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Factors affecting the Performance of Undergraduate Students in India: An Empirical Validation of Conceptual Model

[1]Dr Asjad Usmani
[1]Associate Professor (HoD), Department of Management Studies, Don Bosco Institute of Technology, New Delhi, India

[2]Prof Vineeta Jha
[2]Associate Dean, Faculty of Marketing, ICFAI Business School, Gurgaon, Haryana, India

[3]Dr. Ismail Thamarasseri
[3]Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Priyadarsini Hills P.O., Kottayam, Kerala, India

[4]Dr. Niraj Kishore Chimote
[4]Associate Professor, ICFAI Business School, IFHE Hyderabad

[5]Ms Jasmit Kaur
[5]Assistant Professor, Sri Guru Gobind Singh College of Commerce, Delhi, India

[6]Prof. Yogieta S Mehra
[6]Deen Dayal Upadhyaya College, University of Delhi, Delhi, India

ABSTRACT
The study's purpose was to determine the factors and mechanisms influencing the performance of Indian university students. Using a questionnaire survey, data was gathered for this purpose during university opening day office hours, and SPSS-20 was used for analysis. The coefficient summary indicates that the beta values of 0.962 and 0.711 accurately reflect the effects of all factors on students' performance. The study discovered that a student's grades can be influenced by a number different elements, including the quality of the faculty's instruction, the student's study habits, the learning environment, and extracurricular activities. If the college's teaching faculty uses effective teaching strategies, provides enough learning facilities, and enhances the campus environment, student performance will improve in the future.
Keywords*: Students Performance; Teaching Learning Process; Learning Facility; Study Habits*

1. INTRODUCTION

Education is one of the fundamental pillars of growth. The right to education is one that every state has to provide for its citizens. Bista & Gaulee (2018) asserted that India's social sector development and broad-based economic growth were greatly aided by the higher education sector. In the current globalized and technologically advanced period, academic achievement among students is thought to be crucial to the general advancement of any country. Students' academic success is crucial in generating the highest caliber graduates who will serve as invaluable laborers in guiding a nation toward both economic and social progress. The degree to which students, instructors, or institutions have met their immediate or long-term learning objectives is measured by their academic success. Since a student's academic achievement is difficult to quantify or measure in units, it is a challenging undertaking to measure. When employing new employees, particularly recent graduates, one of the main considerations that businesses take into account is the pupils' academic achievement (Mohamed et al., 2018). Higher GPA students typically have greater access to higher education and career prospects (Ainscow et al., 2006; Hudley & Duran, 2013). Good academic standing is highly valued by the majority of universities worldwide as it serves as a performance indicator for admission to master's and doctoral programs. A large majority of researchers worldwide have utilized GPA as a performance measuring criterion (AL-Mutairi, 2011). A nation's socioeconomic progress depends on the quality of leadership and labor that is produced by its academic success (Ali et. al, 2009). This study's primary focus is on student performance, which helps universities meet their objective of academic achievement. This research is required In order to ascertain the students' performance levels, investigate the various elements affecting their academic achievement, and improve the standard of instruction.

Therefore, the purpose of this research is to examine the variables impacting Indian scholarly achievement among pupils. The survey was carried out on Delhi-NCR's affiliated engineering institutes.

2. OBJECTIVES OF THE STUDY

- To determine the elements impacting Indian university students' academic achievement
- To forecast how these elements will affect or relate to academic achievement

3. LITERATURE REVIEW

3.1 Students' Performance

Waples and Darayseh (2005) employed a variety of measures to forecast students' achievement, including student GPA scores, diploma GPA, and financial and management accounting scores. Other researchers made use of test findings or earlier outcomes given that they are researching performance for a particular topic or year (Hijaz & Naqvi, 2006). Academic success and the capacity to meet academic objectives are used to gauge a student's performance.

3.2 Factors Affecting Students' Performance

A variety of elements influence undergraduate students' performance quality (Waters and Marzano, 2006).

3.2.1 Teaching Learning Process

This metric assesses how well the process of instruction and learning enhances a technical institution's overall excellence. Effective education requires a favorable rapport between the instructor and the learner (Williams, 2011). The teacher should take the lead in helping the student find out more information outside of the university's prescribed curriculum. The program's main focus should be on helping students acquire knowledge and skills in a variety of multidisciplinary fields (Gambhir, 2016). When students know what is anticipated of them upon completion of the course, their learning accelerates (Kuh et. al. 2011). Learning gets even better when teachers answer students' questions both during and after class. Institutions can track students' development by using a continuous assessment method (Darling-Hammond, 2012).
The function that the instructor plays in the use of technology and the educational process that is employed are considered the teaching methods. Teachers use the most effective teaching strategies to meet specific learning objectives and level exit outcomes in order to aid in the transmission of understanding. Smith et al., (2001) investigated the impact of the instruction strategy on the students' academic achievement. They concluded that, as compared to the didactic teaching approach, the interactive teaching method produced higher test score gains. Isa et al, (2020) suggested that the instructional strategies used by instructors use with their students have an impact on how well they do academically. In order to improve children's academic performance, they proposed teacher-student interaction and student-centered approaches. Moreover, Baradwaj and Pal (2011) discovered that because each learner perceives and answers to questions in a different way, effective teaching approaches are those that meet the demands of the learners.

H1: Students performance (STPF) is optimistically impacted by Teaching Learning Process (TLEP)

3.2.2 Infrastructure

This metric assesses the institute's physical infrastructure offerings and their importance in bolstering the quality. For instance, the engineering profession requires various equipment for testing as well as machinery in the workshop. Other prerequisites include, but are not limited to, computers, internet access, and a campus with Wi-Fi. In addition, the use of both materials found in book banks, libraries, and ICT-equipped classrooms, segregated Canteens, social spaces for boys and girls, and medical facilities is crucial in determining the caliber of postsecondary education. Adequate land and building in open spaces are also accorded the attention they deserve (Ornstein, 2009). A favorable relationship exists between the caliber of education and well-furnished classrooms with contemporary teaching tools like projectors and internet access (Sahu et. al, 2008).

H2: Students performance (STPF) is optimistically impacted by Physical Infrastructure (INFRA)

3.2.3 Learning Facility

Priority was also given to the learning facility, the overall learning environment, the efficacy of the instruction, and the style of instruction. Mushtaq & Khan (2012) discovered that family stress, appropriate supervision, communication, and learning environments all had an impact on academic achievement. Arora & Singh (2017) revealed that the familial environment of the participants, study habits, and the effectiveness of teachers were all important predictors of college

students' academic achievement. The findings also revealed notable gender-based disparities in academic achievement. Ahmed & Salim (2018) found that the factors that predict academic achievement at Bangladesh's private institutions are department type, gender, class percentages, past performance, depression, and the number of credits taken. Raychaudhuri et al. (2010) concluded that the most significant factors include the distance between schools, gender, parent education, family income, the ratio of instructors to students, and qualified educators in the classroom elements that positively correlate with academic success. Additionally, this study discovered evidence that high attendees take their studies more seriously compared to few attendees. Mohamed et al. (2018) discovered that a few key factors, including study habits, characteristics of life at home, learning strategies, and access to physical resources, have an impact on academic accomplishment. Singh et al,. (2016) finished by stating that there's a substantial favorable correlation between academic accomplishment and communication skills, learning resources, and parental assistance.
H3: Students performance (STPF) is optimistically impacted by Learning Facility (LEFA)

3.2.4 Sleeping Duration of Students
Researchers looked at how long students slept for to gauge how much it affected their academic achievement. Kelly et al. (2001) revealed that those who sleep short total GPAs are far lower than those of lengthy sleepers. Raley et al. (2016) displayed a favorable connection between the quantity of sleep as well as academic achievement. According to the study's findings, students who received a mark of 3.5 or higher on average slept for 6.47 hours before an exam, while those who received a grade of 3.00 or lower on average slept for 5.34 hours.
H4: Students performance (STPF) is optimistically impacted by Sleeping Duration (SLDU)

3.2.5 Extra Co-Curricular Activities
This component assesses how much extracurricular activities contribute to students' overall development of personality. Engaging in extracurricular activities helps students develop their complete personality (Novoselich, 2017) Encouraging Engaging students in extracurricular activities might be beneficial them become more confident. It is imperative that conferences and other intercollege competitions be promoted to them (Astin, 1984). Participating in extracurricular activities increases the likelihood that students will be seen on campus and feel more a part of the school. Students should create a team and be given independent tasks to manage the activities. This will help them become more responsible and build their teamwork skills. Similar to this, adding activities to the academic schedule that allow students to apply their knowledge to practical world problems gives them confidence and increases their chances of landing a decent job (Berger 2006). For their students, institutes must host discussions, role plays, extempore, case presentations, and quizzes. Personality development sessions do have a positive impact on students' lives.
H5: Students performance (STPF) is negatively impacted by excessive involvement in extra Co-Curricular Activities (ECCA)

3.2.6 Study Habits
Research practices have a major impact on how well people learn and perceive things. Because a student's grades may be correlated regarding their methods of study: The study habits of students could have a big impact on how well their grades are predicted. Pupils who don't practice good study habits could receive worse grades than those who do. In a similar vein, Sheikh and Jahan (2012) mentioned that the ability the conventional definition of study habits is the ability of a pupil to efficiently manage time and additional resources needed to finish an academic task. Issa et al, (2012) suggested that pupils' regular Reading for pleasure activities affected their study techniques and ensuing academic success. There is a widespread sense in which people value pupils' intellectual achievement in general. The conclusion is think there is a connection between academic performance and study habits success.
H6: Students performance (STPF) is optimistically impacted by Study Habits (STHA)

3.2.7 Attendance of Students
In the higher education system of today, student attendance and participation are crucial. The attendance record is used to assess pupils' daily attendance and classroom participation. It displays how often students attend class. Roby (2003) in his research on attendance and academic performance in Ohio schools, he hypothesized that students who attend class regularly may benefit more from it than those who don't. It suggests that there is a direct link between academic success

and good attendance. He went on to say that low attendance has been connected to subpar academic achievement. Marburger (2010) asserted that kids do better on exams and that absenteeism is much decreased when the required attendance regulation is followed. In a similar vein, Kassarnig et al. (2017) further discovered that academic achievement and timely and reliable attendance in class are highly correlated.

H7: Students performance (STPF) is optimistically impacted by Student Attendance (STAT)

3.2.8 Socio-economic Status (SES) of Students

According to several academics, pupils' socioeconomic status (SES) is the main indicator of their academic success. Farooq et al,. (2011) conducted an analysis of a Pakistani secondary schools and came to the conclusion that SES and parental education had a big influence on academic success. They came to the conclusion that students from low-SES backgrounds perform poorly. They came to the conclusion that improved performance is sparked by the parents' strong socioeconomic standing. An investigation by Prabhakaran & Suresh (2021) Financial assistance, educational requirements, academic judgments, and dependency were found to be the primary factors influencing academic achievement in the SES and its relationship to students' academic achievement. A research conducted by on Chinese junior high school pupils Shifeng et al. (2020) determined the government funding schemes, family type, and parental income as the predictors of academic performance.

H8: Students performance (STPF) is optimistically impacted by Socio- Economic Status (SECO)

3.2.9 Influence of Social Media and Media Sharing Networks

These days, researchers are attempting to ascertain the degree to which sharing of the media on social media networks, such as YouTube, Instagram and Facebook, Snapchat, LinkedIn, as well as Twitter, and others—have an impact on students' academic achievement. Celestine & Nonyelum (2018) discovered a strong inverse association link social media use and academic achievement use achievement. Gorhe (2019) discovered that performance was somewhat impacted by social media. He came to the conclusion that while moderate media use is safe, careless media use is bad for academic achievement. The investigation carried out by Mensah and Nizam (2016) further demonstrates the same results.

H9: Students performance (STPF) is optimistically impacted by Social Media and Media Sharing Networks (SMSN)

4. CONCEPTUAL FRAMEWORK

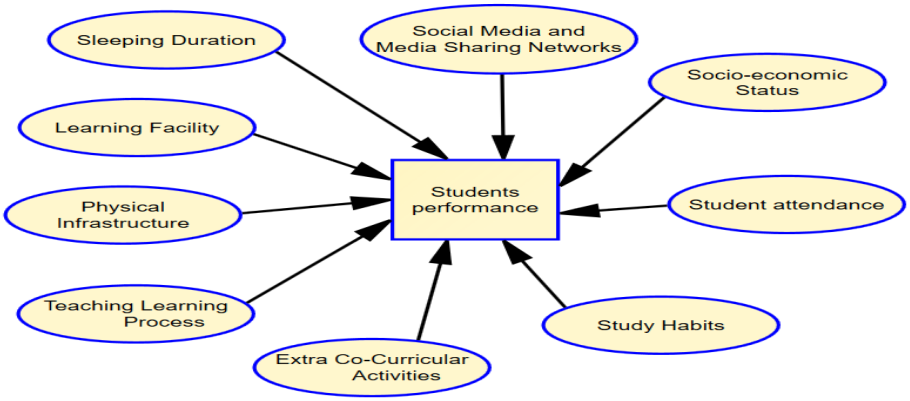

Figure 1: Proposed framework of Factors affecting the performance of undergraduate students in India

5. RESEARCH METHODOLOGY

A survey using questionnaires was used to collect original data between September 2023 and January 2024 during office hours on the days the university opened. A random sample methodology was employed to choose 500 alumni from a private universities, including faculty members from the humanities, business, and science departments. Of those, 432 responses were found to be without any errors. Statistics were employed to examine the gathered information arranged to verify the null hypothesis. To assess the importance of the research findings, the Correlation and Regression analysis was used at the 0.05 level. Verifying the data's aptness for Principal Component Analysis (PCA) involved running all other necessary tests using SPSS-22. Survey participants' satisfaction with the factors derived using PCA has been gauged

using the factor means. Several socioeconomic and Likert-type characteristics were tested for their potential to predict academic performance using linear regression.

6. RESULTS AND ANALYSIS

6.1 Demographic Profile

The respondent's the assessment of demographic parameters was conducted by the use of descriptive population statistics expressed in percentage terms, proportion, and how often they occur (Table 1). Following a thorough review, 86.40% of the comments are deemed to be of good caliber. There were significantly more men (362, 83.8%) than women (70, 16.2%) among the 432 respondents; the majority of them (126, 29.2%) were between the ages of 30 and 39, and 181 (41.9%) held a professional degree.

Table 1. Descriptive Statistics of Demographic Profile

		Frequency	Valid %			Frequency	Valid %
Age profile	20-29 years	58	13.4	**Gender profile**	Male	362	83.8
	30-39 years	126	29.2		Female	70	16.2
	40-49 years	82	19.0	**Highest education level**	Bachelor Degree	55	12.7
	50-59 years	102	23.6		Masters Degree	109	25.2
	60- 65 years	64	14.8		Prof. Education	181	41.9
					Other	87	20.1

6.2 Exploratory Factor and Reliability Analysis

The importance of the complying components was assessed using the EFA. The threshold in this experiment is set at a factor loading of 0.50. The results suggest that factor analysis is an appropriate method for this collection of information. Five components that weren't included in the final analysis and had loadings less than 0.5 were eliminated. It is commonly acknowledged that a scale is internally consistent if it meets the minimum requirement of 0.70 for Chronbach's Alpha. An alpha for Cronbach's threshold of 0.7 has been used in this study.

Table 2. Results of Exploratory Factor Analysis

Variable	Cronbach alpha	Statement	Factor loadings	KMO Measure of Sample Adequacy (>0.5)	Bartlett's Test of Sphericity		Items confirmed	Items dropped	Cum % of loading
					Chi Square	Sig. (<.10)			
Teaching Learning Process (TLEP)	0.895	TLEP-1	0.880	0.825	1436.863	0.000	5	0	70.465
		TLEP-2	0.903						
		TLEP-3	0.891						
		TLEP-4	0.805						
		TLEP-5	0.701						
Physical Infrastructure (INFRA)	0.853	INFRA-1	0.671	0.697	1051.813	0.000	4	0	69.687
		INFRA-2	0.893						
		INFRA-3	0.941						
		INFRA-4	0.808						

Learning Facility (LEFA)	0.899	LEFA-1	0.887	0.835	1478.703	0.000	5	0	71.393
		LEFA-2	0.908						
		LEFA-3	0.893						
		LEFA-4	0.809						
		LEFA-5	0.711						
Sleeping Duration (SLDU)	0.957	SLDU-1	0.202	0.851	1974.403	0.000	4	1	71.441
		SLDU-2	0.934						
		SLDU-3	0.947						
		SLDU-4	0.958						
		SLDU-5	0.919						
Extra Co-Curricular Activities (ECCA)	0.698	ECCA-1	0.768	0.706	304.992	0.000	4	1	42.263
		ECCA-2	0.788						
		ECCA-3	0.132						
		ECCA-4	0.689						
		ECCA-5	0.640						
Study Habits (STHA)	0.710	STHA-1	0.655	0.719	322.232	0.000	4	1	43.211
		STHA-2	0.770						
		STHA-3	0.784						
		STHA-4	0.167						
		STHA-5	0.705						
Student Attendance (STAT)	0.958	STAT-1	0.206	0.850	2001.933	0.000	4	1	71.756
		STAT-2	0.933						
		STAT-3	0.949						
		STAT-4	0.955						
		STAT-5	0.929						
Socio-Economic Status (SECO)	0.897	SECO-1	0.883	0.829	1459.745	0.000	5	0	70.994
		SECO-2	0.905						
		SECO-3	0.891						
		SECO-4	0.809						
		SECO-5	0.708						
Social Media and Media Sharing Networks (SMSN)	0.859	SMSN-1	0.688	0.706	1073.735	0.000	4	0	70.533
		SMSN-2	0.896						
		SMSN-3	0.941						
		SMSN-4	0.813						
Students Performance (STPF)	0.957	STPF-1	0.185	0.844	1970.799	0.000	4	1	71.362
		STPF-2	0.931						
		STPF-3	0.947						
		STPF-4	0.954						
		STPF-5	0.928						

6.3 Correlation Analysis

Every variable that was taken into consideration and every other variable have a substantial correlation. (Table 4). While the least significant correlations (0.727) were found between Social Media and Media Sharing Networks (SMSN) and Extra Co-Curricular Activities (ECCA), the highest degree of connection (0.988) was found between Student Attendance (STAT) and Sleeping Duration (SLDU) and Students Performance (STPF) and Student Attendance (STAT).

Table 4: Correlations

	TLEP	INFRA	LEFA	SLDU	ECCA	STHA	STAT	SECO	SMSN	STPF
TLEP	1									
INFRA	.874**	1								
LEFA	.987**	.886**	1							
SLDU	.924**	.913**	.934**	1						
ECCA	.800**	.737**	.807**	.820**	1					
STHA	.772**	.729**	.787**	.805**	.981**	1				
STAT	.910**	.906**	.916**	.988**	.812**	.822**	1			
SECO	.982**	.880**	.983**	.925**	.803**	.809**	.934**	1		
SMSN	.848**	.986**	.865**	.899**	.727**	.749**	.914**	.885**	1	
STPF	.929**	.911**	.930**	.997**	.817**	.799**	.988**	.925**	.894**	1

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

6.4 Regression Analysis

Table 5's Regression analysis demonstrates that every component has a significant effect on Indian undergraduate students' execution. The 100% degree of explanation for Students Performance (STPF) by all predictors is indicated by the R square value of 1.000. The regression model's ANOVA results in Table 6 show that the validation is valid with a 95% confidence level. level. The summary shown in Table 7 indicates that the beta values of 0.962 and 0.711 accurately reflect the affect of all factors on Students Performance (STPF).

Table 5 : Model summary

Model	Predictors	Dependent variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	TLEP, INFRA, LEFA, SLDU, ECCA, STHA, STAT, SECO, SMSN	STPF	1.000	1.000	1.000	0.01402

Table 6 : ANOVA analysis

Model	Predictors	Dependent variable		Sum of Squares	df	Mean Square	F	Sig.
1	TLEP, INFRA, LEFA, SLDU, ECCA, STHA, STAT, SECO, SMSN	STPF	Regression	419.507	9	46.612	237113.148	0.000
			Residual	0.083	422	0.000		
			Total	419.590	431			

Table 7: Regression coefficients table for dependent variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.001	0.003		-.359	.720
TLEP	0.807	0.028	0.711	28.716	.000
INFRA	-0.082	0.032	-0.073	-2.579	.010
LEFA	0.318	0.025	0.283	12.759	.000
SLDU	0.047	0.022	0.048	2.169	.031
ECCA	-0.107	0.017	-0.079	-6.349	.000
STHA	0.106	0.017	0.080	6.270	.000
STAT	0.951	0.021	0.962	44.492	.000
SECO	1.125	0.050	0.999	22.314	.000
SMSN	0.086	0.032	0.078	2.678	.008

a. Dependent Variable: STPF

7. RESULTS OF HYPOTHESES TESTING

Nine Two of the hypotheses presented in the conceptual research framework (table 8) have been rejected and rest seven are accredited.

Table 8: Summary of Hypotheses Testing

Hy. No.	Independent Variables	Dependent Variables	R-Square	Beta Coefficient	t-value	Sig Value	Status of Hypotheses
H1	Teaching Learning Process (TLEP)	Students Performance (STPF)	1.000	0.711	28.716	.000	Accepted
H2	Physical Infrastructure (INFRA)	Students Performance (STPF)	1.000	-0.073	-2.579	.010	Rejected
H3	Learning Facility (LEFA)	Students Performance (STPF)	1.000	0.283	12.759	.000	Accepted
H4	Sleeping Duration (SLDU)	Students Performance (STPF)	1.000	0.048	2.169	.031	Rejected
H5	Excessive Extra Co-Curricular Activities (ECCA)	Students Performance (STPF)	1.000	-0.079	-6.349	.000	Accepted
H6	Study Habits (STHA)	Students Performance (STPF)	1.000	0.080	6.270	.000	Accepted
H7	Student Attendance (STAT)	Students Performance (STPF)	1.000	0.962	44.492	.000	Accepted
H8	Socio- Economic Status (SECO)	Students Performance (STPF)	1.000	0.999	22.314	.000	Accepted
H9	Social Media And Media Sharing Networks (SMSN)	Students Performance (STPF)	1.000	0.078	2.678	.008	Accepted

8. DISCUSSION

The study's findings, which confirmed the existence of a substantial positive link, were Students Performance (STPF) and Teaching Learning Process (TLEP) (H1; R-square = 1.000; Beta coefficient = 0.711; t-value = 28.716). Effective

education requires a positive teacher-student interaction (Williams, 2011). The teacher should take the lead in helping the student find out more information outside of the university's prescribed curriculum. The program's main focus should be on helping students gain knowledge and skills in a variety of multidisciplinary fields (Gambhir et. al., 2016). When students know what is expected at the course end from them, their learning increases (Kuh et al., 2011). Erudition gets even better when teachers answer students' questions both during and after class. To track students' development, educational institutions can use a continuous assessment method (Darling-Hammond, 2012).

The empirical investigation of hypothesis 2 revealed that there isn't a noteworthy inverse relationship (R-square = 1.000; beta coefficient = -0.073; t-value = -2.579) between students' performance (STPF) and physical infrastructure (INFRA). However, well-furnished classrooms with contemporary teaching tools like internet access are favourably connected with the calibre of learning, claim Sahu et al,. (2008). However, this investigation revealed no correlation. An independent analysis demonstrated a strong positive relationship between the two dimensions, Students Performance (STPF) and Learning Facility (LEFA). This result validates Hypothesis 3 (t-value = 12.759; beta coefficient = 0.283; R-square = 1.000). According to Singh et al. (2016), adequate parental guidance is the second most important element that influences academic performance after learning facilities. Priority was also given to the learning facility, the overall learning environment, the efficacy of the teaching approach, and the style of instruction. According to Mushtaq & Khan (2012), communication, adequate guidance, and learning facilities all have an impact on scholarly achievement. The empirical investigation of hypothesis 4 showed that there was no statistically noteworthy improvement association (R-square = 1.000; beta coefficient = 0.048; t-value = 2.169) between Students Performance (STPF) and Sleeping Duration (SLDU). According to Kelly et al,. (2001), researchers who examined students' sleeping patterns to gauge the impact of sleep length regarding their scholastic achievement found that short sleepers had considerably worse overall GPAs than did long sleepers. Sleep duration has been shown to be positively correlated with educational performance (Raley et al., 2016). However, this did not turn up any such relation.

A significant favorable correlation (R-square = 1.000; beta coefficient = -0.079; t-value = -6.349) was discovered in the empirical investigation of the theory 5 between Students Performance (STPF) and Extra Co-Curricular Activities (ECCA). Student involvement in extracurricular activities shapes their entire personality (Martinez, 2020). Encouraging students to take part in extramural activities can help them become more confident. Attendance in conferences and other inter college competitions needs to be promoted. Students that take part in extracurricular performance are more prone to be seen on campus and feel more a part of the school. (Soria and Johnson, 2020). Students should create a team and be given independent tasks to manage the activities. This will help them become more responsible and build their teamwork skills. In a similar vein, including in-class exercises that allow students to use their knowledge to address real-world problems boosts their confidence and increases their chances of landing a decent job (Berger, 2006). For their students, institutes must host discussions, role plays, extempore, case presentations, and quizzes. Personality development sessions do have a positive impact on students' lives.

The study found a substantial favorable association findings on the relationship between students' performance (STPF) and study habits (STHA) (H6; R-square = 1.000; beta coefficient = 0.080; t-value = 6.270). According to Issa et al. (2012), regular reading activities of students have an impact on their study techniques and ensuing scholastic achievement. There is a widespread sense in which people value pupils' intellectual achievement in general. Arora and Singh (2017) shown that college students' academic achievement is significantly predicted by their study habits, the effectiveness of their teachers, and their familial environment.

A significant constructive correlation was found between Student Performance (STPF) and Student Attendance (STAT) based on the empirical investigation of Hypotheses 7 (R-square = 1.000; Beta coefficient = 0.962; t-value = 44.492). In his study on attendance and achievement, Roby (2003) hypothesized that students who attend class regularly may benefit academically more than those who don't. In a similar vein, Jones (2006) found a clear link between academic success and good attendance. He went on to say that low attendance has been connected to subpar academic achievement. According to Marburger (2010), a required attendance policy that is strictly enforced lowers absenteeism and boosts exam performance for students. Similar findings were made by Kassarnig et al. (2017), who discovered a high correlation between academic achievement and timely and regular class attendance. Therefore, The current investigation looked at

the impact of students attendance on their scholarly accomplishment by using it as a dependent variable. An independent analysis showed a strong positive connection in between the two dimensions, Status Socioeconomic (SECO) and Students Performance (STPF). This result validates Hypothesis 8 (t-value = 22.314; beta coefficient = 0.999; R-square = 1.000). The parents' educational background and socioeconomic status (SES) have a big impact on the students overall intellectual success (Farooq et al., 2011). According to Eamon's (2005) findings, pupils from lower socioeconomic backgrounds perform poorly academically and receive lower scores than other students. The socioeconomic position of a family is seen to directly affect a student's academic ability in other areas as well (Battle & Lewis, 2002; Sirin, 2005). A strong favorable correlation (R-square = 1.000; beta coefficient = 0.078; t-value = 2.678) was found in the factual investigation of hypothesis 9 between Students Performance (STPF) and Social Media and Media Sharing Networks (SMSN). These days, researchers are attempting to determine the degree to which which social media networks —like YouTube, Facebook, Instagram, and Twitter and others—have an impact on students' academic achievement. Gorhe (2019) discovered that social media has an impact on performance in both positive and negative ways. He came to the conclusion that while moderate media use is safe, careless media use is bad for academic achievement. The same conclusions are also found in the Mensah and Nizam (2016) study.

9. CONCLUSION

The aim of the current research is to determine the variables that have an impact students' performance. The study discovered that a student's grades can be influenced by different elements, including the quality of the faculty's instruction, the student's study habits, the learning environment, and extracurricular activities. Students' academic success is significantly influenced by their socioeconomic level, subject-matter expertise of the teacher, and use of social media and media sharing networks. Additionally, a student's attendance and efficient study methods improve academic performance. If the college's teaching staff uses effective teaching and learning strategies, offers adequate learning resources, and enhances the campus's atmosphere, student performance will increase. Adopting appropriate study habits is crucial for raising students' performance. On occasion, parents should encourage and guide their children appropriately to assist them form better study habits. It is the responsibility of parents to arrange their homes for learning. When a student is self-aware, competent, and avoids distractions, he performs well.

10. RECOMMENDATIONS

1. Create a more effective learning methodology system that targets all personality types.
2. Teach students on the importance of leading a healthy lifestyle that includes proper food and sleeping habits. Additionally, promote self-care practices and physical activity.
3. Establish a productive study plan. Introduce new approaches to teaching and learning.
4. Establish a vibrant campus atmosphere that promotes physical activity, such as well-equipped dorms, walking trails, and equipment access.
5. Let kids participate in choices regarding the classroom environment

11. LIMITATIONS

1. The eligible student response rate was less than the comparable estimate.
2. Since every responder came from the same university, we are unable to extrapolate the same findings to every student at every university.
3. A smaller sample size raised the error margin and marginally decreased the study's power.
4. A significant obstacle was time. Because we had a limited amount of time to do our study, we were unable to gather data from more universities and from a wider population.
5. Insufficient funding for appropriate research

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