

Factors Affecting the Academic Performance of Nursing Diploma Student

Faktor-Faktor yang Mempengaruhi Prestasi Akademik Mahasiswa Diploma Keperawatan

Ayu Prameswari Kusuma Astuti^{1*}, Iis Aisyah²

^{1,2} Program Studi S1 Keperawatan UPI Sumedang, Universitas Pendidikan Indonesia

*Corresponding Author: edu.gani@gmail.com

Received: 14-05-2025; Revised: 19-05-2025, Accepted: 22-05-2025

ABSTRAK

Prestasi akademik dapat menjadi pintu gerbang untuk meraih jenjang pendidikan tinggi, meraih karier, atau memperoleh kesempatan kerja. Nilai ujian mahasiswa yang tidak memenuhi batas minimal universitas akan mempengaruhi hasil prestasi akademik. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi prestasi akademik mahasiswa. Penelitian ini menggunakan desain cross-sectional, dengan 158 sampel yang dipilih dari mahasiswa diploma keperawatan tahun kedua dan ketiga—kuesioner survei yang dimodifikasi disebarakan menggunakan formulir online untuk mengumpulkan data. Analisis data menggunakan statistik deskriptif, regresi linier sederhana dan berganda. Hasil penelitian menunjukkan bahwa faktor guru yang paling berpengaruh terhadap prestasi akademik dibandingkan dengan 3 faktor lainnya seperti faktor yang berhubungan dengan siswa, faktor yang berhubungan dengan rumah, dan faktor yang berhubungan dengan sekolah, dengan nilai *t-value* 3,274 ($\beta = 0.301$, $p = 0.001$, $R^2 = 0.27$). Kesimpulan dari penelitian ini adalah faktor guru yang paling berpengaruh terhadap prestasi belajar. Saran untuk mahasiswa adalah agar proaktif, membangun strategi belajar mandiri dan memanfaatkan fasilitas kampus secara optimal.

Kata Kunci: Prestasi Akademik; Mahasiswa Perawat; Diploma Keperawatan

ABSTRACT

*Achievement can be a gateway to achieving higher education, a career, or job opportunities. Students' exam scores that do not meet the university's minimum limit affect academic achievement results. This study aimed to identify which factors most significantly influence nursing students' academic achievement. This study used a cross-sectional design, with 158 samples selected from second- and third-year diploma nursing students. A modified survey questionnaire was distributed online to collect data. Data analysis was performed using descriptive statistics and simple and multiple linear regressions. The results showed that teacher factors were the most influential on academic achievement compared to 3 other factors such as student-related factors, home-related factors, and school-related factors, with a *t-value* of 3.274 ($\beta = 0.301$, $p = 0.001$, $R^2 = 0.27$). This study concludes that teacher factors have the greatest influence on learning achievement. Suggestions for students are to be proactive, build independent learning strategies, and optimally utilize campus facilities.*

Keywords: Academic Achievement; Nursing Student; Nursing Diploma



This is an open access article under the CC BY-SA license.

1. INTRODUCTION

Nursing diploma education is vocational nursing education that acts as a nurse practitioner focused on providing nursing care to clients. Based on data from the Ministry of Health of the Republic of Indonesia in 2016, nurses were the largest profession in healthcare facilities, with a total of 296,879 people or 49% of the total health human resources in health care facilities. Of the total number of nurses, 230,262 people were nursing diploma graduates. Nursing diploma education uses a package system in its learning process, which means that all students must complete their education within three years. During this period, students are expected to achieve good grades. This value standard aims to ensure the quality of graduates and to increase student employment opportunities. However, from the results of the preliminary study conducted, it was found that the common problem faced by nursing diploma education institutions is that the mid-term and final exam scores that do not meet the standard achievement targets. The results of this exam affect the students' academic achievement.

According to Fajar et al. (2019) academic achievement is the degree to which students, teachers, and educational institutions have achieved their short-term or long-term goals. Academic achievement, defined as the measurable outcome of students' mastery of educational goals (GPA, test scores), is an important indicator of success in the higher education and professional fields (Moore 2019). In nursing education, academic performance reflects the competence of future healthcare providers, which directly affects patient care quality (Alos et al., 2015). Based on Bandura's Social Cognitive Theory (1986), this study states that academic achievement is shaped by the dynamic interaction between personal, environmental, and behavioral factors.

Identifying the factors that influence students' academic achievement is the initial step taken to prevent a decline in student academic achievement. The results of this study can be the basis for determining preventive and corrective actions in the teaching process. Research on factors that influence academic achievement has been previously conducted by Alshammari et al. (2017) and Alos, Caranto, and David (2015) but the results of their studies were inconsistent and less contextually relevant to the vocational nursing education system in Indonesia. For example, Alshammari et al. (2017) identified teacher-related factors as the most influential in Saudi Arabia, whereas Alos, Caranto, and David (2015) emphasized school-related factors in the Philippines. These disparities suggest that cultural, curricular, and institutional differences can alter academic achievement dynamics. Furthermore, existing research has largely focused on undergraduate nursing programs, ignoring the unique challenges of diploma programs that train the majority of nurses in Indonesia. This study aimed to determine the factors that influence the academic achievement of nursing diploma students.

2. METHOD

The research uses quantitative research with the cross-sectional design. The research took place in the Nursing school in Indonesia. The variables in this study are the factors that influence student learning achievement consisting of four main factors relating to students, school, teachers and home (Alshammari et al. 2017); Alos, Caranto & David, 2015). A sample size of 158 participants was drawn from 220 students. This calculation resulted in a minimum requirement of 140 participants. Our final sample size of 158 exceeded this threshold, taking into account potential incomplete responses while maintaining a 95% confidence level with a 5% margin of error for the population proportion. Participants consisted of 135 females and 23 males from the second and third years who were actively enrolled as students in the Nursing Study Program, Sumedang Campus, Universitas Pendidikan Indonesia, and were willing to sign an informed consent. Participants were selected using a simple random sampling technique from the complete list of second and third year nursing diploma students. Eligible students were contacted via the university's official email with the survey link and participation guidelines and Two follow-up reminders at 3-day intervals to increase the response rate.

This study uses a questionnaire as a research instrument. This questionnaire adapted from Alshammari et al. (2017). The questionnaire consisted of two parts, the first part contained questions about demographic data and the second part contained questions relating to the factors influencing the academic performance of the nursing diploma students. Measurement data uses a Likert scale, where respondents collect to give a value (5) always, (4) often, (3) sometimes, (2) rarely, and (1) never. The contents of the instrument have been modified and tested for validity and reliability. The validity and reliability of the questionnaire evaluated using content validity and Cronbach's alpha, respectively. The content validity ratio and the final Cronbach's alpha of the questionnaire were .87 and 96%, respectively. From 57, there are 11 questions as those not used because they did not pass the validity test. The new questions consist of 46 questions.

The study conducted after obtaining permission from the school authorities; researchers collected data online—the instrument accompanied by a guide explaining how to complete the questionnaire. Data collection carried out for two weeks. The collected data is then processed and analyzed. Data analysis tabulated to measure the relationship between the dependent variable and the independent variable. Independent variables in this study are factors relating to students, factors relating to school, factors relating to teachers and factors relating to home, while dependent variables are academic achievement. Data were analyzed using standard multiple regression with academic achievement as the dependent variable and four predictors (teacher, student, home, school factors). Assumptions were met: normality (Kolmogorov-Smirnov $*p* > 0.05$), linearity (ANOVA linearity test $*p* < 0.05$), homoscedasticity (residual plots), and absence of multicollinearity (all VIFs < 5). Effect sizes (Cohen's f^2) and adjusted R^2 values were computed.

Authorities' approval obtained from the school authority with permit Number 1041/UN40.C2/2022. The researchers explained that their participation was entirely voluntary, and consent forms collected from each respondent in this study. All information gathered from this study is kept confidential. The ethical principles of informed consent, benefits, respect for anonymity, confidentiality, and respect for privacy applied in this study.

3. RESULT

The demographic profiles of Participants show different age groups participate in this study, from age 18-23 years. Participants age 18 were 0.6%, 19 years were 21.5%, 20 years were 48.1%, 21 years were 24.7%, 22 years were 4.4% and 23 years were 0.6%. This study shows that female participants were higher than males, male participants were 14.6%, and 85.4% were female. A total of 80 (50.6%) participants were registered in the second year, while 78 (27.4%) participants registered in the third year. All of the participants were unmarried (100%). The majority of participants educated in public schools (91.1%) and many participants come from the lower-income class (52.5%). Eighty-three (52.5%) participants are applying to the nurse academy because of parent demand and 75 (47.5%) applying because of their desire.

Table 1. Demographic Profile (N=158)

Variables	Number	Percent
Age of Participants		
18	1	0,6%
19	34	21,5%
20	76	48,1%
21	39	24,7%
22	7	4,4%
23	1	0,6%
Gender		
Male	23	14,6%
Female	135	85,4%
Previous School Attended		
Public	144	91,1%
Private	14	8,9%
Socio-Economic Status		
Upper Class	44	27,8%
Middle Class	31	19,6%
Lower Class	83	52,5%
The Motive for Applying to Nurse Academy		
Own desire	75	47,5%
Parent Demand	83	52,5%
Marital Status		
Single	158	100 %
Married	0	0 %
Year Level		
2 nd	80	50,6 %
3 rd	78	49,4 %

Table 2 until table 5 shows that Factors relating to Teachers has the highest Grand Mean value of 4.14 followed by Student Related Factors with a grand mean of 3.96, Home Related Factors with a Grand Mean of 3.81, and School-Related Factors with a grand mean of 3.69. The participants' answers imply that students value their teacher's ability to teach, teachers' ability to make the classroom atmosphere more enjoyable, and teachers' ability to establish relationships between coworkers and students. School-related factors have the lowest grand mean value, with a value of 3.69. However, if we look at per question item, the lowest value is held by a question item from factor related to home, namely "My parents helped me with my homework" with a value of 1, 63, and 1.69. While the question items "I want to get good grades on tests, quizzes, assignments, and projects" in Student Related Factors has the highest value compared to other question items.

Table 2. Factor Affecting Academic Achievement of Nursing Diploma Students.

	Variables	Mean	Remarks
Student Related Factors			
1	I listen attentively to the lecture of my teacher	3,99	Extensive
2	I actively participate in the discussion, answering exercises and clarifying things I did not understand.	3,55	Extensive
3	I want to get good grades on test, quizzes, assignments and projects.	4,68	Very Extensive
4	I am always on time at every lecture.	4,67	Very Extensive
5	I exert more effort when I do difficult assignment	4,15	Extensive
6	I study and prepared for quiz and test.	4,29	Very Extensive
7	I see to it that extracurricular activities do not hamper my studies.	3,46	Extensive
8	I have a specific place to study at home which I keep clean and orderly.	3,95	Extensive
9	I do my assignment regularly.	4,04	Extensive
10	I spend my vacant time doing assignment or studying my lesson.	3,22	Moderate Extent

11	I study harder to improve my performance when I got low grades.	4,27	Extensive
12	I spent less time with my friends during school days to concentrate more on my studies.	3,44	Extensive
13	I prefer finishing my studying and my assignments first before watching any television program.	3,78	Extensive
Grand Mean		3,96	Extensive
School Related Factors			
1	I use the learning facilities that provided by the University (library, computer lab., blackboard)	3,94	Extensive
2	I use the learning facilities in performing our course work.	4,05	Extensive
3	I think the facilities provided by the university met the standards for physical requirement (classroom size, lighting, air conditioning, tables and chairs)	3,03	Moderate Extent
4	I can easily access the internet in the library.	3,63	Extensive
5	I have several close friends on campus.	3,81	Extensive
Grand Mean		3,69	Extensive
Home Related Factors			
1	I am motivated by my parents to improve my studies	4,63	Very Extensive
2	I have learning materials (books, dictionary, laptop) suitable for my learning.	4,05	Extensive
3	I have my tutorial session after class.	2,87	Moderate Extent
4	My mother helps me do my homework.	1,63	Very Low Extent
5	My father assists me do my homework.	1,69	Very Low Extent
6	I am comfortable at home or where I live now.	4,53	Very Extensive
7	I do too many household chores.	3,25	Low Extent
8	I get disturbed by my siblings.	2,57	Low Extent
9	Mobile phone/Television/Radio/gadgets distract me while studying my lesson.	3,52	Extensive
10	I have to help my parents in making money.	2,21	Low Extent
11	I often miss wanting to go home.	3,37	Moderate Extent
12	Women in my family have to help parents with household chores, so that study time reduced	2,94	Moderate Extent
13	My family enjoys reading	2,98	Moderate Extent
14	My family has a determined study time	2,77	Moderate Extent
15	Men in my family have more time to study because they do not have to help with the household core.	2,30	Low Extent
16	My parents have strict rules regarding learning obligations.	3,34	Moderate Extent
17	I often attend religious activities that take a long time.	3,00	Moderate Extent
Grand Mean		3,81	Extensive
Teacher Related Factor			
1	Has a good relationship with the student and co-teacher?	4,29	Very Extensive
2	Imposes proper discipline and is not lenient in following the prescribed rules.	4,23	Very Extensive
3	Is open to suggestion and opinion and is worthy of praise	3,58	Extensive
4	Shows smartness, confidence and firmness in making decision.	3,97	Extensive
5	Has an appealing personality with good sense of humor?	4,30	Very Extensive
6	My teacher is always on time when starting class.	3,77	Extensive
7	Explains the objectives of the lesson clearly at the start of each period.	4,28	Very Extensive
8	Has mastery of subject matter.	4,46	Very Extensive
9	Is organized in presenting subject matter by systematically following course routine.	4,28	Very Extensive
10	Is updated with present trends relevant to the subject matter.	4,14	Extensive
11	Shows various strategies, teaching aids/devices and techniques in presenting the lesson.	4,29	Very Extensive
Grand Mean		4,14	Extensive

Note 1-1.80 Very Low Extent; 1.81-2.60 low Extent; 2.61-3.40 moderate Extent; 3.41-4.20 Extensive; 4.21-5.00 Very Extensive

Table 3 addresses the results of the t-test and the regression coefficients of the four factors studied. The regression test shows that the teacher-related factor variable has a regression coefficient of 0.301, which means that if the teacher-related factor variable increases, it will increase student academic achievement. Whereas for the Student Co-related Factor (-0.064), Home-Related Factors (-0.124) and School-Related Factor (-0.003) variable regression coefficients apply vice versa, if these three factors decrease, it will increase student academic achievement. The four factors that were carried out by the statistical tests indicated that the most dominant factor influencing students' academic achievement was the Teacher-Related factor. The Teacher-Related factor had the largest beta coefficient and had the smallest probability value when compared with other factors. The results of the t-test conducted in this study addressed a positive Teacher-Related Factor variable. This significant effect, based on the results of data processing, obtained a coefficient value of 3,274 and sig. of 0.001 or a probability smaller than the significance level set at 0.05, which means that the Teacher-Related Factor variable influences student academic achievement. However, the other three variables show a probability value more generous than the significant level that set at 0.05 (Student-Related Factor Variable coefficient value of -0.754 and sig. For 0.452, the Home-Related Factors coefficient value is -1.369 and sig. 0.173 and School-Related Factor, the coefficient value is -0.529 and sig. 0.597) —thus making these three factors do not influence student academic achievement.

Table 3. Descriptive Statistic relationship between teacher-related, student-related factor, home-related factors, school-related factor and academic achievement

variables	B	Beta	t-value	Sig.	Remarks
Teacher-Related factor	0.009	0.301	3.274	0.001	Significant
Student-Related Factor	-0.002	-0.064	-0.754	0.452	Not Significant
Home-Related Factors	-0.004	-0.124	-1.369	0.173	Not Significant
School-Related Factor	-0.003	-0.048	-0.529	0.597	Not Significant

Table 4 shows the influence of the four independent variables on the dependent variable jointly obtained sig values. 0.024, which means that it is significant because of $p\text{-value } 0.024 < 0.05$. so it can be concluded that together the four factors tested have a positive and significant effect simultaneously on student academic achievement.

Table 4. Regression statistic of four factor affecting academic performance of student-nurses

Models	Sum of squares	Df	Mean Square	F	Sig.
Regresion	0.344	4	0.086	2.899	0.024
Residual	4.535	153	0.030		
Total	4.878	157			

Test results on data of age, year level, previous school attended, and participants' socioeconomic status did not have significant differences in students' academic performance. This is indicated by the p-value of each of these factors greater than 0.05, where age has a value of $p = 0.398$; year level $p = 0.589$, $p = 0.166$; socioeconomic status, $p = 0.970$. While the p-value of gender is 0.004, and the p-value of The Motive for Applying to Nurse Academy is 0.036. both have p values less than .05, which means they have significant differences.

Table 5. Significant difference in the extent of effect factors has on academic performance of student-nurses

Models	p-value	Coefficient Correlation	Remarks	Decision on Ho
Age	0.477	-0.44	Not Significant	Accept H_0
Gender	0.004	-0.188	Significant	Reject H_0
Year Level	0.132	0.099	Not Significant	Accept H_0
Previous School	0.168	-0.091	Not Significant	Accept H_0
The Motive for Applying to Nurse Academy	0.036	0.138	Significant	Reject H_0
Socio Economic Status	0.459	0.047	Not Significant	Accept H_0

4. DISCUSSION

Academic performance is the level at which students, teachers, and organizations have achieved their short-term or long-term educational goals. Cumulative GPA and culmination serve as benchmarks for educational academy achievement, which included in the diploma. Academic achievement usually assessed through tests or constant assessments, but there is no general agreement on how it is better measured or which are the most important expressions. Student academic achievement in the nursing diploma plays an integral part in supplying the nation with graduates who can support the development of the health sector's quality to the public. Several studies on the factors that affect students' academic achievement note that all of these researchers reviews support the theory that students show their academic dependence on socio-economic, family, psychological, and environmental factors, this factor identified as a significant factor in determining academic success (Alos et al. 2015; Alshammari et al. 2017). In this study, researchers found that all factors together indeed affected students' academics, as indicated by the p-value of 0.024 (< 0.05). However, when looking at the results of the correlation test for each of the factors, only teacher-related factor variables indicate a relationship with academic achievement with a p-value of 0.001 (< 0.05) and Mean value of 4.14, which means significant or which means that the Teacher-Related Factor variable influences student academic achievement. The results support other studies which conclude that factors relating to teachers have impacted the most compared to other factors (Alos et al., 2015; Alshammari et al., 2017; Fajar et al., 2019). The teacher plays an essential role in student achievement, and therefore the teacher is hugely responsible for unsatisfactory or good student performance. A teacher must be able to create a conducive learning atmosphere and be able to improve the development of student learning experiences. According to Alshammari et al. (2017), students felt that teaching strategies, student-teacher relationship, and communication barrier hinder their academic performance. Richardson and Fallona (2001) concluded that if a teacher does not have experience or low ability

in teaching, students may not be able to develop a comprehensive understanding of their subject matter. Another opinion from Adediwura and Tayo (2007) states that variables related to teaching skills, such as clarity of expression, criticism of variability, questions, are significantly related to student academic performance. The lack of teaching skills by some University lecturers is responsible for the decline in poor academic performance that noted among scholars. The teacher suffers from a classroom management problem, such as authoritarianism. The classroom environment might hinder fruitful class discussions and collaborative learning and can deter the maximum application of their abilities (Alshammari et al., 2017). Frequent class tests, feedback, and appreciation from teachers, interactive lectures with the use of clear examples, integration of topics, and problem-based learning were also helpful in understanding. Didactic lectures and tutorials found to be the most useful methods of instruction followed by demonstrations; students found tutorials to be interactive and helpful in clearing their concepts (Sharma et al. 2017). However, success in the learning process depends on the student-teacher relationship in the learning process. Good student-teacher relationships help students in their studies in the right way (Raychaudhuri et al. 2010). According to Alshammari et al. (2017), Student-teacher relationships must be well defined and based on excellent professionalism which includes aspects such as professional care, competence, wholeness, interconnection, affection, self-confidence, conscience, and commitment from teachers and students because Students need to see that their teacher cares about them in the classroom, clinical settings including off-campus.

The gender also showed a significant correlation with academic achievement in this study. This is in line with research conducted by Barry (2019); Carvalho (2016); Reynolds et al. (2015) that girls reported better indicators of academic achievement, and overall satisfaction than boys. Girls are better than boys in academic achievement because they have better study skills, work harder, and attend more often than boys (Wainer and Steinberg 1992). Another factor that significant in this study is the motive for registering at the nursing academies. This factors influence academic achievement in nursing students because nursing faculty are still the second choice for students if they are not accepted in the medical department or students usually choose nursing faculties because of parental coercion. This situation causes students to be less enthusiastic about learning, leading to decreased learning achievement. Students who are forced to choose nursing faculties usually show poor attitudes and adaptability. Teachers and institutions need to take proactive and persuasive actions to assist students in the adjustment process with the hope that, in the future, students can catch up so that they can have a positive impact on academic achievement and ultimately on the quality of graduates. Contrary to expectations, home ($GM = 3.81$, $*p* = 0.173$) and school factors ($GM = 3.69$, $*p* = 0.597$) showed no significant effects. Notably, parental homework assistance scored lowest (1.63–1.69), implying Indonesian nursing students rely more on self-directed learning. This is contratry with Alshammari's (2017) study findings that state parents' beliefs in their child's education were just as important as direct support to increase their academic achievement. Student-related factors (e.g., study habits) were also insignificant ($*p* = 0.452$), possibly due to the program's rigid structure limiting individual variability.

The findings from this study provide a clear roadmap for nursing education: teachers are not just lecturers; they are the most powerful motivators in the classroom. Schools should invest in training lectures to become better mentors, not just content experts, because lectures that spark curiosity are more important than a perfect PowerPoint slide. However, no study has been perfect. A limitation of this study is that the data were drawn from a single campus; therefore, generalizations must be made with caution, but the strong effect size ($R^2 = 0.27$) supports urgent investment in faculty development. Future studies should combine longitudinal designs with intervention trials to translate these insights into scalable reforms. Future work should couple longitudinal designs with intervention trials to translate these insights into scalable reforms.

5. CONCLUSION

This study identifies teacher-related factors as the most significant predictor of academic achievement among nursing diploma students, surpassing student, home, and school-related influences. The findings highlight the critical role of educators in shaping learning outcomes, particularly in Indonesia's competency-based nursing education system. While the study has limitations—including its single-institution sample, self-reported data, and cross-sectional design—the robust effect size ($R^2 = 0.27$) underscores the need for targeted faculty development initiatives.

REFERENCE

- Adediwura, A. A., & Tayo, B. (2007). Perception of teachers knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Reviews*, 2(7), 165-171.
- Ali, M., & Hayat, B. (2019). Non-academic factors influencing students' achievement: a study in the Indonesian madrasahs. *International Journal of Learning and Intellectual Capital*, 16, 180.
- Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributing to the students academic performance: A case study of Islamia University Sub-Campus. *American journal of educational research*, 1(8), 283-289.
- Alos, S. B., Caranto, L. C., & David, J. J. T. (2015). Factors affecting the academic performance of the student nurses of BSU. *International Journal of Nursing Science*, 5(2), 60-65.
- Alshammari, F., Saguban, R., Pasay-an, E., Altheban, A., & Al-Shammari, L. (2017). Factors affecting the academic performance of student nurses: A cross-sectional study. *Journal of Nursing Education and Practice*, 8(1), 60.
- Bal-Taştan, S., Davoudi, S.M., Masalimova, A., Bersanov, A.S., Kurbanov, R., Boiarchuk, A., & Pavlushin, A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *Eurasia journal of mathematics, science and technology education*, 14, 2353-2366.
- Barry, A. (2019). Gender Differences in Academic Achievement in Saudi Arabia: A Wake-Up Call to Educational Leaders. *International Journal of Education Policy and Leadership*, 15(15).
- Berkowitz, R., Moore, H., Astor, R. A., Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 87, 425-469.
- Cai, J. (2018). Effects of Home Resources and School Environment on Eighth-Grade Mathematics Achievement in Taiwan. *ArXiv, abs/1801.06049*.
- Carvalho, R. G. G. (2016). Gender differences in academic achievement: The mediating role of personality. *Personality and Individual Differences*, 94, 54-58.
- Considine, G., & Zappalà, G. (2002, April). Factors influencing the educational performance of students from disadvantaged backgrounds. In *Competing visions: Refereed proceedings of the national social policy conference* (Vol. 2001, pp. 91-107).
- Fajar, S., Hussain, M., Sarwar, H., Afzal, M., & Gilani, S. A. (2019). Factors affecting academic performance of undergraduate nursing students. *International Journal of Social Sciences and Management*, 6(1), 7-16.
- Fang, L., Sun, R. C., & Yuen, M. (2016). Acculturation, economic stress, social relationships and school satisfaction among migrant children in urban China. *Journal of Happiness Studies*, 17(2), 507-531.
- Isik, U., Wouters, A., Ter Wee, M. M., Croiset, G., & Kusurkar, R. A. (2017). Motivation and academic performance of medical students from ethnic minorities and majority: a comparative study. *BMC medical education*, 17(1), 233.
- Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout.
- Korir, W. (2017). Influence of number of siblings and learning resources at home on students' academic performance. *Journal of Emerging Trends in Educational Research and Policy Studies*, 8(6), 291-299.
- Maria, K., & Awan, A. G. (2019). Impact Of Sociocultural Factors On Academic Performance Of Students In District Multan, Pakistan. *Global Journal of Management, Social Sciences and Humanities*, 5(3), 425-452.
- Merolla, D. M. (2017). Self-efficacy and academic achievement: The role of neighborhood cultural context. *Sociological Perspectives*, 60(2), 378-393.
- Moore, P. J. (2019). Academic achievement.
- Orsini, C., Binnie, V. I., & Wilson, S. L. (2016). Determinants and outcomes of motivation in health professions education: a systematic review based on self-determination theory. *Journal of Educational Evaluation for Health Professions*, 13.
- Raychaudhuri, A., Debnath, M., Sen, S., & Majumder, B. G. (2010). Factors affecting students' academic performance: A case study in Agartala municipal council area. *Bangladesh. e-Journal of Sociology*, 7(2), 34-41.
- Reynolds, M. R., Scheiber, C., Hajovsky, D. B., Schwartz, B., & Kaufman, A. S. (2015). Gender differences in academic achievement: Is writing an exception to the gender similarities hypothesis?. *The Journal of genetic psychology*, 176(4), 211-234.
- Richardson, V., & Fallona, C. (2001). Classroom management as method and manner. *Journal of curriculum studies*, 33(6), 705-728.
- Ruiz, L. D., McMahon, S. D., & Jason, L. A. (2018). The role of neighborhood context and school climate in school-level academic achievement. *American journal of community psychology*, 61(3-4), 296-309.
- Schneider, B. H., Tomada, G., Normand, S., Tonci, E., & de Domini, P. (2008). Social support as a predictor of school bonding and academic motivation following the transition to Italian middle school. *Journal of Social and Personal Relationships*, 25(2), 287-310.
- Sharma, P., Singh, P., Kalhan, S., & Garg, S. (2017). Analysis of factors affecting academic performance of MBBS students in pathology. *Ann Int Med Dent Res*, 3(5).
- Shukla, N., Rai, K., & Kaur, D. (2016). To study the association between number of siblings and academic achievement. *International Journal of Education and Management Studies*, 6(2), 165.

- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-Related and Individual Predictors of Subjective Well-Being and Academic Achievement. *Frontiers in Psychology*, 9.
- Vizeshfar, F., & Torabizadeh, C. (2018). The effect of teaching based on dominant learning style on nursing students' academic achievement. *Nurse education in practice*, 28, 103-108
- Wainer, H., & Steinberg, L. (1992). Sex differences in performance on the mathematics section of the Scholastic Aptitude Test: A bidirectional validity study. *Harvard Educational Review*, 62(3), 323-337.
- Wang, M. T., Degol, J. L., & Amemiya, J. L. (2019). Older siblings as academic socialization agents for younger siblings: Developmental pathways across adolescence. *Journal of youth and adolescence*, 48(6), 1218-1233