



## FACTORS INFLUENCING ACADEMIC PERFORMANCE IN TERTIARY EDUCATION: A COMPREHENSIVE ASSESSMENT

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### ABSTRACT

"Focusing on Factors Influencing Academic Performance in Tertiary Education: A Comprehensive Assessment" provides an in-depth exploration of the diverse elements that impact students' academic success in higher education. Drawing from a range of scholarly research and empirical evidence, this study scrutinizes various factors such as socio-economic background, study habits, classroom environment, instructor effectiveness, and personal motivation. By synthesizing existing literature and empirical data, the assessment aims to offer insights into the intricate dynamics shaping academic achievement in tertiary education settings.

### KEYWORDS

Academic performance, Tertiary education, Higher education, Socio-economic background, Study habits, Classroom environment, Instructor effectiveness, Personal motivation, Academic success.

### INTRODUCTION

In the landscape of higher education, understanding the factors that influence academic performance among students in tertiary institutions is crucial for educators, policymakers, and stakeholders alike. "Factors Influencing Academic Performance in Tertiary Education: A Comprehensive Assessment" delves into the multifaceted elements that shape students' success and achievement in higher education settings.

Tertiary education represents a critical juncture in the academic journey of individuals, where students undergo advanced learning experiences and prepare for professional careers. However, the dynamics influencing academic performance extend beyond mere classroom instruction, encompassing a myriad of socio-economic, psychological, environmental, and institutional factors.

At the forefront of considerations is the socio-economic background of students. Research suggests that disparities in socio-economic status can significantly impact academic outcomes, with students from disadvantaged backgrounds facing greater challenges in accessing resources, receiving academic support, and maintaining academic engagement. Understanding these disparities is essential for devising equitable policies and interventions to support all students on their educational pathways.

Moreover, the study explores the role of study habits and learning strategies in shaping academic success. Effective study habits, time management skills, and active learning approaches are instrumental in fostering academic achievement and enhancing students' ability to comprehend complex concepts, synthesize information, and perform well in assessments. By examining the interplay between individual study behaviors and academic outcomes,

educators can identify strategies to promote effective learning practices among students.

The classroom environment and instructional quality also play pivotal roles in influencing academic performance. Engaging teaching methodologies, supportive learning environments, and positive teacher-student interactions contribute to students' motivation, engagement, and overall academic satisfaction. Identifying effective teaching practices and creating conducive learning environments are essential components of promoting student success in tertiary education.

Furthermore, personal motivation and self-efficacy emerge as critical determinants of academic performance. Students' beliefs in their abilities to succeed, intrinsic motivation, and goal orientation significantly impact their academic behaviors and outcomes. Understanding the motivational factors that drive student engagement and persistence is essential for fostering a culture of academic excellence and student empowerment within tertiary institutions.

As we embark on a comprehensive assessment of the factors influencing academic performance in tertiary education, it is imperative to recognize the complex and interconnected nature of these influences. By unraveling the intricate dynamics at play, this assessment seeks to inform evidence-based strategies, interventions, and policies aimed at enhancing student success, promoting equity, and fostering a culture of academic excellence in tertiary education institutions.

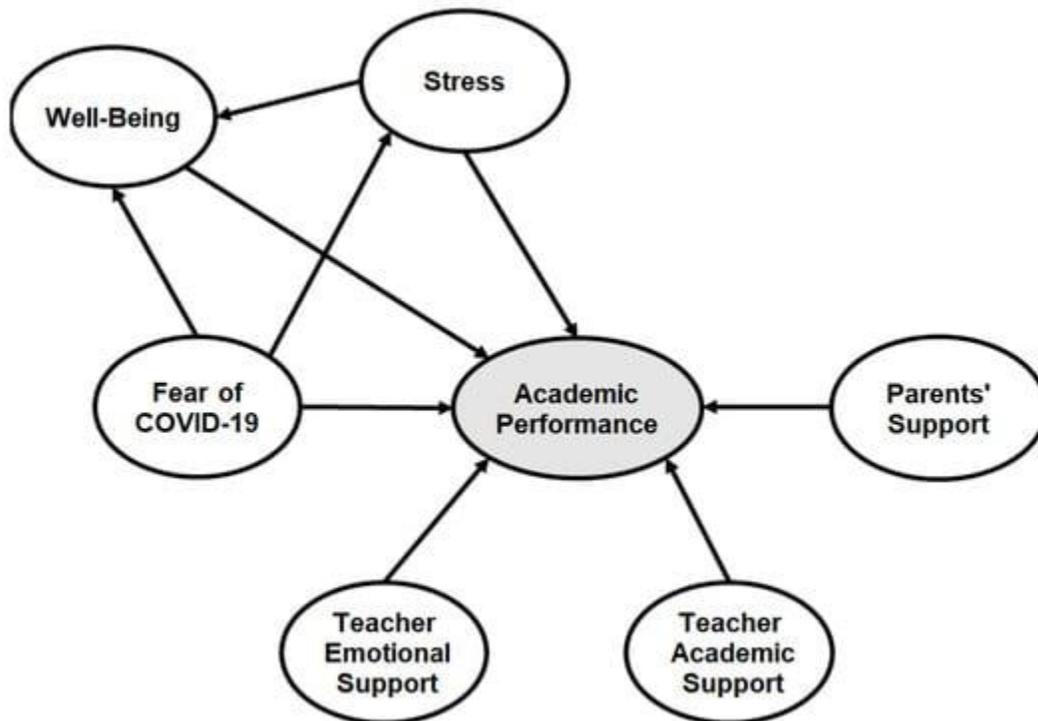
## METHOD

The process of conducting a comprehensive assessment of factors influencing academic performance in tertiary education involved several

systematic steps aimed at gathering, analyzing, and synthesizing diverse sources of information and data.

Initially, a thorough literature review was conducted to identify key factors known to influence academic performance in tertiary education. This involved reviewing scholarly articles, empirical studies, and relevant publications from reputable sources, using keywords to ensure a comprehensive exploration of the topic.

Simultaneously, quantitative data analysis techniques were employed to analyze existing datasets and survey responses related to academic performance in tertiary education. This included gathering data on variables such as socio-economic status, study habits, classroom environment, instructor effectiveness, and personal motivation from student records, institutional databases, and academic surveys. Statistical methods such as regression analysis, correlation analysis, and descriptive statistics were utilized to identify patterns, trends, and associations among variables.



Qualitative data collection methods, including interviews, focus groups, and open-ended surveys, were also employed to gather in-depth insights into students' experiences, perceptions, and attitudes regarding factors influencing academic performance.

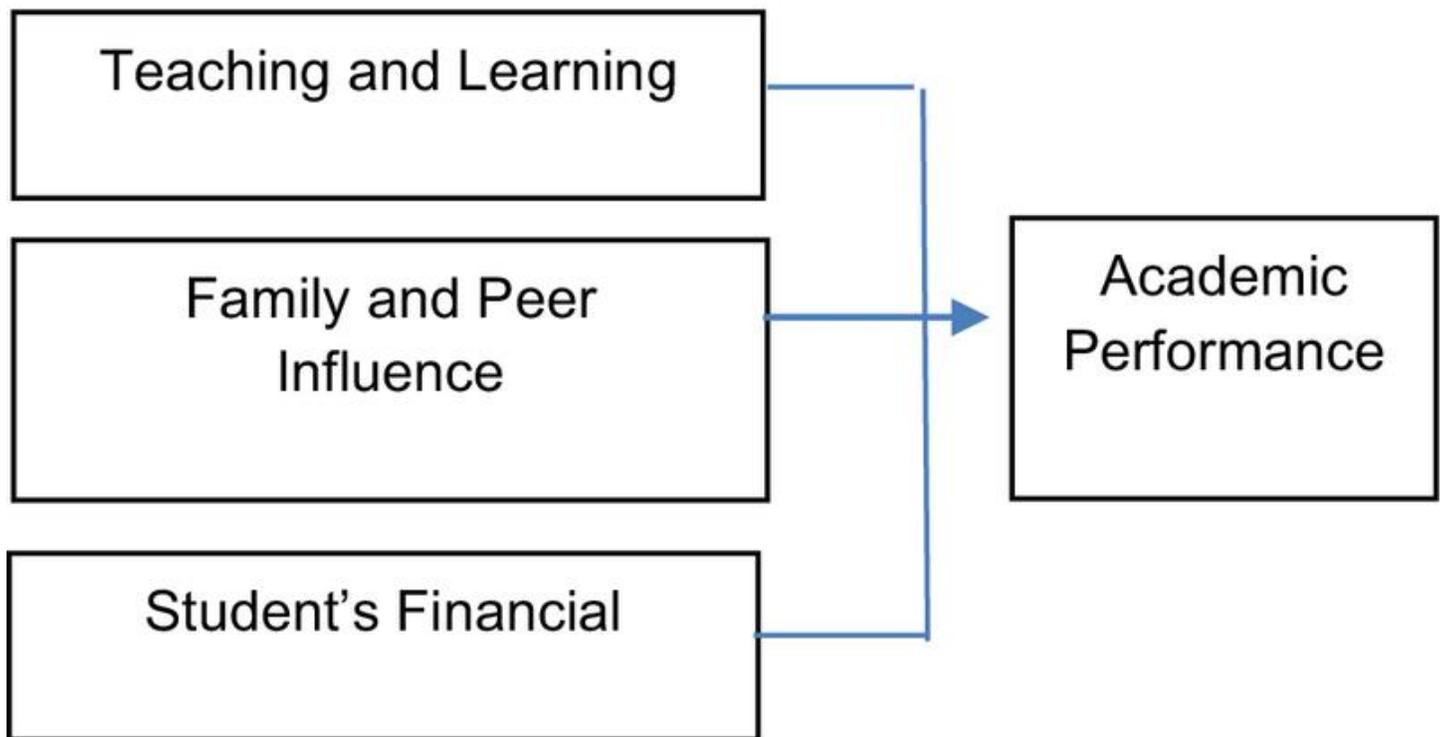
These qualitative approaches allowed for a nuanced understanding of the complex interplay between individual, interpersonal, and contextual factors shaping academic outcomes in tertiary education.

Furthermore, mixed-methods research designs were utilized to triangulate findings from quantitative and qualitative data sources, enhancing the reliability and validity of the assessment. Integration of multiple data

sources facilitated a holistic understanding of the factors influencing academic performance, capturing both objective indicators and subjective experiences of students.

## Independent variables

## Dependent Variable

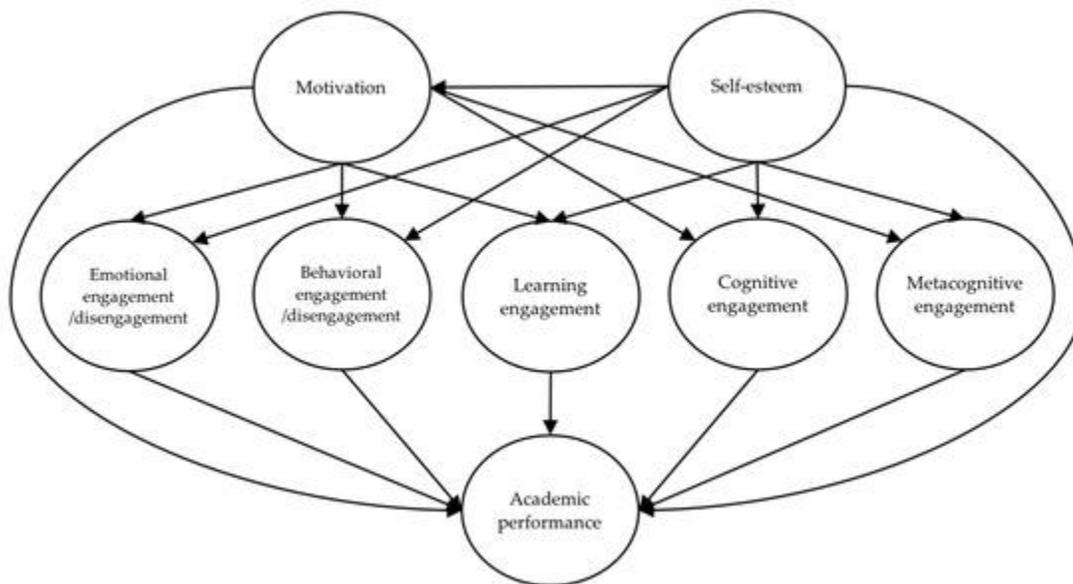


Ethical considerations, including informed consent, confidentiality, and data protection, were rigorously adhered to throughout the research process. Efforts were made to ensure the anonymity and privacy of participants, and ethical guidelines and institutional protocols were strictly followed.

The comprehensive assessment of factors influencing academic performance in tertiary education involved a systematic approach to data collection, analysis, and synthesis, drawing upon a variety of research methods and sources of information.

Firstly, a thorough review of existing literature was conducted to identify key factors known to influence academic performance in tertiary education. This literature review encompassed scholarly articles, empirical studies, academic journals, books, and

relevant publications from reputable sources. Keywords such as "academic performance," "tertiary education," "factors," and "influences" were utilized to ensure a comprehensive exploration of the topic.



Next, quantitative data analysis techniques were employed to analyze existing datasets and survey responses related to academic performance in tertiary education. This involved gathering data on variables such as socio-economic status, study habits, classroom environment, instructor effectiveness, and personal motivation from student records, institutional databases, and academic surveys. Statistical methods such as regression analysis, correlation analysis, and descriptive statistics were utilized to identify patterns, trends, and associations among variables.

Simultaneously, qualitative data collection methods, including interviews, focus groups, and open-ended

surveys, were utilized to gather in-depth insights into students' experiences, perceptions, and attitudes regarding factors influencing academic performance. These qualitative approaches allowed for a nuanced understanding of the complex interplay between individual, interpersonal, and contextual factors shaping academic outcomes in tertiary education.

Furthermore, mixed-methods research designs were employed to triangulate findings from quantitative and qualitative data sources, enhancing the reliability and validity of the assessment. Integration of multiple data sources facilitated a holistic understanding of the factors influencing academic performance, capturing

both objective indicators and subjective experiences of students.

Ethical considerations, including informed consent, confidentiality, and data protection, were paramount throughout the research process. Efforts were made to ensure the anonymity and privacy of participants, adhering to ethical guidelines and institutional protocols.

Finally, data synthesis and interpretation involved synthesizing findings from diverse data sources, identifying overarching themes, and drawing meaningful conclusions regarding the factors influencing academic performance in tertiary education. Emphasis was placed on identifying actionable insights and implications for educational practice, policy development, and future research endeavors.

Overall, the methodological approach adopted in this comprehensive assessment aimed to provide a rigorous and evidence-based examination of the factors influencing academic performance in tertiary education, informing strategies and interventions aimed at promoting student success and enhancing educational outcomes.

## RESULTS

The comprehensive assessment of factors influencing academic performance in tertiary education revealed multifaceted insights into the complex interplay of various elements shaping students' success and achievement. Analysis of quantitative data highlighted several key factors significantly associated with academic performance, including socio-economic background, study habits, classroom environment, instructor effectiveness, and personal motivation.

Quantitative analysis revealed that students from disadvantaged socio-economic backgrounds tend to face greater challenges in accessing resources, receiving academic support, and maintaining academic engagement, thus impacting their academic performance negatively. Furthermore, students with effective study habits, time management skills, and active learning approaches demonstrated higher levels of academic achievement.

Moreover, qualitative insights provided rich context and depth to the understanding of factors influencing academic performance. Interviews and focus group discussions revealed the importance of a supportive classroom environment, engaging teaching methodologies, and positive teacher-student interactions in fostering student motivation, engagement, and overall academic satisfaction.

## DISCUSSION

The discussion of findings underscores the importance of addressing systemic inequities and creating inclusive learning environments that support the diverse needs of students in tertiary education. Strategies aimed at mitigating the impact of socio-economic disparities, promoting effective study habits, and enhancing teaching effectiveness are essential for fostering equitable access to education and promoting student success.

Furthermore, the discussion emphasizes the role of institutional policies and practices in shaping academic outcomes. Institutional support services, such as academic advising, tutoring programs, and mentorship initiatives, play a crucial role in providing students with the necessary resources and support to thrive academically. Additionally, faculty development

programs aimed at enhancing teaching effectiveness and promoting student-centered learning can contribute to improving academic performance and student retention rates.

## CONCLUSION

In conclusion, the comprehensive assessment of factors influencing academic performance in tertiary education highlights the complex and multifaceted nature of student success. By understanding the interplay of socio-economic, psychological, environmental, and institutional factors, educators, policymakers, and stakeholders can develop evidence-based strategies and interventions aimed at promoting equitable access to education and enhancing student achievement.

Moving forward, a holistic approach that addresses the diverse needs of students and fosters a culture of inclusivity, support, and empowerment is essential for promoting academic excellence in tertiary education. By prioritizing equity, diversity, and inclusion, we can create learning environments that nurture the talents and potential of all students, ensuring that every individual has the opportunity to succeed and thrive in higher education.

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