's coefficient r between +1 and -1 shows that when the r value is +1, it shows the strongest (perfect) positive correlation between variables, and the -1 value of r indicates the strongest (perfect) negative correlation between variables.

Correlation analysis shows the relationship between any two variables, and its results are presented in the table below. The correlation of social factors is negative with parental factors (-.068), peer factors (-.045), distance and area (-0.131) factors, gender and culture (-0.243), basic facilities (-0.119), tradition (-0.44), and economic factors (-0.031), whereas the correlation of social factors is positive with family backgrounds (0.149), institutional backgrounds (0.112), and human resources (0.022).

** Correlation is significant at the 0.01 level (2-tailed).

| | Social factors | Parental factors | Family backgrounds | Peers | Distance and area | Gender and culture | Basic facilities | Tradition | Economic | Institutional backgrounds |
|---|---|---|---|---|---|---|---|---|---|---|
| Parental factors | -.068 [.34] | | | | | | | | | |
| Family backgrounds | .149* [.03] | -.217** [.00] | | | | | | | | |
| Peers Factors | -.045 [.53] | .025 [.72] | -.046 [.51] | | | | | | | |
| Distance and area factors | -.131 [.06] | .056 [.43] | .009 [.89] | .089 [.20] | | | | | | |
| Gender and culture | -.243** [.00] | .108 [.12] | -.078 [.27] | .198** [.00] | .341** [.00] | | | | | |
| Basic facilities | -.119 [.09] | .157* [.02] | -.109 [.12] | .128 [.07] | .188** [.00] | .352** [.00] | | | | |
| Tradition impact | -.044 [.54] | -.005 [.94] | .169* [.01] | -.035 [.62] | .058 [.41] | .094 [.18] | -.060 [.40] | | | |
| Economic factors | -.031 [.66] | -.206** [.00] | .010 [.88] | .005 [.94] | -.095 [.18] | -.075 [.29] | -.346** [.00] | -.013 [.85] | | |
| Institutional backgrounds | .112 [.11] | -.046 [.51] | .088 [.21 | -.132 [.06] | -.005 [.94] | -.107 [.13] | -.268** [.00] | .135 [.05] | .237** [.00] | |
| Human resources | .022 [.75] | .016 [.82] | .099 [.16] | -.098 [.16] | -.154* [.03] | -.238** [.00] | -.221** [.00] | .204** [.00] | .057 [.42] | .303** [.00] |

**Table 3: Correlation analysis**

The parental factor shows a positive correlation with peer factors (0.025), distance and area factors (0.056), gender and culture (0.108), basic facilities (0.157), and human resources (0.016). In contrast, the negative correlation of the parental factor exits with tradition impact (-0.005), economic factors (-0.06), and institutional backgrounds (-0.046). Family background correlation is positive with distance and area factors (0.056), tradition impact (0.169), economic factors (0.010), institutional backgrounds (0.088), human resources (0.099), and negative correlation with peer factors (-0.046), gender and culture (-0.078), and basic facilities (-0.109). The correlation of peer's factors is positive with distance and area factors (0.089), gender and culture (0.198), basic facilities (0.128), and economic factors (0.005), and the correlation of peer's factors is negative with tradition impact (-0.035), institutional backgrounds (-0.132), and human resources (-0-098). The distance and area factors correlation is positive with gender and culture (0.341), basic facilities (0.008), tradition impact (0.058), and the distance and area factors correlation is negative with economic factors (-.095), institutional backgrounds (-0.005), and human resources (-0.154). Gender and culture show a positive correlation with basic facilities (0.352), tradition impact

(0.094), and a negative correlation with economic factors (-0.075), institutional backgrounds (-0.107), and human resources (-.238). The relationship between basic facilities and tradition is inverse (-0-.060). Economic factors (-0.346), institutional backgrounds (-0.268), and human resources (-0.221). The correlation of tradition impact is positive with institutional backgrounds (0.135), human resources (0.204), and negative with economic factors (-0.013). Economic factors positively correlate with institutional backgrounds (0.237) and human resources (0.057). Institutional background correlation is positive with human resources (0.303).

## Conclusion

Education plays an important role in today's technological development for the advancement of human capital. Education is considered an initiative step for every human aspect. Further education is an imperative link with individual well-being and provides opportunities for a high standard of living (Lewis & Battle, 2002). The quality of students' performance remains at the top of educators' priorities. Different factors impact the student's academic performance quality. These factors are within and outside the institution and influence the degree of academic accomplishment. These factors include parent factors, school factors, students' self-esteem, and peer factors (Crosnoe et al., 2004). The purpose of conducting this study is to recognize the different factors that are affecting the academic performance of BS students at Mansehra. This study focuses on the main factors that affect this, such as social, economic, institutional, parental, peer, distance and area, gender and culture, basic facilities, tradition, human resources, and family backgrounds. The implications of this study will improve future educational performances, teacher skills, and parental behavior. This study can play an important role for policymakers. This study will fill the gap and help the planners of human resources allocate and distribute funds to the educational sector in the country, specifically in this area. The study's conclusion provides data and information for policymakers, administration staff, the education department, and NGOs. The main motive of the study is to encourage educational researchers and teachers to follow many learning styles that the learners prefer and the important relationship between academic achievement and learning style preference. Learning methods play an important role in the academic performance of students. In this study, the researcher used proportionate random sampling techniques for data collection by using questionnaires, and regression analysis was used for data analysis and interpretation. Eleven hypotheses were tested using the independent variables, and a t-test was used to explore the value of the dependent variable (GPA). Six null hypotheses were rejected at the level of significance, and five null hypotheses were not rejected. The frequency analysis of the data shows that 25 percent of the male students and 75 percent of the female students and sample students belong to the age group of 17 to 24 years. The frequency of family type indicates that 64 percent of students belong to a single family, 27 percent belong to a joint family, and 9 percent belong to an extra-large family type. The frequency of educational background illustrates that 95 percent of students show parental educational background encourages children's education, and 9 percent of students do not consider educational background necessary for students. Respondents show that 91 percent of students get favors from their families, and 11 percent of students' families do not favor their children's education. According to our data, 44 percent of students feel peer pressure in their academic performance, and 56 percent do not feel any pressure from their friend's company. The demography of this study shows that 47 percent of students are from rural areas and 53 percent from urban areas. The frequency of family income and education shows that 92 percent of students agreed that family income is essential for continuing their studies, and 8 percent did not agree. Moreover, 98 percent of students show that human resources affect the student's performance

(result). In minority cases, 2 percent do not include human resources in the students' academic performance. Further, the study results show a relationship between independent and dependent variables' performance (GPA). Similarly, there is a significant relationship between social factors, parental factors, family background, basic facilities, economic factors, human resources, and the students' performance (results) in the regression model. In contrast, other factors like peer factors, demographic (distance and area) factors, gender and culture, and institutional background are insignificant factors in the regression model. The study concludes that social factors, parental factors, family background, basic facilities, economic factors, and human resources significantly impact the students' performance (GPA). This is because students from higher social and economic statuses perform better than those from lower social and economic backgrounds, and parents also play a key role in the better performance of their children. Students perform more rigorously when parents motivate and support them in their academic activities. Also, students can perform excellently because of the gaudiness and behavior of their teachers. Another basic facility is the need of any student; without basic facilities, it is difficult to continue any activities. After this research study, the researcher suggests that every institution should try to perform with excellence and discipline. The GOVT should provide all the necessary facilities for students. Moreover, there should be a research study relating this problem to the passage of time in the future.

**Recommendations**

- Any institution paying attention to those from economic backgrounds could develop a support system for financial aid and student loan schemes.
- Human resources are the key determinant of academic performance.
- The government should arrange training, workshops, and seminars for the teachers.
- Parents should have complete control over their children, especially their mothers; they should know how to handle their children's performances.
- The government should provide basic life facilities to needy people.
- The head of the institute provides all the students' necessary facilities, such as a library, support, transportation, etc.

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