

The Impact of different Influencing Factors on the Academic Achievement of Students in West Bengal

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Abstract: The academic achievement is essential for every student because it provides opportunity for higher education, a good job, and a socially and mentally healthy life. The academic achievement is not only related with the hour of study but also there are plenty of other variables which play a vital role in it. The world is changing day by day, globalization dissolves the distance barrier, cultural barrier, linguistic barrier and the different cultures are mixing together, so every concept is changing simultaneously. In this paper we are trying to understand the factors influencing the academic achievement of the students. Three factors are identified student's contribution, teacher's contribution and the guardian's contributions. Total 80 students are included from three different private Management colleges in west Bengal. Here the semester results are considered as the academic achievements. After doing reliability and validity testing multiple regressions model is used to test whether those three are positively correlated with the academic achievement or not. The result shows that all the three variables are positively correlated with the academic achievement of students.

Keywords—Academic, achievements, contribution, guardians, influence, motivation, performance, teacher.

I. INTRODUCTION

The academic achievement is an important issue in the student's life. The academic achievement gives opportunity to have a bright future. The academic achievement depicts the level of knowledge the student have in a particular subject. The knowledge is necessary because it helps us to grow creativity. In today's world the academic achievement does not concern only on the subject knowledge but also level of moral values, ethics and the level of social and the mental health of the person. Now many universities of all over the world including Indian, co curricular activities are included. The students are involved and get enriched even more and it helps to develop them socially, emotionally and intellectually. The academic institutions are also building relation with the guardians because it was understood that apart from the institution's help, positive home atmosphere is paying vital role in the academic achievement.

II. REVIEW OF THE LITERATURE

Student absenteeism is a big problem; it is not only degrading the quality of the students but also standardized test score, graduation rate falls significantly (Strickland, 1998). Every academic institution must implement the

attendance criteria for every student. There is positive correlation with the performance of the students. Grisworld and Patterson in the year 1993 states that the absenteeism, low academic achievements, negative mentality is the sign of student at risk. Absenteeism has negative impact on every level of students like high school, elementary college students (Edward J. Foy, 2005). Absenteeism has negative influence on the children school too (Volkman, 1996). Any organization that is able to reduce the absenteeism is able to increase the quality of the students. Some researchers like Adegoke B.O. et.al. (2013) shows that the academic achievements and the attendance are weakly correlated with each other. The strength of the correlation is about 0.2977. The researchers have suggested a model which tells that students who have score 36% and did not attain single lecture, if they want to pass they have to attain minimum two classes. The model is $Y = 35.97048 + 1.87867X$. The paper also suggests there should be minimum 70% attendance score for each student if they want to sit in the examination. Though some researchers have found that the result is not significantly varied with the level of absenteeism but some sort of variation in academic achievements did exist in case of absenteeism (Kariba, 2015; Meenakshi Narula 2013). The teachers are under pressure to complete the syllabus in time so they think that

those students, who remained absent, will miss most of the valuable lesson. Many researchers are only concentrated on the size of the class, student teacher ratio but very few of them were concentrated on the academic achievement (Staffolani, et. al. 2002). According to Dr. Mohammed E. Haque in the year 2012 the attendance within the first three phase of the semester has significant impact on the result of the students. The absenteeism not only affects the academic performance but also it ruined the coordination of teacher, coordination with the peer. 69.40 % of students think that the absenteeism affects the grade point, 68.67% thinks that it effects the student coordination, and 84.5% agreed that it effects on the class participation (Naila Khalid, 2017).

The qualification of the teacher is another important factor of the student academic achievement. In the year 2013, Umar Abubakar Aliyu et. al. states in his paper that there are significant relation is existing between student performance and the academic qualification of the teacher. The paper also suggested that the experience of the teacher is mandatory. Constantly improvement of the teacher is the main factor of the academic achievement of the students (Ale, 1989). Some researchers pointed out that the academic achievement is depending upon the nature of the course and the prospect of the course. Every teacher should have minimal qualification so as to improve the academic achievement of the students; the qualification of the teacher is positively correlated with the academic achievements of the students (Unanma, A. O, 2013). Though many researchers shown the qualification of the teachers are negatively correlated (Ehrenberg & Brewer, 1994; Kiesling, 1984). Some researchers have found no significant relationship among the teacher qualification and the academic achievement of the teachers (Monk 1994). The quality, experience of the teacher, is the main factor of the academic achievement of the students (Ruth Zuzovsky, 2003). The knowledge level, year of experience, pedagogy study of the teacher have positive correlation with the academic achievements of the students (Alina Jacob Kola et. al. 2015). Some researchers have argued that there is no significant relation between the qualification of the teacher and the academic success of the students (Lydia M. Musau et. al. 2015). There is no difference on the level of educational qualification of teacher of boarding and non boarding school or between the teacher of high achieving and non achieving school. The qualification of the teacher is not significantly related with the academic achievements of the students (L. S. T. Maphoso, 2015). The academic achievements of the subjects like math, biology and English as significant relation with the number of class hour taken by highly qualified teachers (Dr. Carol S. Parham).

In today's complicated world, the academic achievement can be triggered by the co curricular activities of the educational institutions. The co curricular activities are to be associated with the main academic activities (Riaz Ahmad et. al. 2014). The process of education should not be

static, it should be versatile and the education should have curricular and co curricular aspect (Ismat & Saleem, 2007). The involvements of the parents are also an important issue of the curricular achievements of the students. The co curricular activities are helping the society. The co curricular activities are helping to grow the social, emotional and intellectual development (Riaz Ahmad et. al. 2014). The after school activities helps the students to fulfill the educational need of the student, they can get the benefit from those who are ahead of them (Nesan et. al. 2009). The co curricular activities like those activities which have no direct relation with the subject like sports, athlete, scouting etc. They have significant impact on the personality development and the academic performance (Ananya Sing, 2017). If the institution's teachers are guiding the co curricular activities then the students will become attracted with the process and by that positive academic achievement can be assured (Bernard Yaw Sekyi Acquah et. al. 2014). The development of human capital is an important issue in today's world. The leisure time is the important time for the develop the interaction with the students and teachers and that leads to grow the talent, creativity, social skills and many more, which have immense impact on the development of the human capital (Anuar Ahmed, 2016). The teachers are supposed to spend with students even outside the prescribed class hour (Bailey & Colley, 2014). If the teachers are not overloaded then engagement in the extracurricular activities became easier for the teacher. Nearly 70% of the teachers are overloaded so if they are assigned in the extracurricular activities they feel overloaded. So it should be looked into (Gareth Sutton, 2015). The extracurricular activities are essential to reduce the drug abuse, alcoholism of the students (Lynne M. Borden et. al. 2001). The co curricular activities help to develop the self concept among the students and it helps the students to explore the curricular aspect more (Prof. Isaac Njuguna Kimengi et. al. 2014). Many educationists think that participation in the extracurricular activities is helpful to build the confidence, motivation and discipline and these help to build the academic carrier (Israel Kariyana et. al. 2012). The co curricular activities are helpful to develop leadership quality, personality (Ismail M, 2016). Most of the students joined in the extracurricular activities for fun, enjoyments and pleasure. The extracurricular activities are helpful for the knowledge, skills attitude and academic performances (Aileen S. Villalobos, 2016).

Monitoring and evaluation of the teaching skills are playing a vital role in the academic achievement of the students. (OECD, 2009). The feedback system of the teaching is helpful to develop the skills of the teacher which ultimately improves the academic achievement of the students.

The academic achievement is not significantly related with the gender, though some researchers shown that there are significant relationship between the academic achievement and the gender, also the demographic variation has

significant relation between the academic achievement and demography, AlshahAlasfour (2014). The prior academic knowledge and the academic achievement are not significantly correlated with the academic achievement (AzrinawatiMohdRemali 2013). On the other hand some researchers have shown the opposite result like Bernardi and Bean in the year 1999, Koh and Koh in the year 1999 and Koning et al. in the year 2012. There are positive correlation between the intrinsic and extrinsic motivation and the academic achievement of the students. The self efficacy is also having a positive correlation with the academic achievement; apart from that the learning style is also having a significant relationship with the academic achievement (AzrinawatiMohdRemali 2013).

The learning facilities, guidance of the parents, communication skills has a positive correlation with the academic achievements of the students. (Irfan&Shabana, 2012; Hansen, Joe B, 2000; Noble, 2006; S.P. Sing 2016). All three variables are having more than .001 significant relations with the performance of the students.

After reviewing several literatures and taking the interview of different experts from different educational institutions, the following three factors are considered to have positive and significant relation with the academic achievement of the students. In this study the semester result is only considered as the academic achievement.

Teacher’s contribution

- T1 Qualification of the teacher
- T2 Experience of the teacher
- T3 Class Load

Student’s Contribution

- S1 Attendance
- S2 Attendance Co curricular activities
- S3 Level of Motivation

Guardian’s Contribution

- P1 Level of Guidance of the parents
- P2 Educational qualification of the parents

Only level of motivation of the student and the level of guidance of the parents are taken from the interview process with students. Rests of the information are collected from the college administration.

OBJECTIVE OF THE STUDY

1. To find out the factors related with the academic achievement of the students.
2. To evaluate the impact of those factors upon the academic achievement of the students.

HYPOTHESIS OF THE STUDY

- H1 - The student’s contribution is the influencing factors on the academic achievement of students
- H2 –Contribution of the teacher is the influencing factor on the academic achievement of the students.
- H3 – Contribution of the guardian is the influencing factors on the academic achievement of the students.

III. RESEARCH METHODOLOGY

A survey is conducted on different private higher educational institutions in west Bengal. Total 100 students were taken under study and among them 20 students are excluded as 10 of them gave incomplete answer, 3 of them gave vague answer and 7 of them lost interests on the study, so ultimately 80 students were taken from three different colleges. Among the 80 students 43 are boys and the rest of them i.e. 37 are girls. Information about the teachers and the guardians were collected from the college authorities. The students are selected on random basis and only those who are interested are included in the study, before study they were informed about the study and the purpose of the study. Only the levels of the motivations of students are collected from the students and rest of the information are collected from the college authorities. Total eight questions are formed. Eight questions are divided into three sections. First section is student centric, second section is teacher centric and the last section is guardian centric. In the student section three questions are there - attendance of the students, attendance of the Co - curricular activities and the level of motivation. The all the three questions are following five scale. The result of the semester is considered as the academic achievement of the student. 1 is given those who have scored below 60%, 2 is given in case of 60 to 69%, 3 is given in case of 70 to 79%, 4 is given in case of 80 to 89% and 5 is given in case of above 90% of marks.

Total 21 teachers are included in the study. One has enrolled in the post PhD degree with more than 15 years of experience. Rest of them 5 are post graduate with 55 to 79% of marks, 5 are post graduate with more than 80% marks, 5 are those who have enrolled in PhD and 5 are those who have completed PhD. Total 75 students are selected from them and in case of the teacher who has enrolled in the post PhD

Qualification of the teacher	Number of Teachers
Enrolled in the post PhD	1
Post graduate with more than 80% marks	5
Post graduate with 55 to 79% of marks	5
Enrolled in PhD	5
Completed PhD	5
Total	21

The above chart shows the number of teacher having different level of qualification.

Qualification of the teacher	Number of students
Enrolled in the post PhD	5
Post graduate with more than 80% marks	18
post graduate with 55 to 79% of marks	3
Enrolled in PhD	35
Completed PhD	19
Total	80

The above chart shows the total number of students of each category of teachers.

In case of *attendance in class* and the *attendance in co curricular activities*- 5 is given in case of full attendance, 4 is given in case of more than 90% attendance, 3 is given in case of 80 to 89% attendance, 2 is given in case of 70 to 79% attendance and 1 is given in case of less than 70% of attendance.

In case of *level of motivation* is taken from the average of four questions, each questions are following likert scale having five options- strongly agreed, agreed, undecided, disagreed and strongly disagreed. The questions are following

- I like the course what I am studying.
- I am fully aware of the job opportunities of the course.
- I like my college
- I like my teachers

In case of the *qualification of the teacher* – 1 is given to those who are post graduate with 55 to 79% of marks, 2 is given who are post graduate with more than 80% marks, 3 is given to those who have enrolled in PhD, 4 is given to those who have completed PhD, 5 is given to those who have enrolled or completed post PhD.

In case of *experience of the teacher* – 1 is given to those who have less than 2 years of experience, 2 is given in case of 2 to 5 years of experience, 3 is given in case of 6 to 10 years of experience, 4 is given in case of 11 to 15 years of experience and 5 is given in case of more than 15 years of experience.

In case of *class load* - 1 is given to those who are taking more than 30 hours of classes per week, 2 is given in case of 25 to 30 hour of classes, 3 is given in case of 20 to 24 hour of classes, 4 is given in case of 16 to 19 hour of classes and 5 is given in case of less than 16 hour of classes.

In case of *level of guidance* of the parents is taken from the average of three question each questions are following likert scale having five options- strongly agreed, agreed, undecided, disagreed and strongly disagreed. The information is taken from the college administration. The questions are following

- Guardian of the student is regular in guardian’s meeting.
- Guardian of the student is always in contact with the teachers
- Guardian of the student is fully aware of the scope and opportunity of the course.

In case of *qualification of the guardians* – 1 is given who have not completed the school level education, 2 is given who have completed school level education, 3 is given who is graduate or diploma, 4 is given who is post graduate, 5 is given who have higher qualification than PG.

IV. ANALYSIS

At the first phase, the reliability is to be tested and then the validity will be tested by factor analysis with the help of the SPSS software 17 versions.

RELIABILITY BY CRONBACH’S ALPHA

The Cronbach’s Alpha was used. It measures the internal consistency which is ranging between 0 and 1. According to Gliem and Gliem in the year 2003, when the alpha is 0.8, then it will be considered as a reasonable goal. The Cronbach’s Alpha of all the three factors are calculated the results are given below

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.937	.941	9

So the value of the Cronbach’s Alpha is enough to say that the data are reliable of the reliability is conformed.

VALIDITY TESTING

Before running the factor analysis it is to be tested whether the data is appropriate for the factor analysis or not. In this regard the KMO and the Bartlett’s Test for the sphericity are to be tested. The result is given below.

Kaiser-Meyer-Olkin Measure of Adequacy.	Sampling	.836
Bartlett's Test of Sphericity	Approx. Chi-Square	1118.214
	Df	36
	Sig.	<.001

Here KMO and Bartlett's Test shows the appropriateness of factor analysis and proves the Convergent and Discriminate validity of our data set.

**RESULT OF FACTOR ANALYSIS
 COMMUNALITIES**

	Initial	Extraction
S1	1.000	.947
S2	1.000	.960
S3	1.000	.942
T1	1.000	.974
T2	1.000	.976
T3	1.000	.952
P1	1.000	.969
P2	1.000	.966

The communality of all the variables was higher than .915, which tells that more than 91% of the variations in all the variables were clarified by the factor.

Correlation matrix

	S1	S2	S3	T1	T2	T3	P1	P2
S1	1.000	.929	.908	.489	.493	.550	.385	.495
S2	.929	1.000	.927	.499	.472	.572	.495	.597
S3	.908	.927	1.000	.524	.493	.596	.394	.541
T1	.489	.499	.524	1.000	.966	.927	.402	.468
T2	.493	.472	.493	.966	1.000	.932	.443	.502
T3	.550	.572	.596	.927	.932	1.000	.539	.619
P1	.385	.495	.394	.402	.443	.539	1.000	.936
P2	.495	.597	.541	.468	.502	.619	.936	1.000

The shaded portions is the inter items correlation of the three different construct. The First construct shows, the minimal correlation is .908 and which means that all the correlation between the items is greater than 0 and in this case it is greater than .9. In case of second construct the minimal correlation existed between T3 and T1 is .927 and which means that all the correlations between the items is greater than 0 and in this case it is greater than .92 and lastly in case of the third construct the minimal correlation existed between P1 and P2 is .936 and which means all the correlations between the items is greater than 0 and in this case it is greater than .92. All of them are significant at .001 levels. The convergent validity between this three construct is valid, apart from that the correlation matrix shows that total 42 comparisons is possible and among 42 comparisons there is no violation is observed so discriminate validity is confirmed. Whether the factors are loading distinctly, we going to check the rotated component matrix.

Rotated component matrix

	Component		
	1	2	3
S1	.924	.248	.180

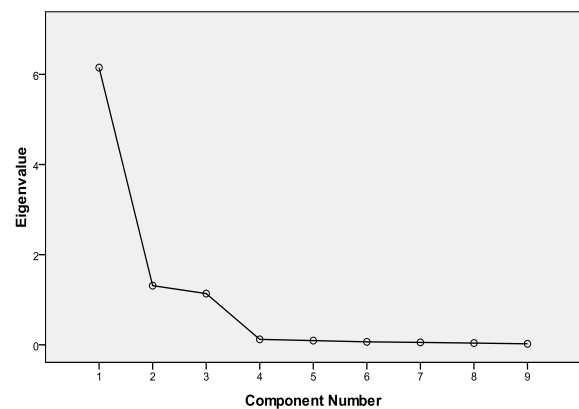
S2	.904	.222	.307
S3	.908	.275	.203
T1	.253	.939	.171
T2	.221	.937	.221
T3	.307	.864	.334
P1	.166	.205	.949
P2	.299	.255	.901

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

The above rotated component matrix shows that the S1, S2 and S3 are loaded on the first factor which deals with the attendance and motivation of the students; on the second factor T1, T2 and the T3 are loaded which deals with educational qualification, workload and the experience of the teacher and in the third factor question P1 and P2 are loaded which deals with educational qualification and the level of guidance of the guardians'. It proves that convergent validity is succeeded.

Screen Plot



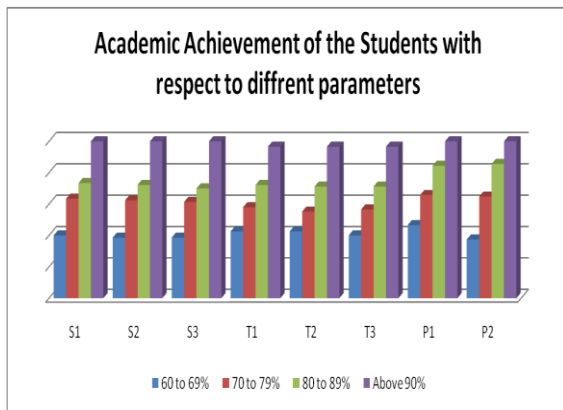
The screen plot also shows how the three factors are plotted.

V. SURVEY RESULT

Total 80 students are taken in the survey process, among them 15 have scored 60% to 69%, 41 have scored 70 to 79 %, 6 have scored above 90%, 18 have scored 80 to 89 %. No students have found scored less than 60 %. The mean score of each parameter of each category of the students is given below in the table.

Performance	Mean Score of each parameters							
	S1	S2	S3	T1	T2	T3	P1	P2
60 to 69%	1.9	1.9	2.1	2.1	2.3	1.8	2	7
70 to 79%	3.1	3.1	3.0	2.9	2.7	2.8	3.2	3.2
80 to 89%	3.6	3.6	3.5	3.6	3.5	3.5	4.2	4.2
Above 90%	5	5	5	4.8	4.8	4.8	5	5

Four categories of the students are included, first category is those who have scored 60 to 69 % followed by 70 to 79 %, 80 to 89% and above 90 %. None of them have scored below 60%. In each category score of eight parameters are given. It is clear that the numerical score of all eight parameters are different in different categories of the students. Higher score of all the parameters can be observed in those categories where the students have scored higher. The graphical presentation of the data are given in the bar diagram below.



The above bar diagram also shows the different level of academic achievement of the students in respect to different parameters. The chart clearly shows that the academic achievement of the student increases as the score of the each parameter increases. So it is visibly confirmed that the academic achievement is depending upon each parameter.

THE MODEL SUMMARY

R	R square	Adjusted R square	Std Error of the estimate	F-Value	Significance
.898	.806	.799	.37160	105.470	<.001

As model summary indicates an excellent R-Square values and F-value is significant (<.001), it can be said that the regression model is best fitted to describe the dependent variable by the help of independent variables. Also following table shows that all independent variables are positively correlated.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significance
	B	Std. Error			
(Constant)	.352	.165		2.136	.036
Student contributions	.294	.053	.352	5.541	<.0001

Teachers contribution	.403	.059	.438	6.861	<.0001
Parents Contribution	.205	.043	.293	4.732	<.0001

MODEL SPECIFICATION:

The Multiple Linear Regression Model is specified below:

$$Y \text{ (Academic Achievement)} = .352 + .294X \text{ (Student Contribution)} + .403x \text{ (Teacher's Contribution)} + .205x \text{ (Guardian's Contribution)}$$

TESTING OF THE HYPOTHESIS

H1 - The student's contribution is the influencing factors of the academic achievement of students

From the t (5.541) and P (<.001) it can be concluded that the student contribution is positively correlated with the academic achievement of the students as it deals with the attendance in the class and in the co curricular activities and the level of motivation they have. All of these have positive influence on the academic achievement of the students. So Hypothesis 1 is confirmed.

H2 – Contribution of the teacher is the influencing factor of the academic achievement of the students.

From the t (6.861) and P (<.001) it can be concluded that the contribution of the teacher is also positively influencing the academic achievement of the students. The contribution of the teacher deals with the qualification, experience and the class load of the teacher. So the Hypothesis 2 is confirmed

H3 – Contribution of the guardian is the influencing factors of the academic achievement of the students.

From the t (4.732) and P (<.001) it can be concluded that the contribution of the guardian is also positively influencing the academic achievement of the students. The contribution of the guardian deals with the qualification, experience and the level of support given to the students. So the Hypothesis 3 is also confirmed

VI. FINDING AND SUGGESTION

The above analysis shows that the academic achievement of the students is depending upon three components student contribution, teacher contribution and the guardian's contribution. All of the contribution is positively correlated with the academic achievement of the students, but it is also clear that the teacher's contribution is more effective on the academic achievement of the students, followed by student's contribution and guardian's contribution. So it is clear that if academic achievement of the students is to be increased then all the three contribution must be taken care. The contribution of the students can be enhanced by increasing attendance in the class and in the co curricular

activities, also it is to be looked that the level of motivation is also an influencing factors. College authority should give information regarding the scopes or the job opportunity of the course, the teachers should be sincere enough to create interests on the subject, the innovative way of teaching and overall satisfaction towards the college activities are necessary to create interests on the college. It is also observed that the teachers contribution have more effect on the academic performance, many research paper have found no correlation with the experience and the qualification of the teacher but in this study those two parameters effect on the academic performance of the students. Apart from that the workload of the teacher is also one of the most important factors of the academic achievement of the students; it is observed that the overloaded teachers are not able to perform well in respect to academic achievement of the students. The college authority should be sincere enough not to put unnecessary pressure on the teachers because a good teaching seeks continuous study and the up gradation of the knowledge level, if there is no time for the self improvement then good quality of the teaching cannot be expected from the teachers. Lastly the guardian's contribution is also playing a vital role in the academic achievement of the students. The level of seriousness of the guardians and the academic qualification of the guardians are closely related with the academic performance of the students. It is observed that the guardians who are not serious enough, their candidate is not able to score more and the guardians who do not have the higher academic qualification is not able to guide the students what is needed to.

VII. CONCLUSION

The study shows that the academic achievement of the students are depending upon three factors or to be specific three contributions – the contribution of the students, contribution of the teachers and the contribution of the guardians. All three variables have significant and positive relation with the academic achievement of the students. It should be noted that the teacher's contribution is playing most vital role in the academic achievement followed by the student's contribution and lastly the contribution of the guardian came to be existed. The duty of the teacher is to motivate the students for the process of the improvements, and it should be noted that there are various issues which have negative impact on the teachers contribution such as the workload or the class load because motivation came from those person who are mentally stable and not overloaded. Apart from that the qualification and the experience has significant impact on the academic achievement of the students. Apart from the teachers, the guardian's and the student's contribution is also playing a pivotal role in process of the academic achievement.

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