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Determinants of Academic Performance of BBA Students: A Case of Pokhara University Affiliated Colleges

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Abstract

This study examines the determinants of academic performance a case of BBA students of Pokhara University. Academic performance is the dependent variable. The selected independent variables are intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings, and time management. The primary source of data is used to assess the opinions of respondents regarding intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings, and time management. The study is based on primary data of 131 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of determinants of academic performance of BBA students: A case of Pokhara University affiliated colleges.

The study showed a positive impact of intelligence and cognitive abilities on academic performance. It indicates that increasing cognitive abilities of student leads to increase academic performance. Similarly, the study showed a positive impact of motivation and self-efficiency on academic performance. It indicates that higher motivation leads to increase academic performance. Likewise, the study also revealed a positive impact of learning style and strategies on academic performance. It indicates that effective learning style and strategies leads to increase academic performance. Further, the study observed a positive impact of emotional intelligence and well-beings on academic performance. It indicates that emotionally stability leads to increase academic performance. In addition, the study observed a positive impact of time management and study habits on academic performance. It implies that effective time management increase academic performance.

Keywords: intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings

1. Introduction

The outcome of education or the extent to which a student, teacher or institution has achieved their educational goals is termed as academic performance (Ward *et al*., 1996). According to Gainen (1995), academic performance is vital because the level of success students achieve from the

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University has far-reaching implications for their personal and professional lives. Students' performance impact on their career choice, personal income and level of success, as well as the degree of participation in community life. The student's academic performance plays a vital role in creating the finest alumnae who will become leader and manpower of a country, consequently responsible for the country's social and economic development (Ali *et al.,* 2009). The student's academic performance plays a vital role in creating the finest alumnae who will become leader and manpower of a country, consequently responsible for the country's social and economic development (Ali *et al.,* 2009). Shah *et al.* (2015) stated that students' performance remains at top priority for academicians and it is meant for making a difference locally, regionally, nationally and globally.

Ayodele and Adebiyi (2013) examined the study habit as a determinant of academic performance of undergraduates in Nigeria. The study revealed that self-concept is very strong determinant of study habit. The study also found that gender has no significant difference on undergraduates' study habit while on the other hand faculty of undergraduates have significant difference in study habit. Similarly, Eshetu (2015) examined parental socio-economic status as factors that has strong association with academic performance of students. The study revealed that socio-economic status of parents (particularly educational level and occupational status of parents) has a strong association with the academic performance of students. Students from educated and better off families have scored higher result in their regional examination than their counterparts. Likewise, Lillydahl (1990) stated that there is a positive relationship between number of hours worked and student average grade. Further, Pehlivan (2013) showed that time management has a significant effect on academic performance. Moreover, Amin *et al.* (2016) investigated the impact of social media on students' academic performance. The study revealed that there is a positive relationship between students' performance and time spent on social media as they generate new ideas and concept which are helpful in their academic work.

Mbaeze *et al.* (2010) found that there is no significant relationship among the levels of skills in the technology handling, the educative uses of ICT and the academic performance of university students. Afzal *et al.* (2010) studied motivation and its relationship with their academic performance. The study revealed that students' motivation is a vital part of students' success. Likewise, Mushtaq and Khan (2012) determined the factors affecting students' academic performance. The study found that communication, learning facilities, proper

guidance and family stress are the factors that affect the student performance. In addition, Duff *et al*. (2004) studied the relationship between personalities, approach to learning and academic performance. The study found that four of the Big Five personality factors and the three approach to learning dimensions are found to be poor predictors of academic performance.

Ali *et al*. (2013) investigated the factors affecting academic performance of graduate students of Islamia University of Bahawalpur Rahim Yar Khan Campus. The study revealed that age, father/guardian social economic status and daily study hours significantly contribute the academic performance of graduate students. The results also showed that the test score and age have negative correlation. Moreover, Morosanova *et al*. (2015) assessed academic achievement: Intelligence, regulatory, and cognitive predictors as determinants. The results revealed that the general level of self-regulation of learning activity and certain regulatory features are significant predictors of different types of mathematical achievements. The study also revealed that conscious self-regulation and intelligence can predict academic achievement in the humanities, mathematics, and natural sciences. Tus (2020) analyzed the influence of study attitudes and study habits on their academic performance. The computed multiple regression analysis results revealed that study attitudes and study habits have no significant affect to senior high school students' academic performance. Similarly, Furnham *et al*. (2003) examined the relationship between academic performance, seminar performance, personality, cognitive ability, and gender. The study found that the Big Five personality traits are better predictors of academic performance than cognitive ability, and gender.

Leeson *et al.* (2008) determined the relative impact of intellectual ability and positive thinking variables on school achievement over three years. The study revealed that cognitive ability, gender, and a second order have positive impact on grades. In addition, Akomolafe *et al. (2013)* studied the role of academic self-efficacy, academic motivation and academic self-concept in predicting secondary school students' academic performance. The results showed that academic self-efficacy, academic motivation and academic self-concept significantly predicted students' academic performance. In terms of the magnitude of contribution, academic self-efficacy made the most significant contribution to academic performance followed by academic self-concept and academic motivation respectively. Further, Mauliya *et al*. (2020) concluded that lack of motivation of graduate students is an internal factors' causing poor academic performance. Likewise, Javadi and Faryabi (2016)

found that the intrinsic and extrinsic motivational factors did not have any significant correlation with academic performance. Similarly, Muluk (2020) examined students' awareness of learning styles and their perception of their learning styles. The result of the study indicated that students preferred visual learning styles. Likewise, Kaushar (2013) examined the relationship between the time management and academic achievement of college students. The study found that there is a significant and positive relationship between time planning, time management and academic performance of the students. Moreover, Sallehuddin *et al*. (2019) determined the relationship of stress, workload and time management towards academic performance among part-time postgraduate students. The study revealed that the stress, workload and time management are significantly and positively related to the student performance.

In the context of Nepal, Dhakal (2013) stated that stress has an impact on a student's academic performance which can be both positive and negative depending on its severity. Similarly, Paudel (2020) stated that self-esteem as an overall subjective evaluation of one's worth or value which encompasses the positive or negative orientation or beliefs towards oneself. The higher academic performance might increase students feeling of self-worth leading to higher self-esteem and higher self-esteem might increase students' confidence and problems solving skills leading towards higher academic performance. Moreover, there is a significant positive relationship between class attendance of students and their academic achievement or performance Khanal (2019). Neupane and Gurung (2021) examined the relationship between parent's socioeconomic status and student's academic performance in different graduate and undergraduate programs offered by constituent colleges of Pokhara University. The results revealed that parental socio-economic status and parent's level of education have no significant relationship with academic performance of students. However, the occupation of parents has a greater impact on academic performance of students.

The above discussion shows that empirical evidences vary greatly across the studies on the determinants of academic performance of BBA students. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the determinants of academic performance of BBA students: A case of Pokhara University

affiliated colleges. Specifically, it examines the relationship of intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings and time management and study habits with academic performance in BBA student of Pokhara University.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 131 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings and time management and study habits. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that academic performance depends upon determinants of academic performance of BBA students. The dependent variable selected for the study is academic performance. Similarly, the selected independent variables are intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings and time management and study habits. Therefore, the model takes the following form:

$$AP = \beta_0 + \beta_1 ICA + \beta_2 MSE + \beta_3 LS + \beta_4 EI + \beta_5 TM + e$$

Where,

AP= Academic performance

ICA = Intelligence and cognitive abilities

MSE = Motivation and self-efficiency

LS = Learning style and strategies

EI= Emotional intelligence and well-beings

TM= Time management

Intelligence and cognitive abilities was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Intelligence and cognitive abilities impact on academic

performance", "individuals with higher intelligence have advantage in academic settings" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.701).

Motivation and self-efficiency was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "I believe that self-efficiency plays a crucial role in academic success", "I believe that positive mindset is essential for academic success" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.784).

Learning style and strategies was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Students who utilize appropriate learning strategies achieve higher grades", "Students who are taught using a variety of learning strategies better academic performance" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.705).

Emotional intelligence was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Academic performance is influenced by student's ability to identify and understand their own emotions", "Enhancing intelligence can lead to better communications and collaboration skills, benefiting academic group projects" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.759).

Time management was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Improving my time management and study habits will positively impact my academic performance", "I maintain a suitable study environment (e.g. quite, well, organized)" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.719).

Academic performance was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Higher intelligence and Cognitive abilities influence my academic performance", "Eliminating distraction and maintaining well environment improve my academic performance" and so on. The reliability of the items

was measured by computing the Cronbach's alpha ($\alpha = 0.782$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Intelligence and cognitive abilities

Intelligence and cognitive abilities refer to the mental capacities and processes that allow individuals to acquire, understand, process, and apply knowledge. Furnham *et al*. (2003) examined the relationship between academic performance, seminar performance, personality, cognitive ability, and gender. The study found that the big five personality traits are better predictors of academic performance than cognitive ability, and gender. Likewise, Leeson *et al.* (2008) determined the relative impact of intellectual ability and positive thinking variables on school achievement over three years. The study revealed that cognitive ability, gender, and a second order have positive impact on grades. Similarly, O'Connor and Paunonen (2007) examined the relations between the big five personality dimensions and post-secondary academic achievement. The study showed that conscientiousness, in particular, to be most strongly and consistently associated with academic success. Likewise, Demetriou *et al. (2020)* explored relations between academic performance, cognition, cognitive self-evaluation and self-representation. The study found that cognitive ability is always the strongest predictor of school performance. Further, Cassady and Johnson (2002) found that cognitive domain of test anxiety was far more influential with respect to test performance than emotionality. In addition, Ruffing *et al.* (2015) revealed that general cognitive ability as well as the learning strategies effort, attention, and learning environment are positively correlated with academic achievement. Based on it, this study develops the following hypothesis:

H_1: There is a positive relationship between intelligence and cognitive abilities and academic performance.

Motivation and self-efficiency

Motivation and self-efficacy are two psychological concepts that play a crucial role in shaping human behavior and performance. Motivation refers to the internal or external forces that drive, direct, and energize an individual's behavior towards achieving a specific goal. Kusurkar *et al. (*2013) found that intrinsic motivation was significantly positively correlated with deep strategy towards study, self-study hours and GPA and significantly negatively correlated with surface strategy towards study and exhaustion from study. Similarly, Aftab and Riaz (2016) revealed that grade sensitivity has a positive

relationship with the learning motivation of students and their academic performance. Likewise, Ayub (2010) found that intrinsic and extrinsic motivation and academic performance are positively correlated. Further, Akomolafe *et al.* (2013) showed that academic self-efficacy, academic motivation and academic self-concept significantly predicted students' academic performance. Moreover, Mauliya *et al*. (2020) concluded that lack of motivation of graduate students is an internal factors causing poor academic performance. Likewise, Javadi and Faryabi (2016) found that the intrinsic and extrinsic motivational factors did not have any significant correlation with academic performance. Further, Everaert *et al*. (2017) revealed that the accounting students have slightly higher score for deep learning compared to surface learning. Moreover, high intrinsic motivation and extrinsic motivation have a significant positive influence on deep learning. Based on it, this study develops the following hypothesis:

H_2: There is a positive relationship between motivation and self-efficiency and academic performance.

Learning style and strategies

Learning styles refer to the preferred ways in which individuals acquire, process, and retain information. Muluk (2020) examined the students' awareness of learning styles and their perception of their learning styles. The result of the study indicated that students preferred visual learning styles. Similarly, Hayati and Usman (2021) investigated the correlation between English language learning strategies and English academic achievement. The findings showed that indirect strategies have contributed to regulating the learning process, and affective strategies are at the top of the participants' favored strategies list. Based on it, this study develops the following hypothesis:

H_3: There is a positive relationship between learning style and strategies and academic performance.

Emotional intelligence and well-beings

Emotional intelligence (EI) refers to the capacity to recognize, understand, and manage one's own emotions, as well as to perceive and empathize with the emotions of others. Zada (2021) explored the relationship between mental health problems and Pakistani university students' academic performance. The study revealed that there is a strong positive association between mental health and improvement in academic performance. Similarly, Yahaya *et al*. (2009) revealed that emotional intelligence and well-beings

has a positive impact on academic performance. In addition, Zhou (2015) examined the interactions between the big five personality traits and self-determination motivation orientations affect students› academic performance. The study found that self-determined motivation and four of the five personality traits (not emotional instability) are significantly positively related to academic performance in English. Moreover, Shaheen and Shaheen (2016) investigated the emotional intelligence in relation to psychological well-being among students. The study found that there is a significant positive correlation between emotional intelligence and psychological well-being. The study also showed that girls scored significantly higher as compare to boys on emotional intelligence, while there was no significant difference found between boys and girls scores on total psychological well-being. Similarly, Chu (2010) explored the associations between social support and well-being among children and adolescents. The results indicated a positive but small association between social support and well-being. Based on it, this study develops the following hypothesis:

H_4: There is a positive relationship between emotional intelligence and well-beings and academic performance.

Time management

Time management refers to the process of planning and organizing how you allocate your time to different activities or tasks. Kaushar (2013) determined the relationship between the time management and academic achievement of college students. The study found that there is a significant and positive relationship between time planning, time management and academic performance of the students. Similarly, Anand (2007) found that amount of time a student spends playing video games has a negative correlation with students' GPA and SAT scores. Likewise, Alsalem *et al*. (2017) determined the relationship between the time management skills and academic performance of students, to assess time management and practice among students, to determine patterns of time management. The study found that students who has opportunities to practice time management skills reviled better academic performance in addition to the differences in the time management level between students according to faculty, gender and curriculum. Moreover, Alyami (2021) examined the impact of time management on the academic performance of students. The study found that preplanning their studies has been beneficial for their academic performance. In addition, Siddiqi and Memon (2016) analyzed the relationship among internet addiction and time management. The results revealed that students' ability of time management

has a significant impact on academic performance. Moreover, Sallehuddin *et al*. (2019) revealed that the stress, workload and time management are significantly and positively related to the student performance. Based on it, this study develops the following hypothesis:

H_5: There is a positive relationship between time management and academic performance.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 131 observations. The dependent variable is AP (Academic performance). The independent variables are ICA (Intelligence and cognitive abilities), MSE (Motivation and self-efficiency), LS (Learning style and strategies), EI (Emotional intelligence and well-beings), and TM (Time management).

Variables	Mean	S.D.	AP	ICA	MSE	LS	EI	TM
AP	2.02	0.36	1					
ICA	1.84	0.44	0.323**	1				
MSE	2.13	0.45	0.487**	0.438**	1			
LS	2.05	0.48	0.446**	0.465**	0.560**	1		
EI	2.19	0.49	0.322**	0.385**	0.331**	0.462**	1	
TM	2.23	0.43	0.278**	0.207**	0.440**	0.405**	0.300**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that intelligence and cognitive abilities is positively correlated to academic performance. It indicates that higher intelligence and cognitive abilities influence the academic performance. Likewise, motivation and self-efficiency is positively correlated to academic performance. It indicates that motivation class leads to increase the academic performance. Similarly, learning style and strategies is positively correlated to academic performance. It indicates that effective learning style and strategies leads to increase the academic performance. Further, emotional intelligence and well-beings is also positively related to the academic performance. It indicates that training related with emotional intelligence enhances academic performance.

Likewise, time management is positively correlated to academic performance. It indicates that eliminating distraction and maintaining well environment improve the academic performance.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings and time management and study habits on academic performance of BBA student.

Table 2

Estimated regression result of intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings, and time management on academic performance

The results are based on 123 observations using linear regression model. The model is AP = $\beta_0 + \beta_1$ ICA + β_2 MSE + β_3 LS+ β_4 EI+ β_5 TM +e where the dependent variable is AP (academic performance). The independent variables are ICA (Intelligence and cognitive abilities), MSA (Motivation and self-efficiency), LS (Learning style and strategies), EI (Emotional intelligence and well-beings), and TM (Time management).

Model	Intercept	Regression coefficients of					Adj. R_bar^2	SEE	F-value
		ICA	MSE	LS	EI	TM			
1	1.628 (4.303)**	0.507 (6.102)**					0.218	0.37874	37.234
2	1.532 (5.823)**		0.608 (9.160)**				0.389	0.33466	83.913
3	1.784 (6.656)**			0.549 (8.052)**			0.329	0.35074	64.840
4	2.592 (9.331)**				0.350 (4.848)**		0.148	0.39542	23.506
5	2.441 (8.863)**					0.379 (5.441)**	0.180	0.38775	29.603
6	1.106 (3.244)**	0.195 (1.941)	0.516 (6.385)**				0.402	0.33113	44.741
7	0.964 (2.874)**	0.120 (1.184)	0.384 (4.204)**	0.247 (2.855)**			0.434	0.32225	34.210
8	0.915 (2.688)**	0.097 (0.925)	0.379 (4.143)**	0.228 (2.545)*	0.062 (0.877)		0.433	0.32254	25.803
9	0.694 (1.934)	0.117 (1.121)	0.328 (3.453)**	0.196 (2.163)*	0.060 (0.854)	0.121 (1.795)	0.443	0.31974	21.650

Notes:

i. Figures in parenthesis are t-values
ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
iii. Academic performance is dependent variable.

Table 2 show that the beta coefficients for intelligence and cognitive abilities are positive with the academic performance. It implies that intelligence

and cognitive abilities have positive impact on academic performance. This finding is consistent with the findings of Morosanova *et al.* (2015). Likewise, the beta coefficients for motivation and self-efficiency are positive with the academic performance. It indicates that motivation and self-efficiency has a positive impact on academic performance. This finding is consistent with the findings of Afzal *et al.* (2010). In addition, the beta coefficients for learning style and strategies are positive with the academic performance. It indicates that learning style and strategies have positive impact on academic performance. This result is consistent with the findings of Al-Hebaishi (2012). Further, the beta coefficients for emotional intelligence and well-beings are positive with the academic performance. It indicates that emotional intelligence and well-beings have positive impact on academic performance. This finding is consistent with the findings of Chew *et al.* (2013). In addition, the beta coefficients for time management are positive with the academic performance. It indicates that time management has a positive impact on the academic performance. This finding is similar to the findings of Alsalem *et al.* (2017).

4. Summary and conclusion

In today's competitive business environment university are one of the most important institutions for the development of the educational sector, education and the country as a whole. The healthy and prudent functioning of education system is required for a development of overall education of a country.

This study attempts to examine the determinants of academic performance of BBA students of Pokhara University. The study is based on primary data of 131 respondents.

The study showed that intelligence and cognitive abilities, motivation and self-efficiency, learning style and strategies, emotional intelligence and well-beings and time management have positive impact on academic performance. The study also concludes that motivation and self-efficiency followed by learning style and strategies are the most influencing factors that affect the academic performance towards BBA students of Pokhara University.

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