

RESEARCH ARTICLE

Factors Influencing University Students' Performance: A Quantitative Survey

Saba Munir ^a Amna Saleem ^b

Abstract: The current study analyzes the impact of parents' guidance (PG), time management (TM), learning facilities (LF), and the use of social media (USM) on the academic performance of students at higher education levels. For this purpose, a quantitative research design was adopted according to the nature of this study. The questionnaire was developed on a five-point scale. The researcher collected data from 269 students through an online Google survey with the help of simple random sampling. Collected data were analyzed with the help of a statistical package for social science (SPSS). Results of the study reveal that most students think their parents' guide them properly and regularly. At the same time, they follow a good time management schedule to achieve their academic goals. Further, most students consider their universities to provide good learning facilities while their teachers adopt the best teaching strategies to enhance their learning for better academic performance. Most students also acknowledge using different social media platforms to communicate and share educational updates. Major recommendations of the study suggested that proper supervision and encouragement are necessary to assist students in modifying their attitudes toward their learning.

Keywords: Academic Performance, Parents' Guidance, Time Management, Learning Facilities, Social Media

Introduction

Education is a process of enabling individuals to improve their skills and quality of life; therefore, in order to create change in the world, the education role is most important (Ahmad et al., 2023). Education is vital to the formation of a person's personality, culture, and state. Every society has educational institutions that fulfil the needs of society (Ullah & Almani, 2022). In the era of modernization, education is important for the development of every human being. It develops human resources and provides opportunities for the future to individuals. Therefore, in any educational system, student's academic performance is an important goal of educational institutions. It determines the aims of educational institutions and how much they get. For this purpose, students' academic assessment is very important to know how much the education process works and achieves its success (Kilag et al., 2023). Student's academic performance is the result of education, which means how students achieve their goals (Salendab, 2021). Students are the soul of educational institutions. An educational institution has only value with students. So, the role of the institution is to make them great power of the country (Lakshmi & Paul, 2018).

The academic performance of students is extremely important to institutions, and it must be evaluated in order to enhance the quality of education. The majority of universities now assess student performance using the CGPA system. The average of a student's semester-by-semester total grades during their time at university is displayed by their CGPA. The same standards are applied by numerous colleges across the globe when assessing students' academic performance (Burroughs et al., 2019). Additionally, in the USA, a student's CGPA is used to assess their academic success. Students' performance and the graduation rate have been the area of investigation because the performance of students is low (Lazić et al., 2021; Sánchez et al., 2020). Students' performance is affected by a variety of factors; therefore, it is very

^a M.Phil. Scholar, Department of Education, The Women University, Multan, Punjab, Pakistan.

^b Lecturer, Department of Education, The Women University, Multan, Punjab, Pakistan.

Email: amna.6105@wum.edu.pk

important to identify these factors (Abu Saa et al., [2019](#)). Generally, it is believed that students who perform well in their first courses of study will also perform well in subsequent courses of study at the degree level (Bush & Grotjohann, [2020](#)).

Recent studies have demonstrated that a student's performance can be impacted by a variety of factors, including the guidance of parents (Affuso et al., [2023](#)), the management of time, the use of social media, such as Facebook and Whatsapp (Ramzan et al., [2023](#)) as well as the effectiveness of teachers. It is imperative that parents provide their children with the guidance they need to succeed academically. Parents' guidance can have a significant impact on the academic, social, and emotional development of students (Sembiring & Syahputra, [2024](#)). Additionally, time management plays a significant role in the academic performance of students, and it encompasses more than simply allocating time for studying. In the context of student academic performance, time management refers to making conscious choices to optimize their use of time so as to improve their academic performance, reduce stress, and enhance their personal development (Deng et al., [2022](#)).

In the educational institution, there is a library, a computer lab, teachers, and transportation, among other things (Ramli et al., 2018). Another factor, the use of social media, i.e., Facebook, Whatsapp, YouTube, etc., has also a great impact on student's academic performance in the current era of the internet. Moreover, studies also indicated that teacher effectiveness plays a pivotal role in shaping student performance across various domains. By providing high-quality instruction, personalized support, and nurturing relationships, effective teachers empower students to reach their full potential and succeed academically, socially, and professionally (Burroughs et al., 2019).

The researchers have tried to fulfil the following specific objectives in this study:

1. To examine the impact of parents' guidance on the academic performance of university students.
2. To find out the impact of time management on the academic performance of university students.
3. To analyze the impact of learning facilities on the academic performance of university students.
4. To determine the impact of social media on the academic performance of university students.

Literature Review

Based on the above theoretical and empirical evidence, a brief overview of related studies which have already been conducted at the international and national levels regarding the major factors, i.e. parents' guidance, time management, learning facilities, and social media influencing university students' performance, is chronologically highlighted below;

Parents' Guidance and Students' Performance

According to Leithwood et al., ([2019](#)), parental satisfaction influences broader school improvement initiatives and community engagement. Parents' satisfaction significantly impacts school improvement. A strong parent-teacher relationship is critical to utilizing community resources, mobilizing volunteers, and implementing effective parent-involvement programs. Parents become involved in addressing challenges and improving school quality with this approach. Parental involvement in education is associated with higher grades, better attendance, and higher motivation. It is conducive to academic success when parents are satisfied with their children's education. Parents' satisfaction with schools depends on specific factors, including curriculum relevance, teacher-student interactions, extracurricular activities, and school facilities. These factors need to be explored in greater depth to identify strengths and improvements.

Ogunsola et al., ([2015](#)) studied parental factors predicting academic attainment in Nigeria's Ibadan North Local Government Area. They found that parents' attitudes significantly impacted students' self-reports of academic achievement, but no correlation was found between parental education and socioeconomic background, indicating a lack of correlation between factors. Meier & Lemmer, ([2017](#)) highlight the

importance of parental satisfaction in assessing the quality of education. High parental satisfaction encourages engagement and support for school initiatives, while low satisfaction can indicate ineffective teaching practices, inadequate resources, or lack of communication. Addressing parental satisfaction is crucial for promoting student success.

In order to study the relationship between parental participation and students' academic achievement, Boonk et al., (2018) examined 75 articles published from 2003 to 2017 that explored the topic. There was a significant correlation between specific parental participation characteristics and the academic success of the students. It shows that parental involvement in a child's academic success is crucial, including reading aloud, setting high expectations, communicating about school, and encouraging them. Academic achievement can be enhanced by parental involvement. There has been increasing evidence that parental satisfaction has a major role to play in promoting educational equity and inclusion, as Park & Holloway, (2018) concluded.

Parents' satisfaction is crucial to student outcome, school effectiveness, and community engagement, according to Kaunaen et al., (2024). Educational dynamics depend on parent satisfaction, affecting student outcomes, school effectiveness, and community participation. Studying parental satisfaction is crucial for State High School 1 Berastagi, an Indonesian school blending cultural heritage with modern education. Schools shape students' experiences, foster academic excellence, and serve as microcosms of broader trends in education.

Time Management and Students' Performance

According to Kumar et al., (2018), time management affects academic achievement. A stratified random sampling was used to select 300 students. A Time Management Questionnaire (TMQ) and academic records were used. Time management was significantly correlated with academic achievement ($r = 0.62$, $p = 0.05$). According to the study, time management is crucial for academic success. According to Lee & Kim, (2020), time management strategies affect academic achievement. A sample of 200 students responded to the Time Management Strategies Questionnaire (TMSQ). Time management strategies (such as prioritizing tasks and setting goals) were found to increase GPAs ($p = 0.05$). Time management skills as a teaching tool are discussed. According to Alzahrani & Alghamdi (2019), time management affects academic performance. Time Management Scale (TMS) and academic records were provided by 500 students. The p-value for time management was 0.35, indicating it predicted academic performance. Managing time effectively is key to academic success, according to the study.

Learning Facilities and Students' Performance

According to Gbollie and Keamu, (2017), junior and senior high school students' educational presentations in Liberia were positively correlated with motivational beliefs. In our study, motivational belief was the most recommended factor, while test anxiety was the least. Among learning strategies, rehearsal strategies were the most widely used, whereas help-seeking strategies were less utilized. Additionally, learning strategies and motivational beliefs exhibited a positive correlation, but when they were inversely proportional, they showed a negative correlation.

Ramli et al., (2018) found that infrastructure, the learning environment, and system management significantly contributed to academic achievement. Through regression analysis and correlation, they determined that these factors accounted for 51.5% of students' accomplishments. Furthermore, Abu Saa et al., (2019) stated that predicting student success is challenging due to the vast and ever-growing amount of available data.

They conducted a systematic literature review to identify the most frequently researched characteristics influencing students' performance and the data mining approaches used to find these factors.

The most prevalent elements were found to be e-learning activity, demographics, social media information, and prior grades and class performance. These findings can help academic institutions like UMK focus on areas to improve students' academic performance.

Ab Razak et al., (2019) identified the connections and key elements influencing degree students' academic achievement in a higher education institution. Based on the data presented, the researcher can observe that a growing percentage of students did not graduate on time, indicating poor academic performance. The analysis's findings indicate that this variable will influence degree-seeking students' academic performance. The process of teaching and learning has the highest beta value.

Ullah and Almani (2022) conducted a study on factors affecting secondary school performance in Makran division, Balochistan. The results showed a positive association between students' academic performance, school, and student-related factors. A regression analysis revealed that school factor regression test results were smaller than the p-value of 0.05, and intrinsic factors also showed a smaller beta value. The main factors affecting students' academic performance were a lack of qualified teachers, inadequate reading and instructional materials, an unsuitable learning environment, subpar classrooms, and poor school administration. The study recommends the government provide school facilities, ensure qualified teachers, provide enough classrooms, have laboratory devices, and create conducive learning environments.

Bagum et al., (2022) found that factors such as learning facilities, students' interests, and peer groups affect BS and Master students' performance at BZU, Multan. However, peer groups did not play a role in academic performance. Kamran & Habib, (2023) found that organization and critical thinking learning strategies had the least favourable impact on student's academic performance at the University of Loralai. Ahmad et al., (2023) highlighted the importance of education in fostering an entrepreneurial mindset in the next generation, highlighting the need to dispel the stigma associated with failure, foster a supportive environment, and impart entrepreneurship skills. Khan, (2024) found that only two factors, outside "student interest," significantly predicted the end variable CGPA. The study recommends that educators employ efficient teaching techniques to help students become more engaged, motivated, and confident in their academic success.

Social Media and Students' Performance

The study by Issahaku, (2017) found that social media, attitudes toward the learning process, as well as the backgrounds of Ghanaian undergraduate students, were predictors of academic achievement. Factors such as previous course performance, study hours, family income, type of study schedule, attendance level, class discussions, notetaking behavior, alcohol use, and social media engagements influence GPA. Additionally, social media use, lectures, class participation, and abstaining from alcohol played a crucial role in shaping students' attitudes and dispositions toward learning, which in turn affected their academic performance.

Talaue et al. (2018) highlight the positive impact of social media on students' academic achievement, highlighting its role in socialization, self-study, and peer discussions, but emphasizing its responsibility. Ramzan et al., (2023) explored the connection between students learning English as a second language's (ESL) use of social media and their academic achievement. In this study, 412 secondary school students in Karachi found that social media usage significantly improved their academic achievement. The research suggests that educators and policymakers can use social media to optimize its capacity to enhance academic engagement and performance among ESL students. Further research could help ESL students and their educational journeys.

Issahaku, (2019) study found that students' attitudes towards learning and social media use significantly influence their academic performance. Factors like prior performance, study hours, family income, personal schedules, and social media usage impacted GPA. Regular attendance, note-taking, avoiding

alcohol, and off-campus living were found to contribute to academic success. The study concluded that fostering positive learning habits leads to better academic outcomes.

Dahri et al., (2024) found that while male students were not entirely satisfied with peer interaction for collaborative learning, their behavioural intention to use social media for online communication and collaborative learning positively impacted their academic work in higher education institutions. The study suggests that instructors should encourage students to use social media for their education.

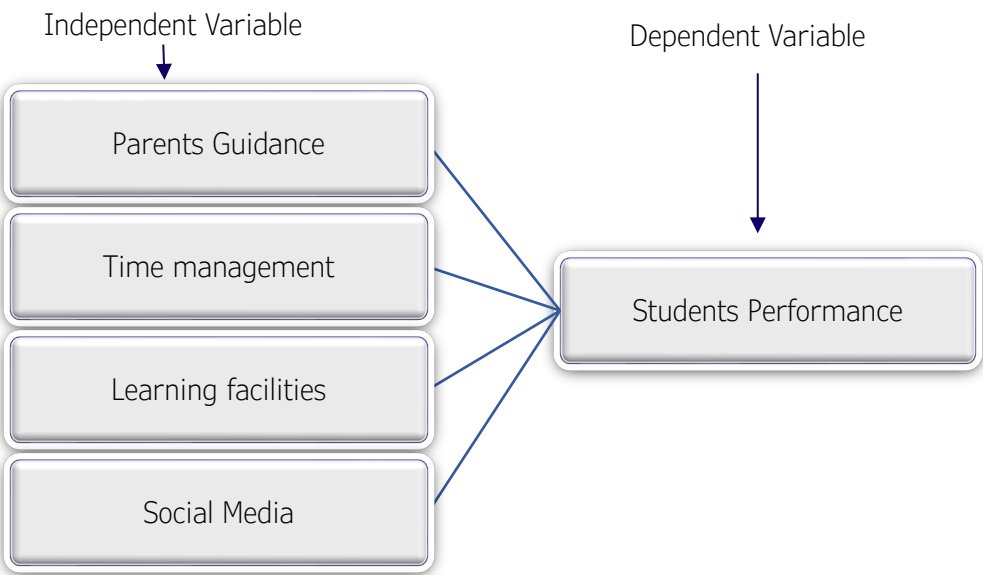
Ramzan et al., (2022) and Ansari & Khan, (2022) study on social media usage and academic achievement among ESL learners in Karachi found that when used responsibly, these platforms can significantly improve learning outcomes. However, it's crucial to balance these benefits with meaningful interactions with native speakers for accurate language input. Educators should guide students in engaging with reputable sources, initiating thought-provoking discussions, and critically assessing content encountered on social media.

Suleiman (2023) identifies various factors that can negatively affect students' academic performance, including learning styles, parental backgrounds, environmental circumstances, and peer pressure. Factors such as teachers, schools, and sociocultural context also contribute. The study involved 60 respondents, with 83.3% students, 10% institution employees, and 6.7% lecturers. The research recommends various elements to help students succeed in their academics, highlighting the importance of understanding and addressing these factors.

Conceptual Framework

The following conceptual framework has been adopted for this research.

Figure: 1
Conceptual Framework/Research Model



Research Methodology

This study is a non-experimental, descriptive, and survey-based research that follows essential standards for quality research work. Data was collected from students at two Pakistani universities, The Women University Multan (WUM) and Bahauddin Zakriya University Multan (BZU), using an online San survey Google form. The population consisted of students in different departments. The Raosoft sample size calculator was used to determine the sample size, which was 269 out of the total population of 31659 students. The study used a margin of error of 5% and a confidence level of 90% to obtain a precise sample size. The details of the

sample size distribution of students (both male and female) from the two selected public universities are provided.

The study utilized simple random sampling to select participants for the research. A questionnaire with 20 close-ended items under five variables was used for data collection. A pilot study was conducted at Women's University, Multan, where ten students were randomly selected and interviewed. The initial instrument was modified and updated based on personal observations and expert opinions, resulting in a final and valid version. The collected data under all five scales during the pilot study was encoded and entered into SPSS. The reliability test was conducted, and Cronbach alpha values against each scale/item were found above the minimum standard value (0.7), confirming the instrument's reliability. The study measured five variables: Parent Guidance, Time Management, Learning Facilities, Social Media, and Teacher Effectiveness. All scales and their measures were adopted from previous studies, with scores ranging from 5-point Likert scales. The Parent's Involvement Scale (PIS) assessed the impacts of parents' guidance on students' performance, the Time Management Survey (STM) measured time management among students, the Learning Facilities Scale (LFS) measured students' satisfaction with learning facilities, and the Social Media Network Scale (SMNS) measured the impact of social media networks on students' performance.

Table 1

Total Items of Scales

Variables	Items	Authors
Parents’ Guidance	5	(Batool & Raiz, 2020)
Time Management	5	(Fouzia & Pandey, 2020)
Learning Facilities	5	(Arshad, 2012)
Social Media	5	(Alghizzawi et al., 2019)
Total	20	-

Data Analysis and Results

Research Objective 1: *To examine the impact of parents’ guidance on the academic performance of university students.*

Table 2

Impact of Parents’ guidance on the academic performance of university students.

Item Statement			1	2	3	4	5	Total	Mean	SD
1	Parental involvement is necessary for ideal learning.	Count	27	28	6	66	142	269	4.00	1.370
		%	10.0%	10.4%	2.2%	24.5%	52.8%	100.0%		
2	My parents reward me for higher scores in my academic performance	Count	44	54	2	57	112	269	3.52	1.573
		%	16.4%	20.1%	0.7%	21.2%	41.6%	100.0%		
3	I want my parents to visit my university on a regular basis	Count	18	42	21	110	78	269	3.70	1.229
		%	6.7%	15.6%	7.8%	40.9%	29.0%	100.0%		
4	I communicate with my parents about my educational progress.	Count	27	38	6	68	130	269	3.88	1.402
		%	10.0%	14.1%	2.2%	25.3%	48.3%	100.0%		

Item	Statement	1	2	3	4	5	Total	Mean	SD
5	Parents' decision-making and qualification	Count	15	8	13	69	164	269	4.33 1.082
	support students to improve their academic outcomes	%	5.6%	3.0%	4.8%	25.7%	61.0%	100.0%	

Regarding parents' guidance, the table shows the frequencies, percentages, mean, and SD scores obtained by 269 students regarding the impact of parents' guidance on their academic performance. Mean scores (4.00, 3.52, 3.70, 3.88, 4.33) against all statements show positive responses (>3.0), which indicates that the majority of students think that their parents are playing a positive role by guiding involvement in their ideal learning, rewarding on high scores, visiting their universities on a regular basis, communicating regarding their educational progress and supporting them in decision making. Overall, the highest mean score ($4.33 > 3.0$) against statement 5 reveals that the strongest factor under parental guidance is students' parent's correct decision-making and qualification, which supports students in improving their academic performance.

Research Objective 2: *To find out the impact of time management on the academic performance of university students.*

Table 3

Impact of Time Management on the Academic Performance of University Students

Item	Statement	1	2	3	4	5	Total	Mean	SD
1	"I make a list of the things that I have to do each day."	Count	29	43	21	90	86	269	3.60 1.361
		%	10.8%	16.0%	7.8%	33.5%	32.0%	100.0%	
2	"I have a clear idea of what I want to accomplish during the next week."	Count	44	27	3	90	105	269	3.69 1.478
		%	16.4%	10.0%	1.1%	33.5%	39.0%	100.0%	
3	"I find myself doing things that interfere with my college work simply because I hate to say no to people."	Count	41	69	22	78	59	269	3.17 1.419
		%	15.2%	25.7%	8.2%	29.0%	21.9%	100.0%	
4	"On an average class day, I spend more time with personal grooming than doing college work."	Count	55	21	13	121	59	269	3.40 1.439
		%	20.4%	7.8%	4.8%	45.0%	21.9%	100.0%	
5	"I review my class notes, even when a test is not imminent."	Count	35	44	16	85	89	269	3.55 1.423
		%	13.0%	16.4%	5.9%	31.6%	33.1%	100.0%	

Regarding time management, the table shows the frequencies, percentages, mean, and SD scores obtained by 269 students regarding the impact of time management on their academic performance. Mean scores (3.60, 3.69, 3.17, 3.40, 3.55) against all statements show their positive responses (>3.0) which indicates that majority of students think that they follow time management by making a list of everything they need to get done every day, knowing exactly what they want to get done in the next week, accepting invitations that

interfere with their academic work, spending more time on personal grooming than on schoolwork, and going over their notes even when there is not an exam coming up. Overall, the highest mean score ($4.69 > 3.0$) against statement 1 reveals that the strongest factor under time management is making a list of the things that they have to do each day to improve their academic performance.

Research Objective 3: *To analyze the impact of learning facilities on the academic performance of university students.*

Table 4

Impact of Learning Facilities on the Academic Performance of University Students

Item Statement			1	2	3	4	5	Total	Mean	SD
1	Study material is easily available and clear to understand	Count	39	53	43	51	83	269	3.32	1.451
		%	14.5%	19.7%	16.0%	19.0%	30.9%	100.0%		
2	My university facilitates me to discuss my ideas with my teachers and class fellows without hesitation.	Count	22	42	36	71	98	269	3.67	1.326
		%	8.2%	15.6%	13.4%	26.4%	36.4%	100.0%		
3	Our university classrooms are well-equipped with all the necessary learning facilities	Count	41	48	34	59	87	269	3.38	1.471
		%	15.2%	17.8%	12.6%	21.9%	32.3%	100.0%		
4	Our university provides us with both offline and online library resources according to our needs	Count	40	26	68	65	70	269	3.37	1.358
		%	14.9%	9.7%	25.3%	24.2%	26.0%	100.0%		
5	Our university provides us with transportation, internet, and technical support well in time.	Count	26	58	28	58	99	269	3.54	1.415
		%	9.7%	21.6%	10.4%	21.6%	36.8%	100.0%		

Regarding learning facilities, the table shows the frequencies, percentages, mean, and SD scores obtained by 269 students regarding the impact of learning facilities on their academic performance. Mean scores (3.32, 3.67, 3.38, 3.37, 3.54) against all statements show their positive responses (> 3.0), which indicates that the majority of students think that their study material is easily available and clear to understand, their university facilitates them to discuss their ideas with their teachers and class fellows without hesitation, their university classrooms are well-equipped with all the necessary learning facilities, their university provides them with both offline and online library resources according to their needs and their university provides them transportation, internet and technical support well in time. Overall, the highest mean score ($3.67 > 3.0$) against statement 2 reveals that the strongest factor under learning facilities is the facility to discuss their ideas with their teachers and class fellows without hesitation, which improves their academic performance.

Research Objective 4: *To determine the impact of social media on the academic performance of university students.*

Table 5
Impact of social media on the academic performance of university students.

Item	Statement		1	2	3	4	5	Total	Mean	SD
1	Social media helps to develop communication skills among students	Count	29	17	41	111	71	269	3.66	1.237
		%	10.8%	6.3%	15.2%	41.3%	26.4%	100.0%		
2	Social media usage (Facebook et al.) on a daily basis helps to improve students' performance	Count	20	50	80	67	52	269	3.30	1.192
		%	7.4%	18.6%	29.7%	24.9%	19.3%	100.0%		
3	Teachers should use social media such as YouTube, blog, FB, Insta, etc. for teaching purposes	Count	25	39	59	81	65	269	3.45	1.259
		%	9.3%	14.5%	21.9%	30.1%	24.2%	100.0%		
4	Social media has more potential risks for students' privacy than its benefits	Count	14	23	51	120	61	269	3.71	1.071
		%	5.2%	8.6%	19.0%	44.6%	22.7%	100.0%		
5	Social media provides useful platforms for academic group work.	Count	10	28	73	84	74	269	3.68	1.096
		%	3.7%	10.4%	27.1%	31.2%	27.5%	100.0%		

Regarding social media, the table shows the frequencies, percentages, mean, and SD scores obtained by 269 students regarding the impact of social media on their academic performance. Mean scores (3.66, 3.30, 3.45, 3.71, 3.68) against all statements show positive responses (>3.0), which indicates that the majority of students think that social media helps them to develop communication skills among students, social media usage (Facebook et al.) on daily basis helps them to improve their performance, teachers should use social media such as YouTube, blog, FB, Insta etc. for teaching purpose, social media has more potential risks for students' privacy more than its benefits and social media provides them useful platforms for academic group work. Overall, the highest mean score (3.71>3.0) against statement 4 reveals that the strongest factor under social media is the potential risk of social media, which risks students' privacy more than its benefits.

Conclusion

Pakistan ranks 133rd out of 195 countries, indicating significant shortcomings in its education system as compared to other countries. This is an alarming situation for the Pakistani nation in general and for the authorities of higher educational institutions in Pakistan particularly. Thus, it is a matter of great concern to find out the factors which are currently influencing the academic performance of university students in Pakistan. In this regard, the current study has focused on the impact of parents' guidance (PG), time management (TM), learning facilities (LF), use of social media (USM), and teacher effectiveness (TE) to analyze how these factors are currently influencing the academic performance of students at higher education level particularly in the women university of Multan and Bahauddin Zakariya University, Multan division in Punjab, Pakistan. For this purpose, a quantitative research design was adopted according to the nature of this study, wherein a questionnaire was developed, and data from 269 students was collected through an online Google survey. By keeping in view the objectives of this study, descriptive and regression analyses of collected data were done in SPSS. Results reveal that the majority of students think their parents guide them properly and

regularly. At the same time, they follow good time management and schedule to achieve their academic goals.

Further, the majority of students consider their universities to be providing good learning facilities while their teachers adopt the best teaching strategies to enhance their learning for better academic performance. The majority of students also acknowledge that they use different social media platforms to communicate and share educational updates. Overall findings of this study show that parents' guidance (PG), time management (TM), learning facilities (LF), use of social media (USM), and teacher effectiveness (TE) have a significant impact on students' academic performance.

Recommendations

The study's results, based on its findings, suggested resolving the following linked problems that are influencing students' performance:

1. Proper supervision and encouragement are necessary to assist students in modifying their attitudes toward their learning.
2. With the aid of effective supervision, higher authorities should create a long-term system for tracking instructors' and students' academic achievement.
3. Everyone involved in the education of their children in Punjab, including parents, educators, and the general public, must contribute to its advancement.

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