Research Paper

The Factors Affecting Academic Performance Among Students Pursuing Professional Courses

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ABSTRACT: *Purpose: The study aims to investigate the factors affecting Students Academic performance.*
Design / Methodology / Approach: This study uses ex post facto research design. An instrument measuring students Academic Performance has been used to collect data from the Management Students.
Findings: this study reveals that there is a positive and statistical significance impact of Academic Engagement, Individual Differences and proper guidance from Teachers on students Academic Performance.
KEY WORDS: *Students Perspective, Students Performance, Academic Engagement, Individual Differences and proper guidance from Teachers.*

I. INTRODUCTION:

The students' academic Performance would play a vital role in the institutions and Universities. The academic performance of the students of the colleges and universalities create quality alumnae who will become leader and man power of the society and the nation as well as will build social and economical development. Students are the important assets of institutions and universities. The institutions and universities are does not have value without having students. The final product mostly given by the colleges and universities to serve for the better society and also economic development. The performance of the students is affected by psychological and social, personal and environmental factors. Mostly issue factors are different from person to person and society to society. Precious students an academic performance focused on such issues like teacher education, class environment, gender difference, teaching style, family background, financial background and demographical factors. The majority of the researchers in the mostly applied the GPA to access the performance of the students. They applied GPA evaluate of the students in particular semester. The academic engagement is significant impact on the students' performance in particular way and success full path. The academic Performance is showing high level in cities than town. Due to factors like inadequate knowledge in choosing a course and proper guidance and communicational skills. These factors are highly impact on student performance at academic level. Finally students are responsible for social and country development.

The main objective of the higher education institution is to provide quality education to its students. One way to achieve highest level of quality higher education system is by discovering knowledge for prediction regarding enrolment of students in a particular course.

Professional course refers to a variety of education and training which match these specific needs of an industry. The focus of these courses is on skill building, career development, self improvement etc. these are specifically designed to meet industry requirements address and fulfill certain requirements of an individuals and employers. Entry requires vary depending on the sector. Many professional course qualifications are mandatory for entry into an industry or profession.

These have turned out to be a popular choice in the present times as students opting for various courses of the preference want to focus on to a definite chalked out career early in life. These courses provide a well defined career in terms of the industry to purse like Management, Engineering, law, Medicine and Mass Media etc.

Some of the aspects would bring out the performance by students, follows
- Regularity Attending Classes
- Presentation Skills
- Communicational Skills
- Subject Proficiency
- Technical Knowledge
- Practical Orientated
- Responsive with teachers
- Overall Confidence level.

II. LITERATURE REVIEW

Several studies have been conducted to find out students' academic performance (Applegate and Daly, 2006; Hedjazi and Omidi, 2008; Ramadan and Quraan, 1994; Al-Rofo, 2010; Torki, 1988; Hijaz and Naqvi, 2006; Naser and Peel, 1998; Abdullah, 2005). All these studies engaged the Grade PointAverage (GPA) as a common indicator of the performance of the students. Kochhar (2000) says proper guidance is necessary to help the students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning. Researchers have demonstrated that the performance of the students depended upon several factors like, learning facilities, age and gender differences. The most significant factor with the positive outcome on the performance of the students is competence of students in English. Students having good communication skills it expands the students' Performance (Abdullah, 2011). William & Burden (1997) found that language classrooms inculcate confidence among students to use the new language to communicate, to discuss, to try new ways of conveying meanings and to be trained from failures and successes. Robert and Sampson (2011) investigated that the students who effectively participate in the learning procedure are seen to have a higher CGPA (cumulative grade point average). Noble (2006), found that academic activities of students, perceptions of their adapting strategies and background qualities (for example family pay, direction from parents, number of negative circumstances in the house and parents' level of education) were indirectly connected to their compound scores, during academic achievement in secondary school. Direction is a component through which a student knows how to progress his study approach and study schedule and is directly corresponding to academic accomplishment. The students who are appropriately guided by their guardians have done well in the exams. The direction from the educator also influences performance of the students. The guidance from the guardians and the educators indirectly influence the students' performance (Hussain, 2006). Raychauduri et al. (2010) examined that various studies have been concluded to recognize those variables which are influencing academic performance of the students. The academic performance of the students also rely on a various socioeconomic variables like students' participation in the class, family pay, and teacher-student ratio, presence of qualified teachers in school and gender of the student. Several studies have also been done on the impact of peer influence on student performance (Gonzales et. al., 1996; Goethals, 2001; Hanushek et. al, 2002) investigated that peer influence has more influential effects than family. Peer help was positively associated with the students' average grade point. Giuliodori, Lujan and DiCarlo (2006) found that through peer interaction, students might increase their skills on solving qualitative problems. Peer teaching will also encourage student's participation (Rao and Di Carlo 2000). Rangvid, B. S. (2003) found that mixing skills influence weak students positively on the other hand the results for brilliant students were found negative. Goethals (2001) found that homogeneous group students do better than heterogeneous group students. Al-Otaibi (1996) examined the influence of gender on the student's performance and found that male students are not better than female students. Beaumont-Walters, Y., & Soyibo, K. (2001) explored that student performance is dependent on a socio economic background like grade level, school type and school location. Tahir, S., & Naqvi, S. R., (2006) examined that a negative correlation between the family pay and students' performance, Socio economic variables like participation in the class, family salary, and teacher-student ratio, existence of qualified teachers in school, mother's and father' s education, distance of school and gender of students also influence the students' performance (Raychauduri et al., 2010).

In the past several years a number of valuable studies have been conducted to develop various models to evaluate the students' performance by taking various factors like family pay, direction from parents, the teacher- student ratio, distance of school and gender of students, learning facilities, guidance by parents. but these studies have not investigated on Academic Engagement, Individual Differences and proper guidance / Motivation . Only a few of researchers' have been conducted on these variables in the world.

NEED OF THE STUDY:
Have to bring out quality of education at pursuing professional course in the society through enlightening affecting factors. Today's education mostly striving to get certificate validation. This is not great achievement by the students and institutions. The main objective of the higher education institution is to provide quality education to its students. One way to achieve highest level of quality higher education system is by discovering knowledge for prediction regarding enrolment of students in a particular course.

Objectives Of The Study:
• To understand level of academic performance of the students pursuing professional course in the state of Telangana.
• To explore the factors impacting academic engagement that influence students' academic performance.
• To investigate individual difference that influence on the academic performance.
• To examine the guidance / motivation existing in professional institutions.

Scope Of The Study:

Many have given importance to education throughout the world. The accurate performance will carry out Quality of Education which makes competitive throughout the world. The students can built good in nature as well as would strive for development of the society and in turn economic development of the nation.

The study is confined to students pursuing professional course in different institutions which are located in the state of Telangana. As specified above, the Institutions which have completed 05 Academic Years will only be selected and the students who have completed at least 1 Academic year will only be considered.

Statement Of The Problem:

They have been a number of excludes on low performance of the academic in the present scenario. So would Emphasis on Academic Engagement and Individual Differences and proper Guidance should be impact on improve the performance of students. Meanwhile, others have any variables of improving academic performance.

Hypothesis:

H1o: Academic Engagement has no significance impact on student academic performance.
H2o: Individual Difference has no significance impact on student academic performance.
H3o: Proper Guidance / Motivation has no significance impact on student academic performance.

III. RESEARCH METHODOLOGY:

The Sample of the present study consisted of 200 Management Students from the 10 (Ten) Management institutes of Telangana state for selecting the sample, the simple random sampling technique was used. The primary data has been collected through questionnaires on a 5 point Likert scale ranging from (1= Strongly Disagree and 5 = Strongly Agree). The questionnaires were distributed to the management students of management institutes in Telangana State, out of which 175 (87.5%) questionnaires received.

Statistical Techniques:

Mean, Standard Deviation and Regression were used for the data analysis and interpretation.
Measures:
Reliability of the Scale:
Reliability of the scale have the 18 items measured the Cron bach's alpha value of 0.90
Analysis and Interpretation:

Students performance was measured with Academic Engagement, Individual Differences and proper guidance from Teachers. Multiple Regression Analysis was performed to predict the relationship and impact of Academic Engagement, Individual Differences and proper guidance from Teachers.

Table I shows the model summary of regression Analysis:

Table I Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762	.602	.600	3.180
• Predictors: (Constant), Academic Engagement, Individual Differences and proper guidance from Teachers.				

Result on Table I shows the Adjusted R^2 which indicates the percentage of the variance in the student performance explained by Academic Engagement, Individual Differences and proper guidance from Teachers accounts for 60% of the variance in the student performance.

Table II presents the result of ANOVA

Table II Results of ANOVA						
Model		Sum of Squares	DF	Mean Square	F	Sig
1.	Regression	774.825	5	154.965	53.714	.000b
	Residual	490.516	170	2.885		
	Total	1265.341	175			
• Dependent Variable: Student performance						
• Predictors: Constant Academic Engagement, Individual Differences and proper guidance from Teachers.						

Table II shows the value of F test (53.714, P<0.0001) which determine that the model is good fit for the data. According to the p – value is this model is significant.

Table III shows the result of Multiple Regression Analysis.

Table II Results of Coefficients					
Model B	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	Std. Error	Beta			
(Constant)	49.307	2.780		16.125	.000
Academic Engagement	.892	0.51	.514	15.324	.000
Individual Differences	.751	.074	.303	11.246	.000
Proper Guidance from	.554	.076	.208	5.523	.000
• Dependent Variable: Student performance					

Table III shows the contribution of the Academic Engagement, Individual Differences and proper guidance from Teachers to students' performance in the selected management institutions the unstandardized regression coefficients, b in a regression model indicate the strength of the extent of the impact of the independent variable on the dependent variable, when all other independent variables are held constant.

The regression equation has the following form:-

SP: a+b1 AE + b2 ID+ b3 PG …… (1)

Where,

SP = Student Performance

AE = Academic Engagement

ID = Individual Differences

PG = Proper Guidance from the Teachers

The resulting regression equation is

SP=49.307 + .892 (AE) + .751 (ID) + .554 (PG) ….. (2)

The equation (2) indicates that if learning facilities changes by one unit there will be .892 units change in the student performance, when other variable are kept constant and so on as presented in the table III. The coefficients are positive for all the variables of the Academic Engagement, Individual Differences and proper guidance from Teachers, which indicates the direct relationship of Academic Engagement, Individual Differences and proper guidance from Teachers, with students performance of management institutions.

The t value for each individual regression coefficient in the model is reported to access whether the Academic Engagement, Individual Differences and proper guidance from Teachers variables are the significant predictor of the student performance. The result of t value confirm that Academic Engagement ($t = 15.325$; $p=.000 < 0.05$); Individual Differences ($t = 11.246$; $p=.000 < 0.05$); proper guidance from Teachers ($t = 5.523$; $p=.000 < 0.05$) are significant at 0.05 level.

The results of beta value (β indicate the impact of Academic Engagement, Individual Differences and proper guidance from Teachers variables on student performance it can be inferred that Academic Engagement (β =.514) have the highest impact on the student performance followed by Individual Differences (β =.303) and proper guidance from Teachers (β =.208) in private management institutions.

A significant model emerged ($F=53.714$, $p<0.0001$, Adjusted R square =600). Significance variable are shown:

Predictor Variable	β	p
Academic Engagement	.514	.000
Individual Differences	.303	.000
Proper Guidance from Teachers	.208	.000

It can be inferred that Academic Engagement, Individual Differences and proper guidance from Teachers have a significance impact on Student Performance.

IV. DISCUSSION:

The study was carried out investigate the important factor that influence student academic performance. It was hypothesized to check the impact of the Academic Engagement, Individual Differences and proper guidance from Teachers. By using regression analysis it was found that Academic Engagement, Individual Differences and proper guidance from Teachers have positive and statistical significance impact on students performance. The result revealed that the most important factor is Academic Engagement, which impact on the student performance followed by Individual Differences, proper guidance from Teachers. The outcomes of the study are supported by the previous studies Irfan and shabana (2012), Hansen, Joe B.(2000), Noble, (2006). Irfan and sabana investigated four different factors that affect student performance. Hansen, Joe B. showed the student performance depends on Academic Engagement. Noble demonstrates that the students who were appropriately guided by their guardians did well in the exams.

V. CONCLUSION:

The performance of the management students can be improved by providing them appropriate Academic Engagement and management takes steps to organize . Also, students can do well if they are correctly guided by the teacher. Finally, the limitations of the study are that all students were from management institutes. Second, the analyzed the impact of specific variables on the student performance. On the other hand, other variables such as family income, parent's education and educator have not been examined. In this manner, for further research, these variables could be analyzed.

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