

Corresponding: Nazir Haider Shah (Assistant Professor, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan. Email: nazirshah786@gmail.com)

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Factors Affecting Academic Performance of Students: A Cross-Sectional Study of Secondary Schools of Kotli AJ&K



Muhammad Naqeeb ul Khalil Shaheen *

Nazir Haider Shah †

Rida Jehangir‡

Abstract: *This study was conducted to examine the Factors Affecting the Academic performance of students at the secondary level in Kotli AJ&K. The population of the study consisted of approximately 4000 government students studying at the secondary level. The researcher selected 350 students of secondary level in Kotli City as the sample in this study through the continent sampling technique. The current study was quantitative in nature. Descriptive research was used to conduct the study and a survey method was conducted for data collection. A five-point Likert scale questionnaire was used as a tool in this study. There are many factors that influence the academic performance of students such as school factors, parental, social and economic conditions, teacher factors, and many more. It is recommended that the educational authorities may introduce need-based scholarships for deserving students so that the student's academic performance may not get influenced by the economic status of the family.*

Key Words: Academic Performance

Introduction

Education is deliberated essential not only for individual progress but also for community and national development. Individuals need to raise awareness and improve their teaching skills to transport the latest technologies and improve teaching in all aspects (Kapur, 2018). The ultimate goal of education is to improve the performance of all younger generations. To achieve this goal, we need many quality schools. Universities, colleges, and schools would not exist without students. Any educational institution's greatest asset is its students. The academic success of a nation's students is directly related to that nation's socioeconomic progress. It is regarded as the core around which the entire system of education rotates. For producing a good teacher an individual's academic achievement is very important. Graduates become

outstanding professional members and leaders who drive the nation's economic and social progress (Ali et.al, 2009). Academic achievement of learners attracts the devotion of scientists, educators, planners and decision-makers. Adeyemo (2001) suggests that the main purpose of school is to strive for excellence in students. Schools may have other outlying goals, he said, but the stress is always on achieving a sound scholarship. Besides, nearly everyone who cares about education tops on academic accomplishment. Parents often expect their children to excel academically (Osiki, 2001). Outside and inside variables affect the academic achievement of students. These influences are sometimes named school factors, peer factors, family factors and student factors (Crosnoe, Johnson & Elder, 2004). Since the 17th century demographic variables considered the formal variables for

*Assistant Professor, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan.

† Assistant Professor, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan.

‡ Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan.

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study. Usually, such type of factors includes religion, parental occupation, parental education level, social-economic position, spousal status, society, geography, gender and age. (Iqbal & Hayat, 2013).

Social and economic statuses are among the aspects that influence students' academic performance that are most researched and discussed by educational experts. The most prevalent argument is that a student's social and economic standing affects how they succeed academically. The majority of experts argue that pupils of low social and economic status perform poorly academically because they can not improve academically due to the basic necessities are not met. (Adams, 1996). Low social and economic standing contributes to environmental problems and pupils' low self-esteem (Paulu, 2005). Especially it is observed that no such study has ever been conducted in Kotli AJ&K and a lot of indicators affect the academic achievement of students such as parent's social conditions, economic conditions, student's motivation, student behaviours, previous schooling, family environment and many more. In Kotli Azad Jammu & Kashmir, students' academic achievement is influenced by a variety of factors, including those related to their school, their parents' social and economic circumstances, their teachers, and many more. Therefore, the purpose of this study was to explore the factors influencing secondary school students' academic performance in Kotli Azad Jammu & Kashmir.

Review of Related Literature

Education

Education enables the knowledge, skills, opinions, values and habits of one civic group to be moved to others through storytelling, discussion, training, education and research (Bonga, 2016). Most programs to improve the effectiveness of education in developing countries emphasise changing the education system itself. Education has long been recognized as a key cause of economic prosperity (Hanushek & Ludger, 2010). One of the key factors in the inclusive development and advancement of people, communities, and countries is education. It not only provides people with the fundamental skills,

competences, and information they need. An educated individual may effectively contribute to their communities' well-being while simultaneously achieving their own personal ambitions (Kapur, 2018). Education is regarded as the foundation of all living beings in the age of globalization and technological transformation. It is connected to personal well-being and possibilities for a better life, and it plays a significant part in the development of productive capacity (Battle & Lewis, 2002).

Student Achievement

Student achievement is a measure that determines how much academic material a student acquires in a specific period of time. Depending on the teaching level, teachers must impart certain aims or objectives to their students. Regular improvement, comprehension, and assessment exams are frequently used to gauge student achievement. However, there is disagreement regarding the most efficient method of analysis or the most important factors. (Brophy, 2004). Student achievement is the extent to which a learner has attained either short- or long-term scholastic objectives. Differences in intellectual aptitude and personality are closely related to differences in academic success. Students' levels of drive, self-control, and awareness also have an impact on how much they achieve (Harackiewicz, 2000).

Student Performance

Performance is defined as the act of performing, acting, achieving, accomplishing, or representing something. Class participation, individual written assignments for essays and exams, group projects and presentations are just a few of the ways in which students' success in the case methods course can be assessed. Here we will focus on class participation, which is essential to the case method and often determines a large portion of a student's grade (Shepard, L. 2001). When an experienced case instructor evaluates class participation, the student's contribution to the class's overall learning during class discussions is considered. It is difficult to make objective judgments about

their contributions. The quality of individual contributions is influenced by their delivery and timing in the classroom debate setting, as well as their substance. When evaluating engagement, teachers should be aware of the crucial influence their calling patterns, as well as the kinds of questions and follow-ups they employ with certain students, have on student performance. Additionally, the quality of the teacher's contribution tracing system may suggestively touch the reliability of the overall performance assessment (Meyer, 2003). A student's contribution to the class's overall learning during classroom discussion is taken into account when an experienced class instructor evaluates class participation. It can be difficult to establish objective judgments of their contributions. Increased engagement is frequently a good thing, but making too many comments could result in worse contributions and show a preference for speaking over listening. When evaluating engagement, teachers should be aware of the crucial influence their calling patterns, as well as the kinds of questions and follow-ups they employ with certain students, have on student performance. Additionally, the quality of the teacher's contribution tracing system may suggestively touch the reliability of the overall performance assessment (Meyer, 2003).

Relationship between student Achievement and Student Performance

Achievement is the action of attaining or accomplishment, an obtaining by effort, successful performance, accomplishment, the achievement of his/her object while whereas Performance is the act of executing, carrying out a plan or activity, achieving a goal, accomplishing a task, or making a statement via deeds, as in the performance of a duty. Student performance is determined by the outcomes of one or more topics on a test or examination created by the teacher during a brief period of time. Whereas Student accomplishment is the outcome of a standardized test or examination taken over a lengthy period of time in one or more disciplines and is a good indicator of a student's eventual career path.

Academic Performance

Academic achievement measures the performance of a student, teacher, or educational institution in reaching short-term or long-term learning objectives. Earning a certificate, such as a high school diploma or bachelor's degree, demonstrates academic success. Exams and assessments are frequently used to gauge scholastic performance, but there is no agreement on the best practices, key moments, or procedural knowledge competencies. Since the field of academic achievement is quite broad and encompasses a wide variety of educational outcomes, the definition of academic achievement relies on the indicators used to quantify it (Wirthwein, 2014). Academic success, as determined by GPA or standardized tests used for recruiting, such as the SAT, can affect a student's chances of continuing their education, such as entering college. Thus, academic performance determines one's eligibility for higher education, and depending on the degree in education one obtains, it affects one's career choices after graduation. It is not surprising that many scientists are researching academic performances, for instance in the fields of psychology or education, given the significance of academic performance for both individuals and society. Research reports concentrate on how educational psychologists explain, determine, improve, and evaluate academic achievement (Sjøberg, 2015).

Factors Affecting the Academic Performance of Students

The following are the factors that affect the academic achievements of students at the secondary level.

Social Factors

Social factors denote the elements that affect social adaptations, including lifestyle, social engagements, and interpersonal connections. Meetings with local communities, whether online or offline have been found by Kim and Auh (2015) to support students in easily adjusting to school by providing a variety of information. Particularly, it was discovered

that some students were unable to use a certain educational technology that their local peers were familiar with, forcing them to struggle with the local technology in order to continue their studies (Habib, Johannesen, & Gloomy). According to Tamaoka, Ninomiya, and Nakaya (2003), having close friends helps a person to adjust to the community. According to Turley and Wodtke (2010), the majority of students' first-year academic grades are not significantly impacted by their kind of residence during their college years. Strapp and Farr (2010) further confirmed that participating in extracurricular activities offers students happiness and boosts their academic performance.

Economic Factors

Student success correlates with their parents' poor financial situation, as this prevents them from accessing learning resources and resources (Duke, 2000; Eamon, 2005). Additionally, study shows that economically struggling parents are unable to pay for their kids' higher education, which prevents them from realizing their full potential. (Rouse & Barrow, 2006). Furthermore, Banjong (2015) discovered a connection between poor academic achievement and student financial stress. Beblo and Lauer (2004) concentrate on how financial status, such as parental income, is independent of their children's academic success when they investigate the relationship between economic reforms and academic accomplishment. Students who work part-time are less likely to be pleased with their academic performance, per a 2003 research by Tamaoka, Ninomiya, and Nakaya. This might be because their capacity to concentrate on study or research is diminished by their work. Li and Grineva (2016) found a direct correlation between students' academic achievement and their ability to support their families while working and attending school.

School Factors

School factors are those related to the educational environment, including curriculum, classes, education system, and academic advisors. Ko and Chung (2014) investigated the link between class value,

student well-being, and student academic performance and found a link between class quality, student satisfaction, and student academic performance. The effectiveness of educational materials is associated with students' academic success (Joo, Chung, Lee, & Han, 2011). According to Wimshurst, Bates, and Wortley (2006), students benefit when institutions improve communication with students about administrative processes and assessment methods. The problem encountered by many students is that they do not receive important notifications from the administrative office such as course registration and dormitory arrangements (Kang, Kim, & Shin, 2014). According to Wimshurst, Bates, and Wortley (2006), it is beneficial for students when institutions improve communication with students about administrative processes and assessment methods.

Teacher factor

There is solid evidence supporting a positive relationship between teacher factors and student achievement. In addition, research by Vizeshfar and Torabizadeh (2018) and Adnot, Dee, Katz, Wyckoff, and Katz (2016) shows how much a good teacher can affect students' academic performance and thus economic outcomes. In fact, a review of research shows that educators have an impact on students' lives and academic success. Teachers become friends and confident as mentors, facilitators, role models, instructional leaders and sources of information.

Parental Factors

According to Krashen (2005), children of educated parents perform better on standardized tests than children of uneducated parents. Educated parents can talk to their children about school work, extracurricular activities, and what the school teaches. They can more effectively help children with homework and interact at school. According to a study by Caldas & Bankston, Jeynes, Parelius & Parelius, Mitchell & Collom, Ma & Klinger, parental education and student success levels are positively correlated with each other. The home environment also affects a student's academic

success. Educated parents can create the ideal environment for their children's academic performance. School administrations can provide advice and counselling to parents to improve the home environment and improve the academic performance of their children (Marzano, 2003). In order to achieve a higher quality of academic achievement, students' academic performance is heavily dependent on parental involvement in their academic activities (Barnard, 2004; Shumox and Lomax, 2001).

Objectives of the Study

The following were the study's objectives:

1. To explore the academic performances of the students of secondary level.
2. To identify factors affecting the academic performance of students of secondary level in Kotli AJK.

The study intends to provide answers to the following queries in order to address the objective of this research:

1. What are the academic performances of students of secondary level in Kotli AJK?
2. What are the factors affecting the academic performance of students of secondary level in Kotli AJK?

Research Methodology

Following methods and procedures were followed during this research.

The study was quantitative in nature so the researcher used a descriptive method of research in this study. In the descriptive method, the researcher used a cross-sectional survey for data collection. All the students of secondary level in Kotli, AJK constituted the population of the study which

were approximately 4000. In this study, the sample constitutes 350 students of secondary level in Kotli city. Students were selected using a convenient sampling technique from the population of the study. The sample was selected according to the Gay (2001) table. A questionnaire was formulated as a research instrument in this study. The questionnaire was divided into two sections named academic performances and Factors affecting the academic performances of students. The parameters were a social factor, economic factor, school factor, teacher factor and parental factor. Furthermore, the Five Point Likert Scale was used for gathering the responses. The questionnaire was validated by three experts from the Department of Education, University of Kotli Azad Jammu and Kashmir. The reliability of the instrument was measured through Cronbach's alpha statistic technique with the help of SPSS software. The researcher personally visited the government schools of Kotli Azad Jammu and Kashmir to collect the data. A statistical package for social science software (SPSS) was used for the analysis of data. The researcher applied frequency, percentage, mean and standard deviation for the analysis of data and interpretation of data. The results are presented in the form of tables.

Data Analysis

The Statistical Package for the Social Sciences was utilized to examine the data that had been obtained. Frequency, percentage, mean scores and standard deviation were applied by the researcher for the analysis and interpretation of data. Tables are used to display the findings.

Table 1

Mean Analysis of the Parameters of Academic Performance

S. No.	Statements	N	Mean
1.	I can study all the subjects on my own.	350	3.99
2.	I pay attention during class discussions.	350	4.43
3.	I listen to every lecture carefully to learn more	350	4.46
4.	I frequently use the library to gain more knowledge about my subjects.	350	2.18
5.	I put more effort when I do difficult tasks/assignments	350	4.26

S. No.	Statements	N	Mean
6.	I get distracted when the lecture is interrupted	350	3.82
7.	I feel upset when the teacher is absent.	350	2.93
8.	I enjoy homework because it helps me improve my skills in every subject.	350	4.21
9.	I am rewarded for my achievements	350	4.28
10.	Rewards boost my confidence and self-esteem.	350	4.55

Table 1 shows the mean scores of Academic Performance. The table further represented the mean score of I can study all the subjects on my own; N= 350, M=3.99, I pay attention during the class discussion; N= 350, M= 4.43, I listen to every lecture carefully to learn more; N=350, M=4.46. I frequently use library to gain more knowledge about my subjects; N=350, M=2.18, I put more effort when I do difficult tasks/assignments; N=350, M=4.26, I get

distracted when the lecture is interrupted; N=350, M=3.82, I feel upset when the teacher is absent; N=350, M=2.93, I enjoy homework because it helps me improve my skills in every subject; N=350, M=4.21, I am rewarded for my achievements; N=350, M=4.28 and Rewards boosts my confidence and self-esteem. N=350, M= 4.55. Furthermore, the results directed that Rewards boost my confidence and self-esteem and have the highest mean score in academic performance.

Table 2

Mean Analysis of the Social Factor

S. No.	Statements	N	Mean
1.	My school provides study centred environment.	350	4.65
2.	I am satisfied with the extracurricular activities (sports, drama club, etc.) in our school.	350	4.15
3.	I am satisfied with the co-curricular activities (Labs, library visits, Art class, etc.) in our school	350	3.72
4.	My school encourages group activities to improve learning.	350	4.21
5.	The social status of the family influences a child's confidence in school.	350	3.35

Table 2 shows the mean scores of Social Factors. The table further represented that the mean score of My school provides study centred environment; N= 350, M=4.65, I am satisfied with the extracurricular activities (sports, drama club, etc.) in our school; N= 350, M= 4.15, I am satisfied with the co-curricular activities (Labs, library visits, Art

class, etc.) in our school; N=350, M=3.72, My school encourages group activities to improve learning; N=350, M=4.21, The social status of the family influences a child's confidence in school; N=350, M=3.35. Furthermore, the results directed that my school provides study centred environment and has the highest mean score in social factors.

Table 3

Mean Analysis of the Economic Factor

S. No.	Statements	N	Mean
1.	The economic status of the student's family has an influence on the student's academic performance.	350	3.63
2.	I get extra pocket money for educational resources.	350	4.23
3.	My parents are able to bare all the educational expenses.	350	4.08

Table 3 shows the mean scores of the Economic Factor. The table further represented that the mean score of the

Economic Status of the student's family has an influence on the student's academic performance; N= 350, M=3.63, I get extra

pocket money for educational resources.; N= 350, M= 4.23, My parents are able to bare all the educational expenses.; N=350, M=4.08. Furthermore, the results directed that I get

extra pocket money for educational resources has the highest mean score in the economic factor.

Table 4

Mean Analysis of the School Factor

S. No.	Statements	N	Mean
1.	The proper time schedule is followed in our school.	350	4.33
2.	I get marks according to my performance.	350	3.98
3.	I am satisfied with the grading system in school.	350	4.03
4.	My school is well disciplined.	350	4.35

Table 4 shows the mean scores of the School Factor. The table further represented that the mean score of the proper time schedule is followed in our school; N= 350, M=4.33, I get marks according to my performance; N= 350, M= 4.03, I am satisfied with the grading

system in school; N=350, M=4.03 and My school is well disciplined; N=350, M=4.35. Furthermore, the results directed that My school is well disciplined and has the highest mean score in-school factor.

Table 5

Mean Analysis of the Teacher Factor

S. No.	Statements	N	Mean
1.	I am satisfied with the teaching methods used by my teachers in the classroom.	350	4.47
2.	Teachers use different strategies to enhance our understanding.	350	4.04
3.	Teachers continuously change their teaching methods to make learning interesting.	350	3.25
4.	Teachers illustrate his/her teaching with proper examples.	350	4.26
5.	Teachers encourage students in asking questions.	350	4.26

Table 5 shows the mean scores of the Teacher Factor. The table further represented the mean score of the I am satisfied with the teaching methods used by my teachers in the classroom; N= 350, M=4.33, Teachers use different strategies to enhance our understanding; N= 350, M= 4.04 Teachers continuously change their teaching methods

to make learning interesting; N=350, M=3.25 and My school are well disciplined; N=350, M=4.26, Teachers encourage students in asking questions N=350, M=4.26. Furthermore, the results directed that I am satisfied with the teaching methods used by my teachers in the classroom has the highest mean score in the teacher factor.

Table 6

Mean Analysis of the Parental Factor

S. No.	Statements	N	Mean
1.	My parents show serious concern regarding my studies.	350	4.68
2.	My parents help me with my homework.	350	3.07
3.	My parent's positive attitude towards my academic performance encourages me a lot.	350	4.26

Table 6 shows the mean scores of the Parental Factor. The table further represented that the mean score of the My parents show serious

concern regarding my studies; N= 350, M=4.68, My parents help me with my homework; N= 350, M= 3.07, My parent's

positive attitude towards my academic performance encourages me a lot; N=350, M=4.2. Furthermore, the results directed that my parents show serious concern regarding my studies has the highest mean score in the parental factor.

Conclusions

1. It is concluded that students are getting distracted when the lecture is interrupted. They are feeling upset when the teacher is absent. Students are enjoying doing their homework because it helps them become more proficient in all subjects. And they are receiving recognition for their accomplishments, which is boosting their self-esteem and confidence. Students are not using the library to expand their knowledge of their subjects.
2. It is concluded that secondary schools are providing a learning environment for students. The schools are providing extracurricular activities like sports, drama club, etc. and co-curricular activities like Labs, library visits, Art classes, etc. Secondary schools are encouraging group activities for improving students' learning. And a family's social position is influencing a child's confidence in school.
3. It is concluded that students' family's economic status is influencing the student's academic performance. Students' parents are covering all costs associated with their education. Additionally, they are also receiving pocket money for educational materials.
4. It is concluded that the schools adhere to a proper schedule. It is maintaining good discipline. Students are pleased with their school's grading system and they are receiving marks based on their performance.
5. It is concluded that students are satisfied with the teaching methods used by their teachers in the classroom. Teachers are employing a variety of methods to improve their students' comprehension. Instructors are constantly altering their teaching

strategies to make learning interesting for students. Teachers are using appropriate examples to illustrate their teaching. And teachers are encouraging the students to ask questions during class.

6. It is concluded that parents are concerned about their child's academic performance. Students' parents are assisting them with their homework. Lastly, students are greatly encouraged by their parents' positive attitude toward their academic performance.

Recommendations

1. It is recommended that government officials may provide library facilities which may include new and latest books, encyclopedias, magazines, etc. in secondary schools so that the students can use the library to expand their knowledge related to their subjects.
2. Secondary school teachers are suggested to may hang a 'do not interrupt' signboard on the classroom doors while delivering the lectures to avoid interruptions.
3. It is recommended that educational authorities may introduce need-based scholarships for deserving students so that the student's academic performance may not get influenced by the economic status of the family.
4. It is recommended that school principals provide their staff with commands on how to grade the students. Additionally, do routine audits on the first term test papers that the professors marked.
5. It is recommended that school teacher may use proper Audio-visual aids in the classroom to improve students' comprehension regarding the topics. It is recommended that teacher may use real-life examples related to their topic while delivering lectures in order to enhance students' concepts.
6. It is recommended to the schools provide proper counselling sessions to

the parents so that they may participate in their child's academic activities and receive training on how to support their children teachers must encourage parents and students to connect with the school and the administration to

make things easier for the strong relationship between parents and teachers by raising awareness and facilitating two-way communication via telephone and e-mail to increase the academic performance of students.

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