

A Study of Factors Impacting Student Success in State Universities in the Philippines through Multivariate Regression Analysis

Gaudicos, Adel Grace agaudicos@southernleytestateu.edu.ph
Dayola, Yancy Maria ydayola@southernleytestateu.edu.ph
Camaso, Maria Fe mfcamaso@uv.du.ph;
et al.

ABSTRACT

This study aimed to unravel the intricate relationship between various factors and student success in state universities using multivariate regression analysis. By examining a comprehensive set of variables—including learner factors, teacher factors, learning facilities, parental guidance, curriculum, lessons, and community—the study sought to identify the key determinants that significantly influence academic success. Data were collected through online surveys from 100 state university students. The findings revealed that a combination of multiple factors, rather than relying solely on community, learning facilities, and parental guidance, is necessary to effectively improve academic performance. While community, learning facilities, and parental guidance may correlate with GPA, they are not the sole predictors of academic performance. To address broader educational outcomes and improve students' GPAs, it is crucial to consider a wide range of influencing factors, including mediating variables.

Keywords: Academic performance, influencing factors, multivariate regression analysis, student success, state universities

INTRODUCTION

Every educational institution is focused on enabling student achievement because education has a transforming effect on how people and society are shaped. State universities and colleges serve as effective catalysts, fostering the knowledge and skills required to produce a workforce that is competent and productive. Even amid the significant investments made in higher education, however, the complex network of student performance needs thorough examination and comprehensive evaluation. State colleges and universities have a big impact on students' academic and career goals. Policymakers, educators, and administrators need to have a deep grasp of the factors that influence student accomplishment in order to develop interventions and methods that work. The study aims to investigate and reveal the underlying ideas by utilizing multivariate regression analysis to identify the factors influencing student achievement in state universities and colleges.

Recent studies have yielded important new information about the variables affecting college student achievement. For instance, grit, resilience, and mentality are examples of non- cognitive variables that are important in predicting academic achievement and perseverance (Robbins et al., 2018). These results emphasize the importance of taking psychological characteristics of pupils into account in addition to standard academic variables. Moreover, socioeconomic characteristics have been found to be important indicators of student achievement. Students from lower-income families encounter additional difficulties because of financial limitations, restricted access to resources, and small support systems, according to a study by Hurwitz and Lee (2020). Ensuring equitable possibilities for success in higher education requires addressing these challenges. The function of institutional support services has drawn more notice lately.

Breland et al.'s study from 2021 shown the beneficial effects of academic support services on student retention and graduation rates, including mentorship, tutoring, and extra teaching. Effective advising techniques have also been demonstrated to improve degree completion and student performance (Sawyer et al., 2022). In order to improve student engagement, retention, and graduation rates, high-impact practices—such as undergraduate research, internships, and service-learning opportunities—are essential, according to a study by Kuh et al. (2020). This emphasizes how important it is to give students a variety of chances for hands-on learning and skill development.

Furthermore, emphasis has been placed on the significance of inclusive and interesting teaching methods. Student achievement and engagement are positively impacted by student- centered teaching methods, active learning techniques, and supportive classroom environments, according to a recent meta- analysis by Feldman et al. (2021). Also, it is impossible to disregard how technological improvements affect students' progress. Chen and Lambert's (2021) study emphasized how online learning environments and educational technologies support student engagement, personalized learning, and resource access. Studying the effects of hybrid or entirely online instructional methods on student achievement in the digital era is vital, since more and more institutions embrace these models.

Achieving student success in state universities and colleges is the most important objective, but it's also critical to understand the complex relationships between the different components that contribute to that achievement. Previous research has identified a variety of factors that affect student accomplishment; however, there has not been a comprehensive analysis of the combined effects and relationships between all these variables. Additionally, considering the evolving nature of higher education—which includes the

growing importance of non-cognitive skills, technological advancements, and high-impact practices—it is imperative to evaluate their effect on student performance. Defining the fundamental concepts and identifying the key elements affecting student success in state universities and colleges is necessary, as is keeping in mind how they interact and how higher education is changing.

The results of this study provide valuable insight into the relative significance of each factor and how they interact to affect student performance in state universities. Policymakers, educators, and administrators can create evidence-based practices and policies that support student achievement and equity in higher education by identifying their key factors and measuring their impact.

OBJECTIVES

This study aimed to determine the influence of several factors affecting students' academic performance in State Universities. This will give evidence to the policy-making body and the faculty members of the University on how to strengthen the program delivery.

Specifically, this study aims to:

1. identify which of the following variables significantly influence the Academic Performance of the students in State Universities:

(a) Learner factor, (b) Teacher factor, (c) Learning Facilities, (d) Parental Guidance (e) Curriculum (f) Lessons and (g) Community.

2. determine the explained variance of the seven variables that influence the Academic

Grade of students in State Universities; and to

3. generate a theory/model on the academic success of state university students based on the results of the study.

METHODOLOGY

Research Design

In this study, a survey research design was employed to investigate the impact of the identified factors on the academic performance of state university students. The study aimed to determine which of these factors significantly contributes to students' academic performance.

Population

The participants in this study were third-year college students attending a State University in Southern Leyte. These students represented the five colleges of the University, namely the College of Engineering, College of Technology, College of Criminal Justice, College of Hospitality, and College of Computer Studies. Third-year students were selected because they have already undergone and adapted to their academic life in higher education. Moreover, this group has established a stable emotional and academic performance and has recently experienced the flexible learning program offered by the University. They were chosen because they have completed two years of their academic program, providing them with sufficient experience to answer the questions related to the relationship between student success and the various factors that influence it.

Sample, Sampling Procedure, and Sample Size

The sample for this study consisted of individuals who were enrolled in the University and belonged to the target population. The researchers utilized a purposive sampling technique, also known as judgmental, selective, or subjective sampling. In this method, the sampling units were chosen based on the researcher's judgment. The respondents were selected based on specific criteria, which included being a third-year student and being enrolled in the university during the data collection period, which was the second semester of 2022-2023.

Research Environment

The research was carried out at the Southern Leyte State University-Main Campus, which is the sole university in the province of Southern Leyte. This campus is situated in Sogod, Southern Leyte.

Research Instrument

The research instrument used in this study was adapted from Branzuela et al. (2022) and comprised three sections. The first section included filtering questions, such as (a) whether the respondents were currently enrolled in the semester at SLSU and (b) whether they were third- year students. The second section focused on gathering the demographic profile of the respondents. Lastly, the third section consisted of

25 questions that measured various factors, including the learner factor, teacher factor, parental guidance, lessons, curriculum, community, and learning facilities. Each item in this section was measured using a five-point Likert scale. The reliability of the research instrument was assessed using Cronbach Alpha, which revealed a high level of reliability. The constructs measured exhibited a minimum value of .780 and a maximum value of .842.

Data Collection

Primary data was collected through surveys administered to students focusing on demographics, academic performance, engagement, support services, and institutional resources. The data for this study was taken from the respondents through the online survey. On the other hand, students' grades were the basis for their academic performance hence it was taken from the registrar's office following the standard process for acquiring such data. All data gathered were asked for permission from the registrar, deans, chairpersons, and Teachers. The questionnaire links, in Google Forms, were disseminated to the students with the help of the teachers

Ethical Considerations

High ethical standards were upheld in this research on factors impacting student success in state universities and colleges. Participants were given the opportunity to make informed decisions and ask questions about their involvement. Strict adherence to confidentiality and to authorized researchers. To protect participant anonymity measures such as using pseudonyms or aggregating data were implemented during the reporting of findings. Data was retained for an appropriate period and then securely destroyed in compliance with data protection regulations and institutional policies. These ethical considerations foster valuable insights while maintaining trust and integrity throughout the research process.

Data Analysis Technique

The main goal of this study was to determine the factor that could affect the academic performance of students in state universities. To analyze the data to answer the research question of the study, multiple linear regression was employed. The inferential analysis was used to determine the factors that influence the academic performance of the students.

A p-value of less than 0.05 in the regression analysis indicates a significant influence of the factor identified in this study on the Academic Performance of the students. Prior to multiple regression analysis, statistical assumptions such as

- (1) linearity,
 - (2) homoscedasticity,
 - (3) independence of errors,
 - (4) normality, and
 - (5) independence of independent variables
- were met (CFA, 2022)

Scope and Limitations of the Study

This study focuses on quantitative methodology. Hence, understanding the students’ in depth perceptions regarding this study’s results is not covered. Furthermore, this study focuses on the perspectives and students in a Philippine state university.

RESULTS AND DISCUSSION

Table 1: Descriptive Statistics of Student’s Perspective on the Influence of Learner Factors on Academic Performance

Ho: There is no significant relationship between student’s GPA and	Correlation Coefficient	Interpretation
Learner Factor	-0.153 ns	Very Weak Negative Correlation
Teacher Factor	-0.176 ns	Very Weak Negative Correlation
Learning Facilities	-0.207*	Weak Negative Correlation
Parental Guidance	-0.238*	Weak Negative Correlation
Curriculum	-0.248*	Weak Negative Correlation
Lesson Design	-0.305**	Weak Negative Correlation
Community	-0.286**	Weak Negative Correlation

ns – not significant **significant* ***highly significant*

A significant relationship exists between a student’s GPA and various factors, including learning facilities (-0.207), parental guidance (-0.238), curriculum (-0.248), lesson design (-0.305), and community (-0.286). Furthermore, these factors exhibit a negative correlation with the student’s GPA. This implies that when learning facilities are of high quality, there is adequate parental guidance, the curriculum and lesson design are well structured, and the community environment is favorable, the student’s GPA tends to increase. The quality of Learning facilities (-0.207) has a negative correlation with a student’s GPA. When learning facilities are of higher quality, providing better resources and a conducive learning environment, it tends to positively influence the student’s academic performance. There is also a negative correlation between parental guidance (-0.238) and GPA which suggests that when students receive adequate guidance and support from their parents or caregivers, it tends to have a positive impact on their academic performance. As to Curriculum (-0.248), the negative correlation implies that a well-structured and comprehensive curriculum has a positive association with a student’s GPA. The negative correlation between lesson design (-0.305) and GPA suggests that well designed and effective lessons contribute positively to a student’s academic performance. The Community (-0.286) also has negative correlation which indicates that a favorable community environment can have a positive influence on a student’s GPA.

It is important to note that the observed significant relationship and negative correlation between a student’s GPA and factors such as learning facilities, parental guidance, curriculum, lesson design, and community are based on correlation analysis. Correlation examines the association between variables, but it does not establish a causal relationship or predict the effect of one variable on another. To better understand and predict the impact of these factors on a student’s GPA, a regression analysis was considered.

Table 2: Descriptive Statistics of Student’s Perspective on the Influence of Learning Facilities on Academic Performance

Model	Coefficients ^a	Collinearity Statistics	
		Tolerance	VIF
(Constant)			
		.288	3.473
Parental Guidance		.348	2.873
1 Curriculum		.088	11.421
Lesson Design		.063	15.981
Community		.163	6.127

Tolerance values close to 1 indicate low collinearity, while values close to 0 indicate high collinearity. Generally, a tolerance value below 0.1 is a cause for concern. On the other hand, VIF values greater than 1 indicate multicollinearity. A common rule of thumb is that VIF values above 5 or 10 suggest high multicollinearity.

The tolerance and VIF values indicate that the variables “curriculum” and “lesson design” exhibit high multicollinearity in relation to the dependent variable, which is the GPA. In this case, it implies that these three variables are highly correlated with each other, making it difficult to discern the individual impact of each variable on the GPA. When multicollinearity is present, it becomes challenging to accurately estimate the contribution of each independent variable to the dependent variable. Additionally, it increases the uncertainty of the model’s predictions and can potentially affect the validity of the results. To address this issue, it is advisable to consider potential solutions, such as excluding one or more highly correlated variables from the analysis. In this case, the variables “lesson design” and “curriculum” were removed, as they exhibit the highest multicollinearity. By reducing multicollinearity, more reliable estimates of the effects of individual variables on the GPA can be obtained, thereby enhancing the overall validity of the regression analysis.

Table 3: Descriptive Statistics of Student’s Perspective on the Influence of Parental Guidance on Academic Performance

Model	Sum of Squares	df	ANOVA ^a		Sig.
			Mean Square	F	
Regression	.846	3	.282	.398	.755 ^b
1 Total	67.971	99	.708		

a. Dependent Variable: GPA
b. Predictors: (Constant), Community, Parental Guidance, Learning Facilities

Table 4: Descriptive Statistics of Student’s Perspective on the Influence of Teacher Factor on Academic Performance

Model	Coefficients ^a			Collinearity Tolerance	Statistics VIF
	Standardized Coefficients Beta	t	Sig.		
(Constant)		8.101	.000		
Learning Facilities	-.083	-.472	.638	.336	2.977
Parental Guidance	.140	.833	.407	.362	2.759
Community	-.112	-.664	.508	.363	2.754

a. Dependent Variable:

The ANOVA table provides valuable insights into the relationship between the variables; community, parental guidance, learning facilities, and GPA. Based on the statistical analysis, it is evident that these factors do not have a significant impact on a student’s GPA.

When a factor is deemed “not significant,” it means that there is no evidence to suggest a meaningful association between that factor and the dependent variable—in this case, GPA. In other words, variations in the community, parental guidance, and learning facilities do not contribute significantly to differences in student GPAs.

Based on the study findings, there is a possibility that good learning facilities are associated with higher Grade Point Averages (GPAs) among students. However, it is important to note that learning facilities alone cannot be considered as the sole determinant of a student’s GPA. The observed correlation between learning facilities and GPA might be influenced by a third factor, such as the school budget or the mode of learning, which affects both variables simultaneously. In a conceptual sense, the learning environment encompasses various components and activities that contribute to the process of teaching and learning. As a result, it involves multiple variables that can directly or indirectly impact students’ academic performance. Therefore, when examining the relationship between learning facilities and a student’s GPA, it is crucial to consider potential confounding factors that may affect both aspects, such as the school budget and the mode of learning. The availability of resources, including learning facilities, is often influenced by the school budget. Schools with larger budgets may have superior infrastructure and more advanced learning facilities. Moreover, if the school budget also affects the overall quality of education and the additional resources provided to students, it could indirectly influence their GPA. Studies have indicated that educational resources play a significant role in influencing student performance (Adebayo, Ntokozo, & Grace, 2020).

The mode of learning can vary between schools, with some offering traditional classroom instruction while others adopt online learning methods. Schools with better learning facilities are more likely to incorporate innovative teaching approaches and effective use of technology, which could have an impact on students’ academic performance, including their GPA. The effectiveness of learning facilities and, consequently, the students’ GPA can be influenced by the mode of learning. It is essential to note that the State University mentioned in the study follows a blended learning model. In today’s world, as digital media and information become increasingly prevalent, the role of information and communication technology (ICT) in education is gaining significance. Higher learning institutions have been integrating e-learning into their traditional classroom-based education. E-learning or web-based learning allows for the sharing of materials in various formats such as word documents, videos, slideshows, and PDFs, (Wahab et al., 2016). Additionally, live webinars, online classes, and communication through chat and message forums are available to both students and lecturers.

The Internet plays a crucial role in this context as it serves as a source of information and a medium of communication, empowering students in their learning journey. However, students may encounter challenges related to slow internet speed, long loading times for web pages, and frequent signal loss. Moreover, issues like slow computer speed, internet signal problems, virus threats, poor computer working conditions, power outages, and lack of internet access are prevalent among many students. These factors can hinder the effective utilization of e-learning resources and technologies, affecting the overall learning experience. Furthermore, integrating ICT into education poses several challenges and obstacles, particularly in developing countries. The establishment of institution-wide ICT systems in such contexts often incurs high opportunity costs compared to developed countries (Siddiquah et al., 2017). Despite the potential benefits, addressing these challenges is crucial for maximizing the advantages of ICT in education and providing equitable learning opportunities for all students. According to Akomolafe & Adesua (2016), utilizing the internet can enhance students' motivation and academic performance.

The factors previously discussed could contribute to the improvement of learning facilities and student support services, ultimately increasing the probability of higher GPAs among students. While there is a correlation between learning facilities and GPA,

it's important to note that learning facilities alone do not directly cause the GPA. Instead, improved academic performance is the result of a combination of multiple factors working together. Therefore, focusing solely on learning facilities in isolation may not be sufficient for addressing broader educational outcomes; a holistic approach involving various factors is necessary to enhance academic achievements.

Parental Guidance has the potential to positively impact a student's Grade Point Average (GPA). However, considering

Parental Guidance alone as a significant predictor of a student's GPA may not be accurate, as other factors such as parents' income could also play a role. Students with higher parental income may have a greater likelihood of achieving higher GPAs. While there is a correlation between Parental Guidance and GPA, it's essential to acknowledge that Parental Guidance alone does not directly cause the GPA. Instead, academic performance is influenced by a combination of various factors working together. Parental Guidance, though valuable, may not be the sole key to achieving broader educational outcomes; it requires a comprehensive approach involving multiple factors to enhance academic achievement. According to Osei-Owusu et al. (2018), factors such as parents' educational level, parents' occupational level, parents' income level, and parental care have an impact on students' academic performance.

As per the study conducted by Chukwudi et al. (2017), there is a significant influence of parental occupational level on students' academic performance. Additionally, the study highlights a strong positive relationship between parental educational levels and students' academic performance. These findings are supported by the research conducted by Nguyen et al. (2021), which indicates that while the age gap between parents and their children has only minor positive effects on academic performance, family income shows a significant and positive correlation with GPA. This suggests that students from wealthier families tend to perform better academically compared to those from less affluent backgrounds. Interestingly, the study by Adzido et al. (2016) also sheds light on the positive relationship between students' academic performance and their family income. The availability of financial resources can provide students with the comforts they need to focus on their studies. However, the research also reveals that students from more prosperous families might not necessarily devote proper attention to their studies. It implies that wealth alone cannot guarantee a student's dedication to their academic pursuits. These

studies collectively highlight the impact of parental occupational level, parental educational levels, and family income on students' academic performance. While financial resources can provide certain advantages, academic success is influenced by a combination of factors beyond monetary affluence.

The community is another factor that could potentially contribute to a high-Grade Point Average (GPA) for students. However, considering the community alone as a significant predictor of a student's GPA may not be accurate. While there is a correlation between the community and GPA, the community itself does not directly cause the GPA. Academic performance is influenced by a combination of multiple factors working together. Therefore, the community is not necessarily the sole key to achieving broader educational outcomes; it requires the interplay of various factors to enhance academic achievement.

The ecological perspective suggests that students are significantly influenced by the social contexts surrounding them. This perspective provides an approach to understand the relationship between social support and students' learning outcomes. Social support within the community offers university students a sense of security and competence, which, in turn, helps them address intellectual challenges more effectively. This social support can positively impact their overall academic performance. The community plays a role in shaping students' academic outcomes, but it is just one part of a complex network of factors that contribute to improved academic performance. Social support from the community can be beneficial for students in their educational journey, but the overall GPA is influenced by a combination of various elements.

The connections students have with their friends and faculty members play a significant role in their academic success (Mishra, 2020). According to Wen & Li (2022), social support fosters the development of dispositional optimism

among students from low-income families, leading to an improvement in their academic performance. Li et al. (2018) also found that self-esteem fully mediates the relationship between social support and academic achievement, as well as the connection between social support and emotional exhaustion. The General Benefits (GB) model of social support proposed by Rueger, Malecki, Pyun, Aycock, and Coyle (2016) suggests that social support can enhance positive psychological states in individuals, such as positive affect and a sense of well-being. Additionally, Rueger et al. (2016) proposed the Stress- Buffering (SB) model of social support, which posits that social support acts as a buffer against stress. Social support can provide solutions to individuals facing stressful situations, reduce the perceived significance of problems, and facilitate positive psychological reactions and behavioral responses. In other words, social support is seen as a protective resource that enables students to cope with stress, distress, and depression. If social support is lacking, individuals may experience more negative effects of stress (Rueger et al., 2016). Social support provides individuals with positive social interactions, contributing to emotional balance and a reduction in burnout.

Consequently, students with supportive resources are less susceptible to emotional exhaustion compared to those without such resources. Social support serves as an effective remedy to enhance students' stress resilience, which can be particularly valuable in dealing with emotional exhaustion.

CONCLUSION

The results of this study indicate that when considered independently, community, parental guidance, and learning facilities do not directly and significantly impact the academic performance of students in State Universities (SUCs). However, it is essential to recognize that these factors may still have an indirect influence on GPA through mediating variables. The study proposes that other factors, such as the school budget, mode of learning, internet access, parental income,

parental education, parental occupation, and social support, might act as mediating factors in the relationship between community, parental guidance, learning facilities, and GPA. These mediating factors could potentially explain the correlation observed between the three factors and GPA. Therefore, the study suggests that a combination of multiple factors, rather than solely relying on community, learning facilities, and parental guidance, may be necessary to effectively enhance academic performance. The study highlights the significance of considering the broader context and the interplay of various factors that can contribute to students' educational outcomes. While community, learning facilities, and parental guidance may exhibit correlations with GPA, they are not the exclusive predictors of academic performance. To address the broader educational outcomes and improve students' GPAs, it is crucial to take into account a wide range of factors that influence academic success, including the mediating variables.

Study has several implications for educational institutions, policymakers, and parents. A comprehensive approach is needed to improve academic performance. Relying solely on community support, learning facilities, or parental guidance may not be sufficient. Instead, a combination of multiple factors, including those identified as potential mediators, should be considered. This implies that educational interventions and policies should take a holistic approach to address students' educational outcomes. The study also highlights the potential mediating role of factors such as school budget, mode of learning, and internet access. Policymakers should consider allocating adequate resources to schools, ensuring equitable access to technology, and providing suitable learning environments. Investing in these areas may indirectly enhance students' academic performance by addressing the mediating factors. While parental guidance alone may not directly impact academic performance, the study suggests that it can have an indirect influence. Parental income, education, and

occupation are identified as potential mediating factors.

This implies that efforts should be made to increase parental involvement in education, provide support to parents, and address socioeconomic disparities that may affect students' educational outcomes. The study identifies social support as a potential mediating factor between community factors and GPA. This highlights the significance of fostering a supportive social environment for students. Schools, communities, and families should work together to provide students with a network of support, which can positively impact their academic performance. The study underscores the need for a comprehensive and nuanced approach to enhance academic performance. It emphasizes the importance of considering multiple factors and their potential mediating roles. By addressing the broader context and interplay of various factors, educational institutions and policymakers can develop more effective interventions and policies to support students' educational success.

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