



Factors Influencing Students' Academic Performance in Higher Education in Nepal: A Systematic Review

Shiva Dutta Chapagai¹, Bhabani Adhikari², Keshav Raj Kaphle³

¹Faculty of Management, Janajyoti Campus, Tribhuvan University

ORCID: <https://orcid.org/0000-0001-9658-0190>

²ORCID: <https://orcid.org/0000-0002-2876-8738>

³Faculty of Education, Janajyoti Campus (TU)

Corresponding Author: Shiva Dutta Chapagai; Email: shivachapagai5@gmail.com

Abstract

The higher education sector has played a crucial role in promoting social and economic progress. The academic achievement of students does not only affect individual progress but also helps to contribute to produce skilled human capital. This study reviews the existing empirical studies to identify and synthesize the key factors influencing students' academic performance in higher education in Nepal. The study employed the systematic review design based on PRISMA framework. The studies were searched in Google Scholar, NepJOL, ERIC and JSTOR to identify studies published between 2013 to 2025. The search strategy used Boolean combination of keywords such as "academic performant", "higher education" and "Nepal". Reference lists of selected paper were screened to identify additional relevant studies. Furthermore, official documents and policy reports published by the Ministry of Education, University Grants Commission were reviewed to strengthen the contextual understanding. Initially seventy five articles were identified out of which twenty articles met the inclusion criteria for detailed review. Data were analyzed to identify main factors affecting academic achievement. The key findings revealed that social-economic factors, institutional factors, pedagogical factors and psychological factors together influence student's outcomes. Psychological factors influence more than other factors in academic performance in higher education. The finding of the study highlighted the need for interventions to enhance institutional capacity, counseling system, support well-being and promote equitable access to organization resources. The findings provided evidence based insights for educators, policymaker, university administrators and researcher to improve academic output and overall education quality and students success in Nepal.

Keywords: Education equality, psychological factors, pedagogical, academic achievement

Copyright 2026 ©Author(s) This open access article is distributed under a *Creative Commons*



Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

Introduction

Higher education emphasizes critical thinking, problem solving, research and innovation skill and professional development across several fields preparing individuals for careers and contributing to social development. The higher education sector has played a critical role in promoting broad-based economic growth and social sector development in Nepal (Bista & Gaulee, 2018). Students represent most significant assets of any educational institution. Their academic success is intricately linked to the social and economic progress of the nation. The activities of students are essential in generating high caliber graduates who will evolve into valuable human capita and leader. As such, they play a crucial role in driving the nation's economic and social progress (Ali et al., 2009). The emergence of knowledge-based economies has fundamentally transformed the role of higher education in enhancing national competitiveness driving economic development. Countries increasingly recognize that economic prosperity relies on producing graduates with globally relevant competences, promoting innovation research and fostering international collaboration (Chien, 2023 ; Temtime, 2017). Higher education institutions must emphasize on strengthening quality education and improving administrative efficiency to retain students (Ojha et al., 2025 ; Surya et al., 2024).

Academic achievement represents the outcomes that demonstrate the extent to which an individual has progressed toward specific educational goals within a learning environment, such as schools, universities (Suleiman, 2023). Academic performance itself is a complex and multifaceted construct that goes beyond grades and examination. According to Steinberger (1993), it includes not only the acquisition of knowledge and skills but cognitive growth, emotional resilience, social interaction and physical well-being all of which contribute to an individual's educational success. Maslow's hierarchy needs theory proposed that individuals possess a series of basis needs that must be satisfied in a sequential order for physical needs to self-actualization needs (Maslow, 1943). In the context of higher education, institutions have a critical responsibility to address such as physical safety, a sense of belonging, self-esteem and opportunities for self-fulfillment for better academic performance.

Theory of higher education examines how students acquire, develop and build skill as well as how they remember information and use it in practical life. Learning theory offers structured frameworks that inform instructional design and teaching methods, allow students to cultivate a profound, learning comprehension and to remember knowledge as ensuring skill (Awaah, 2025). Contemporary higher education is progressively shifting away from conventional methods that emphasize memorization and test results towards teaching strategies that promote critical thinking, problem-solving, teamwork and application of knowledge on real world situations. In this context, constructivism, transformation learning and connectivism offer supportive theoretical frameworks that can help to help increase student academic performance in higher education in Nepal.

Constructivism is a theory of learning that points that knowledge is primarily constructed by learners through interaction, collaboration and reflection (Paiaget, 1970; Vygotsky, 1978). Transformative learning theory as constructed by Mezirow (1990) presents transformative learning as complements constructivism that focused on the cognitive and attitudinal transformation through critical reflection and experiential involvement. Transformative learning encouraged the learners to evaluate their assumptions, develop their perspectives, foster autonomy and self-directed learning. Higher education of Nepal encourage student's adaptability and intercultural skills by integrating transformative practices as case study, reflections simulation (Ojha, 2025).

Connectivism is a contemporary learning theory proposed by Siemens (2005) and Downes (2010) extends these frameworks into the digital era by emphasizing learning through networks, collaborative learning, integration of technology, enhanced pedagogies, social networks and distributed knowledge systems in shaping how individuals acquire and apply knowledge in real life. In Nepal, incorporating connectivist approaches through online learning platforms, digital collaboration tools and excess to international knowledge networks prepares students to participate effectively in a globalized knowledge economy, enhances digital literacy and supports lifelong learning (Downes , 2010; Siemens, 2005).

Bloom's taxonomy provides a relevant theoretical framework for understanding the factors affecting student's academic performance in higher education. Bloom et al. (1956) conceptualized learning as a progression through six cognitive levels: remembering, understanding, applying, evaluating and creating. Students' progress across these cognitive levels is influenced by individual, instructional and institutional factors including motivation, teaching quality, assessment practices, learning resources and institutional support. These factors facilitate the development of higher order cognitive skills leading to improved academic performance. Anderson and Krathwohl reframe the categories into action oriented cognitive processes: remember, understand, apply, analyze, evaluate, and create thereby emphasizing critical thinking, innovation and metacognitive development (Anderson & Krathwohl, 2001). Aligning curriculum design, pedagogy and assessment practices in Nepalese universities with these higher order cognitive domains can foster analytical reasoning, research competence, creativity and problem-solving skills which are essential attributes for participation in the global knowledge economy.

According to Meepradit et al. (2022), several factors are significantly affected with academic achievement including demographic variable, learning environment, learning habits and psychological factors. Similarly, Poudel (2020) determined four key factors as academic performance that contribute to overall educational effectiveness, research and publication innovation, interactive learning and capacity building. These factors play a vital role in enhancing the quality of education. The factor influencing students' performance is one of the most challenging aspects in higher education.

Vermunt's (2005) study indicated the social-economic, psychological and environment factors affecting academic performance in higher education in Nepal. Similarly, Wang and Chen's (2024) study reveal that individual factors such as motivation and self-efficiency influence students' academic performance while family, school and social factors also play a significant role in determining students' academic performance.

The foundation of modern higher education in Nepal dates back to the early 20th century. According to the Ministry of Education (2024), the development of the modern higher education's system in Nepal has covered over a century, beginning with the establishment of Tri-Chandra College in 1918. Tribhuvan University is the first university of the country which started in 1959, eight years after the establishment of democracy. The higher education system in Nepal currently covers 1425 campuses with 423,996 students enrolled in various academic programs. Tribhuvan University has 1,124 campuses including 62 constituent campuses and 1,062 affiliated campuses. Nepali's higher education sector experienced significant growth; however, students' academic performance continues to be influenced by a range of individual, instructional and institutional factors. While this expansion has improved access participation, it has not been uniformly accompanied by improvement in academic performance. Persistent challenge include inadequate infrastructure, outdated curricula, governance inefficiencies, political interference, weak quality assurance mechanisms, limited research fund and disparities between constituent and affiliated campuses to affect academic performance.

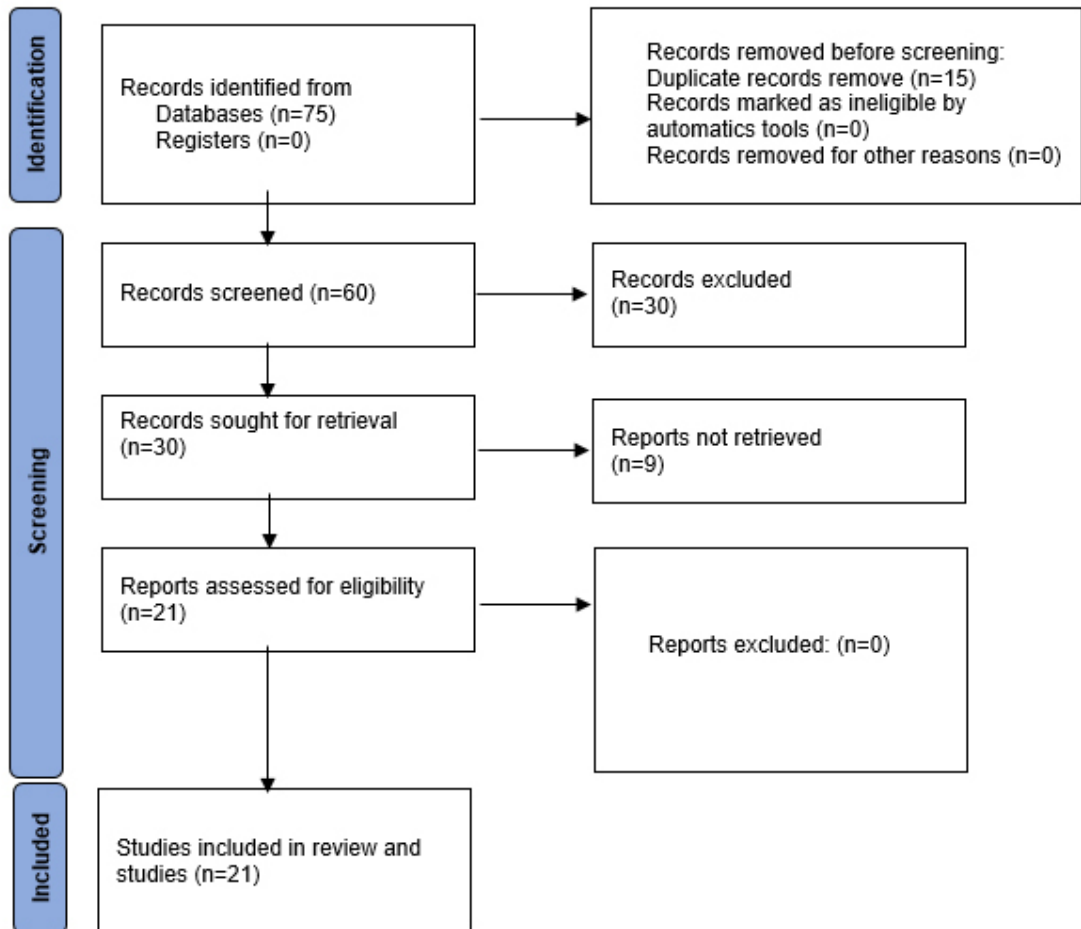
Various empirical studies conducted in Nepal have examined factors affecting students' academic performance, including social-economic status, weak academic performance, irregular attendance, employment, securing a permanent job, financial difficulties, health concerns, involvement in entrepreneurship, lack of motivation, insufficient guidelines and counseling and inability to understand students' expectations and feelings (Dhakal, 2016; Devkota & Giri, 2020; Paudel et al., 2020; Chapagai, 2024; Khanal, 2024). However, the existing studies remain fragmented across individual qualitative and quantitative studies, making it difficult to identify the most influential determinants and draw comprehensive conclusion. Moreover, there is a lack of systematic evidence synthesis using internationally recognized review frameworks such as PRISMA. This gap limits evidence-based decision making for policy maker, university administrators and educators seeing to improve academic outcomes in Nepalese higher education. This study addresses this gap by synthesizing empirical evidence on the factors affecting academic performance in higher education in Nepal using the PRISMA framework. This study is significant because it systematically synthesizes empirical evidence on the factors affecting students' academic achievement in Nepalese higher education using the PRISMA framework. The findings will contribute to strengthening Nepal's higher education system, improving student's success and retention, supporting institutional quality enhancement and advancing the country's long term human capital development and sustainable socioeconomic progress.

Methods and Procedures

This study employed the systematic review design based on preferred reporting items for systematic reviews and meta-analysis (PRISMA-2020) framework to identify, screen, evaluate and synthesize evidence on the affecting academic performance in higher education in Nepal. The comprehensive study was conducted across multiple electronic databases including in Google Scholar, NepJOL, ERIC and JSTOR to identify studies published between 2013 to 2025. The search strategy was developed using a combination of key words and Boolean operators to maximize the retrieval of relevant studies. The primary search terms included “academic performance”, “higher education” and “Nepal”. The keywords were combined using Boolean operations such as AND and Or. To ensure comprehensive coverage, the reference lists of all included studies were manually screened to identify additional relevant publications that were not retrieved through the databased search. Furthermore, policy reports and official documents published by University Grants Commission and the Ministry of Education were reviewed to strengthen contextual understanding. Clear inclusion and exclusion criteria were set before screening. Studies were considered eligible for inclusion if they (a) were published between 2013 and 2025, (b) focused on factors influencing academic performance, (c) were conducted within the higher education context of Nepal, (d) were published in peer reviewed journals in English, and (f) reported empirical finding with sufficient methodological detail. Studies were excluded if they (a) were published before 2013, (b) focused on school level education, (c) were conducted outside Nepal, (d) were not peer revised publications, (e) lacked methodological clarity, and (f) were duplicate records. Initially, seventy five articles were identified through database search. After fifteen duplicate records, sixty studies remained for title and abstract screening. Then studies were excluded due to insufficient relevance to the research objectives. Subsequently, thirty articles were assessed for eligibility and nine were excluded for not directly addressing determinants of academic performance in Nepal’s higher education. Finally, twenty articles were reviewed in detail to determine their eligibility for inclusion in the study. In Nepal, only a limited number of studies have been conducted on this topic; therefore, the discussion and conclusion of the study were drawn based on these twenty full papers. This step by step process ensures that only the most relevant and credible sources are included in the final analysis of the study. The systematic review presented here synthesizes findings from twenty studies on the factors influencing academic performance among higher education students in Nepal. Data were extracted using structured framework and synthesized thematically to identify recurring social-economic, psychological, pedagogical and technological determinants of academic outcomes.

Figure 1

Flow Diagram of the Study



Inclusion Criterial: The articles related to academic performance of higher education in Nepal published between 2013 to 2026 are included published in peer reviewed journals written in English.

Results

The included studies indicated that psychological, institutional and pedagogical determinants emerged as the major associates of academic performance each represented in eight studies (38.15) followed by technological (n=3), socio-economic (n=2) and technological and demographic determinates (n=1) each. Psychological variables include motivation, self-esteem, anxiety, stress, and study habits showed the most consistent associations with academic performance (Karki, 2025; Paudel et al., 2020; Pokhrel & Achary, 2024; Bastola, 2021; Tanamg & Khanal, 2023; Chapagai, 2024; Khanal, 2024). Similarly, institutional variables include faculty

quality, library facilities, infrastructure, assessment system (Tharu, 2024; Chapagai, 2024; Ghimire, 2023; Adhikari & Kaur, 2026; Baruwal, 2025; Kumar & Anburai, 2024; pokhrel & Achary, 2024). Pedagogical determinants include teaching methods, classroom environment, time management, flipped classrooms, classroom attendance (Chapagai, 2024; Devkota & Giri, 2020; Kaushar, 2013; Kaushar, 2013; Devakota et al., 2025; Ghimire, 2023; Tharu, 2024). Academic performance is also influenced by technological factors such as access to digital technology, access to digital learning infrastructure, internet access, social media and artificial intelligence (Pokhrel & Acharya, 2024; Adhikari, 2025; Rawal, 2025). Social-economic variables include parental education statues, family income sources and available of scholarship are consistently key factors of academic success (Neupane & Gurung, 2021; Devkota & Giri, 2020; Abu et al., 2019).

Table 1

Characteristics and Key Findings of Included Studies

Study	Objectives	Methods	Factors	Key finding
Duwal and Khonju (2021)	To examine the key academic factors that influence students' academic performance.	The study employed a cross sectional survey research design.	Demographic	Age, gender and year of study were associated with performance
Baruwal (2025)	To investigate perspectives of faculty members on the issues academic performance of students.	A phenomenological research design has been employed	Institutional	Faculty perceived institutional and behavioral factors as central to student's performance.
Adhikari and Kaur (2026)	The study examines the association of quality management practices, innovative work behavior and academic performance.	The study used a quantitative research design.	Institutional	Quality management as a strategic tools for academic performance in Nepalese higher education

Ghimire (2023)	To assess the factors affecting the academic achievement of bachelor's-level students.	This study used a quantitative and descriptive research design	Institutional and pedagogical	Internet access, library resources, and student learning habits contributed to achievement.
Kumar and Anburaj (2024)	To identify factors that affect academic performance in higher education.	This Systematic literature review approach.	Institutional and pedagogical	
Abu et al., (2019)	To identify factors that affect academic performance in higher education.	Systematic literature review approach.	Institutional and technological	Prior academic performance, e-learning activity, demographics and social
Chapagai (2024)	To find the factors that affect the academic performance of public campuses in the Tanahun district to improve education equality.	This study used a quantitative and descriptive research design	Institutional; psychological; Pedagogical and environmental	Campus facilities, personal attributes, teaching methods and learning environment jointly predicted performance.
Tharu (2024)	To explore the factors affecting academic performance among master s-level students	A cross-sectional research design was used.	Institutional and Pedagogical	Faculty expertise and administrative support influenced performance.

Kaushar (2013)	To analyze the role of time management in students' academic performance	A case study research design was used.	Pedagogical	Time planning time management were positive associated with academic performance.
Devakota et al. (2025)	To investigate the factors affecting the academic performance of graduate students of TU Nepal.	The study employed a survey research method analytical research design	Pedagogical	Study habits were associate with graduate students' academic performance
Dhakal (2016)	To explore the relationship between academic performance and stress.	This study used a quantitative and descriptive research design	Psychological	Academic stress was associated with lower academic performance.
Paudel et al. (2020)	To understand the factors influencing the level of self-esteem among the undergraduate students.	The study employed a survey research method analytical research design.	Psychological	Self-esteem was positively associated with performance, depression, anxiety and stress showed negative association.
Bastola (2021)	To examine the factors affecting students' success in mathematics.	The study employed a survey method and quantitative research design	Psychological	Motivation and prior subject knowledge predicted performance in mathematics.

Tanamg and Khanal (2023)	To identify the important factors influencing the academic performance of master's level students.	A case study research design	Psychological	The learning habits, communication skills and motivation significantly influenced performance.
Khanal (2024)	To examine the determinants of academic performance in University.	This study used a descriptive as well as causal comparative research design.	Psychological	Cognitive ability, motivation, self-efficacy, emotional intelligence and time management predicted performance.
Karki (2025)	To examine the effect of key psychological factors on academic achievement of master's level students.	A cross-sectional research design.	Psychological	Psychological factors significantly affect academic performance
Pokhrel and Achary (2024)	To investigate the factors affecting university students' intentions and behaviors toward eLearning.	This study used a quantitative and descriptive research design	Psychological, Institutional and pedagogical	Institutional, psychological and technological factors each significantly predicted e-learning behaviors and performance.
Neupane and Gurung (2021)	To explore the influence of parental socioeconomic status on students' academic performance	A cross-sectional survey design has been employed	Social –economic	Parental social and economic status was strongly and positively correlated with performance.

Devkota and Giri (2020)	To explore students' motivation for better learning effects and performance in examinations at university	A cross-sectional survey research design	Social-economical and pedagogical	Home learning environment and regular class attendance were significant predictors
Adhikari (2025)	To explore the impact of social media on the academic performance of university students in Nepal.	The study employed a survey research method analytical research design	Technological	Social media use and associated with academic performance.
Rawal (2025)	This study explores the role of ChatGpt in improving outcomes of university students in Nepal	The study employed a qualitative research method	Technological	AI can foster engagement and academic success

Discussion

This study showed that various factors are affecting academic performance in higher education in Nepal including psychological, social-economic, institutional, environment and technological factors. These factors affect directly and indirectly on student outcome.

Psychological factors include motivation, self-esteem, anxiety, stress, and study habits showed the most consistent associations with academic performance. Karki (2025), Paudel et al. (2020) and Pokhrel and Achary (2024) stated that self-esteem, depression, anxiety and stress have mixed effects on academic performance, high self-esteem enhances students' academic achievement while increased levels of depression, anxiety and stress negatively affect their performance. Bastola (2021) found that motivation and prior knowledge of the subject matter affect students' academic performance. According to Suleiman (2023), students' learning skills affect students' academic performance. According to Tanamg and Khanal (2023), students' study habits, communication skills, and motivation level significantly influence academic

performance. Chapagai's (2024) study showed that personal attributes and behaviors contribute to students' overall educational achievement. According to Khanal (2024), intelligence, cognitive abilities, motivation, self-efficacy, learning styles and strategies, emotional intelligence, well-being, time management and study habits significantly and positively influence students' academic performance. The finding emphasizes that the higher education institution should identify students' needs to increase their engagement in learning and improve their academic outcomes. These findings align with Maslow's hierarchy need theory (Maslow, 1943) which proposed that higher order learning can only achieve fundamental psychological and emotional needs of satisfaction. The findings are also supported by transformative learning theory (Mezirow, 1991) which state that meaningful learning occurs through critical reflection, self-awareness and perspective transformation. Students with higher motivation and psychological resilience are better positioned to engage in reflective learning processes resulting in deeper understanding and improve academic performance.

Academic performance is influenced by teaching pedagogies. The objective of the study is to explore relationship between teaching pedagogy and academic outcome of students in higher education. Pedagogical variables are teaching methods, classroom environment, time management, flipped classrooms, and classroom attendance. According to Chapagai (2024), the teaching-learning environment, methods, resources, student-friendly atmosphere and positive teacher-student relationships were key contributors to students' academic success. Kumar and Anburaj (2024) found that time management influence students' academic performance. As Shahjahan et al. (2021) found, irregular attendance in the classroom affects the academic performance of university students. According to Devkota and Giri (2020), regular attendance in the classroom significantly affects the academic performance of university students. Kaushar's (2013) study found a significant positive relationship among time planning, time management, and academic performance. The finding of the study shows that teaching method, classroom environment and time management were significantly influencing academic outcomes of students. The findings strengthen Bloom's Taxonomy which conceptualizes learning as a progression forming basic knowledge acquisition toward higher order cognitive processes. Student centred pedagogies that encourage inquire, critical thinking, application and problem solving facilitate progression through these cognitive levels thereby improving academic achievement. Furthermore, the findings support constructivist theory which emphasizes active participation, collaboration and experiential learning rather than passive memorization. The findings indicate that pedagogical reforms promoting active learning should remain a major priority within Nepalese Universities.

Institutional variables such as faculty quality, library facilities, infrastructure, assessment system are other key factors of academic outcome. Several empirical studies showed that institutional shortcomings especially in resources limited in Nepali higher education significantly affect students' academic performance. Tharu (2024)

explored the factors affecting academic performance among Master's level students by employing the cross-sectional research design. The study found that institutional factors such as faculty expertise and administrative support influence students' academic performance. Chapagai's (2024) study identified that the facilities provided by the campus were significant influencing students' academic performance. The study also shows that personal attributes and behaviors, teaching-learning environment, methods, resources, student-friendly atmosphere, teacher-student relationships affected students' academic performance. Likewise, Ghimire (2023) highlights that the e-resources and internet facilities contribute to academic performance at Bachelor's level students in Nepal. Institutional factors directly affect the academic performance in higher education in Nepal so that education institutions need investment in infrastructure and faculty development program. Adhikari and Kaur (2026) found quality management as a strategic tool for academic performance in Nepalese higher education. These studies strongly support constructivist learning theory (Piaget, 1970; Vygotsky, 1978) which states that knowledge is actively constructed through interaction with a supportive learning environment rather than passively transmitted by instructors. The study suggests that improving institutional quality remains a strategic priority for strengthening higher education performance in Nepal.

Academic performance is also influenced by technological factors such as access to digital technology, access to digital learning infrastructure, internet access, social media and artificial intelligence. These findings are strongly explained by connectivism theory (Siemens, 2005; Downes, 2010) which states that learning is a networked process whereby knowledge is distributed across digital technologies, social interactions and information networks. The findings from Pokhrel and Acharya (2024), Adhikari (2025) and Rawal (2025) indicate that integrated educational technologies and AI tools can substantially improve learning effectiveness and academic achievement.

Social-economic variables such as parental education status, family income sources and availability of scholarship are consistently key factors of academic success. Educated parents and strong financial condition family has better academic outcome due to better guidance and access to resources, provide learning resources in house and enhanced motivation. Neupane and Gurung (2021) have reported that there is a strongly positive correlation between the family's social and economic status and students' academic performance. The family's social and economic status emphasizes students' academic performance in higher education in Nepal. Devkota and Giri (2020) stated that the home learning and learning environment directly affect the academic outcome of a child. Abu et al. (2019) stated that students' previous academic performance, e-learning activity, demographics and social information affected the academic performance. These findings align with Maslow's hierarchy of needs theory (Maslow, 1943) which states that adequate financial security and supportive social environment provide the foundation for effective learning.

Conclusion

The academic performance in Nepalese higher education is influenced by internal and external factors such as psychological, institutional, pedagogical, social-economic, technological and demographic factors. This study showed that psychological factors such as anxiety, stress, academic motivation, mental well-being and self-esteem are the most significant factors for academic achievement as well as institutional factors including teacher quality, teaching learning environment, faculty competence, teaching methods, infrastructure and learning resources play a significant to academic success. Technological factors such as digital technology, access to digital learning infrastructure, internet access, social media and artificial intelligence tools have also become increasingly importance in enhancing students learning experiences and academic success. Students' socio-economic status also affects for their academic outcomes.

The findings supported at integrated theoretical perspective drawing on constructivism, transformative learning theory, connectivism Bloom's taxonomy and Maslow's hierarchy needs theory. These theories collectively explain that academic success depends not only on student's individual abilities but also on supportive learning environment, pedagogies, psychological wellbeing and access to digital knowledge network. Therefore, improving academic performance requires comprehensive institutional strategies rather than isolated interventions. The study has importance implication for higher education policy and practice in Nepal. Nepalese higher education institutions should strengthen quality assurance mechanism, enhance faculty development, financial support, infrastructure improvements, academic counseling and mental wellbeing services, innovation pedagogy and integrate educational technologies into teaching. Financial and academic support system for disadvantaged social economic backgrounds students can ensure equitable educational opportunities. The findings of this study can provide actionable, evidence based guidance to support policymakers, researchers and educators enhance overall educational quality and academic output in Nepal.

References

- Abu Saa, A., Al-Emran, M., & Shaalan, K. (2019). Factors affecting students' performance in higher education: A systematic review of predictive data mining techniques. *Technology Knowledge Learning* 24(4), 567–598.
- Adhikari, H., & Kaur, K. (2026). Quality management practices and their influence on academics 'innovative work behavior and performance in Nepalese higher education Institutions. *Journal of Advanced Academic Research*, 13(1), 88–94.
- Adhikari, S. (2025). Effect of social media on academic performance of university students in Nepal. *Academia Research Journal*, 4(1), 105.
- Abu Saa, A., Al-Emran, M., & Shaalan, K. (2019). Factors affecting students'

- performance in higher education: A systematic review of predictive data mining techniques. *TechKnowLearn*, 24(4), 567–598.
- Ali, N., Jusof, K., Ali, S., Mokhtar, N., & Salamat, A. S. A. (2009). *The factors influencing students' performance at University technology mara kedah, Malaysia. Management Science and Engineering*, 3(4), 81-90
- Bajracharya, H. R. (2020). Nepal's higher education system and policy In P. M. Sarangapani & R. Pappu (Eds.), *Handbook of education systems in South Asia* (pp. 1–27). Springer.
- Baruwal, H. B. (2025). Academic performance assessment of students in higher education institution in Nepal: Perspectives of faculty members and students. *Academia journal of humanities & Social Sciences*, 2, 330–339.
- Bista, K., & Gaulee, U. (2018). Re-envisioning community colleges in Nepal: Preparing all students for success. *Handbook of comparative studies on community colleges and global counterparts*.
- Bastola, R. (2021). *Factors affecting the student success: A survey study* [Doctoral dissertation, Tribhuvan University] <https://elibrary.tucl.edu.np/bitstreams/87401cda-36a2-4167-8ced-7b62773be835/download>
- Chien, W. (2023). Internationalization of quality assurance and the international quality of higher education in Taiwan. *Higher Education Evaluation and Development*, 17(2), 113–128.
- Chapagai, S. D. (2024). Factors affecting the academic achievement of the students in community campuses. *KMC Journal*, 6(1), 241–259. <https://doi.org/10.3126/kmcj.v6i1.62344>
- Devkota, B., & Giri, S. (2020). Student Motivation for Academic Performance in Higher Education in Nepal. *Education and Development*, 30(1), 1–25.
- Devakota, S. P., Khadka, A. K., Shahi, B. J., & Shah, K. (2025). Factors affecting graduate students' academic achievement of Tribhuvan University. *NPRC Journal of Multidisciplinary Research*, 2(2), 169–180.
- Dhakal, S. (2016). An assessment of academic stress among students of bachelor's level. *Psychol Stud-J Cent Dep of Psychol*, 2(2), 12-15.
- Duwal, B., & Khonju, L. (2021). Factors affecting students' academic performance: The case of students at community colleges in bhaktapur district. *The International Research Journal of Management Science*, 5(1), 23–38.
- GC, S. B., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., & Dhungana, B. R. (2024). The effect of higher education service quality on satisfaction among business students in India and Nepal. *Cogent Education*, 11(1), 2393521.
- Ghimire, R. (2023). Factors affecting the academic achievement of B.Sc. students of Tribhuvan University constituent campuses in province - 1, Nepal. *Himalayan Journal of Science and Technology*, 7(1), 26–37.
- Kaushar, M. (2013). Study of impact of time management on academic performance of college students. *Journal of Business Management*, 9(6), 59-60.
- Karki, R. (2025). *Psychological predictors of academic achievement among master*

- level students of University campus of Tribhuvan University (Master's thesis, Tribhuvan University).
- Khanal, S. (2024). Determinants of academic performance of BBA students: A case of Pokhara University affiliated colleges. *Nepalese Journal of Management*, 11(3), 194–209.
- Kumar, A., & Anburaj, G. (2024). Examining the variables that impact academic performance in Higher Education. *International Journal for Multidisciplinary Research*. <https://doi.org/10.36948/ijfmr.2024.v06i06.30490>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- Meepradit, K., Auamnoy, T., & Leelakanok, N. (2022). Factors affecting GPA in higher education in Asia: A systematic review. *International Journal of Early Childhood Special Education*, 14(1), 1581–1595.
- Mezirow, J. (1991). *Transformative dimensions of adult learning* (Vol. 350, pp. 94104-1310). San Francisco, CA: Jossey-bass
- Ministry of Education, Science and Technology. (2024). *Higher education statistics 2023/24*. Government of Nepal. <https://moest.gov.np>
- Neupane, D., & Gurung, S. K. (2021). Influence of parental socio-economic status on students' academic performance: Experience from Pokhara University, Nepal. *International Journal of Multidisciplinary Perspectives in Higher Education*, 6(2), 50–67.
- Ojha, G. (2025). Transformation in Context: A Self-Study of Facilitating Transformative Learning in Undergraduate Management Education. *Journal of Transformative Praxis*, 6(1), 91-106.
- Paudel, S., Adhikari, C., Chalise, A., & Gautam, H. (2020). Factors Associated with Self-Esteem among Undergraduate Students of Pokhara Metropolitan, Nepal: A Cross-sectional Study. *Europasian Journal of Medical Sciences*, 2(2), 43-50.
- Paudel, K. P. (2021). Dimensions of academic performance in the context of Nepali higher education institutions. *Journal of Education and Research*, 11(1), 29-48.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Orion press.
- Pokhrel, S., & Acharya, P. (2024). Factors influencing university students' behavioral intention and use of eLearning in Kathmandu Valley. *Journal of advances in education and philosophy*, 8(5). <https://doi.org/10.36348/jaep.2024.v08i05.005>
- Rawal, S. B. (2025). The role of ChatGPT in enhancing academic performance at University Level: opportunities, challenges, and ethical implications. *AMC Multidisciplinary Research Journal*, 4(1), 27-37.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Steinberger, E. D. (1993). *Improving Student Achievement*. American Association of

- School Administrators. <https://eric.ed.gov/?id=ED358519>
- Tamang, S., & Khanal, S.P. (2023). Factors affecting academic performance of M. Sc. level students at Tribhuvan University. *Nepalese Journal of Statistics*, 7(1), 19–32.
- Temtime, M.C. (2017). Internationalization & the Rise of Knowledge Society: What aspects countries need to consider?. *Advances in Social Sciences Research Journal*, 4(15). <https://doi.org/10.14738/assrj.415.3341>
- Tharu, R.P. (2024). Examining the factors affecting students' academic performance in Nepal. *Asian Journal of University Education (AJUE)*, 20(3), 883-898.
- Vermunt, J. D. (2005). Relations between student learning patterns and personal and contextual factors, and academic performance. *Higher Education*, 49(3), 205–234.
- Wang, L., & Chen, C.J. (2025). Factors affecting student academic performance: A systematic review. *International Journal on Studies in Education (IJonSE)*, 7(1), 1-47.
- Vygotsky, L.S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.