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Academic Performance Of Bs Students In Khyber Pakhtunkhwa: Influencing Factors At College Level

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ABSTRACT

The academic performance of Bachelor of Science (BS) students plays an active role in defining their future. This study aims to explore the factors influencing the academic performance of BS students at the college level in Khyber Pakhtunkhwa (KP). The study emphases on classifying key academic, personal and institutional factors that affect students' learning results. A quantitative research method is adopted, using a structured questionnaire to collect data from teachers and BS students enrolled in different colleges. The collected data was analyzed to determine the relationship between various influencing factors and academic performance. The study is reveal that factors such as study habits, teacher support, learning environment, financial conditions and access to academic resources impact the students' academic achievement. Psychological factors such as stress and motivation may also play an important role in shaping performance outcomes. The findings of this research will be useful for students and policymakers in understanding the challenges faced by BS students and in developing strategies to improve academic performance in higher education institutions in Khyber Pakhtunkhwa.

Keywords: Academic Performance, BS students, Higher Education, Factors, Colleges

INTRODUCTION:

Academic performance is an important indicator of students' achievement in higher education. Academic performance reflects how students are able to achieve educational goals within an academic environment. In Bachelor of Science (BS) programs, students are predictable to develop strong theoretical understanding, analytical skills and practical competencies that make them for professional jobs and advanced studies. Though, academic success is not

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uniform among students, as it is influenced by a diversity of interconnected factors like personal abilities, learning environment, teaching quality and socio-economic background (Richardson *et al.*, 2012).In the framework of Khyber Pakhtunkhwa colleges BS students face diverse challenges that may affect their academic results. These challenges include limited access to academic resources, differences in institutional quality and financial constraints. In addition, students' study habits, motivation, time management, and psychological factors play a significant role in determining their performance. Previous research recommends that both internal and external factors mutually shape student achievement in higher education settings (Credé & Kuncel, 2008). By classifying the key elements affecting BS students in KP colleges, educators and policymakers can develop targeted strategies to improve learning outcomes and reduce academic differences. The main objective of this study is to examine the factors influencing the academic performance of BS students in Khyber Pakhtunkhwa at the college level. The specific objectives are:

RESEARCH OBJECTIVES:

To classify the academic factors affecting the performance of BS students in selected colleges of Khyber Pakhtunkhwa.

To examine the influence of institutional factors (like teaching quality, learning environment, and availability of resources) on students' academic achievement

To determine the consequence of social and financial factors on the academic performance of BS students at the college level

To discover the relationship between psychological factors (such as stress, anxiety, and confidence) and academic performance of BS students

RESEARCH METHODOLOGY:

This study is employing a quantitative research design to examine the factors influencing the academic performance of BS students in colleges of Khyber Pakhtunkhwa (KP). A quantitative approach was adopted because it allows the researcher to measure relationships between different variables (Creswell & Creswell, 2018). The target population was consisted of teachers and BS students enrolled in selected public colleges across Hazara division. A random sampling technique was adopted to collect data from different colleges. Data was collected through a structured questionnaire developed from existing literature on academic performance and influencing factors. The questionnaire included sections on personal factors (study habits, motivation, time management) institutional factors (teaching quality, learning environment), and socio-economic conditions. Data analyses was done through graphs to examine the relationship between influencing factors and academic performance. This approach helps in identifying significant predictors of academic success among BS students in selected KP colleges.

THEORETICAL FRAMEWORK:

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This study is grounded in the Student Involvement Theory, which recommends that students spend the amount of physical and psychological energy in their academic experience which influences their learning outcomes and achievement. According to Astin (1999), students who are more enthusiastically involved in academic activities and connected with faculty are tend to perform better academically. In the framework of BS students in KP, higher levels of involvement in attending classes regularly, participating in discussions and engaging in study are expected to improve academic performance. Moreover, the study integrates elements of Tinto's Student Integration Theory, which highlights that academic success is influenced by the degree to which students are integrated into the academic and social systems of their institution. Tinto (1993) says that students who have strong academic and social integration are more likely to succeed in their studies. Therefore, factors such as institutional support and faculty interaction are shaping the academic outcomes of BS students in colleges of Khyber Pakhtunkhwa.

LITERATURE REVIEW:

There is sufficient literature on academic performance of students. The scholars have selected some relevant literature to know about the objectives of the study. Academic performance of (BS) students is influenced by different personal, socio-economic, institutional and psychological factors. Prior research in Pakistan, highlights several determinants that affect students' academic results. Personal and psychological factors such as motivation, study habits and time management play a dominant role in academic achievement. Munir and Saleem (2025) found that effective time management and learning habits enhance student performance. In the same way, psychological factors like stress and anxiety have a direct impact on academic achievement (Khan & Khan, 2026). Family and socio-economic influences also affect the students' academic performance. Factors such as parental education, income level and family support make the way for students to have the chance of academic achievement. A study conducted in Peshawar revealed that socio-demographic features are predictors of academic performance (Masud *et al*., 2019). Institutional and academic factors also play a dynamic role in shaping student performance. It is worth mentioning that quality of teaching, accessibility of learning resources and curriculum design support the academic outcomes. Research in Pakistani universities specifies that access to educational facilities and effective teaching methods absolutely impact students' academic achievements (Munir & Saleem, 2025). Moreover, qualitative conclusions highlight the importance of mentorship and structured coursework in enhancing academic performance (Jamil *et al*., 2026). Social and environmental issues also affect students' academic outcomes. Moreover, challenges such as commuting issues and heavy academic workload act as barriers (Jamil *et al.*, 2026). Academic stress is critical factor manipulating performance in higher education. Studies in Pakistan reveal that academic pressure and financial problems, increased stress levels, which in turn

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undesirably affect academic outcomes (Akhter & Iqbal, 2021). Academic performance is not determined by a single factor but by the interaction of multiple dimensions. This perception is consistent with Tinto's student integration model, which highlights the importance of both academic and social combination in achieving student achievement (Brew *et al*., 2021). The objectives of the study are discussed below.

Academic Factors Affecting the Performance of BS Students

Academic aspects are the most vibrant determinants of students' performance in higher education. Key academic factors contain study habits, time management, class attendance, previous academic background and learning strategies. Study habits refer to the consistent practices that students use to engage with their coursework. As regular revision helps the students to strengthen what they have learned, making it easier to recall. Organizing notes allows the students to edifice information evidently, which improves studying more efficient. Moreover, self-assessment enables students to identify their strengths and areas that need improvement. Students who review material and test their thoughts are better to perform in examinations. Time management is similarly important factor, as it permits students to allocate adequate time for studying, completing assignments and preparing for exams. Research demonstrates that students who assume structured learning methods and maintain disciplined academic habits tend to achieve higher academic results (Credé & Kuncel, 2008). Classroom related academic factors also play a central role in shaping student performance. Active participation in lectures, asking questions and engaging in discussions help the students to expand their understanding in subject and develop critical thinking. Moreover, access to academic support services such as tutoring, libraries and study workshops also give chances to students for strengthen their academic abilities. These elements create an environment that promotes real learning and academic success. In the references of colleges in Khyber Pakhtunkhwa, these academic factors may differ due to differences in institutional teaching methods and student preparedness. Some students may enter college with strong academic foundations, while others may struggle due to gaps in previous education. Such differences can lead to differences in academic achievement among BS students. Consequently, classifying these academic determinants is crucial for improving student performance and designing targeted involvements that support active learning in higher education (Richardson *et al*., 2012). Based on Student Involvement Theory, academic factors like study habits, time management, and class participation are important because they reflect the level of effort and engage the students in their learning. Astin (1999) highlights that student who participate in academic activities are more likely to attain higher academic performance. In the context of selected colleges of Khyber Pakhtunkhwa, differences in academic engagement and learning strategies can influence outcomes, as students who spend more time in their studies tend to perform better academically. The findings from the questionnaire reflect that a majority of respondents 63% agreed and 18%

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strongly agreed that students achieve good grades in examinations, while 9% remained neutral and another 9% disagreed (Fig.1**).** In relation to assignment completion, 63% of respondents agreed and 18% strongly agreed that students complete their assignments. However, an equal proportion 19% strongly disagreed, indicating some divergence in opinions on this aspect (Fig.2**).** Regarding attendance in regular classes, 46% of respondents agreed and 27% strongly agreed that students attend classes consistently. Meanwhile, 18% were neutral and 9% disagreed, suggesting that although most respondents view attendance positively, it is perceived somewhat less favorably compared to grades and assignment completion (Fig.3**).**

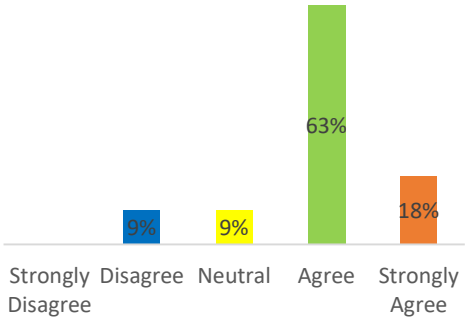

Fig.1: Participant's responses on students achieving good grades in exam

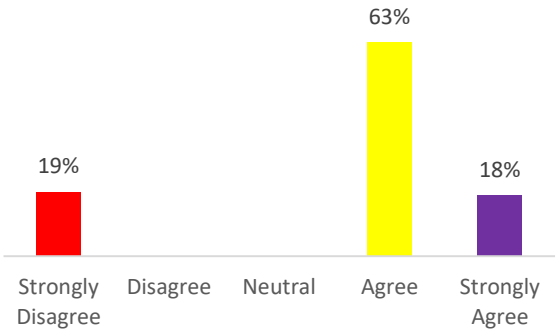

Fig. 2: Participant's responses on students completion of assignments

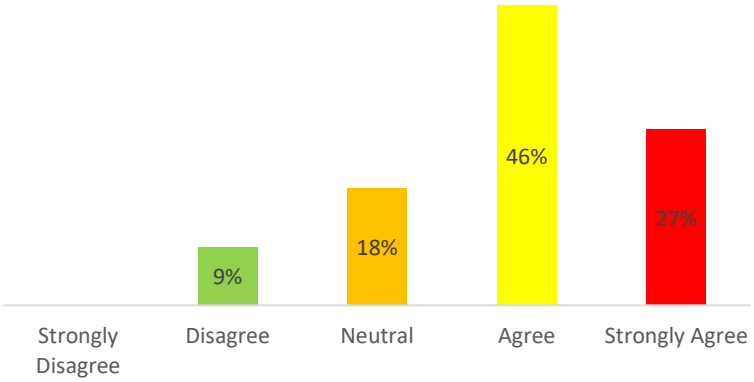

Fig. 3: Participant's responses on students attending classes regularly

Institutional Factors and Academic Achievement

Institutional factors play a key role in determining students' academic success. These factors contain teaching quality, curriculum design, accessibility of learning resources and the general institutional support provided to students. Teaching quality is principally significant, as it directly influences how students realize course material. Quality teaching includes clear explanations,

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strong knowledge and the skill to engage students through interactive methods. When teachers communicate concepts efficiently, then students are motivated and achieve better academic results. In the same way, a well-structured curriculum is necessary having relevancy, updated and aligned with students' needs. A helpful learning environment is another crucial institutional factor that contributes to academic performance. Colleges promote collaboration and continuous feedback which create a positive academic environment where students are encouraged to participate and express their ideas. Group discussions and constructive response from teachers help students to develop critical thinking and problem-solving abilities in their academic work. According to Tinto (1993) such academic and social integration within institutions improves the student achievement. When students feel linked to their institution and supported by faculty, they are more active to perform well academically. Access to sufficient learning resources and institutional facilities further strengthens students' academic performance. Resources such as well-equipped libraries, modern laboratories, digital learning tools, and academic counseling services provide students with the essential support to improve their knowledge. These facilities permit students to conduct research and seek guidance when facing academic challenges. On the other hand, in the framework of colleges in Khyber Pakhtunkhwa, gaps in institutional resources may create unsatisfactory learning opportunities for students. As some colleges in hilly areas may lack adequate academic facilities which can affect student outcomes, although Higher Education Department is trying to provide every possible facilities to colleges in far flung areas. Consequently, investigating institutional factors is crucial to find gaps and recommend improvements that can improve the quality of education and student performance (Astin, 1999). Tinto's Student Integration Theory highlights the importance of institutional factors in shaping academic success through academic and social integration. Elements such as teaching quality, learning environment, and accessibility of resources influence how students link with their institution. According to Tinto (1993), students who experience supportive teaching, access to learning facilities and positive connections with faculty are more likely to remain engaged and succeed academically. During the data collection when respondents were asked, through a questionnaire, whether teachers explain concepts clearly, 50% agreed, 45% strongly agreed, and 5% strongly disagreed (Fig.4**).** Regarding the effectiveness of teaching methods, 63% of respondents agreed, 18% strongly agreed, 10% were neutral, and 9% disagreed (Fig.5**).** When asked about the learning environment, 46% of respondents agreed, 27% strongly agreed, 8% remained neutral, and 10% disagreed (Fig.6**).** Concerning whether classrooms are well-equipped and comfortable, 37% of respondents agreed, 34% strongly agreed, 18% were neutral, and 11% disagreed (Fig.7**).** In response to the question about laboratory facilities, 37% agreed that laboratories are well-equipped, 32% strongly agreed, 16% were neutral, 11% disagreed, and 4% strongly disagreed (Fig.8**).** Finally, when asked about the availability of library resources in colleges, 36% of respondents agreed, 9% strongly agreed, and 55% remained

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neutral (Fig.9**).**

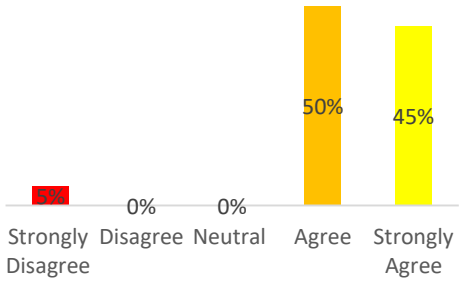

Fig.4: Participant's responses whether teachers explain concepts clearly.

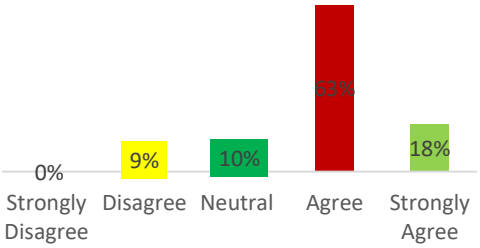

Fig. 5: Participant's responses on teaching methods effectiveness.

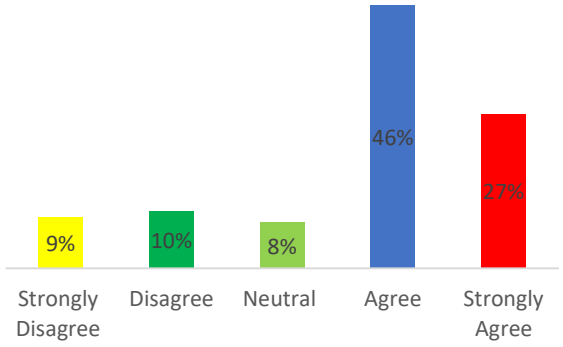

Fig. 6: Participant's responses on the learning environment.

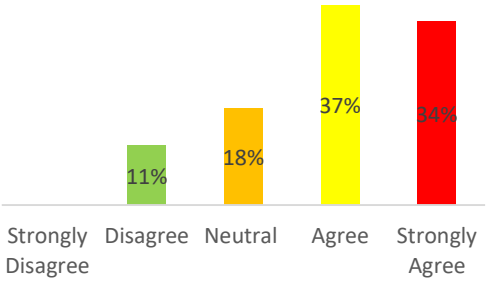

Fig. 7: Participant's responses on classrooms being well-equipped & comfortable.

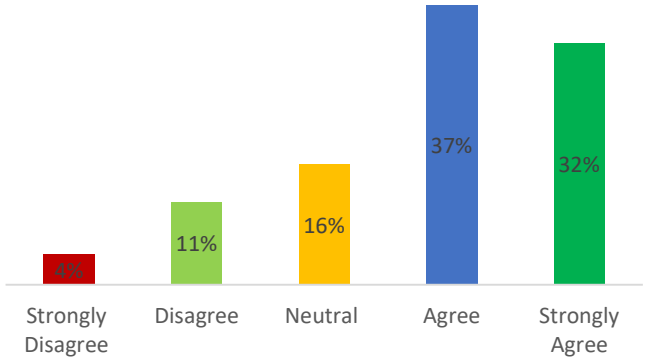

Fig. 8: Participant's responses on laboratories being well equipped.

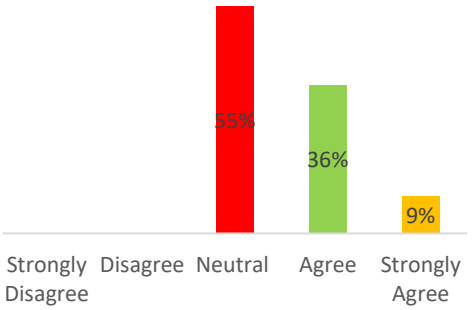

Fig. 9: Participant's responses on library Sources in the colleges.

Social and Financial Factors Affecting Academic Performance

Social and financial aspects are grave elements of students' academic

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performance. Financial constraints can limit students' capability to participate in academic activities. For example, students from low-income families may struggle to afford important educational resources like textbooks, internet access, transportation and study materials. In some cases, they even face problems in meeting needs like food and accommodation, which can create stress and reduce their ability to focus on studies. Moreover, many financially deprived students are bound to engage in part-time work or support their families, which decreases the time they can devote to academic tasks. As a result, these financial burdens can impact their academic performance and educational experience (Sirin, 2005). Beyond financial tasks, social factors also play a role in shaping students' academic significances. Family support with guidance is one of the most influential elements which encourage the students to focus on their studies. Cultural prospects and societal norms may also influence students' attitudes toward education, mainly in regions where traditional beliefs affect access to higher education. In the context of Khyber Pakhtunkhwa, these social and financial factors are significant due to existing socio-economic disparities and fluctuating levels of educational awareness. Students from rural backgrounds may face additional barriers such as limited access to quality schooling prior to college and lack of academic guidance. These challenges can create gaps which ultimately affecting academic performance of the students. Hence, understanding the impact of social and financial factors is essential for developing policies to promote equal educational opportunities and improve academic outcomes for BS students in the region (York *et al.,* 2015). Both Astin's and Tinto's theories suggest that external conditions, including social and financial factors, influence students' capability to engage fully in academic life. Financial problems may limit students' involvement in academic activities, while social support from family can enhance involvement and integration. Tinto (1993) argues that strong social influences within the institution contribute to determination and success, while Astin (1999) highlights that student who are more socially engaged are more likely to invest effort in their studies. For BS students in KP, selected colleges socio-economic challenges can therefore directly impact their academic performance. During the data collection when respondents were asked, via a questionnaire, whether family responsibilities affect academic performance, 54% agreed and 13% strongly agreed. In contrast, 11% disagreed and 6% strongly disagreed, while 16% remained neutral (Fig**.**10**).** Likewise, when asked whether financial situation impacts their studies, 55% of respondents agreed and 12% strongly agreed. Meanwhile, 17% disagreed, and 16% reported a neutral stance (Fig**.**11**).**

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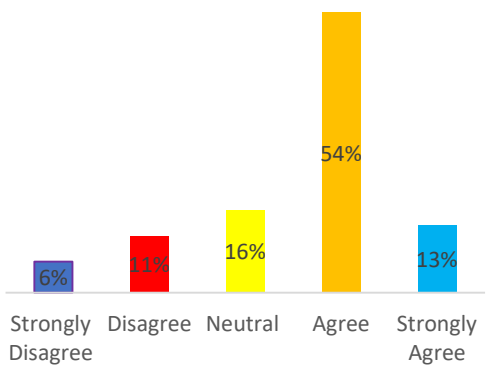

Fig.10: Graph showing participants responses whether family responsibilities affect academic performance.

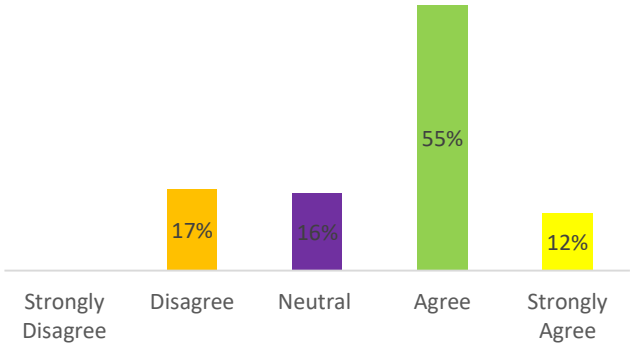

Fig. 11: Graph showing participant's responses whether financial situation affects the studies.

Psychological Factors and Academic Performance

Psychological factors are the most powerful elements of students' academic performance because they affect how students think, feel and behave in learning conditions. Key psychological factors comprise stress, anxiety, motivation and self-confidence. A moderate level of stress can be helpful, as it may increase alertness and readiness to perform academic responsibilities. However, extreme stress and anxiety have negative effects by weakening attention and reducing memory preservation. Students who experience high levels of academic pressure like fear of failure, heavy workload or examination pressure may struggle to perform successfully in tests and assignments. Extensive stress can decrease academic efficiency and engagement (Richardson *et al.*, 2012). Motivation is another psychological factor that motivate students' willingness to learn and succeed. Motivated students are more possible to attend classes regularly, complete assignments on time and participate in academic activities. Students with low motivation may lack interest in their studies which leads to poor performance. Alongside motivation, self-confidence is also playing a vital role. Students with high confidence are more expected to set academic goals, take initiative in learning. According to Bandura (1997), self-efficacy influences how individuals' approach to goals. In the perspective of BS students in Khyber Pakhtunkhwa, selected colleges, psychological elements are also important due to the academic, social, and economic pressures many students face. Factors such as limited resources, high predictions, and competitive academic environments may increase stress and anxiety. At the same time, a lack of academic support or guidance affect students' confidence. Consequently, addressing the psychological factors is important for improving learning behavior and academic achievement. Psychological factors such as stress, anxiety,

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motivation, and self-confidence are linked to student involvement. According to Astin (1999), students who are psychologically motivated are more expected to spend energy in academic activities for better results. Similarly, Tinto (1993) suggests that students who feel confident and supported within their academic environment are more probable to participate successfully and continue their studies. In the context of BS students in KP, selected colleges positive psychological elements enhance academic engagement, while high stress and low confidence may decrease involvement and harmfully affect performance. During the data collection when respondents were asked, through a questionnaire, whether stress negatively affects students' academic performance, 53% agreed and 11% strongly agreed. In contrast, 27% disagreed, while 9% remained neutral (Fig.12). Similarly, when asked whether students feel anxious during exams, 56% agreed and 15% strongly agreed. Meanwhile, 18% disagreed, and 11% reported a neutral stand (Fig.13).

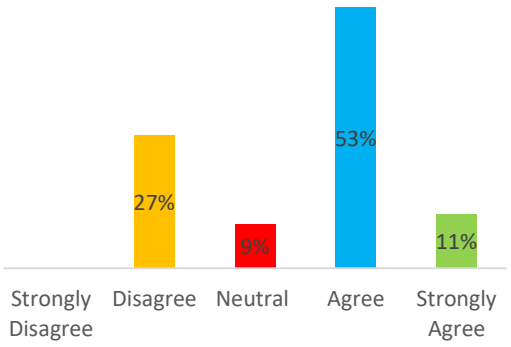

Fig. 12: Graph showing participant's responses whether stress negatively affects students' academic performance.

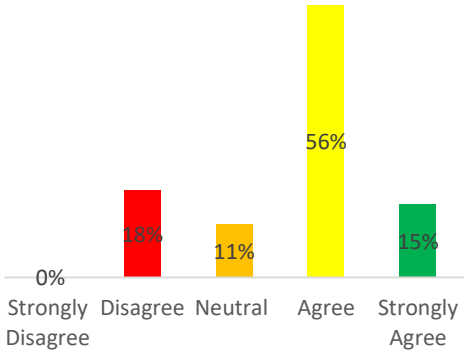

Fig. 13: Graph showing participant's responses whether students feel anxious during exams.

Conclusion:

The academic performance of BS students in colleges of Khyber Pakhtunkhwa is influenced by a mixture of academic, institutional, social, financial and psychological factors. The findings indicate that students observe their academic performance and learning environment positively. A majority of respondents believe that students achieve good grades, complete assignments, attend classes regularly, and benefit from effective teaching practices. Strong agreement was observed regarding teachers' clarity in explaining concepts and the effectiveness of teaching methods. On the other hand, responses related to infrastructure and academic resources were mixed. Whereas classrooms and laboratories were viewed as sufficiently equipped, the high level of neutrality regarding library resources suggests that this area may not be fully reachable or well-utilized by students. The findings also highlight that non-academic factors like family responsibilities, financial challenges, stress and exam-

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related anxiety negatively affect academic performance of BS students in colleges. At the same time, a noticeable proportion of respondents either disagreed or remained neutral, signifying that these factors do not impact all students likewise. The data recommends that while academic environments are normally supportive but personal responsibilities and psychological stress remains significant challenges that can impact students' performance. Psychological factors such as stress, anxiety, motivation, and self-confidence directly influence students' behavior, engagement, and academic performance. These factors are interrelated, and their collective effect defines the level of success achieved by students in higher education. Drawing on Student Involvement Theory and Tinto's Student Integration Theory, this study highlights the importance of active student engagement and institutional support in improving academic outcomes. Therefore, it is important for educational institutions and policymakers to address these influencing factors by providing better academic resources, supportive environments and psychological assistance. Such efforts will not only improve students' academic performance but also contribute to the whole quality of higher education in the region.

RECOMMENDATIONS:

Colleges should establish academic counseling services to support BS students who may struggle with coursework, especially in subjects with higher difficulty levels.

In this study a large ratio of participants remained neutral regarding library resources, colleges should upgrade library facilities, ensure updated academic resources are available, and encourage students to energetically use them through orientation sessions.

Institutions should have well-equipped, comfortable classrooms and laboratories to create effective learning environment that supports both theoretical and practical learning.

Workshops and training sessions should be organized to help students balance academic responsibilities with family duties, decreasing the negative impact of external pressures on their studies.

Scholarships, fee concessions, and need-based financial assistance programs should be expanded to support BS students facing financial problems.

Colleges should arrange mental health awareness sessions, and stress management workshops to help BS students to manage the academic pressure and exam related anxiety.

Students should be motivated through participation based learning and interactive teaching methods.

Regular teacher training programs should be conducted to enhance teaching quality, focusing on modern educational techniques.

Regular feedback systems should be encouraged so students can discuss academic challenges with teachers.

Colleges should assess teaching quality and student satisfaction to classify weaknesses and implement well-timed improvements.

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