

Factors Affecting the Students' Academic Performance: A Cross-Sectional Study of a Public University in Bangladesh

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Abstract: The study was intended to investigate the factors that affect students' academic performance. Primary data were collected from the 100 undergraduate students via face-to-face interviews purposively sampled from the various academic departments of Noakhali Science and Technology University (NSTU), Bangladesh. Both descriptive and inferential statistics were applied to analyze the data. The study identified four categories of factors such as personal factors, social factors, psychological factors, and institutional factors that affect students' academic performance. The study found that the personal factors involving gender, class participation, personal interests in academic majors and daily study hour, social factors involving family support, social media usage and teachers' guidance, and institutional factors involving internet facilities, availability of books in central library and lab facilities positively affect students' academic performance while psychological factors involving students' level of depression, level of anxiety and the level of frustration negatively affect their academic performance. All associations were found to be statistically significant ($p < 0.05$). The study suggested that students' families and university should come forward to strengthen their academic support and guidance that would result in their better academic performance.

Keywords: Academic performance, personal factors, social factors, psychological factors, and institutional factors.

1. Introduction

Education involving both curricular and co-curricular activities is critical for overall development of an individual since it plays a vital role in his physical, mental, intellectual, and personality development (Farooq & Kai, 2016; Siddiky, 2019, 2020). Education and training provide knowledge and skills which generate skilled workforce that contribute to the economic growth and development of a country. Thus, the relation between human capital and economic growth came to be known as 'Human Capital Theory' developed by Garry S. Becker (Becker, 1962). Quality graduates are likely to assume leadership roles in the future, and their success will significantly impact the economic and social development of a country. However, students' academic performance and successes are principally dependent on the teaching-learning facilities, teaching quality, teachers' efforts and supports, and learning environment of the educational institutions (Gajghat et al., 2017; Olugbenga, 2019; Alani & Howas, 2021). As such, educational institutions not only play a key role in socio-economic development of a country but also play an important role in motivating and guiding the students for better academic achievement or performance of the students. A number of studies available in academia suggest that students' academic performance is not affected by a single factor; rather it is affected by a variety of factors ranging from personal factors to institutional factors. According to social cognitive theory (SCT), students' academic performance is influenced by their internal cognitive processes such as motivation and self-efficacy and their observational learning and social interactions (Bandura, 1977, 1986).

Mushtaq and Khan (2012) claimed that students' communication skills, learning facilities, and proper guidance positively affect the academic performance of the students. Singh et al. (2016) asserted that learning facilities, communication skills, and parental guidance are positively associated with students' academic performance. Parajuli and Thapa (2017) claimed that gender difference has an effect on students' academic performance. In other words, their study put forward that females are more likely to perform well in exams than the males. Gajghat et al. (2017) indicated that students past academic background, personal characteristics, learning habits, and college environmental factors have

positive effects on the students' academic performance. Olugbenga (2019) suggested that school facilities promote students' academic performance. Omran and Saleh (2019) claimed that academic stress, teaching style, English language and communication skills of the students as well as their self-concept have effects on their academic performance. Asif et al. (2020) opined that students' gender, group of study, socio-economic background, the educational level of teachers, parents, older brothers and sisters, and parents' income are all positively associated with students' grades in school. Mahmud et al. (2020) indicated that gender, regular class attendance, daily study hours, and less academic stress have positive effects on students' academic performance. Sivakumar (2020) asserted that the use of social media leads to better academic performance.

Akbur (2021) claimed that students' class participation has a positive impact on their academic performance. Alani and Hawas (2021) propounded that campus environment, teaching abilities and teaching methods have positive impacts on students' academic performance. Duncan et al. (2021) claimed that lower depression and higher mental wellbeing are associated with better grades in exams. Islam and Tasnim (2021) put forward that students' regular attendance, hard work, regular study, family support, dedication, and so on positively influence their academic performance while their lack of interests in subjects and inadequate efforts have negative effects on it. Jony (2021) suggested that appropriate choice of course, students' interest in the subject, regular attendance, timely and regular exam preparation, teachers' knowledge and skills in pedagogy, written communications skills, effective study methods are the primary success factors that affect students' academic performance. Rahman et al. (2021) asserted that students' motivation, participation in various extracurricular activities, bonding with their families, family income, institutional learning facilities, and so on influence their academic performance. Shahjahan et al. (2021) indicated that students' poor academic performance is associated with their irregular class attendance, father's low level of education, partial family cooperation, use of social media and too much time spent gossiping. Mappadang et al. (2022) suggested that students' academic interests determine their academic performance. Peng et al. (2022) propounded that both parent support and teacher support have positive effects on students' academic performance.

Even though the studies which are currently available are significant, no empirical study has been undertaken so far in order to investigate the multiple factors that affect students' academic performance taking into account personal, social, psychological and institutional aspects. In other words, the personal factors such as personal interest, regular class attendance, social factors such as family support, teachers' guidance, psychological factors such as depression and anxiety, and institutional factors such as internet facilities and lab facilities have not been taken into consideration so far in empirical research while investigating factors that affect students' academic performance. Furthermore, there have been relatively few empirical studies conducted so far in Bangladesh context so as to find out the factors affecting students' academic performance. As such, the study was intended to examine the factors affecting the academic performance of the students of Noakhali Science and Technology University in Bangladesh. Corresponding to its purpose, the study has set the following four research objectives:

- a) To find out the personal factors that affect students' academic performance
- b) To find out the social factors that affect students' academic performance
- c) To find out the psychological factors that affect students' academic performance
- d) To find out the institutional factors that affect students' academic performance

2. Methodology

2.1 Study Site

The study described in this paper was conducted at Noakhali Science and Technology University (NSTU), a public university in Bangladesh where around 7,000 students are enrolled in undergraduate and graduate programs across a range of disciplines. Under six faculties and two institutes, there are thirty-three academic departments. Out of 33 departments, a total of 18 were purposively chosen for the study that involved Bangla (BANG), Business Administration (BBA), Biochemistry and Molecular Biology (BMB), Bangladesh and Muktijuddo Studies (BMS), Computer Science and Telecommunication Engineering (CSTE), Economics (ECO), Educational Administration (EDU), English (ENG), Environmental Science and Disaster Management (ESDM), Fisheries and Marine Science (FIMS), Food Technology and Nutrition Science (FTNS), Information Science and Library Management (ISLM), Law (LW), Pharmacy (PHARM), Social Work (SOW), Sociology (SOC), Statistics, (STAT) and Zoology (ZOO).

2.2 Research Design and Participants

The research was primarily a cross-sectional-survey where data were collected from the samples at one point in time. A total of 100 respondents enrolled in undergraduate programs at the 18 academic departments were chosen through judgmental sampling – a type of non-probability sampling – mainly due to the lack of sampling frame in hand and convenience of the researchers. The respondents' socio-demographic details are presented below in Table 1 in terms of four different categories: department, sex, academic year, and age.

Table 1: Respondent's socio-demographic characteristics

Variables		Frequency	Percent (%)
Department	BANG	5	5.0
	BBA	5	5.0
	BMB	5	5.0
	BMS	5	5.0
	CSTE	4	4.0
	ECO	5	5.0
	EDU	5	5.0
	ENG	5	5.0
	ESDM	8	8.0
	FIMS	5	5.0
	FTNS	5	5.0
	ISLM	5	5.0
	LW	5	5.0
	PHARM	5	5.0
	SOW	5	5.0
	SOC	13	13.0
	STAT	5	5.0
	ZOOL	5	5.0
Total		100	100.0
Sex	Male	50	50.0
	Female	50	50.0
	Total	100	100.0
Academic Year	1Y	8	8.0
	2Y	20	20.0
	3Y	38	38.0
	4Y	34	34.0
	Total	100	100.0
Age	Mean	Median	SD
	22.70	23.00	1.068

Source: Fieldwork, June 2023

2.3 Measurement and Data Collection Tools

The ordinal scale, especially the 5-point Likert-type scale was used to measure the factors influencing students' academic performance. The academic performance was measured in terms of the GPA of the students. The students GPA was converted into academic grades from lower level to higher level so that the scale could be ordinal. The four categories of factors such as personal factors, social factors, psychological factors, and institutional factors were considered in the study. The personal factors involved gender, class participation, personal interest in academic major, and daily study hours. The social factors involved family support, teachers' guidance, and social media usage. The psychological factors involved level of depression, level of anxiety, and level of frustration. The institutional factors involved internet facilities, the availability of books in the central library, and lab facilities. As gender is measured at nominal level, excepting gender, all the constructs of four categories of factors were measured in terms of a 5-point Likert scale starting from lower to higher degree of attitudes. Primary and secondary data sources were both used in the study. To ensure the validity, the questionnaire was pre-tested and evaluated by a group of experts in the field of study. From June 1, 2023, through June 22, 2023, primary data were collected through a field survey conducted by researchers using a standardized form of interview schedule. However, throughout the interview, the study's objectives were thoroughly told to the respondents and the questions were duly explained to them to ensure that they would comprehend the questions. As opposed to primary data, secondary data were acquired from a variety of secondary sources, such as journal articles, books, and so on.

2.4 Data Analysis Techniques

The analysis of the primary data employed both descriptive and inferential statistics. The data were described and summarized using descriptive statistics, such as frequency distributions and percentages. In order to determine the factors that affect students' academic performance, the study sought to find out the nature and significance of association between each of the personal, social, psychological, and institutional factors, and students' academic performance. Due to the ordinal nature of the data, the *Gamma* test was employed to determine the nature and significance of the association between the personal, social, psychological, and institutional factors and the academic performance of the students. However, the *Lambda* test was used to determine the nature and significance of the association between their gender and academic performance due to nominal data. SPSS software was used to conduct all statistical calculations.

3. Results

Table 2 presented below shows students' academic performance in the last semester which is expressed in terms of academic grades.

Table 2: Students' academic grades in the last semester

Academic Grade	Frequency	Percent (%)
C+	5	5.0
B-	11	11.0
B	22	22.0
B+	25	25.0
A-	24	24.0
A	13	13.0
Total	100	100.0

As can be seen in above Table 2, the majority (25%) of the respondents achieved B+ grade in the last semester while 24% of the respondents achieved A- grade. B grade represents 22% of the respondents, followed by A grade (13%), B-grade (11%) and C+ grade (only 5%).

Table 3 presented below shows respondents' views about personal factors involving three variables such as class participation, interest in academic major, and daily study hours.

Table 3: Respondents' views about Personal factors

Questions	Variables	Frequency	Percent (%)
To what extent do you attend class? (Class participation)	Not at all	13	13.0
	Rarely	17	17.0
	Occasionally	25	25.0
	Often	29	29.0
	Very often	16	16.0
	Total	N=100	100.0
To what extent do you have interest in your academic major? (personal interest in academic major)	Not at all	14	14.0
	Slight	16	16.0
	Moderate	25	25.0
	Much	27	27.0
	Very Much	18	18.0
	Total	N=100	100.0
How many hours do you study each day? (Daily study hours)	0-2 hours	24	24.0
	2-4 hours	31	31.0
	4-6 hours	31	31.0
	6-8 hours	14	14.0
	Total	N=100	100.0

As shown above in Table 3, as to class participation, the majority (29%) of the respondents said that they attended classes often, followed by occasionally (25%), rarely (17%), very often (16%), and not at all (13%). The majority (27%) of the respondents reported that they had much interest in their academic majors, followed by moderate interest (25%), very much interest (18%), slight interest (16%), and not at all interest (14%). As can be seen, the majority (62%) of the respondents reported that they used to study from 2 to 6 hours (combined 2-4 and 4-6 hours) per day while 24% of the respondents said that they used to study from 0 to 2 hours per day. Only 14% of the respondents said that they studied from 6 to 8 hours per day.

Table 4 depicted below shows respondents' views about social factors involving three variables such as family support, teachers' guidance, and social media usage.

Table 4: Respondents' views about social factors

Questions	Variables	Frequency	Percent (%)
To what extent do you get support from your family regarding your studies? (Family support)	Not at all	15	15.0
	Slightly	23	23.0
	Moderately	26	26.0
	Much	22	22.0
	Very Much	14	14.0
	Total	N=100	100.0
To what extent do your teachers guide you regarding study? (Teachers' guidance)	Not at all	10	10.0
	Slightly	4	4.0
	Moderately	16	16.0
	Much	40	40.0
	Very Much	30	30.0
	Total	N=100	100.0
How often do you use social media? (Social media usage)	Not at all	8	8.0
	Rarely	4	4.0
	Occasionally	16	16.0
	Often	40	40.0
	Very often	32	32.0
	Total	N=100	100.0

As shown in Table 4, with regard to family support, the majority (26%) of the respondents reported that they received support from their families moderately on study matters, followed by slightly (23%), much (22%), not at all (15%), and very much (14%). As to teachers' guidance, the majority (40%) of the respondents reported that they received teachers' guidance much on their study matters, followed by very much (30%), not at all (10%) and slightly (4%). The majority of the respondents (40%) said that they used much social media, followed by very often (32%), occasionally (16%), not at all (8%) and rarely (4%).

Table 5 presented below shows respondents' views about psychological factors involving students' depression, anxiety and frustration.

Table 5: Respondents' views about psychological factors

Questions	Variables	Frequency	Percent (%)
To what extent have you been depressed in your life? (Level of depression)	Not at all	13	13.0
	Slightly	10	10.0
	Moderately	16	16.0
	Much	30	30.0
	Very Much	31	31.0
	Total	N=100	100.0
To what extent have you been been anxious? (Level of anxiety)	Not at all	11	11.0
	Slightly	11	11.0
	Moderately	20	20.0
	Much	32	32.0
	Very Much	26	26.0
	Total	N=100	100.0
To what extent have you been frustrated in your life? (Level of frustration)	Not at all	11	11.0
	Slightly	11	11.0
	Moderately	18	18.0
	Much	32	32.0
	Very Much	28	28.0
	Total	N=100	100.0

As depicted in Table 5, the majority (31%) of the respondents reported that they were very much depressed in their lives, followed by much depressed (30%), moderately depressed (16%), not at all depressed (13%), and slightly depressed (10%). The majority (32%) of the respondents said that they were very anxious, followed by very much anxious (26%), and moderately anxious (20%). 11 % of the respondents said that they were not at all anxious and the same proportion (11%) of them reported that they were slightly anxious. As can be seen, the majority (28%) of the respondents reported that they were much frustrated, followed by very much depressed (28%), and moderately depressed (18%). However, 11% of the respondents reported that they were slightly frustrated and the same proportion (11%) of the respondents reported they were not at all frustrated.

Table 6 presented below shows respondents' views about institutional factors involving three variables such as internet facilities, availability of books in the university library, and lab facilities.

Table 6: Respondents' views about Institutional factors

Questions	Variables	Frequency	Percent (%)
To what extent does your university provide internet facilities? (Internet facilities)	Not at all	14	14.0
	Slightly	19	19.0
	Moderately	33	33.0
	Much	22	22.0
	Very Much	12	12.0
	Total	N=100	100.0
To what extent are books available in the university library? (availability of books in the university library)	Not at all	23	23.0
	Slightly	27	27.0
	Moderately	28	28.0
	Much	14	14.0
	Very Much	8	8.0
	Total	N=100	100.0

continued

To what extent does your university provide lab facilities for each department? (Lab facilities)	Not at all	24	24.0
	Slightly	29	29.0
	Moderately	28	28.0
	Much	14	14.0
	Very Much	5	5.0
	Total	N=100	100.0

As shown in Table 6, the majority (33%) of the respondents said that the university provided internet facilities moderately, followed by much (22%), slightly (19%), not at all (14%), and very much (12%). The majority (28%) of the respondents reported that books were moderately available, followed by slightly available (27%), not at all available (23%), much available (14%), and very much available (8%). With regard to the lab facilities, the majority (29%) of the respondents reported that the university provided lab facilities for each department slightly, followed by moderately (28%), not at all (24%), much (14%), and very much (5%).

To find out the personal factors that affect students' academic performance, the study examined the nature and significance of association between each of the personal factors and students' academic performance via testing following hypotheses as shown below in Table 7:

Table 7: Effects of personal factors on students' academic performance

No.	Research hypotheses (Ha)	Statistical Test	Value	Nature of Association	Alpha-value	p-value
1	There is an association between students' gender and their academic performance*	Lambda	.168	Positive	0.05	.031
2	There is an association between students' class participation and their academic performance*	Gamma	.659	Positive	0.05	.000
3	There is an association between students' daily study hours and their academic performance*	Gamma	.702	Positive	0.05	.000
4	There is an association between students' interest in academic majors and their academic performance*	Gamma	.667	Positive	0.05	.000

*Statistically significant at 95% confidence level [p-value < 0.05]

As shown in Table 7, all research hypotheses have been accepted at 95% confidence level. The empirical evidence supported that there is an association between students' academic performance and each of the personal factors such as their gender ($\lambda = .168$; $p < 0.05$), class participation ($\gamma = .659$; $p < 0.05$); daily study hours ($\gamma = .702$; $p < 0.05$), and interest in academic majors ($\gamma = .667$; $p < 0.05$). Since each of the personal factors is positively associated with students' academic performance with statistical significance, it can be stated that each of the personal factors has a positive effect on students' academic performance.

To find out the social factors that affect students' academic performance, the study examined the nature and significance of association between each of the social factors and students' academic performance via testing following hypotheses as shown below in Table 8:

Table 8: Effects of social factors on students' academic performance

No.	Research hypotheses (Ha)	Statistical Test	Value	Nature of Association	Alpha-value	p-value
1	There is an association between students' family support and their academic performance*	Gamma	.745	Positive	0.05	.000
2	There is an association between students' teachers' guidance and their academic performance*	Gamma	.702	Positive	0.05	.000
3	There is an association between students' social media usage and their academic performance*	Gamma	.609	Positive	0.05	.000

*Statistically significant at 95% confidence level [p-value < 0.05]

As shown in Table 8, all research hypotheses have been accepted at 95% confidence level. The empirical evidence supported that there is an association between students' academic performance and each of the social factors involving their family support ($\gamma = .745, p < 0.05$), teachers' guidance ($\gamma = .702; p < 0.05$), and social media usage ($\gamma = .609; p < 0.05$). Since each of the social factors is positively associated with students' academic performance with statistical significance, it can be said that each of the social factors has a positive effect on students' academic performance.

To find out the psychological factors that affect students' academic performance, the study examined the nature and significance of association between each of the psychological factors and students' academic performance via testing following hypotheses as shown in Table 9:

Table 9: Effects of psychological factors on students' academic performance

No.	Research hypotheses (Ha)	Statistical Test	Value	Nature of Association	Alpha-value	p-value
1	There is an association between students' depression and their academic performance*	Gamma	-.402	Negative	0.05	.000
2	There is an association between students' anxiety and their academic performance	Gamma	-.392	Negative	0.05	.000
3	There is an association between students' frustration and their academic performance*	Gamma	-.407	Negative	0.05	.000

*Statistically significant at 95% confidence level [p-value < 0.05]

As shown in Table 9, all research hypotheses have been accepted at 95% confidence level. The empirical evidence supported that there is an association between students' academic performance and each of the psychological factors involving level of depression ($\gamma = -.402, p < 0.05$), level of anxiety ($\gamma = -.392 p < 0.05$), and level of frustration ($\gamma = -.407; p < 0.05$). Since each of the institutional factors is negatively associated with students' academic performance with statistical significance, it can be said that each of the psychological factors has a negative effect on students' academic performance.

To find out the institutional factors that affect students' academic performance, the study examined the nature and significance of association between each of the institutional factors and students' academic performance via testing following hypotheses as shown in Table 10:

Table 10: Effects of institutional factors on students' academic performance

No.	Research hypotheses (Ha)	Statistical Test	Value	Nature of Association	Alpha-value	p-value
1	There is an association between the availability of internet facilities and students' academic performance	Gamma	.703	Positive	0.05	.000
2	There is an association between the availability of books in the central library and students' academic performance	Gamma	.656	Positive	0.05	.000
3	There is an association between the availability of lab facilities and students' academic performance	Gamma	.602	Positive	0.05	.000

*Statistically significant at 95% confidence level [p-value < 0.05]

As shown in Table 10, all research hypotheses have been accepted at 95% confidence level. The empirical evidence supported that there is an association between students' academic performance and each of the institutional factors involving internet facilities ($\gamma = .703, p < 0.05$), availability of books in the library ($\gamma = .656; p < 0.05$), and availability of lab facilities ($\gamma = .602; p < 0.05$). Since each of the institutional factors is positively associated with students' academic performance with statistical significance, it can be said that each of the institutional factors has a positive effect on students' academic performance.

4. Discussion

The study revealed that personal factors such as students' gender, class participation, interest in academic majors, and daily study hours are positively associated with their academic performance with statistical significance. Hence, the study indicated that students' gender has a positive effect on their academic performance. This finding is in line with findings presented by some studies (Parajuli & Thapa, 2017; Asif et al., 2020; Khan & Golder, 2020; Mahmud et al.,

2020). The study put forward that students' participation in class has a positive effect on their academic performance, that is, the more students attend classes or participate in teachers' lectures; they are more likely to perform well in exams. This finding is supported by several studies (Mahmud et al., 2020; Akpur, 2021; Islam & Tasnim, 2021; Jony, 2021; Shahjahan et al., 2021). The study found that students' interests in academic majors and daily study hours have positive effects on their academic performance. These findings are supported by several studies (Gajghat et al., 2017; Khan & Golder, 2020; Jony, 2021; Mappadang et al., 2022). The study indicated social factors such as students' family support, teachers' guidance, and social media usage are positively associated with their academic performance with statistical significance. Hence, the study claimed that family support and teachers' guidance have positive impact on their academic performance. Put differently, the students who receive parental support and teachers' guidance in connection with their study are more likely to do well in exams. These findings are compatible with the findings of the several studies (Singh et al., 2026; Akter & Biswas, 2018; Shahjahan et al., 2021; Peng et al., 2022). The study claimed that the use of social media has a positive effect on students' academic performance. This finding is supported by the findings of some studies (Sivakumar, 2020; Ashraf et al., 2021). Social media such as Facebook, LinkedIn and WhatsApp can be used for educational purposes too. Social media usages not only enable the students to engage themselves in social networking but also allow them to interact with others for academic purpose and exchange ideas on educational matters. As Asraf et al. (2021) stated, social media encourages cooperation, group discussion and the exchange of ideas among students that can strengthen their learning behaviour and performance. Hence, the study contradicts the finding that social media usage negatively affects students' academic performance presented by Shahjahan et al. (2021).

The study found that psychological factors such as depression, anxiety, and frustration are negatively associated with students' academic performance with statistical significance. As such, the study revealed that various psychological factors or mental health-related problems such as depression, anxiety and frustration have negative effects on students' academic performance. These findings are in line with the findings of several studies (Omar & Saleh, 2019; Duncan et al., 2021; Zada et al., 2021). Hence, study put forward that the more students suffer from mental illness; their academic achievements are more likely to be poor. As Zada et al. (2021) stated that students' mental health problems are negatively associated with their academic performance. The study showed that institutional factors involving internet facilities, availability of books in the library, and lab facilities are positively associated with students' academic performance with statistical significance. Hence, the study put forward that various institutional learning facilities such as internet, library, and lab facilities have positive effects on students' academic performance. These findings have been supported by the findings of several studies (Mushtaq & Khan, 2012; Singh et al., 2016; Olugbenga, 2019; Rahman et al., 2021; Kuresoi et al., 2022). As such, the study put forward that a well-stocked library, internet facilities and laboratories equipped with modern technology enable students to engage in hands-on learning experiences, practical applications, and digital skills development, all of which are positively associated with better academic performance of the students.

5. Conclusion

This study sought to identify the factors that affect students' academic performance of a public university in Bangladesh. The study suggested that students' academic performance was impacted by various factors. The study identified four categories of factors such as personal factors, social factors, institutional factors, and psychological factors. The personal factors involved gender, class participation, daily study hour, and personal interest in academic majors while social factors involved family support, teachers' guidance and social media usage. Institutional factors involved internet facilities, the availability of books in central library, lab facilities while psychological factors involved level of depression, level of anxiety, and level of frustration. Among these factors, the personal factors, social factors, institutional factors have positive effects on students' academic performance while the psychological factors have negative effects on it. The study put forward that various factor such as students' class participation, daily study hours, various institutional facilities, and so on enhance students' learning experiences while their interests in academic majors, family support, teachers' guidance, and the like boost up their motivation, morale, and mental wellbeing that lead to their better academic achievements. In contrast, depression can considerably impact a student's motivation, center of attention, and ability to concentrate on their studies. Anxiety can lead to too much worry, nervousness, and fear, which can interrupt a student's ability to perform well in exams, presentations, or other academic tasks. Persistent frustration can lead to detachment, decreased interest in studies that eventually lead to their poor academic performance. As such, the study suggested that the families and teachers should provide support and educational guidance to the students, and the universities should ensure the adequate learning facilities and provide educational counseling to them that would lead to their better mental health and academic achievements. While the present study would contribute to the existing body of knowledge, the study was not free from limitations. Recognizing its shortcomings, the study proposed for undertaking a qualitative study in order to explore detailed information about the underlying factors of students' academic performance through studying their live experiences.

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