

## Examining the Variables Impacting Academic Performance in Higher Education: A Case Study of Bachelor Degree Programs at PAAET, Kuwait

Dr. Badria Alhaji  
Dr. Sarah AlSabbagh  
Budour AlSharifi  
Dr. Shaima Mahmoud Dashti

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**Abstract:** *This study explores the factors influencing the academic experiences of bachelor's degree students enrolled in English language courses at the Public Authority for Applied Education and Training (PAAET) in Kuwait. Specifically, it examines the effects of personal, teacher-related, and school-related factors on students' learning outcomes. Data were collected through a structured survey administered to a random sample of 649 students across five PAAET colleges, including the College of Basic Education, Technological Studies, Health Sciences, and Nursing. A quantitative approach was employed to analyze the relationships between these factors and students' academic performance. The results indicate that personal factors, such as study habits and motivation, significantly affect academic achievement. Although a notable proportion of students expressed concerns about teaching quality, many also reported positive interactions with instructors, highlighting the importance of teacher-related factors like communication and teaching methods. School-related factors, including classroom environments and institutional resources, were also shown to influence learning outcomes. Some students noted challenges with physical space and class scheduling. Notably, students who attended classes regularly and paid close attention during lectures demonstrated better academic performance, underscoring the role of individual responsibility in academic success. However, external factors such as anxiety, sleep deprivation, and financial instability were identified as major barriers to learning. These findings suggest that improvements in teaching quality, classroom environments, and student support services could enhance academic performance at PAAET, providing a more supportive learning environment for all students.*

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**Keywords:** academic performance, teaching quality, students, English language

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## INTRODUCTION

This study investigates various factors influencing the academic experiences of bachelor's degree students enrolled in English language modules across five different colleges of the Public Authority for Applied Education and Training (PAAET). Specifically, it explores personal-related, teacher-related, and school-related factors that impact students' learning experiences and outcomes. The data for this research were collected through comprehensive questionnaires distributed to students, aiming to gather insights into their perspectives and challenges within their educational environment.

The study focuses on three key dimensions: personal factors, such as students' motivation and study habits; teacher-related factors, which include teaching methods and communication; and school-related factors, such as facilities, resources, and overall institutional support. By analysing the responses, the research seeks to provide a well-rounded understanding of how these different factors interrelate and contribute to the students' academic success in PAAET's English-taught programs.

The literature review explores these personal related, teacher related, and school related factors drawing on insights from several studies that highlight the complexities and interdependencies that shape student academic outcomes.

## LITERATURE REVIEW

### Personal Factors Affecting Student Academic Achievement

Academic achievement is a multifaceted construct influenced by various personal factors, including individual characteristics, home environment, socio-economic status, and social interactions.

#### *Individual Characteristics:*

Individual characteristics such as self-esteem, motivation, and personal study habits are crucial determinants of academic success. According to Alani and Hawas (2021), students' attitudes towards learning and their intrinsic motivation significantly impact their academic performance. They argue that students who exhibit a positive attitude towards their studies and possess high levels of intrinsic motivation are more likely to achieve academic success. This finding aligns with the broader literature, which consistently underscores the importance of motivation as a key driver of academic achievement.

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Toru (2019) also emphasizes the significance of individual characteristics, noting that a student's previous academic record and satisfaction with their studies are critical determinants of current academic performance. Students with a strong academic background are more likely to perform well in their ongoing studies. Additionally, Toru's review highlights the role of study habits, with the amount of time spent studying, particularly in libraries, being linked to higher academic performance. This reinforces the idea that disciplined study habits are vital for academic success.

Mushtaq et al. (2019) further explore student-related factors, emphasizing the importance of effective study habits, motivation, and self-efficacy. They argue that students who believe in their abilities to succeed academically are more likely to engage proactively with their studies and persist in the face of challenges. This sense of self-efficacy, coupled with effective study strategies, contributes to better academic outcomes. In contrast, students who lack confidence in their abilities or do not employ effective study techniques may struggle to achieve their full academic potential.

*Home Environment and Socio-Economic Status:*

The home environment, including parental education and socio-economic status (SES), plays a pivotal role in shaping students' academic outcomes. Alani and Hawas (2021) highlight that a supportive home environment can enhance students' academic performance, while adverse conditions can hinder it. They point out that socio-economic status can influence students' access to educational resources and opportunities, thereby affecting their academic performance. This is echoed by Fajar et al. (2019), who found that family support, parental education levels, and family income are all correlated with students' academic achievements.

Al-Muslimawi and Hamid (2019) delve deeper into the impact of socio-economic status on academic performance. They argue that students from higher SES backgrounds tend to perform better due to access to resources, parental education, and support. Conversely, students from lower SES backgrounds may face additional challenges, such as limited access to educational resources, which can hinder their academic success. The study also notes that educated parents are more likely to engage with their children's education, providing support and guidance that can lead to better academic outcomes. This involvement is crucial for fostering students' motivation and understanding of academic content.

Mosha (2014) provides further insight into the influence of the home environment, particularly in the context of language learning. The review highlights that parental support, educational background, and the presence of both parents are significant contributors to students' success in learning English. Mosha (2014) notes that many students did not live with both parents, which affected their emotional and academic support. Additionally, parents with limited education may struggle to assist their children with homework, further hindering academic performance. This

underscores the importance of a stable and supportive home environment in promoting academic success.

Kapur (2018) also emphasizes the impact of the home environment on academic achievement. The study highlights that positive parental engagement can foster better academic outcomes, while conditions of poverty and financial instability can create barriers to education. These barriers may affect students' ability to focus on their studies and access necessary resources, further exacerbating the challenges faced by students from lower socio-economic backgrounds.

### *Social Interactions and Peer Influence*

Social interactions and peer relationships are also critical factors influencing academic achievement. Alani and Hawas (2021) argue that peer relationships and social interactions can impact students' motivation and engagement in academic activities. A positive social environment, characterized by supportive peer relationships, can foster better academic outcomes by enhancing students' motivation and engagement. This is supported by Mushtaq et al. (2019), who discuss the impact of peer influence on students' academic behaviour. They note that positive peer relationships can encourage good study habits, while negative influences can lead to distractions and lower performance.

Son and Cho (2020) expand on the role of social factors, particularly in the context of social adjustments and cultural adaptation. Their study highlights the importance of effective social integration for academic success. They argue that difficulties in social adjustment, such as challenges related to living environments, social activities, and interpersonal relationships, can hinder academic performance. This is especially relevant for international students, who may face additional challenges such as culture shock, which can affect their ability to engage fully in the academic environment. Moreover, financial stability is also identified as a crucial factor, with economic challenges, including high living costs and unstable funding, potentially distracting students from their studies and negatively impacting their performance.

Nguyen, Warren, and Fehring (2014) also explore the influence of social factors, particularly in the context of language learning. They found that students who lack confidence in their English language skills may struggle with participation and performance. This lack of confidence can be exacerbated by social factors, such as peer interactions and cultural adaptation, further highlighting the complex interplay between social dynamics and academic achievement.

### *Cultural and Linguistic Factors*

Cultural and linguistic factors also play a significant role in shaping students' academic experiences. Son and Cho (2020) emphasize the importance of cultural adaptation, particularly for

international students. They argue that challenges such as culture shock can affect students' ability to engage fully in the academic environment, potentially hindering their academic performance. This is particularly relevant in the context of language learning, where cultural and linguistic barriers can create additional challenges for students.

Mosha (2014) also highlights the impact of linguistic factors on academic performance, particularly in the context of learning English. The review notes that the extent to which English is used at home can significantly impact students' performance. Students who do not have opportunities to practice English outside of school may struggle to develop proficiency, which can hinder their academic success. This underscores the importance of a supportive home environment that provides opportunities for language practice and development.

The literature consistently highlights the importance of motivation, effective study habits, and self-efficacy as key drivers of academic success. Additionally, a supportive home environment, characterized by parental involvement and access to educational resources, is essential for fostering academic achievement. Social interactions and peer relationships also play a critical role, with positive social environments enhancing motivation and engagement. Finally, cultural and linguistic factors, particularly in the context of language learning, can create additional challenges for students, highlighting the need for targeted support in these areas.

### **Teacher-Related Factors Affecting Student Academic Achievement**

Teacher-related factors have a profound impact on student academic achievement. The effectiveness of teaching methods, teacher-student relationships, teacher qualifications, classroom management, and the use of educational resources all contribute to shaping students' learning experiences and outcomes. This literature review explores the various dimensions of teacher-related factors that influence student performance.

#### *Teaching Methods and Instructional Strategies*

The effectiveness of teaching methods is consistently highlighted as a crucial factor in student academic achievement. Alani and Hawas (2021) emphasize that students tend to perform better when teachers employ a variety of teaching techniques and demonstrate strong command over the subject matter. They argue that the quality of teaching, which includes the ability to communicate complex ideas clearly and engagingly, plays a critical role in influencing student outcomes. When teachers fail to engage students or communicate effectively, it can lead to decreased student performance.

Mushtaq et al. (2019) also underscore the importance of teaching methods, particularly emphasizing interactive and clinically oriented approaches. They note that individualized attention

to students, regular assessments, and the use of effective teaching strategies are essential for fostering better learning outcomes. Their research suggests that when teachers actively engage students through interactive methods, students are more likely to retain information and perform better academically.

Nguyen, Warren, and Fehring (2014) further explore the impact of teaching methods on student achievement, particularly in the context of English language teaching. They identify several teaching-related factors that can hinder student performance, including uninteresting teaching styles, insufficient time for communicative activities, and a grammar-driven focus that limits students' practical language use. Additionally, they point out that poor time management by teachers can lead to ineffective lesson delivery, further reducing learning outcomes. Their study highlights the importance of employing diverse and engaging teaching methods that cater to students' needs and promote active learning.

Kapur (2018) also emphasizes the role of effective instructional strategies in enhancing student learning. The study highlights that when teachers employ clear and well-structured instructional methods, students are more likely to understand the material and perform well in assessments. This reinforces the idea that the professionalism and teaching skills of educators are critical to student success.

#### *Teacher-Student Relationships*

The relationship between teachers and students is another significant factor that influences academic achievement. Toru (2019) highlights the importance of positive teacher-student relationships, noting that such relationships can significantly enhance student performance. When students feel supported and understood by their teachers, they are more likely to engage with the material and strive for academic success. This finding aligns with the broader literature, which suggests that teacher-student rapport is a key determinant of student motivation and engagement.

Mushtaq et al. (2019) also discuss the role of the classroom atmosphere in shaping academic outcomes. They argue that a positive and supportive classroom environment, fostered by strong teacher-student relationships, is essential for student learning. When teachers create an inclusive and encouraging atmosphere, students are more likely to participate in class and engage with the content, leading to better academic performance.

#### *Teacher Qualifications and Professionalism*

The qualifications and professionalism of teachers are critical determinants of student achievement. Alani and Hawas (2021) argue that teachers' skills and subject knowledge directly impact their ability to teach effectively. Teachers with strong professional qualifications and a deep

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understanding of their subject matter are better equipped to deliver high-quality instruction, which in turn enhances student learning.

Mushtaq et al. (2019) reinforce this view, noting that teachers' professional qualifications, including their training and experience, significantly impact academic performance. Their study suggests that well-qualified teachers are more likely to use effective teaching strategies, provide individualized attention, and conduct regular assessments, all of which contribute to better student outcomes.

Kapur (2018) also emphasizes the importance of teacher professionalism in student achievement. The study highlights that teachers who demonstrate strong teaching skills, clear communication, and a commitment to their students' success can significantly enhance student learning. This underscores the need for ongoing professional development and training for teachers to ensure they can meet the diverse needs of their students.

#### *Classroom Management and Learning Environment*

Classroom management and the overall learning environment are also critical factors that influence academic achievement. Nguyen, Warren, and Fehring (2014) identify several classroom-related challenges that can hinder student performance, including large class sizes, variability in students' language proficiency, and inadequate lesson preparation. They argue that when teachers are unable to manage these challenges effectively, it can lead to a chaotic learning environment, reducing students' ability to focus and succeed academically.

The study also highlights the impact of resource availability on classroom management. Limited use of teaching aids and technology, for instance, can hinder the effectiveness of teaching methods and reduce student engagement. When teachers lack access to the necessary resources, it can be challenging to create a dynamic and interactive learning environment, further limiting students' academic potential.

Mosha (2014) provides additional insights into the challenges faced by teachers in managing classrooms, particularly in the context of language learning. The study highlights that some teachers, despite being motivated to teach, are often discouraged by students' low understanding of the language. This lack of comprehension creates a cycle of low performance and reduced teacher motivation, ultimately impacting the quality of teaching and student outcomes. This finding underscores the importance of providing teachers with the support and resources they need to effectively manage their classrooms and address students' learning needs.

*Use of Educational Resources and Technology*

The availability and use of educational resources and technology are also significant factors in student achievement. Mushtaq et al. (2019) emphasize the importance of access to resources such as libraries, internet access, and teaching aids in enhancing the effectiveness of teaching methods. Their study suggests that when teachers have access to a wide range of educational resources, they can employ more diverse and engaging teaching strategies, which in turn leads to better student outcomes.

Nguyen, Warren, and Fehring (2014) also discuss the challenges posed by limited use of teaching aids and technology. They argue that when teachers do not incorporate technology and other resources into their lessons, it can reduce student engagement and limit the effectiveness of the instruction. In today's digital age, the integration of technology into the classroom is increasingly seen as essential for providing students with the skills and knowledge they need to succeed academically.

Kapur (2018) similarly highlights the role of educational resources in enhancing student learning. The study suggests that when teachers effectively utilize available resources, they can create more interactive and stimulating learning experiences for their students. This not only helps to engage students but also supports their understanding and retention of the material, leading to improved academic performance.

*Challenges and Barriers in Teaching*

Several studies also highlight the challenges and barriers that teachers face in delivering effective instruction, which can impact student achievement. Nguyen, Warren, and Fehring (2014) identify several barriers, including uninteresting teaching styles, insufficient time for communicative activities, and inadequate lesson preparation. These challenges can hinder teachers' ability to deliver high-quality instruction and engage students effectively, leading to lower academic outcomes.

Mosha (2014) also discusses the challenges faced by teachers, particularly in the context of teaching students with low language proficiency. The study highlights that teachers often struggle to maintain motivation and effectiveness when faced with students who have difficulty understanding the material. This can create a cycle of low performance, where students' struggles lead to reduced teacher motivation, further impacting the quality of teaching and student outcomes.

In summary, the literature consistently underscores the importance of teacher-related factors in shaping student academic achievement. Effective teaching methods, positive teacher-student relationships, teacher qualifications, classroom management, and the use of educational resources



all play a critical role in determining student success. However, teachers also face significant challenges and barriers that can impact their ability to deliver high-quality instruction, highlighting the need for ongoing support and professional development.

### **School-Related Factors Affecting Student Academic Achievement**

School-related factors significantly influence student academic achievement. These factors encompass the quality of educational institutions, the availability of resources and facilities, the learning environment, the curriculum, teaching methodologies, and support systems. This literature review explores the impact of these school-related factors on student performance, drawing on various studies to highlight the key elements that contribute to academic success.

#### *Quality of Educational Institutions*

The quality of an educational institution is a fundamental factor in determining student academic achievement. Alani and Hawas (2021) argue that the overall quality of the educational environment, including the availability of resources, facilities, and support services, plays a crucial role in shaping student performance. They suggest that access to information and communication services can enhance students' ability to succeed academically. For example, institutions that provide well-equipped libraries, modern study spaces, and technological support create an environment conducive to learning, which can significantly boost student performance. Furthermore, the researchers note that students who prefer quiet and appropriate environments for studying tend to perform better, emphasizing the importance of a conducive learning atmosphere for academic success.

Al-Muslimawi and Hamid (2019) echo these findings, emphasizing the significance of the educational environment in student achievement. They highlight that factors such as class size, schedule, and overall school environment contribute significantly to the learning process. Their study found that access to modern learning tools and technology had the highest percentage of influence on academic performance. This underscores the need for educational institutions to invest in state-of-the-art facilities and resources to support student learning. The quality of teaching, the availability of learning facilities, and access to modern technology are all pivotal in creating a supportive and resource-rich environment that fosters better learning experiences.

#### *Availability of Resources and Facilities*

The availability and accessibility of resources and facilities within a school are critical determinants of student academic performance. Alani and Hawas (2021) stress that the availability of essential resources such as libraries, study spaces, and technological support is vital for enhancing students' academic outcomes. When students effectively utilize these resources, they

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are more likely to achieve better academic results. For instance, access to a well-stocked library can provide students with the necessary materials to deepen their understanding of subjects, while study spaces equipped with modern technology can facilitate efficient learning.

Fajar et al. (2019) also highlight the importance of school-related resources in academic performance. Their study indicates that the quality of the educational environment, the relevance of the curriculum, and the availability of instructional materials are significantly correlated with students' academic success. Schools that provide adequate learning materials and facilities create a supportive environment that enhances student performance. This finding reinforces the idea that the type of school attended and the resources available, such as internet access and libraries, are crucial for academic achievement.

Kapur (2018) further explores the impact of resource availability on student performance, noting that the presence of educational resources such as textbooks, technology, and civic amenities is essential for effective learning. A lack of these resources can impede students' concentration and hinder their academic performance. For example, inadequate access to clean drinking water, electricity, or up-to-date textbooks can create distractions and obstacles to learning, ultimately affecting students' ability to perform well academically.

#### *Learning Environment and Class Size*

The learning environment, including class size and classroom management, plays a significant role in shaping student academic outcomes. Alani and Hawas (2021) emphasize that a conducive learning atmosphere is essential for academic success. This includes not only the physical environment, such as the cleanliness and organization of classrooms, but also the emotional and social environment, where students feel safe, supported, and encouraged to learn.

Son and Cho (2020) discuss the impact of academic factors related to the school environment, such as the curriculum, courses, teaching methodologies, and the academic support system. Their research indicates that the quality of classes and the suitability of the curriculum are significant determinants of students' satisfaction and performance. When students are provided with a well-structured curriculum that meets their educational needs and interests, they are more likely to engage with the material and achieve higher academic results. Additionally, effective teaching methodologies that cater to diverse learning styles can enhance students' understanding and retention of information, further contributing to their academic success.

Kapur (2018) also addresses the issue of class size, noting that large class sizes can hinder effective teaching and learning processes. When classes are too large, it becomes challenging for teachers to manage classroom activities and provide individual attention to students. This can lead to a less personalized learning experience, where students may struggle to keep up with the material or

receive the support they need to succeed. Conversely, smaller class sizes allow for more interactive and engaging teaching, enabling teachers to address students' individual needs and foster a more supportive learning environment.

### *Curriculum and Instructional Materials*

The relevance and quality of the curriculum are also crucial factors in student academic achievement. Son and Cho (2020) emphasize the importance of a well-designed curriculum that aligns with students' educational goals and interests. Their study suggests that a curriculum that is relevant, engaging, and appropriately challenging can enhance students' satisfaction with their educational experience and lead to better academic performance. When the curriculum is aligned with students' needs and future aspirations, it motivates them to engage more deeply with their studies, ultimately improving their academic outcomes.

Fajar et al. (2019) further highlight the significance of instructional materials in supporting the curriculum. The availability of relevant and up-to-date instructional materials, such as textbooks, online resources, and supplementary learning tools, is essential for effective teaching and learning. When students have access to high-quality instructional materials, they can better understand and retain the information presented in the curriculum, leading to improved academic performance. Schools that invest in comprehensive and relevant instructional materials provide their students with the resources they need to succeed academically.

### *Technological Support and Modern Learning Tools*

The integration of technology in education has become increasingly important in enhancing student academic achievement. Al-Muslimawi and Hamid (2019) highlight the critical role of access to modern learning tools and technology in improving academic performance. Their study found that technology and learning facilities had the most significant influence on academic outcomes, underscoring the importance of incorporating technological resources into the educational environment.

Technological support can take many forms, including access to computers, the internet, educational software, and interactive learning platforms. These tools provide students with opportunities to engage with the material in innovative ways, facilitating deeper understanding and retention. For example, online learning platforms can offer personalized learning experiences that cater to students' individual needs, while educational software can provide interactive exercises that reinforce key concepts.

Fajar et al. (2019) also discuss the importance of internet access and modern learning tools in supporting student academic achievement. Schools that provide students with access to these

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resources create a more dynamic and engaging learning environment, where students can explore new ideas, collaborate with peers, and access a wealth of information beyond traditional textbooks. This not only enhances their academic performance but also prepares them for success in an increasingly digital world.

### *Academic Support Systems*

The availability of academic support services is another crucial factor in student success. Alani and Hawas (2021) emphasize the importance of institutional support, including academic advising, counseling services, and tutoring programs, in helping students navigate their academic challenges and improve their performance. These support services provide students with the guidance and resources they need to succeed, particularly when they encounter difficulties in their studies.

Son and Cho (2020) also highlight the role of academic support systems in enhancing student performance. Their research suggests that when schools offer comprehensive support services, including academic advising and tutoring, students are more likely to succeed academically. These services help students develop effective study habits, manage their time, and overcome academic obstacles, leading to better academic outcomes.

In conclusion, the quality of educational institutions, availability of resources and facilities, learning environment, curriculum, instructional materials, technological support, and academic support systems all play critical roles in shaping student academic achievement. Schools that invest in these areas create a supportive and resource-rich environment that fosters student success and enhances academic performance.

## **RESEARCH METHODOLOGY**

This study employs a quantitative research approach to investigate the variables that most impact academic performance in the English Department and Language Center at the Public Authority for Applied Training and Education (PAAET). PAAET was selected as the research site, focusing on 4 colleges providing bachelor's degrees certificate: College of Basic Education, College of Technological Studies, College of Health Sciences, and College of Nursing. PAAET attracts a diverse student body from all over Kuwait, as well as international students.

The primary data collection method was a structured survey. The data was gathered through a structured survey administered to a random sample of (649) students at PAAET. The random selection sample helps reduce sampling bias and enhance the generalizability of the findings. The collection process involves distributing the survey both online via Google Forms and in person to maximize participation and ensure data diversity. The questionnaire was designed to take less than 10 minutes to complete.

The survey was divided into four sections. The first section, focused on personal information, collects demographic data such as gender, age, and year of study, allowing us to explore whether these factors influence academic performance. The second section, related to student factors, examines behaviors such as attendance, class participation, study habits, and challenges like anxiety or lack of sleep. These variables help evaluate how personal habits and behaviors impact academic success. The third section, focused on teacher-related factors, investigates how teaching practices affect academic performance, emphasizing teaching methods, student-teacher interactions, and the quality of teacher support. The fourth and final section addresses institutional factors at PAAET, assessing how the learning environment, including the adequacy of classrooms, study spaces, libraries, and language labs, influences academic achievement.

The survey was distributed to students in the English Department and Language Center at PAAET colleges that offer bachelor's degree programs. A random sample of students was invited to participate via an online questionnaire hosted on Google Forms. Participants were informed about the study's nature and purpose, with their participation being entirely voluntary. All responses were kept confidential and anonymous, and the data was used exclusively for academic purposes.

We adopted a quantitative approach for analyzing the collected data. Each survey question was closed-ended, using a Likert scale to measure students' responses to various factors influencing their academic performance. The data will be analyzed through statistical methods, focusing on descriptive statistics to summarize the main features of the data and inferential statistics to draw conclusions about the factors influencing academic performance. Specifically, regression analysis will be used to explore the relationship between the independent variables (student-related, teacher-related, and institutional factors) and the dependent variable (academic performance).

This quantitative approach provides a structured examination of the data, offering measurable insights into the key variables that impact student outcomes. As Bryman (2016) highlights, quantitative research is particularly effective in identifying patterns and correlations between variables, enabling researchers to make evidence-based conclusions about the factors that influence academic performance.

The results will inform recommendations for improving academic outcomes in PAAET's English Department and Language Center.

## **DATA EVALUATION AND DISCUSSION**

### **Data Evaluation**

This section of the paper evaluates the data generated from the quantitative survey performed to sample 649 students studying at the PAAET. The data gathered showed a diverse body of opinions

when it came to the student-, teacher-, and institution-related factors that influence academic success among university students. Some responses were significantly skewed in one direction of the Likert scale, which shows that one can assume some factors are more impactful than others. With this in mind, the actual population that was sampled was fairly homogenous in terms of gender and age. The majority of the students sampled were women, as 58% of the sampled population identified themselves as females (Figure 1). Notably, 62% of respondents were 18 to 20 years of age (Figure 2). The second largest age group within the population was 23 to 25-year-olds at 27% (Figure 2). The participants' years of study were more evenly distributed, as 32% were 2nd years, 29% were 1st years, and 21% were 3rd years (Figure 3). The demographic information shows that the sampled population was firmly in the middle of their academic careers and were young adults. This means study habits developed during secondary school may have been a determinant of students' perceptions of academic performance and the factors impacting it.

Figure 1: Gender:

● Male	273
● Female	376



Figure 2: Age:

● 17 years and younger	18
● 18-20 years old	403
● 23-25 years old	175
● 26 years and older	53



Figure 3: What year are you currently in?

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● 1st year	186
● 2nd year	206
● 3rd year	136
● 4th year or higher	118
● Other	3



The demographics of the sampled population could mean that new solutions to improve students’ academic performance could be geared toward younger female audiences and be successful. However, the 42% of males who responded should not be neglected either (Figure 1). As the rest of the data from the survey is presented, examining how the most prominent factors influenced students’ academic performance is important.

**Student-Related Factors**

79% of respondents said they attended classes regularly (Figure 4). The size of this positive answer shows that classroom attendance is a significant factor in academic performance. This is because the respondents understood the need to interact with their lecturers and study within a formal environment. The 66% of respondents who said they always listen to their lecturers carefully support the notion that formal and focused classroom habits are necessary for academic performance (Figure 5). However, the responses to the statement “I actively participate in the discussion” were much more evenly distributed. 35% said that they actively participate in discussions sometimes, while 29% and 24% said they participate often or always, respectively (Figure 6). Similarly, 33% of students said they read the tutorial questions before class sometimes, while 23% said they always read the material. 20% said they read tutorial questions often, and 15% said they rarely do (Figure 7). 74% of students said they always work hard on their assignments, projects, and tests to get good grades (Figure 8).

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Figure 4: I attend classes regularly.

Always	512
Often	103
Sometimes	29
Rarely	3
Never	2



Figure 5: I listen to the lecturer carefully.

Always	430
Often	164
Sometimes	43
Rarely	10
Never	2

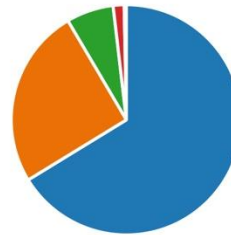


Figure 6: I actively participate in the discussion.

Always	155
Often	188
Sometimes	228
Rarely	63
Never	15



Figure 7: I always read the tutorial questions before the class.

Always	147
Often	127
Sometimes	215
Rarely	98
Never	62

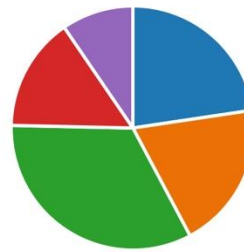
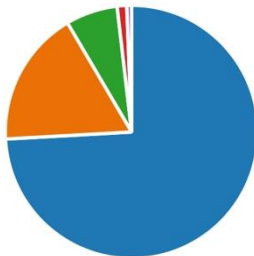


Figure 8: I work hard on the assignment, projects, and tests to get good grades.



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● Always	481
● Often	113
● Sometimes	43
● Rarely	8
● Never	4



Students' anxiety and sleep habits were surveyed as well. 31% of respondents said that anxiety interferes with their ability to focus on studying sometimes. 25% said anxiety always interferes with their studying, and 22% said anxiety impacts them often (Figure 9). When asked if a lack of sleep affects their productivity and concentration, 30% and 29% of respondents said a lack of sleep affects them always and sometimes, respectively. 24% of the participants said a lack of sleep affects them often (Figure 10).

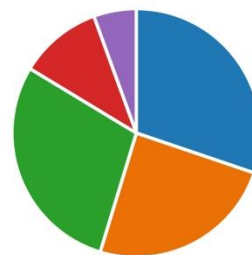
Figure 9: Anxiety interferes with my ability to focus on studying.

● Always	160
● Often	142
● Sometimes	200
● Rarely	85
● Never	62



Figure 10: Lack of sleep affects my productivity and concentration while studying.

● Always	196
● Often	159
● Sometimes	188
● Rarely	70
● Never	36



The aforementioned data shows that student-related factors are dependent on learners' effort, ability to manage their sleep and emotions and drive to perform (Alani and Hawas). The behaviors focused on during the survey's questioning were not advanced. This means that any student with proper study, listening, and classroom habits could have prepared themselves to perform academically more often than not Toru (2019). The tendency to give positive answers in this factor area shows that participants understand their responsibilities as students in university settings.

### Teacher-Related Factors

When asked about their teachers, students were about as positive about lecturers' performance as they were about their own. However, students did express negative opinions on one item. 41% of respondents said teachers have poor teaching skills that negatively impact students sometimes. 22% said that teachers' poor skills negatively impact students often (Figure 11). Other than this, students appeared to recognize the lecturers' use of different teaching methods and attempts to help students when needed. 32% percent of students said that lectures used different teaching methods often and sometimes (Figure 12), respectively. 50% of teachers said that they always get help from teachers when they need it (Figure 13).

Figure 11: Some teachers have poor teaching skills, which can negatively impact students.

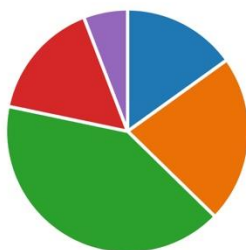
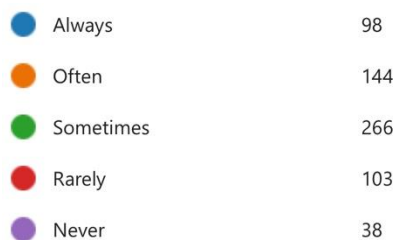


Figure 12: Lecturers use different teaching methods

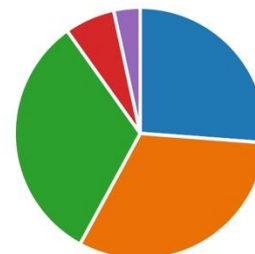


Figure 13: I get help from my teachers when I need it.

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● Always	322
● Often	145
● Sometimes	111
● Rarely	53
● Never	18



This data shows that teachers’ engagement with students and ability to adapt to their learning styles are key factors to students’ academic performance. Alani and Hawas (2021) confirmed this in their own paper. Moreover, Mushtaq et al. highlighted the importance of using evidence-based strategies to engage students and meet them where they are academically once instruction begins. The students who responded to the survey appear to recognize their teachers’ efforts in these areas, which means that they are also receptive to positive instructional strategies. This means institutions that properly encourage students to study and build relationships with their teachers could be the best environments for university-level learners.

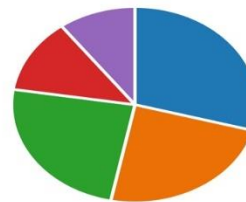
**Institution-Related Factors**

31% of the survey’s respondents said that PAAET’s classrooms always create a good learning environment. 24% of respondents said that PAEET’s classrooms sometimes create good learning environments (Figure 14). The answers to the statement “PAAET has an appropriate learning environment” were tightly distributed. 29% of respondents said PAAET always has an appropriate learning environment, while 23% said this is only the case sometimes and often in which it has an appropriate learning environment (Figure 15).

Figure 14: The classrooms in PAAET create a good environment for learning.



Figure 15: PAAET has an appropriate environment.

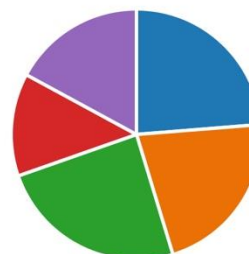
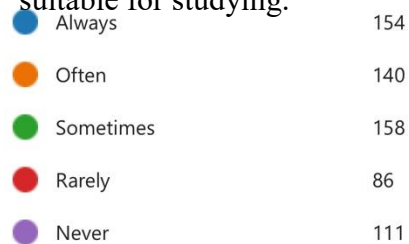


Tight distributions were seen again when students were asked about the physical spaces given to them for studying. 24% of students said PAAET always provides a designated study space; 23% said these spaces were provided sometimes; 22% of students said designated study spaces were never provided; and 20% of respondents said these spaces were often made available (Figure 16). When combined, the positive answers overwhelm the negative ones. However, it is difficult to determine the extent to which designated study spaces are given to university students. 24% of respondents said always and sometime PAAET classrooms are only suitable for studying. 22% said PAAET classrooms are often suitable for learning (Figure 17).

Figure 16: PAAET provides a designated study space.



Figure 17: The classrooms at PAAET are suitable for studying.



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The language labs at PAAET are suitable for study as sometimes (27%) and always (25%) were the two largest answer groups for this survey item (Figure 18). When given the statement, “The library at PAAET is a good place for studying,” 34% of respondents replied always, 24% replied sometimes, and 16% replied often (Figure 19). This information shows that students are willing to be critical if physical study spaces are not provided to them. Fajar et al. (2019) recognized that the quality of the educational environment given to students is a major aspect of their academic performance. Alani and Hawas (2021) also noted students’ need for dedicated study spaces and technologies that allow them to find information. The data gathered from this survey does not definitively state whether or not the students sampled needed physical facilities to excel as academic performers. However, it does confirm the literature’s opinion that students would benefit from the most resources possible.

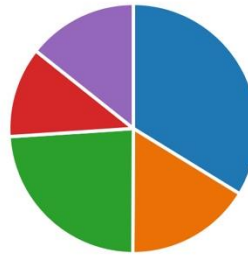
Figure 18: The language labs at PAAET are suitable for studying.

Always	162
Often	131
Sometimes	176
Rarely	54
Never	126



Figure 19: The library at PAAET is a good place for studying.

Always	219
Often	106
Sometimes	155
Rarely	76
Never	93



## DISCUSSION

The data produced by the survey shows that students need proper physical environments and relationships with their teachers to develop high academic performance. Initially, it appeared that students understood the personal traits needed to perform academically as well. Mosha (2014) found that teachers struggled to remain motivated when engaging with students who did not understand the material presented to them. This was not seen in the population sampled, however, as the majority of students surveyed recognized their lecturers’ use of different methods and willingness to provide help when students asked for it. This could be a sign that teachers at the PAAET researched prior literature and understood the gaps in practice their predecessors maintained. At the same time, 41% of the students sampled said their teachers have poor teaching skills that negatively impact students (Figure 11). This counterbalances the high percentage of

students who said they always get help from their teachers when they need it (50%) (Figure 13). The significance of both percentages shows that more research is required in order to determine the differences in teachers' willingness to provide extra help and their inability to improve their teaching skills. Improving the latter could lead to students requesting extra help less often over time.

Al-Muslimawi and Hamid (2019) underscored the importance of class sizes, schedules, and the overall environment when discussing how institution-related factors impact academic performance. The survey did not directly ask participants about the influence of class sizes on their academic performance, but it did inquire about the learning environments created by PAAET and its classrooms. The instrument could have been improved by being more specific, but the tight distributions of some answers show that students could have considered class size and schedules before making their responses.

It is important to note that student-related factors appear to be the only factors learners can completely control themselves. Participants had no control over the behavior of their teachers or the resources provided by PAAET. However, they were quite in tune with the need to attend classes and listen carefully during lectures. The mode of the statement "I attend classes regularly" (which was "always" at 79%) shows that students regularly attending classes is a baseline requirement for academic performance (Figure 4). Likewise, 66% of students who said they always listen carefully during lectures showed this basic skill was not up for debate either (Figure 5).

Despite the aforementioned skills, Son and Cho's (2020) identification of social factors' influence on academic performance must be noted. Culture shock, financial instability, and changes in personal living environments can impact how students perform academically Son and Cho (2020). While the distribution was much tighter than the basic skills mentioned earlier, the majority of participants revealed anxiety interferes with their ability to study at some level. So, while students can control how they practice their basic learning skills once they are inside the classroom, there are many uncontrollable things that impact their work outside of formal learning environments.

Kapur's (2018) acknowledgment that the home environment impacts students' academic performance can be slightly seen in the survey as well. 30% of students said a lack of sleep always impacts their productivity and concentration in the classroom. This was the mode of the survey item, but the second largest answer was sometimes at 29% (Figure 10). These figures show that neither answer was significant enough on their own. However, it is apparent that home-related factors can influence students' performance once they arrive in the classroom (Figures 9 and 10). Telling students to get more sleep is a simple solution, but there are other socioeconomic factors in play that could explain why students are not getting enough sleep despite knowing its effect on their academic performance.

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