



Factors Affecting Students' Academic Performance: A Case Study of Public Sector Universities of Balochistan

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Abstract

Education is universally recognized as the keystone of human improvement. Since its inception, it has been of keen interest to educationists to evaluate the contributing factors of academic success. Several studies have been conducted on the respective area. This study aims at evaluating the impact of organizational climate and student engagement on academic success in the universities of Balochistan. A purposive sampling technique was used to collect data from the 300 students at the higher education institutes of Balochistan. The results have supported the pre-established empirical findings that recognise the organisational climate's significant impact and student engagement on their learning outcomes.

Keywords: Student Engagement, Organizational Climate, Student Learning Outcomes

Introduction

Education is considered the initial step from individual growth to economic development observed in every human activity, especially after the post-industrial age (Liu et al., 2022). Educational performance has been the top objective for concerned entities, consequently making it's contributing factors a key area for research (Ibrahim et al., 2014). These factors generally include age, gender, ethnicity, parental profession, language, demography, income, and religious affiliation (N. Khan et al., 2012). Even though the identification and classification of these factors are, to a large extent, possible but since the effects of education result in qualitative behaviors, such as an increase in knowledge or behavioral change, thereof, it is a matter of contradiction to assess the quality of education from the viewpoint of different stakeholders (Y. Khan et al., 2022). Academic performance is defined as how students cope with their studies and are given assignments traditionally evaluated by examination (Waqas Balooch et al., 2015). The most used assessment method is to assess students through GPA (grade point average (Ahmad et al., 2023).

Universities are recognized as the most elite educational institutes in any country because that is where the skilled and educated labour workforce is produced (Ahmad et al., 2022). Universities constantly face challenges to evidence their students' effectiveness for society (Ahmad et al., 2021). The term "academic success", interchangeably used with "student performance", includes academic achievement, learning objectives, desired skills, competencies, persistence, and post-college performance (Ali et al., 2022). This study aims to identify factors that affect students' academic performance at the universities of Balochistan.

Literature Review

This study has rich literature because of the importance of educational performance to educationists and others in general (Obaid et al., 2022). Numerous studies have signified the importance of various factors that range from personal, environmental, economic, and social (Sikandar et al., 2022). And factors such as motives, study strategies, and interest have similarly been contributing (Irshad et al., 2021).

Organizational Climate

Organizational climate refers to how incumbents connect to the events, rules, practices, and actions they experience (Faheem et al., 2021). Organizational climate, in an educational context, encompasses multiple sub-factors, but this study aims at good teaching, support for learners, and appropriate workload that tend to have a positive relationship with student performance (A. M. Khan et al., 2022). Students who feel rewarded, encouraged, and desired for exhibiting certain behaviors are likely to have a positive organizational climate (Irshad, Abro, et al., 2022). It provides a supportive atmosphere to enhance and ignite academic interest (Irshad, Khan, et al., 2022). It's an intangible psychological force that filters how students describe and perceive their institutional environment (Aziz & Hussain, 2021) (Irshad, Hussain, et al., 2021).

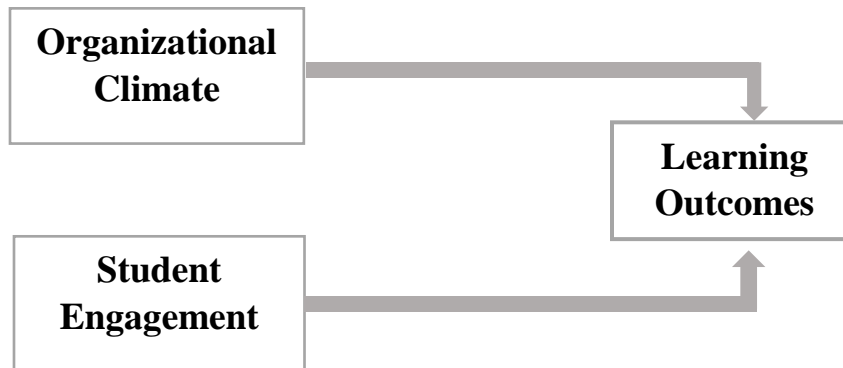
H₁: Organizational climate has a significant impact on academic success.

Student Engagement

Student engagement has recently been a focal point in research (Irshad et al., 2023). Massive evidence or numerous has shown a relationship between this and educational outcomes like graduation, learning, and persistence (Fayaz Ahmad & Khalil Shahid, 2015). Student engagement is a multidimensional phenomenon which can be broadly defined as “the time and effort students devote to activities that are empirically linked to the desired outcomes of college and what institutions do to induce students to participate in these activities” (Irshad, Khan, et al., 2022). Several conceptual frameworks have been developed from various disciplines concerning their research findings, including psychology, sociology, and management (Ibrahim et al., 2014b). Student engagement is the ambitious and passionate enrollment of their attention, time, interest, and intentional efforts toward their studies (Fayaz Ahmad et al., 2021) (Y. Khan et al., 2022). Student engagement is assessed through two premises: learning and success in college and second, institutional influence over students by use of its resources (Kumari et al., 2022). Several factors influence student engagement, but mainly three factors are agreed upon by most researchers: behavioural engagement, cognitive engagement, and emotional engagement, which directly affect and motivate them in their academic activities (Qalati et al., 2022).

H₂: Student engagement has a significant impact on academic success.

Conceptual Framework



Methodology

This study aims to examine the effects of organizational climate and student engagement on learning outcomes. Positivism philosophy was used in a deductive approach to address the research questions. The quantitative data was collected by a closed-ended questionnaire on Google Forms and distributed among the public sector universities of Balochistan students. A purposive technique was used in sampling because the data had to be collected from students only. The sample consists of a total of 300 respondents. The model consists of first-order constructs that determine the area of interest. SmartPLS used the PLS-SEM technique for the analysis of data.

Results and Discussions

Descriptive Statistics

Table 1 of demographics shows that there were 300 respondents to the research. The gender section shows that from the sample of 59 respondents, 200 are male and 100 are female, with 66.67% and 33.33%, respectively. The age section shows that respondents under or equal to 20 years are 145, with a percentage of 48.33%, 21 to 30 years are 112, 37.33%, and 31 and above years are 43, with a percentage of 14.338%. The demographic table's third and last section shows the program of the student's study. This shows that 234 students were undergraduates, with a percentage of 78%, 49 were graduates, with a percentage of 16.33%, and the rest of 17 were postgraduate students, with a percentage of 5.67%.

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Table 1 of Demographics

<i>Gender</i>	<i>No</i>	<i>Percentage</i>
Male	200	66.67%
Female	100	33.33%
Total	300	100%
<i>Age</i>	<i>No</i>	<i>Percentage</i>
Less than or equal to 20	145	48.33%
21 to 30 years	112	37.33%
31 and Above years	43	14.33%
Total	300	100%
<i>Program</i>	<i>No</i>	<i>Percentage</i>
Undergraduate	234	78.00%
Graduate	49	16.33%
Postgraduate	17	5.67%
Total	300	100%

Measurement Model

This study used a blindfolding approach to analyze the study's data. First, we confirmed the reliability and validity of the data then the clean and rigorous data was used for the regression analysis (Eichenauer et al., 2022). When using structural equation modelling, there are two types of reliability and validity. The first type of reliability is the items' reliability, and the second type is called construct reliability. The measure used for the item reliability is outer loading values, while Cronbach alpha and composite reliability measure the construct. Both have a threshold value of 0.7 and above (Ángeles López-Cabarcos et al., 2022). The below table of the reliability and the convergent validity shows that all the items and construct have a reliability value greater than the threshold value of 0.7, indicating that all the construct and their respective items have achieved their reliability. While there are two types of validity named: convergent and discriminant. AVE values are used for convergent validity, while HTMT values are used for discriminant validity. The threshold value for the convergent validity is 0.5 and above, while the threshold value for the HTMT is 0.85 or less (H. Khan et al., 2020). The table below of the reliability and the convergent validity shows that all the constructs of the study have the AVE value within the range of the threshold value, indicating that all the constructs are convergently valid.

Table 2 of Reliability and Validity

Constructs	Items	Loadings	CA	CR	AVE
Learning Outcomes	LO1	0.745	0.833	0.843	0.601
	LO2	0.721			
	LO5	0.788			
	LO6	0.898			
	LO7	0.709			
Organizational Climate	OC4	0.657	0.819	0.836	0.522
	OC5	0.676			
	OC6	0.733			
	OC7	0.764			

	OC8	0.768			
	OC9	0.728			
Student Engagement	SE1	0.873			
	SE4	0.672	0.791	0.889	0.573
	SE5	0.795			
	SE6	0.755			

While below table 3 of the HTMT value represents the scales' discriminant validity(Wibowo & Paramita, 2022). The threshold value for the HTMT values is 0.85 or less. The below table of the HTMT values shows that all the constructs have HTMT values less than the threshold value of 0.85, indicating that all the study constructs are discriminately valid.

Table 3 of HTMT Ratios

Organizational Climate <-> Learning Outcomes	0.718
Student Engagement <-> Learning Outcomes	0.728
Student Engagement <-> Organizational Climate	0.801

Regression Analysis and the Hypothesis Testing

Table 4 of the path coefficient shows the regression analysis of the study. This shows that there is a total of two hypotheses in the model of this study. The first is based on the impact of the organizational climate on the student's learning outcomes, while the second was based on the student's engagement in the student's learning outcomes. This shows that there are two independent variables named organizational climate and student engagement, while a single dependent variable is named student outcomes. The measures used for the hypothesis's significance are p and t values(Qalati et al., 2022). The threshold value for the p-value is 0.05 or less, while the threshold value for the t-value is 1.96 or above. The below table shows that both hypotheses have a p-value and a significant t-value, which indicates that the findings of this study support the booth hypothesis.

Table 4 of Path Coefficient

Hypothesis	Beta	T statistics	P values	Results
Organizational Climate -> Learning Outcomes	0.487	4.597	0.000	Supported
Student Engagement -> Learning Outcomes	0.274	2.326	0.020	Supported

Conclusion

The study aimed to explore the relationship between organizational climate to learning outcomes and student engagement in learning outcomes at the University of Gwadar. The first hypothesis was proved with empirical data describing organisational climate's positive impact on learning outcomes. Several previous studies have shown the same results. The second hypothesis, which denotes the positive impact of student engagement on learning, was also empirically proved positive in the study. The positive relationship of this hypothesis was also previously shown in studies.

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