

Determinants of Academic Achievement Among Community College Learners in Kirtipur

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Abstract: Academic performance, defined as the successful completion of undergraduate examinations across four years, is a key indicator of student success. This study explores the determinants influencing academic achievement among community college students in Kirtipur. Factors affecting academic performance include personal attributes such as study habits, discipline, sleep patterns, attentive in class, partying behavior and social media and institutional policies such as class environment, peer pressure, college location and extracurricular activities. The research adopted a descriptive correlational design and utilized a census survey method. Primary data was gathered using printed questionnaires distributed to 185 community college students, of which 180 responses were valid for analysis. Data is analyzed through descriptive as well as inferential statistical tools. The result shows high positive relationship among academic performance and personal and institutional factors. Data is analyzed through descriptive as well as inferential statistical tools. The output indicates high positive relationship among academic performance and personal and institutional factors. Regression analysis confirms that two variables significantly impact student academic performance, with institutional and personal factors exerting the greatest influence. The study concludes that academic success is multidimensional and closely linked to the support and quality provided by educational institutions and individual student efforts. These results illustrate the importance of comprehensive strategies that consider institutional resources and student development. Improving these areas can lead to enhanced academic results and more effectively get learners ready for future work. This research offers insightful information for policymakers, educators, and organizations to enhance the students' academic performance.

Keywords: Academic Performance, Community College, Students, Institutional Factors, Personal Factors.

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I. INTRODUCTION

Increasing the quality and retention rates of higher learning is essential for a country's prosperity in the globalized, rapidly developing, and rising economy of today. Jobs, prosperity, with an increased level of life everything is dependent upon having a higher education. Technology and specialized knowledge are becoming more and more important in order to increase economic growth and productivity in light of the growing number of educational institutions (Arora & Singh, 2017a). Academic success of students is among the most substantial signs of excellent instruction (Shatzer et al., 2013). The academic accomplishment is a difficult result impact by a wide range of situations; numerous studies have looked at the

factors that impact students' educational performance over time. For teachers, legislators, and organizations to create measures that can address disparities, enhance learning outcomes, and assist kids in reaching their greatest potential, they need to have a solid grasp of these crucial factors (Suleiman et al., 2024). The importance of learning strategies, motivation, effort, and prior coursework are among the elements that have affected the academic success of learners. Studies have shown incidental elements that contribute to academic achievement at numerous international organizations (Richardson et al 2012).

The establishment of Trichandra Campus in 1918 signaled the start of higher learning in Nepal. The year 1959 saw the founding of Tribhuvan University in Nepal. Tribhuvan

University has been linked to both community-managed and government-run institutions since its establishment (Trichandra College, 2023). Higher education in Nepal is provided by 24 universities, including 4 provincial universities, 7 medical academies, and 1 university bill passed by the parliament (UGC 2023/24). There are 633053 students registered throughout 1,432 campuses, with 164 being constituent, 545 being communal, and 723 being private. Of these, 32.26 percent pursue higher education at community institutions.

There are 97 QAA campuses that have been recognized by the UGC. Of these, 59 are community campuses. Community campuses are an important aspect of Nepal's higher education system, according to the data. The local population developed and currently controls the public campus. (ADB, 2015). Transparency and accountability from the institution are essential for the local community. Following the established policies and procedures, local residents are responsible for managing these campuses. Among other things, this institution has exercised autonomy in hiring academics, building infrastructure, and handling finances. To raise the standard of teaching in community colleges, identify relevant factors, and evaluate students' performance, this study is essential. Therefore, the objectives of this research determine how community college students see the factors affecting their educational achievement.

This research ignored the total performance of the students in favor of concentrating just on the results. Additionally, studies have been done on the direct effects of Both student and institution related variables. There have been some limitations in educational accomplishments of students at community colleges in addition to aforementioned issue. The elements that influence community college students' academic success in terms of result. As per Chapagai's (2024) findings, there is a significant influence on reader' educational accomplishment at the college level due to several elements such as factors associated to the house, colleges facilities, teaching-learning environment and materials, student routines, relationships between teachers and students, and organizational elements. The researcher seeks the connection among academic achievement and personal factors as well as institutional factors. Additionally, look into how individual along with institutional variables affect students' academic achievement.

This study provides insightful facts regarding the elements that affect students' academic achievement of community College in Kirtipur Nepal. Because of the tiny sample shape, possible bias in the cross-sectional approach and individual choice, which might not take time restrictions, contextual considerations, or long-term job changes into account, the research's findings could not accurately reflect all students at public colleges. These hypotheses are being tested to see if they meet the previously stated goals. A hypothesis is a statement that, prior to investigation or data collection, makes an informed guess or assumption about a link between variables or events. In scientific research, it directs the examination and testing of

hypotheses. In this investigation, the given hypothesis has been tested: Students' academic performance at community colleges is significantly impacted by both organizational and personal variables. The academic achievement us highly correlated with both personal as well as institutional variables, respectively.

II. LITERATURE REVIEW

➤ Academic Performance

Chapagai (2024), shows that the factors, covering as those linked towards the student's home environment, campus premises, lecturing and learning culture, methodologies, resources, student-friendly atmosphere, and strong teacher-student interactions, impact the college's students' educational achievement. Overall academic success is also impact by personal qualities and actions. Factors connected to teachers are shown to be important. The report offers insightful information that can help institutions, legislators, and educators raise student accomplishment. Its limitation to the Nepalese University, notably its public campuses in the Tanahun area, may, however, restrict its broad applicability

Education is essential for producing skilled laborers who can solve real community problems and accelerate economic progress. The trend of students in university, however, is not commensurate with the growth number of students admitted, and a growing percentage of students choose re-admission, indicating that their academic performance has not been satisfactory (Tadese et al., 2022). Academic achievement (AA) is determined by performance outcomes like grades, school achievement exams, and standardized test scores (Chowa et al., 2015). Several research have tried to pinpoint the factors impact students' overall performance. This research is analyzed that various factors, including organizational, teacher, and personal ones, affect a student's success in college (Umar, 2009).

➤ Personal Factors

Research emphasizes the significance of motivation, self-efficacy, engagement, and personality qualities, even while cognitive talents are crucial for academic success (Chamorro & Furnham, 2008; Richardson et al., 2012; Steinmayr et al., 2015). Additionally, grade retention has a detrimental impact on students' motivation and self-worth, which can result in maladaptive behaviors and absenteeism (Jimerson, 2001).

Family support and course awareness have favorable effects on the academic achievement of college students, whereas stress, anxiety, and sleep deprivation negatively influence performance (Shathele et al., 2015). According to Alfani and Othman (2005) shows the positive association among learner and academic achievement and past academic success. Additionally, it showed that girl students do better than boy pupils. Chapagai's (2021) research shows that while gender has no discernible impact on students' achievement, the type of test, student age, and ethnicity do. According to Egunsola (2014), Students' self-esteem, imagination, and confidence in their academic growth have always influenced their academic

achievement Poor performance may make students less motivated to attain better outcomes, like better grades, and may also cause them to become confused about the university's overall accomplishments in the future. Therefore, teachers must be centered educational achievement of a student (Winter et al., 2011; Saele et al., 2017). Teachers' Focus on turned to variables that help kids perform academically. Researchers have determined that numerous elements, such as family, college, home, atmosphere, and population density, affect a student's academic achievement.

➤ *Institutional Factors*

Universities try to maintain a balance between pursuing their corporate goal and their academic goals, even though they are academic institutions first and foremost (Osaikhiuwu, 2014). This frequently affects how much money is allocated to student welfare. As a result, institutional resources are crucial in creating an atmosphere that is favorable for learners and eventually influences academic achievement. For pupils to achieve well academically, there must be an adequate supply of tools, literature, buildings, and personnel. Nonetheless, inadequate equipment, insufficient teaching personnel, and bad infrastructure are frequently seen at institutions (Bell & Federman, 2013). As a result, students perform poorly academically since the environment does not support or encourage effective learning.

Peer group connections assist students achieve better in college education because peers with same future target can encourage and motivate one another to accomplish better (Yousuf et al. 2011). This frequently affects the quantity of funds allocated to student welfare. Thus, institutional resources have a major effect on academic achievement by guaranteeing a supportive atmosphere for learners. Students' academic success depends critically on the availability of enough facilities, books, equipment, and human resources. Nonetheless, inadequate resources, such as inadequate teaching personnel and equipment, are frequently found at universities (Bell and Federman, 2013). Students' performance is also determined by the policies as well as procedures the institution. The major educational sector, which can be the both sectors, has an effect on students' performance as well (Hall, 1989). The curriculum has a direct bearing on how well students do overall.

Freeman and Viarango (2013) looked on how college rules affected a student's achievement. They used a sample of PISA data of 4,700 students from six different nations across 15 universities. They found that student's achievement was affected by the location of college they attended. A student spends their time in a classroom at a college or other establishment. According to Hajizadeh and Ahmadzadeh (2014), the students pick up the maximum information need to provide them a more hopeful future and the ability to accomplish their desired goals in the future.

The classroom is the place where students learn their ultimate goals and how to do it them (Viaria, et al, 2012). In

order to get optimal results, it is vital to comprehend the elements influencing the general classroom atmosphere, as the classroom has substantial effect on a student's growth. It realizes that if educational institutions are going to have important influence in preparing the students of the future generation to contribute positively to society as a whole then all necessary measured done, pupils will thrive in the current educational setting (Viaria et al., 2012).

The way the educational setting is set up will both hinder creativity or help pupils develop a positive mindset if this is not handled seriously (Viaria et al, 2012). The several variables that might impact the learning environment in the classroom. The furniture placement and wall art in a classroom are examples of its physical design. The atmosphere in the classroom, either the rules or the strong quality might all have an impact on how focused the students are (Obeta, 2014).

The learning situations are impacted by instructor as well as learner. Students develop a good or bad impression of their lecturers based on how they manage their classrooms, conduct themselves during lectures, and interact with them (Obeta, 2014). The teacher's involvement plays big impact on how well the students grasp the lesson. They would negatively impact their students in the classroom if they were not feeling well. Similarly, if a teachers have commanding power, and the capacity to draw a crowd, students become very interested in the material. Teachers need to be aware of these components if they wish to improve the learning environment (Obeta, 2014).

Yassein et al. (2017) reported that their research findings indicate that low academic performance and student dropout are significantly influenced by institutional variables, including the proportion of students to employees and the caliber of the university's teaching. Additionally, low-performing kids' academic performance and dropout rates are favorably affected by the ratio of students to employees. Additionally, dropout rates and employee quality are connected to. Moreover, the results demonstrated the importance of contextual elements, including university housing, that affect student dropout rates. Numerous researches aimed at forecasting students' academic achievement have shown that assignments, tests, quizzes, and midterm examinations are important variables that affect Learning achievement of students. As a result, they have made use of such characteristics to forecast the pupils' academic success.

According to Kamal and Yusari (2014), the learners engaged in direct physical exercise on a regular basis do better academically than those who are less active. Therefore, in a study investigating the relationship among academic success and physical exercise, it was discovered that, in the Korean teenage context, there was a favorable link between the frequency of intense and moderate exercise, as well as the academic achievement of among male and female, respectively. Elmagd et al., (2015) obtained a comparable result,

demonstrating a strong and favorable association between physical exercise participation and academic achievement.

While a number of research show that physical activity and academic success are positively correlated, the negative correlation has received far less attention. For example, Tremblay et al. (2000) investigate that association among academic achievement and self-esteem, and physical activity of 12-year-old child discovered negative link between learning outcomes and physical exercise level. Initial research suggests that physical exercise engagement negatively impact on educational achievement (Tremblay et al., 2000).

The researcher, interactions between parents and children more especially, responsive and stimulating parenting ideas has

a significant effect on Intellectual growth in a youngster (Christian et al., 1998; CECF, 2000). Parent participation is analyzed and described at school and favorable opinions about the student's education (Epstein, 1996; Grolnik & Sowiacek, 1994; Khol et al., 2000). Several recent research have highlighted the distinction among parents' attitudes towards education and the activities they participate in. Numerous researches discovered a correlation between greater degrees of classroom misconduct by students and the frequency of activities. A number of factors, such as consistent attendance at lectures, homework, setting priorities for educational requirements, student counselling, task management, educational guidance, parental encouragement, stress control strategies, school schedule, impact student's academic achievement (Abdulghani et al., 2014).

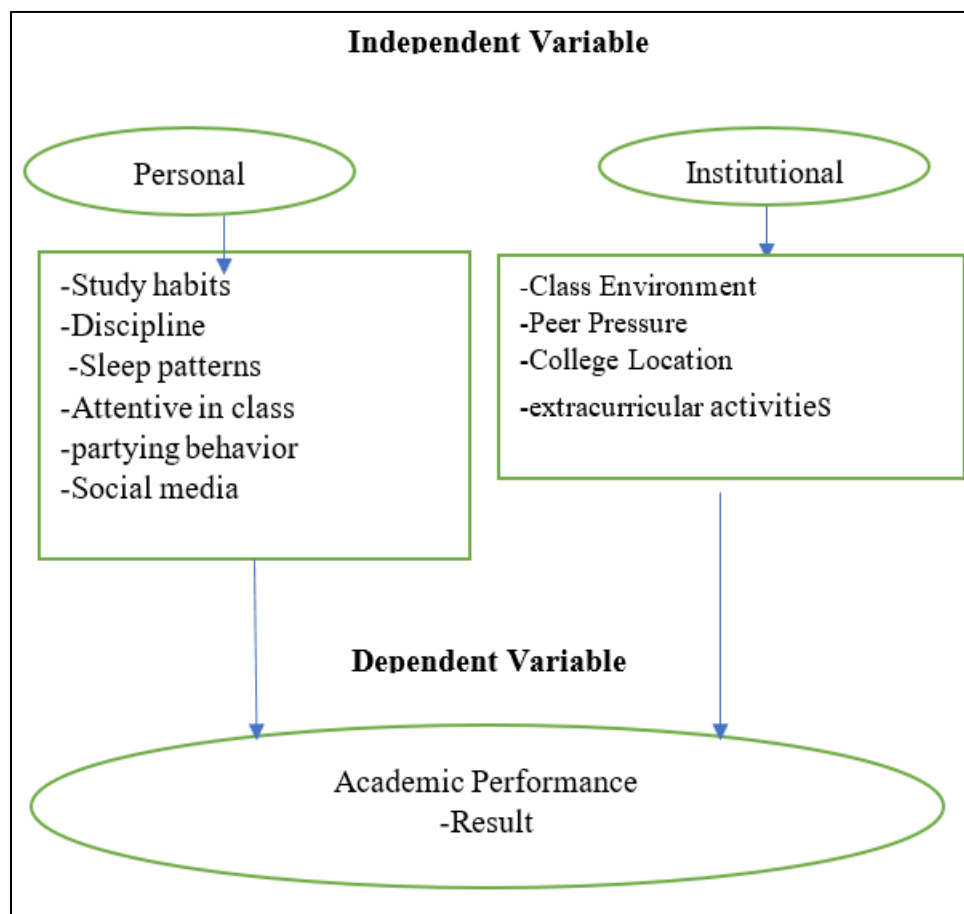


Fig 1 Conceptual Framework

The researcher conducting a census survey, a descriptive correlational study method was used to investigate the variables influencing community college students' academic performance.

This design, which connects the current state to past events, is appropriate as it establishes the association between elements influencing students' performance. The objectives of descriptive survey research are to share basic information on

individuals and objects. The study targeted bachelor's 1st, 2nd, and 3rd year community college students in Kirtipur, Nepal, using convenient sampling technique. The target population included pass students who are still studying at the same college. Kirtipur was selected because 77 districts students are sited and close to Tribhuvan University.

The study focuses on the responses of bachelor 1st, 2nd, and 3rd year community college pass students in Kirtipur,

Nepal, with a sample size of 185. The questionnaire was only completed by 180 people, meaning that the reply rate was at least 50%. The research uses original primary data gathered through a structured questionnaire survey, adapted from various studies. The survey employs a five-point Likert scale offering five response choices and measuring direction, intensity, and extremity. Three parts comprise the questions: dependent variables, independent factors, and data on demographics. The data is analyzed using the SPSS.

III. RESULT AND ANALYSIS

According to Helms et al. (2006), scale is deemed authentic if its Cronbach's Alpha scores are higher from 0.7. Cronbach's Alpha has been calculated to evaluate the tools' dependability by figuring out how uniform the study's variables are internally.

Table 1 Reliability of Items

Code	Section Name	No. of questions	Scale used	Cronbach's Alpha
PF	Personal factors	6	Likert	.705
IF	Institutional factors	5	Likert	.713
AP	Academic performance	5	Likert	.725

The dependability of surveys evaluated prior to the gathering and handling of any data. It is safe to use summed scales for more research because all the value of Cronbach's Alpha s scores are higher from 0.7.

➤ Correlation Analysis

This linear connection among two quantitative variables is measured by correlation, which also indicates the direction and degree of the association. It determines the degree to which a change in one variable affects another. Hair et al. (2006) state that correlation coefficients, often represented by the sign r , have a range of -1 to +1.

Table 2 Correlation Between Factors and Academic Performance

Pf	Pfa	Tf	If	Ap
Pf 1	.615**	.483**	.565**	.555**
If			1	.620**
Ap				1

Based on 180 responses, Table 2 demonstrates that there is a somewhat favorable link between academic success and personal, parental, institutional, and instructor characteristics. Academic achievement and institutional factors are shown to be more correlated than other factors.

➤ Regression Analysis

A statistical method known as regression analysis shows the relationship among academic achievement and independent variables are determined how strong relationship is, understand and measure it, and forecast the academic performance on the basis of independent variables' results. This approach is in line with the second hypothesis.

➤ Model Summary Related to Academic Performance

Model Summary offers statistical metrics (such p-values and R-squared) to show that model's is fit and importance of correlations.

Table 3 Model Summary

R	R Squ.	Adj. R Squ.	Stan. error of Estimation	Durbin Watson
.699 ^a	.489	.477	.31850	2.192
a. Predictors: (Constant), Institutional F, Personal F				
b. Dependent Variable: Academic P				

The academic achievement on predictors themes, R² values of 0.75 is strong, 0.50 is medium and 0.25 is lower (Sarstedt & Mooi, 2018). This model captures a significant portion of the variation in academic achievement in terms of R Squared and Adjusted R Square values. The table present fit model. The Durbin Watson test yielded a R square score of 48.9%, which indicates a limited capacity to explain the variance in academic performance (2.192).

It demonstrates the use of hypothesis testing to ascertain whether the independent as well as dependent variable have a meaningful relationship.

Table 4 Anova Table

Model	Sum of square	Degree of freedom	Mean Square	f	Sg.
Reg.	18.264	2	9.132	93.469	.000 ^b
Residual	17.390	178	.0977		
Total	35.654	180			
a. Dependent variable P					
b. Predictors: Institutional I, Personal F					
ANOVA table present the regression method, which makes use of components (Institutional F, Personal F) as predictors, is very significant and appropriate for forecasting how factors will affect academic achievement. A p-value below 0.001 (0.000) is present. The overwhelming evidence that disproves the null hypothesis supports the model's significance in statistics, according to the result.					

In regression analysis, a coefficient table a tabular representation of projected coefficients from a statistical models used to provide precise information about every independent variable's link to the academic performance.

Table 5 Coefficient table

Model	Unstandardized Coeff.		Standardized Coeff.	t	Sig.	Collinearity Statistics	
	B	Std. Errors	Beta			Tolerance	VIF
(Constant)	1.409	.227		6.218	.000		
Personal F	.194	.064	.214	3.046	.003	.590	1.696
Institutional F	.170	.065	.229	2.625	.009	.382	2.615
a. Dependent Variable: Academic P							

Table 5 demonstrates that a linear model may be suitable or suited. Academic success is positively impacted by personal factors, as demonstrated by the value of P of 0.001, that is lower than the alpha 5%. Additionally, academic performance should rise by 0.194 points for every point that the personal factor increases. Academic achievement is positively impacted by parents, demonstrated by the value of P of 0.001, that is lower than the alpha of 5%. Additionally, academic performance is anticipated to increase by 0.162 points for every point to rise in parent variables. The teachers are positive significance on educational performance of students because $P < 0.001$. The academic achievement should rise by 0.157 points for every point that a teacher gains. Academic achievement is positively affected by the institution because P value is less than 5%. Furthermore, academic performance is predicted to rise by 0.170 for every point that the institution increases. Additionally, the data indicates that VIF is less than 5. Therefore, multicollinearity is not an issue.

$$AP = \beta_0 + \beta_1 PF + \beta_2 IF + e_i$$

Therefore, regression in academic performance = 1.409 + 0.194 (personal factors) + +0.170 (institution factors) + 0.138 (social-skills)

IV. DISCUSSION

All cronbatch alpha is more than 70%. It shows that questions are reliable. The findings show that community college students' academic achievement is positively impacted by institutional, instructor, parent, and personal variables. The finding are secured by the study of Chapagai (2024); Nunes et

al. (2023); Alani & Hawas (2021); Arora & Singh (2017) and Hughes & Kwok (2007). Academic achievement is correlated with both personal and institutional characteristics at 0.555 and .620, respectively, having a p-value below 0.01 (.000). It demonstrates that academic achievement and institutional and personal characteristics have a favorable and statistically significant link. The study supports this conclusion of Alani & Hawas (2021), Arora & Singh (2017). Factors (Personal, parent, teacher and institutional) is play vital role for academic performance of community colleges student as well as other college students. This finding is supported by Arora & Singh (2017) and Hughes & Kwok (2007). According to the study, a student's grades might be influenced by both institutional and effective personal factors. The student performs better academically because of his or her productive study habits and family's encouragement. The study supports this conclusion of Chapagai (2024), Nunes et al. (2023), Alani & Hawas (2021), Arora & Singh (2017) and Hughes & Kwok (2007).

V. CONCLUSION

The correlation between Academic achievement and organizational and individual factors are 0.555 and .620 respectively and the value of P is below than 0.01 (.000). It demonstrates that academic achievement and institutional and personal characteristics have a favorable and statistically significant link. Institutional factor and academic performance have higher correlation than other. So, institutional factor plays greater role for educational performance of students of community college. According to R square, p-value and Durbin-Watson test of the hypothesis H2a, H2b, H2c and H2d the model is fit, significance and no problem of

multicollinearity. This study examined how much factors (personal and institutional) are effect on academic achievement of community college students.

Factors (personal and institutional) is playing vital role for academic achievement of community colleges student as well as other college students. The result of regression analysis provides information's to the students, parents, teachers and institutions, how can manage the students for better performance. Which factors are stimulating the students' academic achievement?

The study discovered that the student's grades are affected by both institutional and personal factors. Additionally, a student's motivation from college and efficient study techniques assists them do better academically. Additionally, the survey found that female students receive higher academic grades than male pupils. If the college uses effective teaching methods and creates a conducive learning atmosphere, students' performance will improve. Proper study habits, sleep schedules, partying habits, and social media use are all significant aspects that impact students' success. The institution should periodically provide appropriate guidance and encouragement to the students to improve their academic performance. A student performs better if he or she is aware of his or her skills and competency and distract factors. The study shows that personal and institutional factor have greater impact on academic performance.

VI. IMPLICATION

Both academic achievement and community college students' performance are significantly impacted by personal characteristics. Student's study habits, distraction factors, late night party, sleep time, social media engagement and academic grade of previous level are playing important role for academic performance. These factors are important to students, teachers, parents and institutional body for decision making and policy maker.

Students believe that aspects related to the institution have a big impact on their performance since they wanted a calm and suitable college setting. The institution's influence learners' academic complement. He learner' academic success is influenced by classroom layout, peer attitudes, the college's learning environment, the actions of administrative personnel, instructional resources, and extracurricular activities. These factors are equally important to students as well as regulatory bodies for policy making.

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